



**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)**
In association with
VAIKUNTA BALIGA COLLEGE OF LAW, UDUPI

**ONE DAY NATIONAL SEMINAR ON -
THE FUTURE PROSPECTS OF HIGHER EDUCATION
INSTITUTIONS AND THE REVISED ACCREDITATION
AND ASSESSMENT PARAMETERS**
Seminar Proceedings - 30.7.2021

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About the College

Vaikunta Baliga College of law, is the second oldest law college in the state of Karnataka, which has contributed well known legal luminaries in South India. Udupi, a fast-developing city is still upholding its traditional values which is situated in the southern coastal belt of Karnataka. It is also known as the temple town, bestowed with the blessings of lord Krishna.

Our college was established in the year 1957 and is named after the Late Sri.B.Vaikunta Baliga, a legal visionary and the then Minister of law, Government of Mysore. The college is one among the 42 reputed educational institutions run by the Dr.T.M.A.Pai Foundation, Manipal. It was founded by Late Dr.T.M.A.Pai who is remembered as a pioneer in the field of education, banking and industry. The college is now permanently affiliated to Karnataka State Law University and is recognized by the Bar Council of India and the UGC. The college has been accredited with B+ grade by the NAAC committee with Institutional score CGPA 2.67 in the year 2016.

VBCL Law Review Special Edition
One Day National Seminar Proceedings

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EDITORIAL

Dear Readers,

It gives us immense pleasure to introduce before you the proceedings of National Seminar organized by the IQAC of Vaikunta Baliga College of Law, Udipi, in association with National Assessment and Accreditation Council (NAAC). The seminar was a grand success with the blessings and participation of renowned academicians and experts in the concerned area. This special edition is the collection of selected papers presented in the online seminar by the resource persons and faculties of different institutions all over India.

The NAAC sponsored one day National Seminar on the topic 'The Future Prospects of Higher Education Institutions and the Revised Accreditation And Assessment Parameters' was held on 30th July 2021 on online mode by using Microsoft Teams platform. Prof.(Dr.) P.Ishawara Bhat, Hon'ble Vice Chancellor of Karnataka State Law University, Hubballi was the inaugurator. Mr.Venkatesh Naik, Law Secretary to the Government of Karnataka was the chief guest. The first technical session was handled by Dr. G.N. Mallikarjunappa, Principal (Retd.), Dept. of Collegiate Education and Educational Consultant- on the topic National Education Policy and the Future of Higher Education in India. The Second Session was handled by Dr. Sujatha P. Shanbhog, advisor, NAAC, Bangalore on the topic "The Revised Guidelines for the Preparations and Online Submission of IQAR and SSR". The resource person for the third Session was Prof. Indrajeet Dube, Rajiv Gandhi School of intellectual property Rights, IIT Kharagpur – West Bengal, and the topic was "Research and Innovation for Quality Assurance in Higher Education". The authors of the selected research papers presented their papers in the seminar using online platform.

In this proceeding, we have included the papers covering and analyzing various aspects of higher education sector in India. The presenters were keen to emphasize the relevance of National Education Policy, 2020, for strengthening the higher education sector. Research papers were presented on the topics like lifelong learning skills, Role of IQAC, blended mode of teaching and learning, redesigning India's research and development,

Innovative and changing dimensions of teaching and learning, and the transition of higher education sector and the vision of higher education in India. The presentations, discussions and interactions have concluded with the optimistic thinking towards achieving India, a better position among the nations of the world, to play a crucial role in research and innovation, and a nation with better human beings.

With Regards,

Dr. Nirmala Kumari.K

Principal

Vaikunta Baliga College of Law,Udupi.

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INAUGURAL ADDRESS

Prof. (Dr.) P. Ishwara Bhat *

It gives me pleasure in inaugurating the one day National Seminar on future prospects of higher educational institutions and revised parameters regarding accreditation and assessment.

NAAC is a part of UGC constituted for ensuring better standards of education in all higher educational institutions. The mandatory requirement of getting accredited is something very much required. As a part of it, there are number of procedures or methods through which that process of Accreditation and Assessment takes place.

The definite parameters developed during last 35 years or more in the functioning of NAAC it has immensely contributed for better position of higher educational institutions all over the country. With the emergence of New Educational Policy 2020 the new parameters try to effectuate the lofty objectives of globally competitive, socially responsible and culturally relevant excellent academic standards. It is well known that at the global level the Universities in India or the higher educational institutions are not doing that well compared to those universities and educational institutions at the top of the world. But it is essential that we have to upgrade ourselves, we have to conform to the requirements of globalisation and we have to excel so that there will be more production of intellectual works or the intellectuals, academicians, scientists, scholars or great achievers.

This method of ensuring that through compulsion to comply with the requirements of Accreditation etc., the Higher Educational Council & the Higher Educational Institutions will be levelling up towards higher achievements is something to be kept in mind by all the educational institutions. The educational policies shall gear up to the requirements of new expectations. It is essential that new parameters shall be well-known, and adequate publicity shall be given. Various higher educational institutions have been active since many years in complying with norms and standards prescribed by NAAC. In this way, the educational institutions as part and parcel of the society have to develop by keeping up with the new parameters for the quality in higher education.

* Hon'ble Vice-Chancellor of Karnataka State Law University Hubballi-Inaugural speech delivered on the One Day National Seminar on "the Future Prospects of Higher Education Institutions & the Revised Accreditation & Assessment Parameters", sponsored by NAAC, organised by Vaikunta Baliga College of Law, Udupi on 30.7.2021.

The NAAC parameters help in persuading for continuous academic activities that should be engaged in by the educational institution. This aspect has great significance. The activities shall be not only continuous but shall also of high academic standard. They shall reflect the principle of social equity and inclusiveness by adequately satisfying the interests of vulnerable sections of society and the demands of diversity. All these factors count a lot. It is not mere production of a number of research papers or possession of infrastructure facilities, but how the educational institution is recognising itself as a part and parcel of the society and shapes a favourable public perception about it becomes important. Hence, the educational institutions have to comply with holistic requirements.

In so far as the research activities concerned, it is an innovative research that shall be given a lot of emphasis. Innovative research aims at production of new knowledge, new techniques and new products. In the field of natural sciences such innovative research has great potentiality of bringing technological advancement and add to society's strength to deal with the new situations in the competing world. For example, during the times of COVID-19 the research institutions in India had very successfully engaged in pharmaceutical research by producing number of medicines, vaccines or various other medical goods in order that requirements of society could be immediately satisfied. If the same amount of work is produced in other fields as well then the entire position would be different. There is the need to upgrade the infrastructural facilities like laboratories, libraries and research funding. In social sciences including law, policy research and action research can significantly contribute towards innovative research. Going beyond descriptive and narrative types of research expositions reproducing the existing knowledge without critical input or value addition, these have innovative outputs. Further, both in terms of quality and quantity the research output from the side of the faculty students and researchers shall be satisfactory. The research papers shall be up-to-date, continuous and reflecting a very high quality content.

If it is a science institution how many patents are obtained by the researchers and if it is some other type of institution involving in social science studies how many individual and collective research works are produced by those bodies -will have to be taken into consideration. The competence of educational institutions in making the knowledge system stronger and more effective shall be reflected in its efforts of attaining higher grade in course of accreditation.

Relating to legal education and academic activities in general, having full strength of qualified faculty and non-teaching staff in the colleges, physical infrastructural facilities and viable financial strength has great significance in the accreditation and assessment of the colleges. The necessity of responding to the needs of online teaching, digital library, e-resources and webinars the institutions have to be well equipped, and the NAAC norms insist on this also. In order to meet the requirements of NEP such as switching over to bilingualism and use of technology, again, adequate preparation shall be made. As the education system is moving towards autonomous colleges with full facilities total self-reliance with adequate preparedness is the need of the hour. Hence NAAC preparation shall be preceded by upgrading the competence of colleges and a facelift of their academic strength.

The seminar organised on a very important subject will be a form through which valuable information will be passed on to the participants. In order to meet the requirements of NAAC, it is essential that you have to understand the basic parameters and respond to them so that your preparation for NAAC will be quite exhaustive, qualitative and effective. That will enable the educational institution which are participating in the accreditation to attain higher ranking and grade. Attaining higher rank will be not only satisfying interests of management and stakeholders of the institution but also fulfilling the expectations of the society. This is because ultimate beneficiaries of the education would be the people and education is preparation for the future.

Students who get admission and education for a period of 3 years or 5 years, actually, undergo the process of tremendous transformation in that period if the facilities and motivations are really good. The difference between what was their position when they got admission to law college and what will be their position when they go out of the law college with a law degree is speaking about the extent of change in the concerned individual. To face these challenges by students the academic atmosphere in the concerned educational institution should be conducive. The efforts of universities trying to ensure that syllabus is up-to-date and the examination system is quite effective it is essential on the part of students also to ensure that they are participating effectively and they are really objects of change. They should understand that they are undergoing change and they are preparing themselves to become good professionals. Similarly the commitment on the part of faculties to project through collective effort will have considerable effect on this ranking process. Let the seminar throw light on all these issues and enable the educational institutions to get good NAAC Accreditation.

Thank You all.

ADDRESS BY CHIEF GUEST

Sri Venkatesh Naik T.*

Very Good Morning to one and all,

The Karnataka State Law University, Hubballi and Vaikunta Baliga College of Law, Udupi, have organised this workshop on the subject “The future Prospectors of Higher Education Institutions and the revised accreditation and assessment parameters”.

The dignitaries present through virtual mode:

Prof. P Ishwar Bhat , The Vice Chancellor, Karnataka State Law University ,

Prof. Nirmala Kumari, The Principal , Vaikunta Baliga College of Law, Udupi.

Prof. Sri. T. Ashok Pai, President, College Governing Council

Other dignitaries who are present through virtual mode, all students, staff of law college, Ladies and Gentlemen,

It is immense pleasure to be with you and I thank Vaikunta Baliga College of Law, Udupi for inviting me as a Chief Guest for this programme. I am very proud to say that, during 2017 and 2018, I served as Principal District and Sessions Judge, Udupi and during these two years, I was part of so many academic curriculam organized by Vainkunta Baliga College of Law, Udupi.

Today, once again Vainkunta Baligala College of Law, Udupi, invited me as Chief Guest and today I'am participating as Principal Secretary to Government, Department of Law.

“The study of law is useful, in a variety of points of view. It qualifies a man to be useful to himself, to his neighbours, and to the public”, these were, the words of Thomos Jefferson which indeed explained the essence of law as a discipline and a law seeker as a leader. It is not wrong to say that,

Principal Secretary, Law Department, Government of Karnataka- Speech delivered on the One Day National Seminar on "the Future Prospects of Higher Education Institutions & the Revised Accreditation & Assessment Parameters", sponsored by NAAC, organised by Vaikunta Baliga College of Law, Udupi on 30.7.2021.

persuing law, is not just, a career option, but a life changing experience for many.

Law as a career, brings out excellent leaders and passionate human beings to the world. This statement can be backed by personalities like Mahatma Gandhiji, Barack Obama, Dr. Rajendra Prasad and many more.

The Question may arise, as to: How to study Law and how to get job

The first step in starting a Career in law in India, is to pursue LL.B after degree and B.A LL.B after 12th class. Upon completion of the course, you can either start practicing Law or Join a Legal firm. Another option is to prosecute LL.M. What is important to note is that, a career in law, does not necessarily mean, representing clients in courts or tribunals, but it has a wider scope. Apart from tendering advice to Govt. Agencies, Business and individuals on legal dispute and issues, Law graduates can work as Judges, Litigators, Consultants, Analysts, Corporate Lawyer, Banking and Insurance Specialist Law Officer, Public prosecutor, Investigator, Solicitor, Lecturer and Professor of law.

The Scope of Legal Education is that,

Law is financially lucrative career as well as intellectually challenging and earns handsome salary varying as per the role as well as the company they are working with.

Another question would arise you, as to : How to Become a Lawyer

So you want to become a lawyer? Or perhaps you've just completed a law degree, and are looking to map out your next steps. While being a lawyer takes a huge time commitment, the profession can be extremely rewarding — intellectually, financially and socially — no matter where you're employed. From criminal justice litigation to environmental law, there are many fields you can delve into as a lawyer. Which one is right for you, and how do you work your way up there?

The Duties of Lawyers is that,

Lawyers represent their clients in criminal and civil trials by building a case and arguing in support of their client. Lawyers may work in both the public and the private sector. Lawyers may also give their clients advice and counsel on how to navigate their legal circumstances. The duties of lawyers can be very diverse, including arguing in a courtroom, interviewing witnesses, preparing legal documents, advising clients, facilitating depositions and conducting legal research. There are many areas of law that lawyers may specialize in, from business law and intellectual property law to

criminal law and constitutional law.

How to become a Lawyer

Becoming a lawyer doesn't happen overnight. There are six critical steps you must take before you're able to become a practicing lawyer in our state.

Steps Required to Become a Lawyer:

- Get an undergraduate degree , must clear Bar Council Exam
- Enroll with Karnataka State Bar Council
- Join the office of Senior Advocate for better training and Advice.
- Have a membership with Bar Association
- Regularly attending courts and
- Study the latest Law of Land

Lawyer Career path Ladder- Now, you are prosecuting Law, some students may get afraid that, what would be their next future. Right now, job prospects for lawyers are optimistic. The Bureau of Labor Statistics estimates an 8% job growth for lawyers over the next ten years.

The majority of lawyers work in law firms, which means private practice. In law firms both small and large, there is usually a standard progression of job titles, you'll take as you work, your way, up in a firm. As a law student, you may work as a summer associate or law clerk during your breaks. You can also prepare for your career as a lawyer by working as a paralegal . Once you have your law degree, you'll usually start out at a law firm as an associate. After around six to nine years at the firm, you'll have a shot at becoming a partner, and eventually a managing partner. Some lawyers also choose to start their own firm after gaining experience within the field.

Outside of law firms, there are a variety of places, where lawyers work. Many corporations retain their own legal departments, which means you would be a full-time employee of that corporation, rather than a law firm. Another large area of legal practice is public interest lawyers, who work for private or nonprofit organizations and provide legal services to disadvantaged populations, dealing with areas such as immigration and labor disputes.

There are also many spaces for lawyers in government positions, which range from prosecutors, who represent state. Another area is standing Counsel, who represent parties who cannot afford their own Advocate. In addition, government counsels work as lawyers in the executive and

legislative branches of government, writing and interpreting laws, writing legal reviews and arguing civil and criminal cases for the government.

- The Lawyer can work as :Corporate Lawyer
- The Lawyer can work as : Litigators
- The Lawyer can work as : Banking & Insurance Sector
- The Lawyer can work as :Public Prosecutor
- The Lawyer can work as Judge
- The Lawyer can work as :Investigation Agencies
- The Lawyer can work as :Criminologist
- The Lawyer can work as :Litigation Support Professional
- The Lawyer can work as :Solicitor
- The Lawyer can work as :Legal Academia
- The Lawyer can work as :Paralegal
- Lawyer can work as: DGP, ADGP, AGP, Govt. Advocate, Special counsel

Soon after enrolled as an Advocate, you will get stipend of Rs. 2000/- per month for 2 years.

Friends

If you love to engage with challenges, problems, and arguments, this way would be the right way for you because of:

- Prestige: Since ancient times, such a career has been always linked with prestige because society pays attention to impressive appearance, high salary, and legal power.
- This way would be the right way for you because of Diversity: In a process of setting up a legal system, the occurrence of diversities is a sure thing.
- This way would be the right way for you because of: Opportunities and Growth: For the last few years, meteoric changes have been taking place in the economy, social life, and political institutions. Such changes have proved to expand the revenue and profit of legal professionals. And you know what? It's just the beginning.
- This way would be the right way for you because of: No More Boredom: You will be another Sherlock Holmes. Papers, sketches, shreds of evidence, so many things will hit you up. And once you start

finding patterns for the guilty ones, boredom will never touch you again.

- This way would be the right way for you because of: Secure Job: If you are working in an institution or for some sort of corporate, you won't have a chance to lose the job.
- This way would be the right way for you because of: Flexibility: Well, Lawyers are self-governing and they have the chance to make their own schedule, set their own price, and select their own clients.
- This way would be the right way for you because of: Awareness of Rights And Duties: So once you start your career in Law, you will automatically develop an understanding of the current rights and responsibilities. Next time, no one would be able to bother you legally.

Friends, while you becoming an Advocate, you must study hard, you must know all the provision of law and latest decisions of High Court and Supreme Court. Above all, you must follow the Fundamental Duties and provisions of Advocate Act.

You must aware of procedural laws such as Civil procedure code, Criminal procedure code, Evidence Act, and other substantial laws.

Ramayana

I think all of you read Ramayana. The ideal in our mythology is 'Rama' who stood by his "Swadharma" even when he desired to return to the palace at Ayodhya after withdrawal of boon given to Kaikeyi on the basis that "Pran Jaye Par Vachan Na Jaye". It means (Keep the word even at cost of life). Though that path is tough, the younger Advocates and final year law students have to adopt it to bear out the oath or 'Pramana Vachana' (swearing) they have taken when entering the legal profession.

Another instance is: Though Ravana was a king and could covet anything or anybody and get it, went to sita in the garb of sanyasi and did what a sanyasi should not do. Hence, Ravana had to pay a heavy price. So our law students when you wear the robes of advocates, you cannot, but, be true to it, else you meet with the fate of Ravana. Let forthcoming advocates choose, either the path of Rama which leads to glory or of Ravana ending in destruction.

I may recall, what Dhuryodhana felt when his end was about to come, that his wife Bhanumathi may suffer at the hands of Pandavas as did

Draupadi at his hands. But later, realization comes to him, that so long as Yudhishthira is at the helm, there will be no injustice. Similarly, even an enemy or opponent must feel that he would get justice at the hands of an advocate and that, by itself, is a true safe guard.

Let me conclude here.

Thank you.

NEP– 2020; FUTURE OF HIGHER EDUCATION IN INDIA

Dr. G. N. Mallikarjunappa*

INTRODUCTION

Education is a greatest means to translate the population of any country into a useful resource. India's Global Education Development Agenda adopted in 2015 seeks to- “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The needs of changes necessitated the National Education policy – 2020 as stated in the Policy itself are -

- Bridge the gap between what is needed and what is delivered.
- Build multidisciplinary abilities across the sciences and humanities.
- Build education system by 2040 that is second to none.
- Revise and revamp the educational structure, regulation and governance.
- The rich heritage of ancient and eternal Indian knowledge be the guiding principle.
- The teacher would be the centre of fundamental reforms
- Education is the greater leveller for economic and social mobility, inclusion and equality.

The previous policies –the first one formulated and executed in 1968, followed by the second one in 1986 as revised in 1992 largely concentrated on the issues of access and equity. The Right of Children to Free and Compulsory Education Act-2009 was passed to ensure the same.

Purposes of the New Policy: it is to develop good human resource capable of –

- Rational thought and action
- Possessing compassion and empathy

Grade-1 Principal, Dept. of Collegiate Education, Govt. of Karnataka- Resource person who handled the first technical Session in the One Day National Seminar on "the Future Prospects of Higher Education Institutions & the Revised Accreditation & Assessment Parameters", sponsored by NAAC, organised by Vaikunta Baliga College of Law, Udupi on 30.7.2021.

- Courage and resilience
- Scientific temper and creative imagination
- Sound ethical moorings and values
- Produce engaged, productive and contributing citizens
- For building an equitable, inclusive and plural society
- As envisaged by our Constitution.

Vision of the present Policy: It envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, substantially into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge super power.

In this paper, since our intention to know about how the policy perspectives impact the future higher education in India, first let us look into the major reforms conceived in the Policy, clause wise in brief.

Part–II. HIGHER EDUCATION

Quality Universities and Colleges : A New and Forward looking Vision for India's Higher Education System

- Promote Constitutional values – democratic, just, socially conscious, humane nation upholding liberty, equality, justice and fraternity for all.
- Aim to develop good, thoughtful, well-rounded and creative individuals.
- Incorporate skills and values at each stage of learning.
- Current major problems – fragmented higher education system, less importance for cognitive skills and learning outcomes, rigid separation of disciplines, limited access, lesser emphasis for research and publications, suboptimal leadership and governance, lack of autonomy to HIEs, large affiliating universities, low standards in undergraduate education.
- This policy envisages – moving towards large multidisciplinary universities and colleges, more faculty and institutional autonomy, establishment of National Research Foundation, 'light but tight' regulation, increased access through through ODLs.

Institutional Restructuring and Consolidation

- Moving toward multidisciplinary large universities and HIEs with at least 3000 students.

- Wiping out single stream HIEs over time in a phased manner.
- It is on the lines of Nalanda, Takshashila, Vallabhi and vikramsheela.
- Bring back the ancient tradition to create well rounded and creative individuals.
- Categorise universities and colleges into – *a. Research universities, b. teaching intensive universities and c. autonomous degree granting colleges.*
- Granting graded autonomy based on each level of accreditation.
- Increase GER from 26.3% (2018) to 50% by 2035
- Institutions will have option to run ODLs for ensuring lifelong learning.

Towards a more Holistic and Multidisciplinary Education

- Good education on the lines of traditional 64 kalaas or arts– Banabatta's 'kadambari' – 'knowledge of many arts' or 'liberal arts'
- Integrate humanities and arts with Science, Technology, Engineering and Mathematic (STEMS)
- Undergraduate general degree programme shall be 3 or 4 years with multiple entry and exit options.
- Master degree programme – 2 years with 2nd yr devoted for research for 3 yrs degree holders. For 4 yr degree holders it will be 1 year. There may be an integrated 5 years degree and master degree programme. M.Phil shall be given up.
- Establish an Academic Bank of Credits (ABC) to digitally store credits earned by students.
- Model public MERU – Multidisciplinary Education and Research Universities – would be set up.

Optimal Learning Environment and support for Students

- Effective learning – appropriate curriculum, pedagogy, continuous formative assessment and student support.
- Promote CBCS for instilling innovation and flexibility
- Larger academic plan – Institutional Development Plan
- Support to SEDs students with academic enrichment programmes and career counselling.
- ODL on online mode with highest quality
- Internationalisation – attract foreign students in general and

professional education, enter into research collaboration and student exchange programme.

- Plenty of opportunities be created for students participation in sports, cultural and community service projects.
- Financial support for students through various means for SEDs group.

Motivated, Energised and Capable Faculty

- Motivating the faculty to be happy, enthusiastic and engaged.
- For this, it needs to create basic infrastructure and facilities at HIEs including IT facilities.
- Teacher student ratio should not be too high.
- Minimise faculty transfers across the institutions.
- Freedom to design the curriculum and pedagogy within the approved framework.
- Accountability with proper incentives like promotions, rewards and recognitions.
- Proper recruitment and leadership training for creating the culture of excellence.

Equity and Inclusion in Higher Education

- Quality higher education should be made available all.
- The equity and inclusion approach shall be common across different educational levels especially for SEDGs.
- The reasons for exclusion have to be addressed – where SEDGs are not represented as needed.
- Steps to be taken by Govts' – budgetary provisions, GER targets, gender equity, access at all levels, technological and career guidance support.
- Steps to be taken by HEIs – mitigate opportunity cost and higher education fees.
- Increase employability potentials and ensure inclusive admissions.
- Bridge course to slow learners – SEDGs.
- Sensitisation of faculty and students with regards to constitutional values.
- Clear provision for SEDGs progress in the Institutional Development Plan.(IDP)

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Teacher Education

- Recruitment of quality teachers with multidisciplinary perspectives.
- Strengthen TEIs restoring the credibility, efficacy and integrity.
- For this, empower the Regulatory system to take stringent measures against erring TEIs.

- By 2030, convert all TEIs into multidisciplinary ones – 4yr. integrated B.Ed., course.
- TEIs can continue with 2years B.Ed., course for the 3yrs degree holders also.
- Admission to pre-service teacher preparation programme shall be through National Testing Agency to ensure uniformity in selection.
- All fresh Ph.D., entrants shall take credit based course in teaching\pedagogy\education in the related discipline, since they most likely opt for teaching profession next.
- SWAYAM\ DIKSHA technology platforms may be made use off for online teaching to in-service teachers.

Reimagining of Vocational Education

- 12th Five Year Plan (2012-17) estimated that less than 5% of Indian workers in the age group of 19-24 received formal vocational education, which is very less than USA (52%), Germany (75%) and South Korea (96%).
- Vocational education in the past conducted for 11-12 classes has failed to attract students due to lack clarity in linking to next higher education level – vertical mobility.
- It was perceived as inferior to mainstream education.
- So the Policy aims to integrate vocational educational programmes into mainstream education, in all educational institutions in a phased manner.
- By 2025 at least 50% of learners, both in schools and colleges, shall have exposure to vocational education. ODL mode may also be explored.
- MHRD will constitute a National Committee for the Integration of Vocational Education.
- Incubation centres will be set up in HEIs in collaboration with industries.

Catalyzing Quality Academic Research in All Fields through a new National Research Foundation .

- Establishment of National Research Foundation (NRF) to develop the culture of research in all disciplines, coordinate with funding agencies, competitive peer reviewed proposals, recognise outstanding research and progress.

Transforming the Regulatory System of Higher Education

- So far, it is felt that there have been too much regulations at too many stages with little effect. To come out from it, four pillars institutional structure is proposed in vertical form – Higher Education Council of India (HECI) will be the National Higher Education Regulatory Commission (NHERC). This Authority includes teacher education and excludes medical and legal education.
- Primary mechanism to enable the regulation is accreditation. For this purpose, as a second authority, the present NAAC is renamed as National Accreditation Council (NAC). Till now it was the subsidiary of NAAC. The accreditation is based on the basic norms, public self-disclosure, good governance and outcomes. Highest level of grades to be achieved in the next 15 years, through their own Institutional Development Plan (IDP).

The third is Higher Education Grants Council (HEGC) – carry the funding and financing of higher education functions. It is to perform the part of the functions which the UGC was doing.

- Fourth is the General Education Council (GEC). It will set facilitative norms and graduate attributes for quality enrichment. Under the umbrella of it National Higher Education Qualification Frame Work (NHEQF), National Skill Qualification Frame Work (NSQF), National Vocational Education Council (NVEC) would function to integrate vocational and higher education.
- The existing professional councils such as Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National council for Teacher Education (NCTE), Council of Architecture, National Council for Vocational Education and Training (NCVET), etc., will act as Professional Standards Setting Bodies (PSSDs). They will play a key role in higher education system and will be invited to be the members of GEC. These will function based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.
- Curbing commercialisation of education through multiple mechanisms with checks and balances.

Effective Governance and Leadership for Higher Education Institution- Board of Governors.

- The policy intends to provide more autonomy and freedom to HEIs and

teachers. Therefore, to ensure good governance, every HEI has to have a Board of Governors of its own. It shall have the experienced academicians, scholars, social workers and persons known for efficient administration.

- Besides the responsibility they would be made accountable to stake holders. They have to display honesty, transparency, disclosure of information in their every act of functioning as the members of Board of Governors.

Professional Education

Professional education becomes an integral part of overall higher education system since the policy conceives the large multidisciplinary institutions. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and other stand-alone institutions in other fields, shall also aim to become multidisciplinary HEIs. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030.

Issues\Questions

1. Apprehensions that too much multidisciplinary approach in in single mode institutions would stall the specialisation and promote generalisation sounding the proverb, “jack of all, master of none”.
2. Would the governments really ensure the required finance to implement what has been proposed in the Policy? Because, the budget allocation for the respective year do not justify this.
3. There seem to be more emphasis on privatisation and philanthropic institutions' participation, which would really lead to over commercialisation of higher education.
4. There has been a lot of emphasis in the policy about the teachers empowerments and welfare. But the experiences so far are different. Lot of inequalities are there between teachers of government sector and private sector. Hiring of teachers is not a correct way here, that too for a meagre salary since it fails to evince expected motivation.

What needs to be done

1. What has been decided in the policy has to be implemented in an integrated manner. Piecemeal like approach would put the students and teachers in confusions.
2. The budget allocation has to be ensured as proposed in the policy, that is 6%

of GDP.

3. Efforts are needed to ensure the recruitment of right teachers and right administrators, including the ministers in the government. Wrong persons at right places and institutions would only spoil the system. The policy initiatives would not be materialised in a desired manner.

Let us hope and trust that it would be implemented in its true spirit of vision and Constitutional values.

NEW EDUCATION POLICY 2020 *vis-à-vis* LIFELONG LEARNING SKILLS: AN EXPLORATION

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ABSTRACT

Policies are framed and implemented with certain objectives. New Education Policy (NEP) 2020 is framed after wide range of consultation with various stakeholders and it is going to be implemented by some states in the academic year 2021-22. With the benefit of results of previous Education Policies, this new Education Policy 2020 seeks to provide better future for the country. This paper makes an attempt to explore the possibilities of achieving the desired objectives of NEP focusing on one of the components i.e., lifelong learning skills. This component has been selected in the light of growing unemployment in the country and to find out whether it is possible with the implementation of this NEP 2020 to reduce the rate of unemployment. This paper also makes reference to the impact of this NEP on legal education and feasibility of making legal education more effective in reaching primordial goals of Indian Constitution.

Key words: NEP, Life long learning skills, Unemployment, Legal education

INTRODUCTION

Education is the best tool for achieving various goals like, justice, economic and social mobility, inclusion, and equality¹. It also acts like great leveler. It is pertinent to note the statement of J.Krishnamurti “On the one hand, we cultivate knowledge about nature, about matter, science, and so on, and totally disregard probably the one most important thing in life, which is the structure and the nature of our mind. Surely, that is ignorance,”² which shows that education needs to focus on mind so as to solve the problems of society and establish healthy society. The education policy should be framed keeping in mind such value goals.

While looking at the evolution of policy analysis it can be noted that a policy was considered to be brought out for “public interest” the advantage of

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¹ L. S. S. O'MALLEY. *Modern India and the West: A Study of the Interaction of their Civilizations* (1941).

² J.KRISHNAMURTI, *Why are you being educated?* Krishnamurti Foundation India

these policies for each individual depended on their own initiative and requirement. While discussing the process of policy content analysis or 'the content of policy documents' it challenges the theory of language and suggests an alternative in which the analysis of the policy document should look at deconstructing text so that the embedded ideology can be analyzed to give a better picture of the policy document content and intention.³

Shuker (1987) who argued that most of the policies benefitted only the affluent which had been initially analysed by Offe (1984) where he states that policies especially policies related with education etc. becomes a failure as it benefits the capitalist class rather than the masses, he further argues that it is due to the fact that the resources for running the state comes from the tax collected from the private accumulation of wealth which in turn is the result of capitalistic oriented production.⁴

LIFELONG LEARNING: A VIABLE APPROACH TO KEEP INDIVIDUALS ACTIVE AND PRODUCTIVE.

The concept of lifelong learning stresses that learning and education are related to life as a whole, not just to work, and learning throughout life is a continuum that should run from the cradle to the grave.⁵ Jarvis and Özcan defined lifelong learning as a complement of theoretical and individual learning. It includes all activities that include formal, prevalent, and informal learning that continue from birth to death, and has a comprehensive and visionary structure. Lifelong learning is crucial for individuals of all ages and holds an array of benefits for them and society, as stated by Candy and Crebert.⁶ Lifelong learning is characterized by its unstructured nature, and is based on the philosophy that education should be openly and easily accessible to all at any time of life; it establishes that self-improvement and enrichment are goals that are equally as important as the need to update professional and vocational skill.

Dinevski and Dinevski described lifelong learning as an approach that provides equal opportunities to individuals by removing restrictions

³ Deepa Ittimani Tholath, Ramasubramaniam M, Xavier M.J, Comparing And Contrasting India's NEP 2020 And Unesco's Educational Policy Using Text Analytics available at <https://orcid.org/0000-0002-3700-9821>

⁴ *Id.*

⁵ Holger Daun, *Childhood learning, life skills and well-being in adult life: a Senegalese case*, Comparative Education, Nov. 2010, Vol. 46, No. 4, pp. 409-428 available at <https://www.jstor.org/stable/25800016>

⁶ *Id.*

related to location, time, age, and socioeconomic status. Since learning had been found as an essential inhibitor of cognitive decline of life is important. Ozdaml and Ozdal stated that every individual needs lifelong learning to fulfill their occupational and individual needs. They also indicated that changing world conditions and developing technology makes lifelong learning essential for all individuals. Global research reveals that lifelong learning, which is an ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional reasons, helps individuals by:

Retaining knowledge, skills, and interests in their lives engaging them with the right labor market skills and increasing their chances of generation of new employment opportunities.

Increasing their quality of life.

Improving physical and mental health and acquiring newer skills and qualifications and bringing more employment opportunities and higher average wages. Increasing their social connections and creating social networks for them outside of their workplace.

Continuing lifelong learning, whether situational, formal, informal, or non-formal, can keep them motivated and engaged to make amends in life. This learning, which can be availed anywhere in any form, offers them many opportunities and benefits. Neurological research showed that intellectual power, which assists in maintaining the mental function, can be boosted by learning and learning also helped reverse memory decline.

From the beginning of Indian civilization, the ultimate goals of education were self-realization and self-liberation. Ancient Indian texts (like Vedas, Upanishads, and Puranas) gave prominence to self-directed and self-generated learning for the self-growth and self-enrichment of every individual till the end of their life.

The concept of lifelong learning may be called a modified version of past generations' selfdirected learning. In independent India, the first formal recognition of lifelong learning came in 1966 when the Indian Education Commission (1964-66), also known as Kothari Commission, observed that education does not end with schooling but is a lifelong process. One needs an understanding of the rapidly changing world and society's growing complexities for his enrichment, professional advancement, and effective participation in social and political life.

It is quite unnerving and depressing to know that for a job of a sweeper post in a Govt. organization the likes of PhD's, Post graduates, graduates are applying! This clearly shows a gross mismatch between the

educational output being offered by universities and their employability in the market.

One can easily say that in the 21st century, illiterates are not those who cannot read write but those who cannot learn, unlearn, and relearn as per the societal/market needs. Citizens today understand that it is the skills which are vital for sustenance. Hence, we need to create new opportunities for people to be skilled, reskilled, learn new age courses and earn credits for the academic growth. This shall also be in line with India achieving SDG 4.0 (Sustainable Development Goals) goals which ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

We need to understand the essence of organic evolution where the principle of evolution also applies to universities. Educational institutions and universities need to evolve in order to address the current challenges being faced by the skilling ecosystem like unemployment, sustaining growth in career, embracing newer concepts and fighting off technology driven disruptions in jobs.

Throughout the evolution from Industry 1.0 to Industry 4.0 we have seen a loss of 50 -60 job types. At this juncture in 2021 we face the same set of challenges that occurs during the transition of every Industry era. It is because of this we find higher unemployment rates despite rising literacy rates. This has led to a sort of “stagflation” in the economy which needs to be addressed through critical policy innovation so that India does not miss its target of being top 3 global economies by 2025.

The basis for achieving this dream has been the ground breaking NEP reforms; however we need greater industry- academia partnership and a reinvigorated focus on FTVET (Financial, Technical and Vocational Education and Training) programs at the grass root level which will ensure our rural and urban economy grows in a sustainable manner with the backbone of a strong ICT infrastructure being laid. This will in true essence will make us develop and deliver solution not only for domestic consumption but for the whole world.

Before being the innovator for the world we need to re-innovate ourselves. The first and foremost need is changing the mindset and perceptions of teachers, administrators, participants of the educational ecosystem along with the industry leaders. This includes accepting new education systems, teaching andragogy and new teaching learning processes. This needs integration and leveraging tools like virtual classrooms/ laboratories, blended learning, skill based learning, case study based learning

using social media, simulations and most importantly offering trans disciplinary skill and credit based courses aimed at new age job descriptions.

In 2021 we should no longer be speaking about the “right to education” framed in the early independence era and move towards “right education and right way of education “which is more in line with today's needs. The gap between the current state of learning outcomes and what is required must be bridged.

This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

It emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. Avoid suicides among youngsters

LEGALEUCATIONANDLIFE LONG LEARNING SKILLS⁷

Students must be trained to be expert learners.In order to better prepare students for the practice of law, a more effective formative assessment in doctrinal courses, lawyering skills courses and clinics may be used.

A law teacher can use the formative assessment process to improve the meta-cognitive skills of law students so they can transfer their learning to the new and novel situations they face in the practice of law. The goal of formative assessment should be to move legal education away from a focus on an end product to the underlying process of developing these products. Learning outcome is important.

To make law students practice-ready, most law teachers would agree that graduates need to leave law colleges with some minimal competencies, including critical thinking, problem solving, legal analysis, legal research, writing, and communication.

The students come from a wide range of learning experiences and educational backgrounds, with most having little or no experience or skills in

⁷ Anthony Niedwiecki, Teaching For Lifelong Learning: Improving The Metacognitive Skills Of Law Students Through More Effective Formative Assessment Techniques (Available At ([Http://Heinonline.Org](http://Heinonline.Org)))

those minimum competencies. Law colleges need to teach them how to continue to draw upon their learning experiences during the practice of law to new situations they will certainly encounter. This requires that law colleges move the students from novice learners to expert learners.

For lawyers and law students, being an expert learner require that they know what knowledge they have, what knowledge they lack, what they will need to learn, how to obtain that knowledge, how to apply that knowledge, and how to know that they are getting the right knowledge. These are all meta-cognitive skills. It is the process of "thinking about thinking" and the ability to self-regulate one's learning with the goal of transferring learned skills to new situations.

The Carnegie Report⁸ emphasizes the need to make students better self-regulated learners and suggests improving teaching of metacognitive skills

when it states:[P]rofessional schools cannot directly teach students to be competent in any and all situations; rather, the essential goal of professional schools must be to form practitioners who are aware of what it takes to become competent in their chosen domain and to equip them with the reflective capacity and motivation to pursue genuine expertise. They must become "meta-cognitive" about their own learning. One way to improve the meta-cognitive strategies of students is to attack and critique their learning processes instead of simply assessing the end product. The most effective way to attack the process is through the formative assessment process.

In doctrinal classes, many professors use some form of what is known as the Socratic Method or Case Method with the hope that the students will eventually mimic the reasoning and analytical skills developed through the questioning inherent in this method. The students frequently do not know that the questioning is meant to develop their synthesis, analogical, inductive, and deductive reasoning skills. Because professors do not usually detail or explicitly discuss the goals of this method, they are engaging in implicit teaching-the students are simply expected to understand the types of reasoning without the professor ever telling them what they are doing.

Formative assessment is specifically intended to provide feedback during the learning process to improve the students' learning. Formative assessment tools used in law colleges/schools include mid-term exams,

⁸ Emily Zimmerman, Should Law Professors Have A Continuing Practice Experience (Cpe) Requirement?

Available At [Http://Ssrn.Com/Abstract=2165551](http://Ssrn.Com/Abstract=2165551)

feedback on drafts of student papers, and short reflective papers throughout the course. No assessment is beneficial to the student without quality feedback from the professor. Simply stating that something is correct or incorrect is insufficient without providing some information on how to correct the mistake, the reason for the mistake, or a good example of what was expected. Research suggests that feedback should be given in a timely manner, detail the strengths and weaknesses of the students' work, offer suggestions for improvement, and involve praise and constructive criticism. Law teachers can use the information taken from the formative assessment to self-reflect and self-assess their own teaching. If students successfully complete an assignment but arrive at the end product improperly, the students are not likely to correct the learning process that led to successful completion. Without understanding the internal thinking of the students, the professor is unable to correct any process errors. One way to understand students' thought processes is to ask process questions as part of the assignment. These formative assessments of students should be made throughout the year.

A greater thrust is required in enhancing competencies of teachers not only with “set curriculum” but also ensuring they are well versed with changing trends in their subjects. This if implemented will no doubt create learners who are more curious and in-line with changing market trends and developments.

The institutions need to be empowered to accept professionals from the industry who may or may not have the minimum required qualification for teaching faculty but possess skills which are needed on to be passed on to learners. This will also require institutions to transform from mono faculty to multi faculty to ensure credit based choice system (CBCS) truly works.

EDUCATION POLICY AND LANGUAGE IN EDUCATION

Education policy cannot ignore language planning in education sector as language is considered as cultural resource and key to the knowledge system.⁹ Education is a preparation for a living and for life, here and hereafter.¹⁰ That is why; education and language policy has to be carefully framed and implemented. Language policy in education has to promote linguistic harmony and linguistic justice based upon the proposition of equal language rights of all.¹¹ In facing the challenges of globalization, the countervailing force of local culture should also set forth for safeguarding the

⁹ P. ISHWARA BHAT, Law & Social Transformation, 315 (Eastern Book Company, Lucknow, 2009).

¹⁰ *Unni Krishnan, J.P. V. State of A.P.* (1993) 1 SCC 645

social equilibrium.¹²

CONCLUSION

NEP is a foot in the right direction towards a more skilled nation, but there needs a wider innovation, implementation, participation from new stake holders in the ecosystem to ensure we move towards the dream of being the world leading economy by leveraging our vast human capital along with innovations in different domains. The impact of this NEP on legal education would be encouraging and feasibility of making legal education more effective in reaching primordial goals of Indian Constitution is also high. This policy would also reduce unemployment. Looking to the objectives and vision of the policy, it becomes evident that the India is going to become one among top countries of the world.

¹¹ P. ISHWARA BHAT, *supra*,n.1 at p. 351.

¹² *Id.*

INTERNAL QUALITY ASSURANCE CELL (IQAC) AS A TOOL FOR IMPROVING QUALITY IN TEACHING, LEARNING, EVALUATION AND RESEARCH IN HIGHER EDUCATIONAL INSTITUTIONS (HEIS)

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ABSTRACT

Quality enrichment is a continuous process, so to ensure quality enhancement and sustenance in higher education of India, the National Assessment and Accreditation Council (NAAC), directed that every accredited institution should have an Internal Quality Assurance Cell (IQAC). According to NAAC, IQAC will act as a mechanism or tool to develop a system for conscious, constant and catalytic improvement in the overall performance of its institution. Since then, the IQAC played a pivotal role in the institution's quality assurance system and work towards ensuring quality enhancement and sustenance in higher educational institutions of India. The present work is therefore undertaken to study how the Internal Quality Assurance Cell(IQAC) act as a tool for improving quality in teaching, learning, evaluation and research in higher educational institutions (HEIs). The researcher adopted both qualitative and quantitative research methods to fulfill the objectives of the study. To deal with these objectives, the coordinators of IQAC and the teachers/faculty members of different colleges are taken as the main respondents by following purposive sampling techniques. The study is delimited to Nagaon district of Assam only. Data collection, tabulation, comparison, illustration and analyses of data are used as tool to reach the conclusion.

Keywords: NAAC, IQAC, Quality Education and Higher Educational Institutions (HEIs)

INTRODUCTION

The higher education system of India is one of the largest educational systems in the World. In the post-independent period, the higher education system has undergone huge expansion with a view to establishment of various universities, technical institutions, research institutes and both professional as well as non-professional colleges all over the country. The

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reason behind was to generate and distribute knowledge coupled with the noble intention of providing easy access to higher education to every common people of Indian State. The present higher education system of India comprises 1043 Universities, 42343 Colleges and 11779 Stand-alone institutions during 2019-2020.¹

To ensure quality consciousness amongst higher educational institutions (HEI's), the Government of India has established the National Assessment and Accreditation Council which is commonly known as NAAC. NAAC is given the status as an autonomous body, under section 12 (ccc) of its Act in September 1994. The NAAC has entrusted with the task of performance in evaluation, assessment and accreditation of Universities and Colleges in the Country. According to the Act, the key plan of action of NAAC is to Assess and Accredite of higher learning institutions with an objective of helping them to work continuously to improve the quality of education. Aiming for continuous development, the National Assessment and Accreditation Council (NAAC) is triggering for 'quality culture' among the various components of the higher educational institutions (HEI's), as well as increasing the awareness of Institutional Quality Assurance with all the stakeholders.

It is significant that internalization of quality would be invaluable in the enhancement of quality within the institution. Looking to this aspect, the University Grants Commission (UGC) in its Twelve (12th) plan (2012-2017) guidelines clearly focused on access, quality, equity, promotion of talent, skill development and Stand-alone schemes. As a result, NAAC has emphasized quality initiative, sustenance and enhancement on institutional development. Quality enrichment is a continuous process, so to ensure quality enhancement and sustenance in higher education of India, the National Assessment and Accreditation Council (NAAC), directed that every accredited institution should have an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. According to NAAC, IQAC will act as an instrument or tool to develop a system for conscious, constant and catalytic improvement in the overall performance of its institution. The NAAC will channelize all efforts and measures of the institution during the post-accreditation period towards promoting its holistic academic excellence. Since then, the IQAC played a pivotal role in the institution's quality assurance system and work towards ensuring quality enhancement and sustenance in higher educational institutions of India.

¹ Source: www.aishe.gov.in

The establishment of IQAC cell by accredited institutions (after the first cycle) in Assam is a bold step in pushing long-term quality standards. Internal Quality Assurance Cell, in fact, is conceived as a device to shape and ensure a quality culture at the institutional level. It becomes a significant academic and administrative body which is responsible for all quality matters.² The chief agenda of IQAC is for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the colleges.

At present, there are 2 Central Universities, 4 Institute of National Importance, 12 State Public University, 1 State Open University, 6 State Private University and 1 State Private Open University in Assam.³ As on 30th June 2021, there are 331 total number of colleges in Assam where 308 are UGC 2f & 12b recognized and 23 colleges have only 2f recognition.⁴ As per the data of Higher Education department, Government of Assam there are 16 numbers of provincialized colleges in Nagaon district of Assam.⁵

By examining its strengths, weakness, opportunities and threats (SWOT) at the institutional level, the IQAC very effectively carrying out its educational mission towards the academic brilliance in the colleges of Assam. As consequences, the IQAC are becoming a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. Hence, the present work is therefore undertaken to study how the Internal Quality Assurance Cell(IQAC) act as a tool for improving quality in teaching, learning, evaluation and research in higher educational institutions (HEIs).

² Sawant, D., 2016. Role of IQAC in maintaining quality standards in teaching, learning and evaluation. *Pacific Science Review B: Humanities and Social Sciences*, [online] 2(2), pp.66-69.
Availableat:<<https://www.sciencedirect.com/science/article/pii/S2405883116300405#:~:text=IQA>. [Accessed 26 July 2021].

³ Source: www.aishe.gov.in

⁴ Source: www.ugc.ac.in 2021. *List of Universities*. [online] Available at: <<https://www.ugc.ac.in/oldpdf/Consolidated%20list%20of%20All%20Universities.pdf>> [Accessed 26 July 2021].

⁵ Source: <https://highereducation.assam.gov.in/>

Objectives of the study:

The objectives of the present study are:

- ❖ To explore the role of IQAC as a mechanism for improving quality in teaching, learning and evaluation.
- ❖ To examine IQAC as tool in maintenance quality of research in colleges/institutions.

Methodology:

The researcher adopted both qualitative and quantitative research methods to fulfill the objectives of the study. The study is based on both primary and secondary sources of data. Primary data are collected using questionnaire through Google form and secondary sources of data are from books, Government official website of higher education department, UGC website, journals, Newspaper etc. The questionnaires are used as tool of data collection. A total numbers of fifty samples are selected by the random stratified method of sampling in a purposive selection method. To deal with these objectives, the coordinators of IQAC and the teachers/faculty members of different colleges are taken as the main respondents and were selected as sample of the study. The study is delimited to Nagaon district of Assam only. Data collection, tabulation, comparison, illustration and analyses of data are used as tool to reach the conclusion. The collected data were analysed by both quantitative and qualitative methods of analysis. Further, the data were interpreted and discussed in relation to the research objectives.

ABOUT IQAC AND ITS FUNCTIONS

IQAC is constituted in every institution as per the guidelines of NAAC, with some required and specific modifications as directed. According to NAAC, IQAC is headed under the Chairmanship of the Head of the institution. It is acted as an important academic and administrative unit of the institution. The IQAC comprises of teacher representatives from different faculties, a few distinguished educationist, members representing from local management and stakeholders (NAAC - Assessment & Accreditation, 2021).⁶ The NAAC in its guidelines defined the composition of the IQAC is as follows:

⁶ Naac.gov.in. 2021. *NAAC - Assessment & Accreditation*. [online] Available at: <<http://naac.gov.in/index.php/assessment-accreditation#process>> [Accessed 26 July 2021].

- a. One Chairperson will be the Head of the Institution
- b. A few senior administrative officers
- c. Three to eight teachers of the particular institution
- d. One member from the Management committee
- e. One or two nominees from Students, Alumni and local society
- f. One or two nominees from Employers /Industrialists/stakeholders
- g. One of the senior teachers as the Coordinator/Director of the IQAC

Role of Internal Quality Assurance Cell (IQAC):

Table:1 IQAC as Academic and Administrative unit ⁷

Sl No.	Parameters	Respondent's opinion in percentage (%)		
		Yes	No	Don't know
1	Internal Quality Assurance Cell (IQAC) is a significant body monitoring the process of teaching, learning, evaluation and research	95.2	0	4.8
2	Is IQAC a capable body to administer various academic/educational activities in the college/institution	95.2	4.8	0
3	Does IQAC and its coordinator work under pressure of principal and management or both?	23.8	57.1	19
4	Does IQAC promote, stimulate and monitor the internal evaluation of the student, e.g. tests, tutorials, assignments, practicums and projects ?	52.4	28.6	19
5	Are you satisfied working with IQAC and its coordinator	71.4	14.3	14.3
6	Does IQAC need more autonomy, especially financial for better performance?	81	4.8	14.3
7	Should IQAC be replaced by any other committee/body/agency or the like?	4.8	72.2	19

The table 1 shows IQAC role as Academic and Administrative unit in the colleges. The study clearly reveals that maximum numbers of respondents (95.2%) unanimously accepted vital role of Internal Quality Assurance Cell (IQAC) in academic and administrative sphere and have the competency to administer these activities in the colleges. However, to ensure better performance, it is evident from the data that the IQAC required more autonomy not only in financial but also less stress from authority and

⁷ Source: Primary source

management committee. The picture reflected in table 1 that only 52.4 percentages of respondents stated that IQAC promote, stimulate and monitor the internal evaluation of the students, e.g. unit tests, sessional examinations, tutorials, assignments, practicums and projects etc. in their respective colleges. The reasons may be internal or external lacks of IQAC creates problems for smoothly continuing their activities.

Table: 2 IQAC role in Teaching, Learning and Evaluation ⁸

Sl. No.	Parameters	Respondent's opinion in percentage (%)				
		A	B	C	D	E
1	Contribution of IQAC in maintaining quality standards in teaching, learning and evaluation	42.9	47.6	9.5	0	0
2	encouragement/ promotion of co-curricular, extra-curricular and other types of activities through/by IQAC	38.1	52.4	4.8	4.8	0
3	Support for orientation, refresher and other short-term training courses for teaching and non-teaching staff by/through IQAC	28.6	47.6	14.3	9.5	0
4	Response to academic activities sponsored by IQAC from the rest of the teaching and non-teaching /support staff	42.9	42.9	14.3	0	0
5	Coordination among IQAC and various departments in the college	47.6	42.9	9.5	0	0
6	Academic, Financial, and Administrative autonomy of Coordinator for the smooth and better functioning of IQAC	33.3	47.6	19	0	0
7	Present working strategy of IQAC and its implementation	23.8	57.1	14.3	4.8	0
8	Outcome and overall results of the work of IQAC	38.1	47.6	14.3	0	0

The table 2 deals with the role of IQAC in the process of Teaching, Learning and Evaluation in the colleges. From the above table, it is found that IQAC is capable to keep quality education in the colleges. By encouraging vis-à-vis promoting co-curricular, extra-curricular and other types of activities among the students, the IQAC offers an adequate support structure and services. The study also shows for creation of coordination, academic sharing and networking with the various department of the college by IQAC. As a result, the study reveals for receiving of good response from all of the teaching and non-teaching /support staff to academic activities sponsored by IQAC. No doubt, IQAC is working with their own strategy to ensure a better performance and good results but for that academic, financial and administrative autonomy of Coordinator is urgently required in which 47.6

⁸ Source: Primary Source N.B. A.Excellent B.Good C.Average D.Poor E.Unsatisfactory

percentages of the respondents specifically mentioned. May be, this is one of the factor which generates hindrances before the IQAC to reach in excellent position in the study area.

Table: 3 Role of IQAC in Research⁹

It is evident from the study (table 3) that IQAC plays a vital role in continuing

Sl No.	Parameters	Respondent's opinion in percentage (%)		
		Yes	No	Don't know
1	Does IQAC organize Seminars/conferences/workshops in your institution ?	85.7	9.5	4.8
2	Do you have chapters in edited volumes/books published and papers in national/ international conference proceedings/ research papers in the Journals notified on UGC website ?	52.4	47.6	0
3	Do you have received any Grants from Government and non-governmental agencies for research projects / endowments in the institution?	42.9	47.6	9.5
4	Does IQAC coordinates/promote book publication/paper presentation/ research paper publication in the UGC listed Journals?	52.4	28.6	19

research in the surveyed colleges of Nagaon district of Assam. Under the initiatives of IQAC the Seminars/Conferences/Workshops and research activities are going on in the studied institutions. To create a research atmosphere among the students and teachers IQAC has taken various innovative initiatives/practices means plan of action in their colleges. Study excursion, Field visit, awareness programmes, adaptation of villages, preparation of research paper and projects and more particularly under the guidance of teachers, various techniques has been presented before the students on how to collect first-hand information from the field.

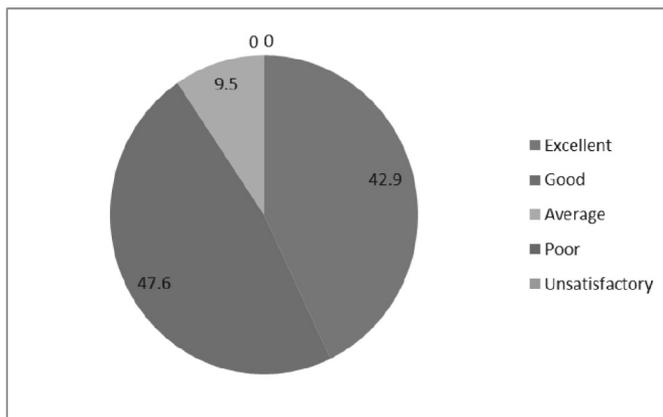
On the other hand, IQAC conveys the UGC's messages, circulars, notifications, orders etc. on academic and more particularly research information to the teachers from time to time. In other words, IQAC coordinates/promote book publication/paper presentation in both national and international seminar/conference/ research paper publication in the UGC listed Journals. The Grants received from Government and non-governmental agencies for research projects/endowments by the faculty members in the institutions are another contribution of IQAC, we can say. During the COVID-19 pandemic situation, the IQACs of colleges are performing a leading role in organizing popular talks, workshop, faculty development programmes, and webinar/seminar/conference both national and international level in their colleges.

⁹ Source: Primary Source

Table: 4 Role of IQAC in maintenance of quality research¹⁰

Sl. No.	Parameter	Respondent's opinion in percentage (%)				
		A	B	C	D	E
1	Contribution of IQAC in maintaining quality standards in research	42.9	47.6	9.5	0	0

Fig. 1 maintenance of quality research by IQAC



Significantly, while continuing these activities in their respective institutions, IQAC tries to maintain all possible qualities in research by keeping/following strict guidelines as stipulated by the UGC. This reflects in table 4 and fig.1, where 47.6 percentages of respondents opined that there is a great contribution of IQAC in maintaining quality of standards in research.

Role of IQAC of Kaliabor College in mitigating water problem in Kaliabor

The IQAC of Kaliabor College, Nagaon, Assam took the initiatives to mitigate the Chronic Arsenic contamination in various location of Kaliabor using a two pronged strategy.

First, the Cell helped to implement a patented technology of Tezpur University at Kulidonga, Kaliabor.

Secondly, the Cell organised various awareness programmes in different locations of Kaliabor Sub-Division highlighting the risk of arsenic poisoning. The activities inspired the teachers of the College to take up research works in developing technology for mitigating arsenic in ground water and also analysis the socio-economic impact of water crisis in various area of Kaliabor.

¹⁰ Source: Primary Source N.B. A.Excellent B.Good C.Average D.Poor E.Unsatisfactory

It is to be noted that from the above discussion, the following conclusions can be made.....

1. Internal Quality Assurance Cell (IQAC) is a significant body (95.2% of respondents) of any educational institutions who monitors the process of teaching, learning, evaluation and research. And very nominal percentage means less than ten i.e. only 4.8 percentages of respondents said that they don't have any clear idea on this.
2. An unanimous acceptance (95.2% of respondents) on the fact that IQAC is proficient body to administer various academic activities in the colleges.
3. Apart from a few colleges (23.8% of respondents) in Nagaon District of Assam, the Coordinator of IQAC does not work (57.1% of respondents) under pressure of principal and management or both. It shows the presence of stress which cannot be ignored.
4. The IQAC of colleges are very effectively promote, stimulate and monitor the internal evaluation of the student, e.g. tests, sessional examinations, tutorials, assignments, practicums and projects.
5. The study shows that IQAC need more autonomy, especially financial for better performance in their institutions. The causes behind this is to adopt and implement programmes following UGC guidelines.
6. The 72.2 percentages of respondents are strong in favour of the statement is that IQAC should not be replaced by any other committee/body/agency or the like. It reflects faith on the activities of IQAC by the members of respective institutions.
7. The IQAC continuously works in maintaining quality standards in teaching, learning and evaluation system of colleges. The study reveals 47.6 percentages opined on good and 42.9 percentages of respondents in favour of excellent statement and on the other hand, only 9.5 percentages have chosen an average option.
8. The IQAC of the colleges has a great contribution for encouragement/promotion of co-curricular, extra-curricular and other types of activities.
9. The data shows a good managing power of IQAC. By making coordination among IQAC and various departments in the college, IQAC received good responses from the teaching and non-teaching /support staff especially to academic activities sponsored by IQAC.
10. It is evident from the data is that 85.7 percentages of respondents strongly agreed on the role of IQAC in research activities. To create an atmosphere or to enhance the research activities among the students and faculty members of the colleges, IQAC organizes Popular Talks/Guest Lecture/Field Visit/Study Tour/Seminars/Conferences/Workshops in their institutions. Even

during the Covid-19 pandemic situation, IQAC of the respective colleges has played a very significant role in the academic sphere.

11. Role of IQAC in maintenance quality of research is another contribution. It is evident from the fact that by applying appropriate techniques/following strict guidelines as stipulated by UGC, IQAC acted as checker mechanism to ensure quality in research. IQAC coordinates/promote book publication/paper presentation/ research paper publication in the UGC listed Journals.

CONCLUSION

The significant role of IQAC in both academic and administrative sphere of any educational institution cannot be denied at the present situation. However, there is a time to give full support and academic freedom to IQAC and its Coordinator so as to work more energetically to build the higher educational institutions more people centric.

BLENDED MODE OF TEACHING AND LEARNING: AN INNOVATIVE PEDAGOGICAL APPROACH IN THE 21ST CENTURY

Dr. Ghanashyam Taid*

ABSTRACT

Pedagogical approaches are rapidly changing in the 21st century. To develop the best practice in academia, it is important that we change with the changing needs of students. This paper suggests that blended learning is one of the most important pedagogical formats that can enhance student learning, optimize the use of active learning strategies, and potentially improve student learning outcomes. In simple term Blended learning is an instructional technology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction.

Key words: Blended learning ,instructional methodology, classroom learning

INTRODUCTION

Blended learning is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning process. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and teacher should be physically located in the same space.¹

BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend

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.PARTRIDE, H., PONTING D & MCCAY, M, Good practice report: Blended learning. (2011)

demands consideration of several factors, mainly focusing on learning. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. teaching. In a true blended learning environment, both the student and teacher should be physically located in the same space.

Blended or hybrid courses include face-to-face (in class) interactions with online learning (Buzzetto -More & Sweat-Guy, 2006). Hybrid learning is also known s blended learning due to the blending of online and face-to-face work. According to Hol- lis and Mfill (2006), in their review of online learning research, they concluded that best practice occurs when combining technologies that enhance interactions between students and between students and instructors. Blending the face-to-face learning with active learning assignments and online learning activities facilitates interactions between (a) learner to learner, (b) learner to instructor, and (c) learner to community- based partners. It also promotes lifelong learning through the developed skill of “discovering” information utilizing online activities, while also increasing skills with a variety of others and enhancing engagement (Goodyear).

The important features of Blended Learning environment are:

- Increase student engagement in learning.
- Enhance teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility.
- Improved student learning outcomes.
- Enhance institutional reputation.
- More flexible teaching and learning environment.
- More amenable for self and experimental learning.

² PARTRIDE,H.,PONTING D & MCCAY, M Good practice report: Blended learning. (2011).

³ University of NSW. (2020). Planning and Designing a Blended or Online Course

Objectives of the study

- To highlight the conceptual background of Blended Learning.
- To examine the role of teacher and students in BL platform.
- To focus the BL structure in education.
- To study the BL scenarios and ICT use in BL environment.
- To study about implementation of BL in learning situation.

ROLE OF TEACHERS IN BLE ENVIRONMENT

BL shifts the teacher's role from knowledge provider to coach and mentor. This shift does not mean that teachers play a passive or less important role in students' education. Quite the contrary – with BL, teachers can have an even more profound influence and effect on students' learning. Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhance role technology plays in instruction. BL provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give.

This new learning dynamic benefits students and teachers alike. Giving students permission and space to become active learners who gain knowledge directly lets them assume some control over their learning and helps them develop self-reliance. As more students are working independently, time opens up for teachers to provide face-to-face support and individualized instruction more frequently for more students, effectively improving differentiation. BL yields more frequent and more personal teacher interaction with individual students, teachers have the opportunity to deepen and strengthen students/teacher relationships. The trust that come with close relationships can give teachers insights into students' personal struggle and needs-insights which empower teachers to comport and coach students through challenges that often serve as obstacle

to learning. In summary, BL combines the best aspects of online learning with the best aspect of direct instruction, helping teachers easily manage to do much more to meet student needs without adding to an already weighty workload.⁴

ROLE OF A LEARNER IN THE BL ENVIRONMENT

- **Increase students interest:** When technology is integrated into school lessons, learner are more likely to be interested in, focused on, and excited about the subjects they are studying.
- **Keep students focused for longer:** The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research.
- **Provides student autonomy:** The use of e-learning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.
- **Instill a disposition of self-advocacy:** Students become self-driven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goal.
- **Promote student ownership:** BL instill a sense of 'students ownership over learning' which can be a powerful force propelling the learning, it's this feeling of responsibility that helps the feeling of ownership.
- **Allow instant diagnostic information and student feedback:** The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his methods and feedback for each student while improving time efficiency.
- **Enables students to learn at their own pace:** Due to the flexibility of BL and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

⁴ <https://www.ugc.ac.in>

BL STRUCTURE IN EDUCATION

Many factors must be considered when choosing how to blend in-person and online teaching and learning activities. In some cases, most interactions between students and the teacher, as well as the direct delivery of instruction, take place in person in the classroom, while materials and possibly some additional activities occur online, with infrequent meeting in person to solve problems and support community building. In some blended arrangements, students may choose which activities to complete online and which to complete in a classroom. Ideally, blends are personalized so individualized so individual students have the blend that best fits their age, their life circumstances and learning needs. These are called a la carte models. Students choose what to take fully online, what to take fully in person and, when the design is available, blended courses where they choose when to go to in-person classes and when to watch videos, download readings and complete assignments online. This kind personalization is not always available. Most important is ensuring that students are able to function well as learners with any delivery method, single-mode or blended, even if it is not their preference or best situation for them.

Teachers are valuable coaches for helping students manage in any learning situation; it is up to teachers and learning designers to offer blended activities that best suit the subject, the learners needs and the curriculum requirements. Not all unique and interesting BL designs are one-size-fits-all model. Below are seven sample configurations of BL activities to consider for BL teaching situation. These examples of BL are drawn from higher education but can be shaped to fit any teaching situation.⁵

- **Blended face-to-face class**
- **Blended online class**
- **The flipped classroom**
- **The rotation model**
- **The self-blend model**
- **The blended MOOC**
- **Flexible-mode courses**

⁵ <https://innovationeducation.biomedcentral.com/articles/10.1186/s42862-019-0002-0>

SCENARIOS IN BL

BL is an effective blend of online and face-to-face mode in teaching-learning. The BL Implementation notification of UGC states the BL mode could be used for all the courses except of SWAYAM (**Study Webs of Active -Learning for Young Aspiring Minds**) active aspiring courses which are purely in online modes.

The curricula across the country are credit-based. Weeks for credits hours generally range from 12 to 15. e.g. IIT considers 12 weeks per credit, IIT considers 13 weeks per credit, whereas UGC Guidelines and approvals to programmes by Academic Councils of the Universities. e.g. In a particular University, M.Com. programme may be offered of 80 credits whereas M.Sc. programme may be of 96 credits. Considering a theoretical programme, where 15 hours classroom time is allotted per 1-credits per (1-credit hour* 15 weeks), total classroom hours are $4*15=60$ per course. Total numbers of hours are 240 for these 16 credits are being taught in face-to-face mode. UGC is offering a choice of teaching these 240 hours in a Blended Mode, i.e. instead of attending 240 classroom hours; students can spend up to a certain hours in online interactions and be present in F2F mode (face-to-face) for the remaining hours. Additional student work (self-study), revision, assignments, projects, assessment preparations, etc) are of 240 hours which remained unchanged.

Let us study a few possible scenarios in BL in Indian Higher Education.

BL Mode for an 80-credit Master programme

Sample Course Structure

Semester II: 5 course	Credits	Classroom hours
Courses:		
201 Instructional System Design: Theories and Models	4	60
202 Research Methodology 460203 e-learning	4	60
204 OER	4	120 (60)*
205 Instructional Strategies for Face-to-face learning#	4	60
*Practical course, so double number of hours		

Course 204 is an optional course, which can be skipped by the students and instead any 4-credit SWAYAM course can be completed. Remaining 4 courses can be taught using BL mode.

BL opportunity is being exploited in the following manners by each of the course teachers:

1. Teacher A teaching course 201 is teaching 50% modules in online mode. There are 4 modules in this course, so 2 modules are dealt in online mode.
2. Teacher B teaching course 202 (Research Methodology) is teaching all 4 modules in Blended Mode allowing students to access online resources, complete activities in online mode for about 30 hours and be in the classroom for total 30 hours. These 30 classroom hours are being utilized for several activities, trouble- shooting, solving queries on the read or viewed contents, problems-solving, etc.
3. Teacher C teaching course 203 (e-learning) has allowed students to join a MOOC on e-learning. While students are completing this external MOOC, teacher C has also joined this MOOC to keep track to teaching-learning happening in the MOOC. She/he is conducting a few activities, confirming students' regular access to MOOC and completing of assignments, discussing and allotting group activities in the class as well in online mode. Students are submitting assignments of the teacher C simultaneously in online mode and attending classes on the campus only for 25% of the total hours, i.e. there are only 15 campus hours for this course.
4. Teacher D is dealing with OER development course (204). She/he needed to assign a separate weightage of hours for every module. Last 2 modules require more lap hours where students themselves are developing the entire OER using the studio of the institute. The previous 2 modules aim at their own explorations of free tools and they can work more from home. As per teacher's plan, students spend 80% time in online mode for module 1 and 2, whereas 40% time online and 60% time in the classroom is spent for module 3 and 4. Average 30% of the total time is spent in the classroom for this course.

However, all teachers A, B, C and D have submitted this proposed weightage to the institution for information.

⁶ <https://blended.online.ucf.edu/blendkit-course-diy-project-tasks/>

ICT INITIATIVES AND TOOLS FOR BL

OER: Open educational resources (OER) are defined by the United Nations as any type of educational materials in the public domain or introduced with and open license. Critical to supporting open knowledge and open access, OER are learning materials supporting legal and free (a) copying, (b) usage, (c) adaptation and (d) sharing.

MOOCs and SWAYAM: MOOC stand for massive open online course (MOOC) which is an online education system providing various course, which aims at large-scale interactive participation and open access via web. MOOC aims to provide real time education online with the help of various features like videos, study materials, quizzes and online exams and also tries to make it more efficient than the real time education in class rooms by removing time constraints and location constraints.

SWAYAM: SWAYAM is programme initiated by Government of India and designed to achieve the three cardinal principles of Education viz. access, equity and to quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

Platforms: Learning and Evaluation: LMS: These are web applications, meaning that they run on a server and are accessed by using a web browser. LMSs give educators tools to create a course web site and provide access control so only enrolled students can view it. LMS can be installed in cloud & all faculty can upload to share all the particular class related documents, video, MP3 etc.

Other Innovative Initiatives

SimLab+([imlab.com](http://www.imlab.com)): Licensed Tool

SimLab is a process-oriented multidisciplinary simulation environment to accurately analyze the performance of complex assemblies.

Virtual Lab www.vlab.co.in: Open Source/ Support

Virtual labs provide remote-access to Labs in all major disciplines of Science and Engineering. These Virtual Labs can cater the students at the UG & PG levels as well as to research scholars.

Robotics: Robotics is a branch of engineering and science that includes electronics engineering, mechanical engineering and computer science and so on. This branch deals with the design, construction, and use to control **robots**, sensory feedback and information processing.

Blogging : A blog can be created by the teacher, and then students can be added as contributors to the blog.

Sticky notes: Sticky notes tools such as Idea Flip, Lino.it, Jamboard, etc. can be used for online brainstorming. Brainstorming activity can be done as a synchronous activity in live online class or else an assignment of such idea generation can be given as asynchronous activity.

Shared documents: Students can be told to come out with a product after working in small groups of 2 to 5 students.

IMPLEMENTATION OF BL

Implementing BL requires a systematic, planned instructional process. An effective teaching learning process in a blended environment calls for understanding and skills of using appropriate pedagogies with suitable technologies. The following paragraphs provide guideline for implementation of BL.

Pedagogies for Online and Face-to-face Modes: Learner-centred teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative and cooperative. Learners in BL environments are not visualized as passive learners, but active learners generating ideas, assimilating knowledge individually and teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor.

Generating ideas: Higher education learners are adult learners who come with their own world of experience, previous knowledge gained at schooling level and previous years of education, exposure to other sources of knowledge, information.

Brainstorming: Brainstorming exercise always helps learners to think spontaneously; derive solution, ideas; appreciate others' ideas and enjoy generation of several ideas by the whole group instead of listening to only teachers' ideas and views. It develops a sense of responsibility to think and learn ourselves.

Concept-mapping/Mind-mapping: Creating cognitive structure/scheme of any topic in the mind is the best cognitive exercise for learners. These help learners understand the topic from all perspectives and also help learners establish relationships of concepts on their own. Feature such as inserting images, sticky-notes, sketches in such tools makes the exercise interesting and learners get engrossed in the process of meaningful learning.

Creative Presentations: Education, at any level, and of any subject, should develop creative thinking abilities of the learners. Microbiology or Sociology learners can present their concepts through creating cartoon-strips. Story-creation tools are helping learners of higher education for presenting their knowledge of a subject instead of merely making presentations in the class.

Exposure to the real world: Higher education students are a few steps behind the field of work, i.e. the real world. Exposure to this real world while studying in colleges/universities will help them get ready for this real world. ⁷

CONCLUSION

A blended learning mode provides ultimate flexibility in many aspects. And most of all, it can be applied to any program which hold on to values of traditional learning and incorporates digital media with that. It is a lot more effectively and likeable than anything that has been ever before. Students, academicians, policy makers etc. appreciate the needed freedom from classroom to computer or vice-versa.

⁷ BEAVER, J.K., HALLAR, B., & WESTMAAS, L. Blended learning: Defining models and examining conditions to support implementation. PERC Research Brief. (2014).

THE IMPLICATIONS OF NEP,2020 IN REDESIGNING INDIA'S RESEARCH AND DEVELOPMENT

Smt. Jayamol P.S & Dr Rangaswamy D**

ABSTRACT

Education is the primary requirement for developing an equitable, just society, and promoting national development. Imparting quality education is the key to full economic, social, cultural, and political participation in society. The culture of a society can be estimated from the education structure in that place. The primary, as well as higher education sectors of a country, need to have a mission and vision. Otherwise, it would be a failure in producing generations with a proper outlook. Research and Development(R&D) are the two terms interconnected. Without the support of one, another cannot be attained. Countries all across the globe dedicate their time, money and energy to focus on research in different areas of prime concern. It may be in the areas of health care, defence, space exploration, climate change, big data or artificial intelligence. Ultimately, the result of the research contributes to the development of the nation. However, in India, the higher education sector is almost lost its direction and as result research and allied areas are not at all flourished so far. The National Education Policy(NEP) has been introduced by the government to restructure higher education in India and to mould the Indian youth to the new world order. Against the backdrop of all these, this paper analyses in detail the current scenario of R&D in India and also evaluates the implications of NEP 2020 on higher education with special emphasise on R&D. The paper conclude by providing some suggestions for the renaissance of R&D in India.

Keywords: Education, SDG, Research and Development, NEP

INTRODUCTION

The value of education cannot be undermined in any society. A society that neglects education is sinning the generations. Quality education in the primary as well as higher education sector is a right of the children and the youth because the entire universe belongs to them. They have to explore the horizons and lead the country to a utilitarian order. The research contributes to a strong wing of academia of a country. A country cannot find a place

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amongst the leading nations unless it provides remarkable contributions in expanding the frontiers of human intellect. Good research work leads to another research. The research work should cover all aspects of the objective of the study which would be in a position to enhance and arouse knowledge in the minds of the reader. So that it is pertinent to develop a system that encourages research and innovation in the curriculum. Despite, all this importance given to research across the globe, in India, we are lagging behind many important facets of research and innovation. This paper is introduced into three parts. In the first part, the researchers have assessed the present scenario of research in India and the second part evaluates the implications of NEP 2020 on higher education with special emphasise on R&D. The paper conclude by putting forward certain suggestions for the reformation of R&D in India.

RESEARCH AS A MEANS OF ACQUIRING KNOWLEDGE

Research means to search or to find out and examine again. This is the way of acquiring new knowledge. Research means scientific and systematic re-examination of existing facts or knowledge to ascertain whether the existing calculation can be varied or not.¹ It is a systematic attempt to push back the bonds of comprehension and seek beyond the horizons of our knowledge, some 'truth' or some 'reality.'² It is said that without research no authoritative work has been written, no scientific inventions or discoveries made, no theories of any value propounded. So that, research has got a prominent place in acquiring knowledge. The method of doing research vary according to the research problem at hand. An acquaintance with various methods of research can be completed only after knowing the relationship among the methods of research and how they can be used in an integrated manner.³ Research can be done in any area of interest and it should be a journey towards the actual truth. In a normal course, research output would be a great asset to society as it leads to a new way of thinking and fills the vacuum in an area that is unfolded.

LINK BETWEEN R&D

There is a close linkage between R&D. Often, the dead-end of quality research work is the development of society. It is expected that the days to come will witness a jumping boost in science and technology. It would have

¹ DR. H.N.TIWARI, Legal Research Methodology 1(Ist ed.,1997).

² DR. S.R.MYNENI, Legal Research Methodology 1(6th ed., 2017).

³ P. Ishwara Bhat, Multi-Method Legal Research: Nature, Need, Procedure and Potentiality,3KSLUJ 37(2015).

direct implications for society and development. For that, the younger generation has to be tuned in the desired direction. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.⁴ It is evident from the history of the developed countries that science, technology and innovation policies have helped them to boost their overall development. The policies of research and innovation that are integrated into national development strategies can help raise productivity, improve competitiveness, and foster economic growth. For India, various initiatives have pushed the country up in the global innovation index from 57th position in 2018 to 48th in 2020.⁵

Fig.1: The growth of the young population in India.⁶



The expected development in science and technology mainly in the areas of the rise of big data, machine learning, and artificial intelligence will lead machines to replace human beings shortly. At the same time, the need for a skilled workforce, specialized in mathematics, computer science, and data science, by multidisciplinary abilities across the sciences, social sciences, and humanities, will achieve greater opportunities and new frontiers in the respective fields will open to the youth, if they are capable enough. The

⁴ S.R.NAYAK, Right to Education: Accessibility and Quality Dimension, 3KSLUJ 11(2015).

⁵ N.Vedachalam, India's Innovation Ecosystem: Mapping the Trends, ORF Issue Brief No. 442,(Sept.21, 2021, 4 PM).Observer Research Foundation. 'Indias Innovation Ecosystem | ORF (orfonline.org)

⁶ ASSOCHAM, Innovation Driven growth in India, ,(Sept.21, 2021, 4 PM). Innovation-driven growth in India (PWC.in)

researchers can contribute in the areas of water scarcity, food, health and sanitation needs in the light of the increasing population across the globe, as well as climate change, pollution and natural resources. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and the development of vaccines and other social issues which heightens the need for multidisciplinary learning and research.⁷

INDIAN SCENARIO OF R&D

The R&D scenario in India is not at all satisfactory as is evident from the report submitted by various committees to the government. However, there have been constant efforts on the part of the government to modify the existing state of affairs. The uneven circumstances prevailing in the Indian University system regarding social, cultural, linguistic, minority and also locational disadvantages contribute to the poor performance of researchers. These diversities are reflected in the student and teacher composition that influence teaching and research activity in Indian Universities.⁸ According to the All India Survey of Higher Education 2019-20, overall, there are 1,043 Universities and 42,343 colleges in the country as of 2019-20. Total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.9 million females. Females constitute 49% of the total enrolment. About 79.5% of the students are enrolled in an undergraduate-level programme. Total, 2,02,550 students are enrolled in PhD which is about 0.5% of the student enrolment.⁹ At the PhD level, the maximum number of students are enrolled in Engineering and Technology stream followed by Science. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Science comes at number two.¹⁰ 38,986 students were awarded PhD level degrees during 2019 with 21,577 male and 17,409 female which shows an ascending order of the number of students awarded with PhD. Moreover, there is an increase

⁷ Report submitted by the committee appointed by UGC, Improving the Quality of Research by Faculty and Creation of New Knowledge and Strategies for Improving Research Culture in Colleges/Universities, F.No.1-12/2018QIP(Quality Research) dated 31st July 2019 available at 5816125_Promoting-and-Improving.pdf(UGC.ac.in)

⁸ Ibid.

⁹ AISHE-All India Survey on Higher Education 2019-20, Government of India, Ministry of Education, Department of Higher Education, New Delhi 2020 p. 41. available at *view document.action(aishe.gov.in)

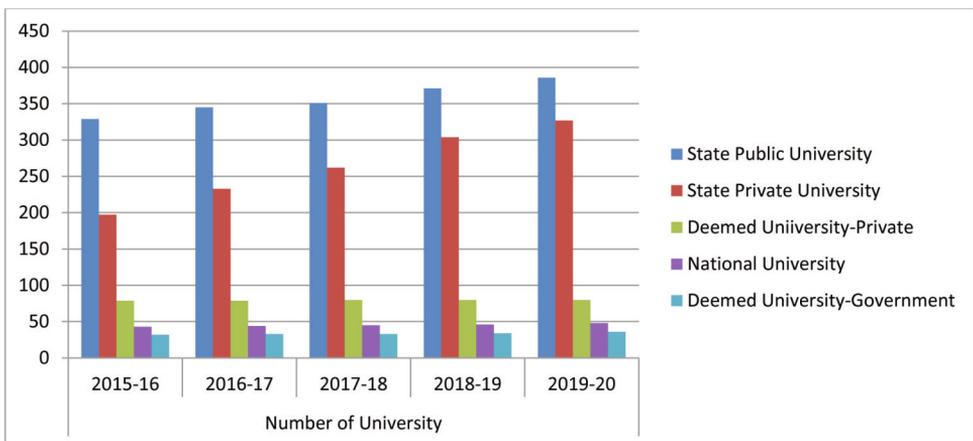
¹⁰ Ibid

¹¹ Supa n 7.

in State Private Universities and Institutes of National Importance.¹¹ It has to be read along with the Recent warning by UGC to the student community that, India has 24 self-styled or fake Universities and students have to be cautioned about that.¹²

Type of University	Number of University				
	2015-16	2016-17	2017-18	2018-19	2019-20
State Public University	329	345	351	371	386
State Private University	197	233	262	304	327
Deemed University-Private	79	79	80	80	80
National University	43	44	45	46	48
Deemed University-Government	32	33	33	34	36

Fig.2: Increase in the number of Universities during 2015-16



Source:¹³ AISHE -All India Survey on Higher Education 2019-20

Table 1: Increase in the number of Universities during 2015-2020

The enrolments in university & its constituent units at PhD and Integrated levels have increased quite substantially in comparison to enrolment at

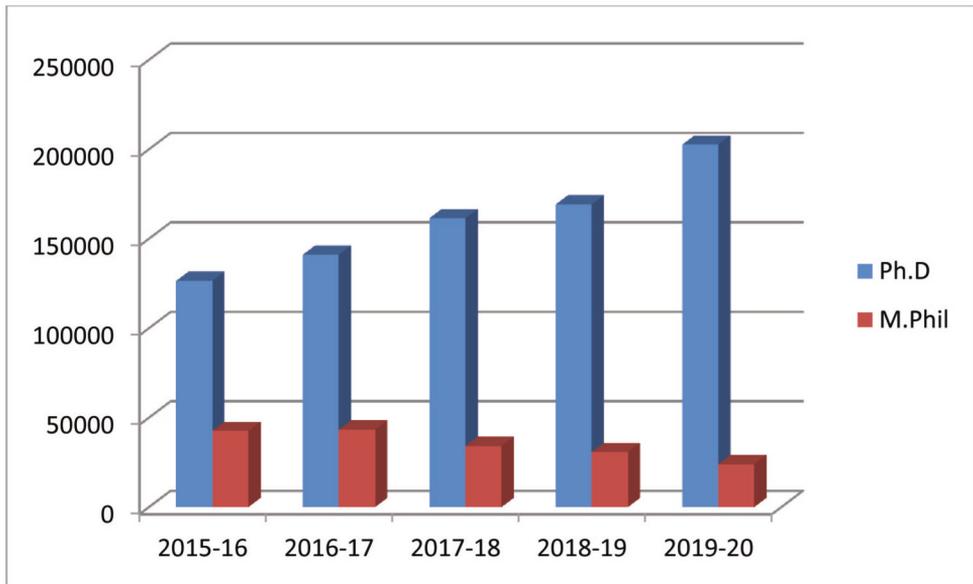
¹² Sujata Chaturvedi, UGC says there are 24 fake Universities in India, (Aug. 21, 2021, 8 PM) UGC says there are 24 fake universities in India - India News Republic

¹³ AISHE-All India Survey on Higher Education 2019-20, Government of India, Ministry of Education, Department of Higher Education, New Delhi 2020 p. 41.available at *view document.action (aishe.gov.in)

Under Graduate and Post Graduate levels. The enrolment at the PhD level has increased from 126451 in 2015-16 to 202550 in 2019-20, whereas the enrolment at the integrated level has increased from 155442 in 2015-16 to 300373 in 2019-20 during this period¹⁴. But the enrolment in M.Phil shows a substantial decrease after 2017-18.

Year	Ph.D	M.Phil
2015-16	126451	42523
2016-17	141037	43267
2017-18	161412	34109
2018-19	169170	30692
2019-20	202550	23934

Fig.3: Increase in the number of Ph.D enrolment



¹⁴ Ibid

¹⁵ AISHE-All India Survey on Higher Education 2019-20, Government of India, Ministry of Education, Department of Higher Education, New Delhi 2020 p. 41. available at *view document.action (aishe.gov.in).

MAJOR ISSUES INVOLVED IN R&D IN INDIA

Research is an effort to unfold the truth. However, the Indian contribution to research and innovation and its consequential development is alarmingly poor when compared with many other nations. Generally, the overall assessment of university and college level research in India shows some results which are not at all satisfactory. Indeed, in many institutions, the number of research aspirants are more while the quality of research is very low. In a large number of cases, research work does not conform to international standards and do not make significant contributions to theoretical or applied aspects of a given discipline. The growth in numbers and the subsequent issues of the quality of research output call for a comprehensive review of the existing situation and to suggest corrective measures to be taken to improve the state of research in India. According to Prof.(Dr.)P.Ishwara Bhat, "In this journey, an effort at unfolding the truth requires a commitment to objectivity, and freedom from the undue influence of competing ideologies. Sincerity and compliance with ethics make the process harmless and renders the output dependable." ¹⁶ The Indian research scenario is confronted with some problems:-

Increasing numbers of PhDs awarded: The number of PhDs awarded by the Universities has been significantly increased. The Universities have made a PhD as a basic qualification for the appointment of assistant professors. Consequently, the number of PhD aspirants also increased. As a result, the Universities have awarded more PhD's during these years and unfortunately, most of them carry no merit or reflect any truth.

Infrastructure and funding: Even in Central Universities, there is a lack of human resources and other infrastructure for guiding research scholars. That ultimately reflects in the poor performance in the research output. It is evident from the experience of the United States. United States became a global leader in R&D in the 20th century, and it is funding almost 70% of the global R&D. R&D in the United States is funded and performed by several sectors including the federal government, state governments, businesses, academia, and nonprofit organizations for a variety of purposes. ¹⁷ Whereas in India, funding from the part of the government is very less. Moreover, there is insufficient interaction between the university research departments

¹⁶ P.ISHWARA BHAT, Idea and Methods of Legal Research,54(2019).

¹⁷ THE U.S. Research and Development Funding and Performance: Fact Sheet,(Aug. 21,2021, 9 PM) U.S. Research and Development Funding and Performance: Fact Sheet (fas.org)

on the one side and business establishments, government departments and research institutions on the other side. A great deal of primary data of non-confidential nature remains untouched by the researchers for want of proper contacts.¹⁸

Publication ethics: Research requires vast reading and thinking in the area of research which reflects in the form of original ideas. For the expansion of knowledge, original contribution through research is cardinally instrumental.¹⁹ Ethical norms and moral considerations come to the forefront to regulate the researcher's acts to avoid or deal with adverse effects.²⁰ In India, plagiarism in research works is strictly prohibited. Moreover, In 2017, a Center for Publication Ethics was established by UGC. It has created a group of like-minded academicians and developed a robust protocol to analyze the UGC list, and found that over 88% of journals recommended by universities for inclusion in the UGC list were of poor quality.²¹ The main reason is that the mandatory requirement of publications in journals and conference proceedings for the award of doctoral degrees and as a metric in evaluating faculty under the API score has resulted in a proliferation of predatory journals and conferences, which have abandoned classical peer review as a method of quality control.²² To avoid plagiarism and other unethical practices, in early 2019, UGC decided to set up a 'Consortium for Academic Research and Ethics' (CARE) to promote academic integrity and publication ethics, and to improve the quality of research in Indian universities.²³ The situation has a slight improvement after that.

The quality of students seeking admission to PhD programmes: Passion to do research is a necessary concomitant to research. Unfortunately, students who are seeking PhD admission are keeping it as an interval before a good job or marriage. Above all, there does not exist a code of conduct for researchers. Research work needs so much time and energy. A greater part of the researchers needs to obtain a degree most easily and shortly. They are not

¹⁸ G.P.TRIPATHI, Legal Method,582 (2013)..

¹⁹ Ibid

²⁰ Id

²¹ Tao Tao, India's Fight Against Predatory Journals: An Interview with Professor Bhushan Patwardhan, (Sept. 21, 2021, 8 PM)Indias Fight Against Predatory Journals: An Interview with Professor Bhushan Patwardhan - The Scholarly Kitchen (sspnet.org).

²² Improving the quality of research by faculty and creation,(Sept.21,2021, 9PM) 5816125_Promoting-and-Improving.pdf (ugc.ac.in)

²³ Supra n at.20

ready to devote their time and potential to search for the truth of the research problem at hand.

Loss of objectivity: The research is an objective enquiry leading to an authoritative explanation of a problem or fact. The people who enrolled for research work are mostly the students who have just passed out their post-graduation courses. They don't pay proper attention to the research work, therefore, the research work remains generally of poor quality. Research aptitude is *a sine qua non* to produce work of some worth.²⁴ Many researchers leap into the dark without knowing research methods.

SUSTAINABLE DEVELOPMENT GOALS AND GLOBAL EDUCATION

The Sustainable Development Goals (SDG) put forth some goals to be achieved for the overall development through advancement in education. The global education development agenda reflected in Goal 4, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. It ensures equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.²⁵ It also aims at enhancing scientific research and upgradation of the technological capabilities of industrial sectors in all countries. The core focus is to encourage R&D and for that encouraging innovation and substantially increasing the number of R&D workers per 1 million people and public and private R&D spending.²⁶ It also extends its technical and financial support to developing, developed and least developed countries through facilitating sustainable and resilient infrastructure development through enhanced financial, technological and technical support.²⁷ The SDG is also keen to support domestic technology development, research and innovation in developing countries, by ensuring a conducive policy environment for industrial diversification and value

²⁴ H.N.TIWARI, Legal Research Methodology, 25(2nd ed.,2013).

²⁵ Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs (un.org)

²⁶ SDG 9.5

²⁷ SDG 9.a

addition to commodities.²⁸ Internet and access to information are pertinent in this direction. The Goals also provides for increased access to information and communications technology and strive to provide universal and affordable access to the Internet in the least developed countries by 2020.²⁹ These goals are pertinent, to achieve the global education agenda and also for the inclusion of all sectors to the higher education stream.

NEP AND R&D

The NEP has come up with structural changes in the higher education stream in India. This is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.³⁰ The new policy brings the student the focus by emphasizing recognizing, identifying and fostering the specific capabilities of each student, by sensitizing teachers as well as parents to be instrumental in promoting holistic development in both academic and non-academic spheres.³¹ The policy envisions a holistic education by bringing an integration of sciences, social sciences, arts, humanities and sports to actualize multidisciplinary culture in academia. Conceptual understanding, creativity and critical thinking will be the foundation of research and innovation in the new vision.

Establishment of National Research Foundation (NRF): The importance of research and its scope in higher education for the development of the nation has been well addressed in the NEP. Part II of the NEP 2020 in its chapter 17 has provided a comprehensive outlook for the renovation of the higher education sector in India by establishing NRF. The overarching goal of the NRF will be to enable a culture of research that is to be given prime concern in our universities.

Merit bases research funding: The NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited.

²⁸ SDG 9.b

²⁹ SDG 9.c

³⁰ National Education Policy, NEP_Final_English_0.pdf (education.gov.in)

³¹ Dr. Dinamani, National Education Policy 2020: The prospect of research and innovation, (Aug. 20, 2021, 7PM) <https://www.opindia.com/2020/07/national-education-policy-2020-the-prospect-of-research-and-innovation/>

Implementation of research output: The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private and philanthropic organizations. The NRF has to act as a catalyst to seed and grow research culture in Universities. Moreover, it has the responsibility of involving government agencies in implementing the research outcome in their policies and programmes, wherein most of the researches the outcome remain in the paper in a morbid condition.³²

NRF will act in addition to the funding provided by the major funding agencies such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations.³³ It is aimed at producing revolutionary research and preventing the reproduction of similar works lacking pioneering prospects. The policy also envisions the transformation of India into an equitable and vibrant knowledge society by providing high-quality education to all. NRF, if it can be introduced in its spirit will accelerate the research sector of the nation. It can give a well-defined direction to the research aspirants and as well as institutions interested to take up major projects.

FUTURE PROSPECTS OF INDIAN RESEARCH

A robust ecosystem of research is more important than ever with the rapid changes occurring in the world today. Technology facilitates better outcomes by linking or archiving in databases with specific impact factors of choice by which scholar's dignity, autonomy and transparency and access to

³² NEP 7.11. The primary activities of the NRF will be to (a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines; (b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions; (c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; to allow breakthroughs to be optimally brought into policy and/or implementation, and (d) recognise outstanding research and progress.

³³ NEP17.10

knowledge are protected.³⁴ The adoption of new technologies, either by replacing the old one or by introducing any such technology for its first time, improves normally the quality of human life, generates material culture and brings about the additional change in the social outlook concerning economy, politics and social relations.³⁵ It is clear that in the future, more emphasis has to be given to technological research, innovation and development. Research and innovation in the realm of climate change, population dynamics and management, biotechnology, and expanding digital marketplace, and the rise of machine learning and artificial intelligence will be an added advantage to the country in its way forward. If India is to become a leader in these prime areas, and truly achieve the potential of its vast talent pool to become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the necessity of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

FINDINGS AND CONCLUSION

R&D is imperative for any country to progress. For that purpose, technology has to be welcomed as a promoter in the legal knowledge world. The researchers have to be well trained to adapt to the convenience of technology in the areas of their interest. Funding from the government and also from other agencies have to be increased. To cope up with the developed countries, the present funding for R&D is very much inadequate. Moreover, the NEP 2020 has to be implemented in its letter and spirit for improving the quality of education. Apart from that, increase the participation of the private sector and universities, and encourage startup companies in the areas of primary concern of public utility. As recommended in NEP, NRF has to be constituted with teeth and nails. It should act as a promoter of research culture in Universities and other institutions. Proper attention should be given to the identification of research problems in various disciplines of applied sciences that are of immediate concern to the industries. There should be a liaison between the university, various departments and business

³⁴ Shashikala Gурpur, Technology in Legal Research: A Contemporary Perspective for India, 3KSLUJ 76(2015).

³⁵ RAM SINGH, Interaction of Technologies and Social Change through the Regime of Law, in Law, Justice and Social Change ed., D.R.Saxena,.329.

establishments. Otherwise, the researcher will face difficulty while approaching them for data collection.

There are many challenges to overcome. It needs a force of capable and spirited fighters to defeat the evils. Our country in its march to developed nation's rank has to address innumerable issues like national safety, food scarcity, population explosion, the crisis of pandemic etc., It is possible only with the gradual efforts and capacity building with the help of groundbreaking R&D. India needs to unleash its genius in the service of the nation as well as the world at large. It can be believed that the NEP has laid the ground for the same.

INNOVATIVE METHODS OF TEACHING: A ROADWAY TO QUALITY EDUCATION

Smt. Bhuvaneshwari S Kolaki *

ABSTRACT

Ancient Universities in India were known for imparting quality education. Indian higher education system ranks 3rd in the world in terms of students, next to China and the United Nations. But in recent past, the quality of education was lost and an attempt to improve that is in the run. In this era of technology, education has reached its next level. The traditional way of teaching and learning have become obsolete. Students are more attracted towards technology than classroom teaching. To create interest in the minds of students, teachers should adopt new methods of effective teaching. In order to ensure quality education, the National Assessment and Accreditation Council (NAAC) has taken a pledge in that regard. Being a regulatory body, NAAC has been encouraging new methods of teaching in higher education institutions. The idea behind recognizing innovative methods of teaching, is also to equip the teacher with present generation needs. In view of the above, new pedagogy has to be adopted to bring revolution in teaching and learning process. Hence, the present paper throw light upon newer methods of teaching, their relevancy, adaptability and the impact on stakeholders.

Keywords: different methods of teaching, relevancy, adaptability, impact.

INTRODUCTION

Countries development always depends on its three kinds of resources i.e. financial, physical and very important human. The human resources refers to the skills, knowledge and experience of the population of a country.¹ Since Vedic period, India has always been known for imparting knowledge. The field of economy in India, has seen an excellent development with advancement of education.² Our nation's growth relies on well-educated and

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¹ Team ASM IBMR, Emerging Trends in Higher Education in India , <https://www.asmibmr.edu.in/blog/emerging-trends-in-higher-education-in-india/>, last accessed on 18/7/2021

² Pragyan, The Indian Education system: Overview, sociologygroup.com/indian-education-system-features-pros-cons/, Last accessed on 22/7/2021 at 10.30 p.m.

skilled workforce. To build India a market of global standards, it is very important that every child gets the benefits of quality education.³ Quality education is imperative for the altogether development of any human being.⁴ India's higher educational institutions have been continuously providing corporate leaders to pioneering world over.⁵ Education means in India the continuous process of teaching, learning and training of human capital in schools and colleges.⁶ But day by day no doubt the quality of education has lapsed with the mushroom growth of the higher educational institutions and universities.⁷

With a view of improving quality of education National Accreditation and Assessment Council (NAAC) was established with primary aim of Assess and accredit. Through the assess and accreditation the NAAC ensures institutional quality and provides an opportunity to the institutions to know their strengths and weaknesses, internal areas of planning and resource allocation, creates collegiality of quality and moreover encourages institutions to initiate new and modern ways of pedagogy.

Today's students are tomorrow's leaders. Hence, to make the process of leaning more attractive and impressive, it is pertinent to know the various innovate methods which can be adopted in assuring the quality education and contributing in the process of nation building.

INNOVATIVE METHODS OF TEACHING

A teacher's job is to take a bunch of live wires and see that they are well-grounded.

Darwin D Martin

Teachers are most arguably forms part of nation building. They will mould the students as informed and responsible citizens. Till the beginning of 21th century, teachers turned out to be sufficient not only in terms of the numbers

³ Editorial, Education, smilefoundationindia.org, Last accessed on 17/7/2021

⁴ Editorial, Vol.68, No.1, *Kurukshetra*, Nov 2019, p.4

⁵ NandiniJawli, "Major Strides in Higher Education", Vol.XL, No.21, *Employment News*, Aug- 2015, p.1

Sunder Picghi, CEO of Google, an IIT graduate from Kharagpur, CEO of Microsoft SatyaNadel, graduate of Manipal Institute of Technology.

⁶ Education in India, *Toppr.com/guides/economics/human-capital-formation-in-india/education-in-india/qq*, Last accessed on 20/7/2021, at 7.30 p.m.

⁷ V S Suryawanshi& V S Shinde, "NAAC Assessment : A Booster for Higher education", Special issue -Role of NAAC in the Educational Development of Higher Education in India, *International Multidisciplinary E- Research Journal*, Sep-2019, p.80

but also in terms of methodology of teacher training.⁸ But the period of educator seeming to have unlimited knowledge and one-way learner-educator interaction has come to an end.⁹ To gather the lost interest, the paradigm shift is the need of an hour from the age old traditional methodologies.

Academic performance among students are driving better and the educational environments are changing all over the world by the adoption of innovative teaching methodologies.¹⁰

Some of them are discussed below:

1. **Active Learning:** This process of learning engages the students in reading, writing, discussing or in solving problems. The instructional strategies are used to involve them doing the new things and make them to think about the things they are doing.¹¹ It encourages the students for critical thinking, creative thinking, analyzing *etc.* For example law students can be given a hypothetical problem and extracts the variety of ways of resolving the same.
2. **Group discussion:** This method of teaching allows a teacher to arouse critical thinking in the students. It also helps the teacher to demonstrate that they appreciate contribution and provoke them to think more deeply and come out with ideas more firmly.¹² Discussion facilitate student process information rather than simply receive as it is. The teacher shall have clear idea about what he/she wants from that discussion.
3. **Project based Teaching:** Another important mode of teaching towards improving the quality education is project based teaching. In this method of pedagogy the student will work on the given topic. It is no doubt develops the skills of research, critical approach towards the concept,

⁸ Sanjay Singh, "Teacher Education and Development in Rural India", Vol.68, No.1, *Kurukshetra*, Nov 2019, p. 21

⁹ 25 Learning Methodologies That Every 21st Century Education Professional Should Know <https://blog.learnlife.com/25-methodologies-educators-should-know>

¹⁰ "8 methodologies that every 21st century teacher should know", <https://www.realinfluencers.es/en/2019/05/09/8-21st-century-methodologies/>, Last accessed on 23/7/2021 at 11.30 p.m.

¹¹ Dr. HaseenTaj, "Activity Oriented & Technology Based Pedagogy in Higher education", Contents of Lecture delivered at Faculty Induction Programme organized by UGC-HRDC, Bangalore University, Bengaluru

¹² Vijay P Tiwari, "Teaching Methods to Make Learning Easy and Interesting", Vol-46(3), *Indian Bar Review*, 2019, p.21

logical thinking and lastly prepare them to analytical writing. The adoption of the same by Karnataka State Law University is a welcoming move and well-appreciated by the student community.

4. **Role Play:** It is viewed as very flexible teaching methodology as it does not require any special tools, technology and environment.¹³ Through this method student can be taught to respect values, concerns and positions acquired by other people. It also allows the students to see the given problem from different perspectives.¹⁴ For example *Donogue v. Stevenson* (A ginger-beer) case can be given for role play.
5. **Case Study/Simulations:** Being law teachers we are more familiar with this kind of teaching to over students. The Bar Council of India in promoting and providing quality education to the budding lawyers have made it mandatory the simulation exercise in the practical courses. By this method students are expected to read the case, supplementary articles to support his/her argument. In this way student will learn how to approach and solve the problem. The involvement of all students must be guaranteed by the teacher.
6. **Seminar Method:** This is one the most modern and popular mode of teaching wherein the students are encouraged to prepare themselves on the given topic and present the same before their friends. It helps them to overcome the stage fear and also build a sense of confidence on the concept/subject. The sense of responsibility makes them sensitive and attentive towards the topic. The Karnataka State Law University has taken steps towards imparting quality education to its students by making seminar compulsory for 5 marks.¹⁵

¹³ Ian Glover, “ Role-play: An Approach to Teaching and Learning”, https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/?doing_wp_cron=1627502994.9373879432678222656250, Last accessed on 26/7/2021, at 10.45 p.m

¹⁴ *Supra-note*, 12

¹⁵ Other modes of effective teaching are: **Visit method-** For better learning experience and appreciating the things students can be taken to various places. The students of Law could visit various courts, tribunals, government departments like Weight and Meteorology Department, State Pollution Control Board, Consumer Fora etc.

Lecture Method: Very vital and most familiar mode of effective teaching for quality enhancement. Many educational institutions though not equipped with technology still manage to bring good results only because of the faculty members who are not less than any google, any source of information.

TECHNOLOGY BASED INNOVATIVE METHODS OF TEACHING

In the present day scenario, technology has become part and parcel of education. Technology can facilitate the teachers to fulfill their aim of improving student performance.¹⁶ Some vital one are explained below-

- 1. Smart Board Teaching:** Smart board teaching is considered as one of the effective method as it helps to rejuvenate the students by showing a deeper level of involvement and understanding. The teaching will be transformed into more interactive and collaborative experience by using multimedia content. Therefore, smart board classes are mandatory under NAAC for providing quality education.¹⁷
- 2. Social media Platforms:** Platforms like You Tube, Moodle, Zoom, Google Meet, Microsoft teams so on so forth are widely used tools for sharing information and knowledge. These are known as very effective mode of communication. According to the norms of NAAC the college/institution website shall be updated on daily bases as to steps taken to reach out the students who are not able to attend the classes. During pandemic you Tube, Facebook live, on instagram many lectures were organized by not by educational institutions but also the bar and benches.
- 3. Flip Learning:** This method allows the teachers to implement a methodology or various methodologies. It allows the students to participate in class activity more actively. Students in this method watch online lectures, collaborate in online discussion or carry out research at home.

¹⁶ “How Important Is Technology in Education? Benefits, Challenges, and Impact on Students”, available at <https://soeonline.american.edu/blog/technology-in-education>, Last accessed on 26/7/2021, at 6.30 p. m.

¹⁷ “Innovative Methods of Teaching Strategies: That Will Help Every Teacher in the Classroom”, Available at, <https://fedena.com/blog/2019/02/innovative-methods-of-teaching-strategies-that-will-help-every-teacher-in-the-classroom.html>, last accessed on 24/7/2021, at 9.45 p.m.

4. Digital Books: As we have witnessed during the first wave of Covid-19 the whole country went on 21 days of lockdown. Radical transformation have brought in the world of education through digitization of text books.¹⁸ Many National Libraries have gave access to their libraries to for continue the process of learning. The books were allowed to read and download. The Supreme Court library is one among them.

ADAPTABILITY OF INNOVATIVE METHODS OF TEACHING

Adaptability means being able to respond effectively to the change.¹⁹ Any new thing for that matter is very difficult to cope up with. But teachers and students are now quite acquainted with technology and ease of teaching and learning. In the whole process of learning students actively participate to build their knowledge and sharpen their skills. The teachers on the other hand, only leads them and guides them to focus on the objectives of the study.²⁰ When the Karnataka State Law University introduced the Internal Assessment and Paper presentation as part of the curriculum students and teachers face difficulty both in writing and guiding. But as the time passes the students and teachers are familiar with procedure and process. The new methodology is improving the research qualities in the student and making the students more familiar with different subjects and concepts.

The main aim and object of the NAAC is improving the quality of education in Indian higher educational institutions. The digitization of education remains one of the top most priority of governments as the internet penetration has been estimated to reach 55% by the end of 2025.

As we all are facing the challenges in reaching the students in this pandemic the online teaching has become mode of learning worldwide. Even the teachers and student community successfully managing with new methods of teaching and exploring many new ways of teaching and learning.

¹⁸ Amol Arora Tech trends that are shaping classrooms education in India, Available on <https://www.hindustantimes.com/education/tech-trends-that-are-shaping-classrooms-education-in-india/story-Qs7kwYeu1G1htcJxURihI.html>, Last accessed on 27/7/2021 at 8.45 p.m.

¹⁹ Collie, R.J, & Martin, A.J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27-39

²⁰ Sujatha Mehta, “Modern Teaching Methods – It’s Time For The Change”, <https://eduvoice.in/modern-teaching-methods/>, Last accessed on 25/7/2021 at 7.30 p.m.

CONCLUSION AND SUGGESTIONS

Education regards as a national wealth essential for the nations growth and prosperity.²¹ It is not sufficient on the part of government to strive to provide only education to all but to make an effort to provide quality education to all. The quality of education can be ensured by departing from traditional method of teaching and adopting new methods of teaching.

The responsibility of quality check is on the University Grant Commission which established the NAAC to perform the function of quality checker.

By making all the higher educational institutions to undergo the Assessment and Accreditation the discipline in institutions are maintained. Every education institution has to plan and bring out some innovative ideas in improving the standard of teaching and learning.

SUGGESTIONS

1. Need based training is extended to teachers.
2. UGC sponsored programme like Faculty Induction Programme and Refreshers Course shall be completed within two years of teachers appointment.
3. The managements and government shall provide the basic infrastructure to enable teacher to adopt new methods of teaching.

²¹ Dr. Anil Kumar Tandi&RasmitaBishi, “Legal Education”, Vol-46(4), *Indian Bar View*, Oct-Dec 2019, p.127

AN OVERVIEW ON CHANGING DIMENSIONS OF TEACHING AND LEARNING METHODOLOGY IN HIGHER EDUCATION AT PRESENT SCENARIO

Smt. Shubhalakshmi P.*

ABSTRACT

Teaching and Learning are constant process through which imparting knowledge and education is made possible. The methodology of teaching and learning has changed with the change of time. During olden days, this process used to happen through Gurukul system and students used to learn Vedic and spiritual subjects. Afterwards, formal education system commenced and methodology of teaching and learning also changed. Technology also started playing its role in teaching and learning. Now we have project-based learning, collaborative learning, problem-based learning, research-based learning, integrative and activity-based learning and so on. Even in Higher Education, it may be professional, or technical or any other value education, teaching and learning mechanism must be followed and there will be curriculum framed for that purpose. Methodology followed may be different from one teacher to another. Online teaching and learning are a recent trend not only developed, even applied during pandemic worldwide. But whatever may be the methodology, learning should shape the life of the learner.

Keywords: Teaching and Learning, Transformation, Technology and Technological tools, comprehensive study, digital platform.

INTRODUCTION

“Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies that have not yet been invented, and to solve social problems that we don't yet know will arise.”¹ -**Andreas Schleicher**

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¹ YIGAL ROSEN, STEVE FERRARA, MARYAM MOSHARRAF, Handbook of Research on Technology Tools for Real-world Skill Development. (Information Science Reference-IGI Global-USA, 2016).

Through Teaching and Learning, education can be imparted by the teacher to the Learner. Because of the presence of complexity and dynamism in the current scenario it demands considerable changes in education system as well. Earlier, it was said that education is for life, not for living. But need of life has necessitated education to become an instrument for learning, earning and for living.

CHANGING GOALS OF EDUCATION

Teaching and learning goals must focus on research-oriented approach and teachers need to transmit their knowledge to the students and inculcate in students the habit of self-expression and independent learning. The approach of teaching was convergent earlier, which has gradually shifted to divergent now. Convergent approach focuses on subject matter teaching and divergent highlights on self-directed learning or open ended one.² In recent years, the main motive of getting educated is to find proper employment and to develop entrepreneurship to be self-employed.

CHANGES IN METHODOLOGY-BOTH TEACHING AND LEARNING

During olden days, Gurukul was the maincentre of learning and students used to get well-versed in various facets of knowledge on Vedas, Dharmasatras, Sutra, and other subjects which are closely connected to divine and spiritual matters. Even martial arts also taught to the students along with other subjects. In present formal education system, classroom teaching and learning became popular and we can also clearly find the transformation in subjects taught. Higher education was imparted through Universities like Nalanda, Taxila, Vikramashila, by different scholars and later Government has established various higher education universities, colleges and institutions, at the same time, even private entities also opened the same.³

2 MIRIAM BAR-YAM, KATHLEEN RHOADES, LINDA BOOTH SWEENEY, JIM KAPUT, AND YANEER BAR-YAM, Complex Systems Perspectives on Education And The Education System, NEW ENGLAND COMPLEX SYSTEMS INSTITUTE (10th June 2021),<https://necsi.edu/changes-in-the-teaching-and-learning-process-in-a-complex-education-system>,

3 YOUNIS AHMAD SHEIKH, Higher Education in India: Challenges and Opportunities, Volume 8, Journal of Education and Practice, 39 (2017).

As the time passes, remarkable changes are taken place even in methodology of both teaching and learning. Using technology and technological tools in teaching and effective use of them in learning process is a new phenomenon. In the 21st century, unique and progressive teaching methods are developed and it has opened new horizons of learning. There was transformation in technology where it changed from blackboard to digital boards. In 20th century, we have identified an unprecedented advancement in technology for which education sector is not an exception. New Education policy also contributed new ideas for both the teachers and students to adopt.

The knowledge, skills, and character, formulates different dimensions of learning now. There is need for the students of present generation to become both specialists and generalists on a particular subject, learning a field of study in depth and there is need to develop a faculty in them to appreciate and understand as to how their specialty connects to other disciplines. Along with teaching through traditional methods, discussion method of teaching also helps a lot for the students wherein proposal of ideas, discussion and arguments with rebuttals can be made. For such discussions to happen, students should come prepared to the class and it will give a strong foundation for the students for tomorrow in their career.⁴

In addition, we the teachers must familiarize students to interdisciplinary knowledge required to tackle certain challenges faced by the society in present scenario. For example, along with formal legal education, students if they involved in legal aid activities, they can feel the pulse of people and will come to know the reality of life for some extent. There is need of supporting students to utilize their skills to apply their knowledge to new problems. When we teach law subjects, clinical method will help the teachers most in making the students to understand the concept easily.⁵

If we support students to be knowledgeable, learned and to apply their skill wherever required is not sufficient, present world also demands character development among students to contribute for a better world tomorrow. Discussion, interaction and skill of interpretation must be inculcated among the student's community, which will contribute for the enhancement of their

⁴ SHEETHAL KANWAL, Notes on Legal Education and Research Methodology, 41 (Amarlaw publications, 2nd ed, 2019)

⁵ N R MADHAVA MENON, A Handbook on Clinical Legal Education, 9 (1st Ed, Eastern Book Company, 2013).

capabilities for self-learning and analysis. Not only the method of teaching, even curriculum design also plays a prominent role in learning process. It should motivate students to develop critical thinking ability, analysing capacity and quality of interpretation as well.⁶

In Law teaching, case study methods can also be followed, as it followed in the law schools of UK, USA, etc. But students should be well equipped with the principles of law to apply and analyse the same.⁷

Now it's the need of the hour to prepare students to face the professional challenges tomorrow. They must be prepared in such a way that; they can build their own identity in the field they work. Such kind of professional training which can mould them to fit to the work environment.⁸

TEACHING AND LEARNING-ISSUES AND CHALLENGES

Both teaching and learning has several issues and challenges, which may be related to methodology adopted in teaching, or pertaining to curriculum delivery system, or relating to teaching environment. Learners also facing issues especially relating to language, in understanding the theme, difficulty in following the teaching methodology, difficulties while pursuing research, and their learning environment.

The main issues and challenges faced by the teachers are as follows: -

1. Methods of Inspiring Students-Guiding students to be more self-directed is a challenging task for the teachers. Mere class control is not sufficient on the part of teachers, it is required to ensure that teaching strategies keep students more concentrated on learning because of different learning styles and behaviours, they have to be prevented from getting distracted in the classroom and students should be kept attentive and focused on learning and understanding the class as well. Changed Learning strategies and constant change in learning process had put greater challenge to the teachers in recent years. Earlier, students just used to listen in the class as they used to play a

⁶ MARCIA DEVLIN & GAYANI SAMARAWICKREMA, *The criteria of effective teaching in a changing higher education context*, VOLUME 29, HIGHER EDUCATION RESEARCH & DEVELOPMENT, 113, (ROUTLEDGE-TAYLOR AND FRANCIS GROUP, 2010).

⁷ G P TRIPATHI, *Legal Education in India*, 38 (1st Ed, Central Law Publications, 2016)

⁸ JUDITH A. RAMALEY, *The Changing Role of Higher Education: Learning to Deal with Wicked Problems*, Volume 18, Journal of Higher Education Outreach and Engagement, 18 (University of Georgia, 2014).

passive role in the class, now it turned in to active and interactive one.

2. Finding Learning Outcomes-Mere teaching is not sufficient, getting feedback also must for the teachers to apply new methodologies and strategy in teaching is required. Finding a parameter to measure the students potential and level of understanding the class is also poses a big challenge in teaching. student who is not performing good in the class earlier, may perform better later and vice versa.

3. Maintaining a balance in teaching by personalising-Some time, teachers need to teach and explain in an elaborate manner and some other times in precise. On the one hand diversifying teaching and keeping it simple on the other is a tough task to do. Teacher should forget all other matters other than teaching in the class. Words or illustrations used by the teacher should not create conflict or confusion, rather it must be suitable to the situation and topic.

4. Monitoring students outside the classroom-The responsibilities of teachers may not end with the end of teaching in the class, they have an extra added pressure to make students involved in learning process outside the classroom. Because they will be scattered in different environments and making them to be involved in learning further is a tough way to go. In higher education system, giving homework to do after the class is not popular and they can be handled by assigning certain projects to them.

5. Management of teaching with administrative works-Apart from teaching, preparation for teaching, evaluation of projects and students' assignments, conducting exams and paper evaluation are also added work to the teachers. Other than these, certain administrative works are also must be done by them like preparation of some reports, analysis of strength and weakness, conducting certain surveys preparation of performance indicators etc. For the teacher's personal advancement and for professional excellence, they need to attend refresher courses, orientation programmes, faculty development programmes, along with certain short-term courses to be completed. In universities and Government and Aided colleges, different departmental works are also allotted along with teaching.

6. Adopting technological tools with Changing Technology-Most of the teachers are used to with the traditional method of teaching like chock and talk or lecture methods with some group discussion. ITC in teaching, and other technology also puts a challenge to the teachers. During pandemic, we had no other option left instead to go for online classes which can only be

conducted through the help of technological tools in a digital platform.⁹ But study of certain subjects includes, reasoning, analysis and interpretation, which can be better equipped to the students through simulative exercises in the physical classroom only.

7. Maintaining a process of parents' involvement-To monitor the performance of students, involvement of parents in education system is mandatory. The teachers and education institutions find some mechanism to reach the progress and problems of their children and ward to their parents and guardians. Parents Teachers association is also formulated often by calling their meetings, rapport can be developed. But still, the constant connection with all parents by the teachers is quite difficult to find in higher education system. As students are grown up, parents are not much worried about their children in most cases and some other cases, children stay away from parents for their education.¹⁰ In such situation, it gives a challenge to the teachers to monitor their progress and learning beyond the classroom.

Even the learners also facing certain problems during their studies. They are mainly like increased cost of higher education, change in learning environment which may lead to homesickness, problem of time management, political interference for some extent, work and learn process for financial setup etc. So, usually such challenges and issues encounter the students of higher education and they need to focus on education by combating those issues.

CONCLUSION

The ultimate purpose of teaching is to ensure that the last student with the least securing mark should be involved in learning process. There must be effective delivery system and comprehensive involvement on the part of students, through which this purpose can be served.

⁹ QIAN TANG, *Transforming Education: The Power Ofict Policies*, (United Nations Educational, Scientific and Cultural Organization, France, 2011).

¹⁰ MASADURISIC, MILA BUNIJEVAC, *Parental involvement as an important factor for successful education*, Volume 8, Centre for Educational Policy Studies Journal, 140 (2017).

AQAC AND ITS ROLE IN QUALITY ASSURANCE IN HIGHER EDUCATIONAL INSTITUTIONS (HEIS) - A CRITICAL ANALYSIS

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ABSTRACT

Historically, the idea of quality has been an evolutionary concept originating from the Japanese business community in the 1950s and 1960s between 1960s and the 1980s this evolutionary process gradually expanded in to the American and European business worlds before it finally spread its influences in to the public in the 1990s and by extension in to higher education thereafter. Concern for quality in higher education has become a prime agenda of Countries world over. The Centrality of higher education to societal development has led to increasing global attention to the issue of quality in contemporary higher education systems and HEIs are constantly under pressure to meet stakeholder's expectations of quality. Quality assurance is a dynamic process that requires building institutional strengths in accordance with the changes and demands in and of the society and economy. Many factors contribute to the declining quality of higher education and the main cause for this is the changing context of the socio-economic and political environment and the system's inability to cope with and manage this change.

Quality assurance as a domain of policy in higher education can be traced back to over a century, to the first accreditation organization in the United States. Quality assurance in the past was an issue of limited interests because higher education then consisted of small, socially homogeneous institutions that did not demand more formal management. Besides the change demands of time the pursuit of quality in higher education has also been triggered by many other factors which include the varying opinions on the purpose of higher education.

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¹ NAAC 2019, IQAC guidelines for Universities and colleges.

<http://naac.gov.in/index.php/info/-for-institutions#iqac>

IQAC is now mandatory in every institution as per NAAC requirements. It is the body which is responsible for introducing quality systems. The introduction of quality assurance systems is a measure of accountability but it can only succeed if it is acknowledged to measure what is important to academic fraternity in a manner that it can understand.

Key words: Internal Quality, Assurance, HEIs, Accreditation, quality education

INTRODUCTION

Education is the prime mover of the society and the pillar of National development. Therefore it is important to focus on appropriate human resource development which becomes the basis of development in all other domains of human activity. It is therefore very important to ensure the quality of higher education which makes the nation progressive and advanced in personal, professional and national spheres. A quality assurance system in higher education has to incorporate several elements such as the core values, vision, mission and goals of the institutions, the formation of the quality management system, and internal evaluations of programmes at the level of the institution, external evaluations by the external assessment Agency based on some predetermined standard criteria and finally publishing the assessment outcome. Being quality-minded in higher education means, caring and meeting the expectations of the stakeholder especially the students. All processes in any higher education institution will help to improve professional standards by comparing them with international educational qualifications. There are three concepts of quality assurance in higher education a) objectivistic concept of quality which includes an instrumental measurement of quality b) A methodology that should be used which is acceptable to all, based on inputs processes and outputs which should ultimately relate to the fitness of purpose c) The third aspect is the Evolutionary concept of quality which is part of the internal culture of institutions. Continues improvement is based on this concept.

Higher education in India is undergoing a transformation due to the rapid changes happening in the environment due to the socio-economic changes and the technological advancements. In a vast country like ours, there is great diversity in the geographic, socio-economic and political conditions and therefore in the higher education system, there is tremendous quantitative expansion in the number of higher education institutions. The

profile of education providers vary in types programmes curricular offerings, mode of delivery and funding pattern.

ESTABLISHMENT OF AN INTERNAL QUALITY ASSURANCE CELL IN INDIAN HEIS

In pursuance of its Action plan for performance evaluation, assessment and accreditation and quality up gradation of higher education institutions, NAAC proposes that every accredited institution should establish an IQAC as a post –accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. It is expected that post towards realization of the goals of quality enhancement and sustenance. It is expected that post accreditation, during the tenure of the accreditation cycle, the HEI channelizes its best efforts towards both, quality sustenance and improvement, to motivate all components of the institution to achieve holistic academic quality enhancement and march towards excellence. Recognizing the importance of such institutional internal quality system the UGC has taken a policy decision to direct all colleges to establish IQAC for which it also decided to provide seed financial assistance under its XII plan guidelines 2012-2017.²

Strategies of IQAC: IQAC shall evolve mechanisms and procedures for:

- a. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- b. The relevance and quality of academic and research programmes
- c. Equitable access to and affordability of academic programmes for various sections of society.
- d. Optimization and integration of modern methods of teaching and learning
- e. The credibility of evaluation procedures
- f. Ensuring the adequacy, maintenance and functioning of the support structure and services
- g. Research sharing and networking with other institutions in India and abroad.

²Source: UGC website

Functions of IQAC: Some of the functions expected of the IQAC are:

- A. Development and application of quality benchmarks/ parameters for various academic and administrative activities of the institution.
- B. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- C. Arrangement for feedback response from students, parents and other stakeholders on quality related institutional processes.
- D. Dissemination of information on various quality parameters of higher education.
- E. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- F. Documentation of the various programmes/ activities leading to quality improvement.
- G. Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- H. Development and maintenance of institutional database through MIS for the purpose of maintaining/ enhancing the institutional quality.
- I. Development of quality culture in the institution.
- J. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC to be submitted to NAAC

Benefits of IQAC will facilitate/ contribute:

- a. Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
- b. Ensure internalization of the quality culture.
- c. Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- d. Provide a sound basis for decision-making to improve institutional functioning.
- e. Act as a dynamic system for quality changes in HEIs.

- f. Build an organized methodology of documentation and internal communication.

COMPOSITION OF IQAC

IQAC may be constituted in every institution under the chairmanship of the head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/ two Nominees from the local society, students and alumni.
6. One/ two nominees from employers/ industrialists/stakeholders
7. One of the senior teachers as the Coordinator/Director of the IQAC.

It is necessary for the members of the IQAC to should of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. The role of the member secretary is more crucial in activating all the members effectively. The work of IQAC is a first step towards institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation it would inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or record keeping exercise in the institution. Rather a facilitative and participative voluntary system of the institution. The quality circles in the industry operate on similar line. IQAC has the potential to become a vehicle for ushering quality in HEIs by working out intervention strategies to remove deficiencies, enhance quality and render the institution qualitatively progressive and competitive. Quality enhancement is a multi-pronged transformation process and following are some aspects to be stressed through the activities of the IQAC:

- a. Commitment
- b. Team work and Team Building
- c. Planning the quality Assurance activities

- d. Arriving at an Institutional Quality Model
- e. Inculcating the discipline of Continuous improvement
- f. Motivating all personnel to develop an attitude of willingness to adopt changes
- g. Meet global challenges and
- h. March towards excellence through strategic planning

IQAC TO DEVELOP AND ARTICULATE THE VISION, MISSION AND OBJECTIVES OF THE INSTITUTION

The greatest problem in many organizations especially educational organizations is lack of effective leadership and managerial skills. Without help in dealing with people and developing leadership and management skills at best, most of us can give only mediocre leadership. Many people say that leadership is in born and it comes naturally to people. But those who do not have that innate ability of leadership, certainly everyone have some traits of leadership skills and the same has to be nurtured. We acquire the people skills through 1) Experience and 2) Training.

When you talk about experience, one may or may get adequate opportunities for relevant experiences. It might take a life time to get the type of experiences required for a particular leadership role. But one can always manage to get the best result from a simulated environment of training which is supposed to have similar effect. For successful leadership to happen we need two things:-

- a) A basic knowledge of group behavior, human relation and management skills
- b) Training in applying these skills many debates are going on it terms of who is a good leader and what are the characteristics of effective leadership.

The characteristics of good leadership are many depending on the types of leadership like corporate, political educational, technological leadership etc. Essentially the common thread which will come across all types of leadership are:

1. Goal Orientation
2. Enablement
3. Concern
4. Self development

Role of IQAC in developing the quality policy of the HEIs:

In QMS, the quality policy is a document to be developed by the IQAC in partnership with the management, quality team members and employees, to express the quality objectives of the organization, the acceptable level of quality and the duties of specific departments and personnel to ensure quality. Institutional management is responsible for establishing, reviewing and maintaining the quality policy and quality objectives. The quality policy should demonstrate a commitment to continual improvement, which should be communicated, understood and applied throughout the institution. It should build on institutional objectives and values and be appropriate to the purpose and context of the institution. Quality policy management is a strategic theme.

The Quality policy (QP) is an important institutional document that truly defines the institutional quality that counts and directs all quality-related actions and activities in any HEI. Provided that one takes into account the important items the standard asks for one can define and measure quality in any way one chooses. One reason why one needs to develop a well-written quality policy is to make the employees be aware and understand that their job affects learner quality, and thereby the success of the HEI. Quality is the responsibility of all personnel belonging to the institution and therefore, will promote a quality culture within the HEI by means of sharing information and be aware that individual contribution is important to institution's overall success. Learners are the reason others exist in an HEI. Therefore it is necessary to drive the QP to meet or even exceed learner expectations. Procedures and processes of systematic collection of data, measurement analysis and establishments of protocols for self-assessment, identification of institutional strengths and weakness as also opportunities for continuous quality improvement. An institutional QP should ensure the following:

- I. Develop an all-encompassing quality statement of the institution
- II. Elaborate the institution-specific vision, mission and objectives to achieve excellence in educational delivery and service, to the satisfaction of the stakeholders (especially the learners)
- III. Plan quality-related activities in compliance with the guidelines as laid down by the regulatory and statutory bodies
- IV. Provide organizational support for achieving quality at all levels

- V. Involve and empower all in the process of continual improvement
- VI. Encourage problem-solving, innovation and research by interdisciplinary teams
- VII. Continual up gradation of technology to enhance teaching-learning and research.
- VIII. Generation and dissemination of knowledge to generate and sustain efforts for conservation, development and efficient management of energy and resource for environmental protection.
- IX. Imparting training on all of the above at all levels.

ROLE OF IQAC IN ENSURING QUALITY ENHANCEMENT OF HIGHER EDUCATION

Quality is primarily the responsibility of higher education itself, although the government has a special responsibility regarding quality assurance in many countries it is the institution that is responsibility for providing and ensuring quality. IQAC is the totality of systems, resources and information devoted to setting up, maintaining and improving the overall quality and standards of an institution. Thus if quality is required to be assured we need a structured quality assurance mechanism that makes it possible to monitor, improve and evaluate quality. Therefore each and every institution will have to build its own IQAC keeping certain objectives in mind namely monitoring, evaluation quality assurance for specific activities and instruments for quality assurance.

CONCLUSION

Quality and accountability are two sides of the same coin. Quality assurance is the outcome of the expected functions and responsibilities of the different stake holders as per the aims and objectives of higher education. The criteria for assessing quality of different institutions are well laid since 1994. However the accountability measures have to be well defined for the different stakeholders although the mechanism of operation for IQAC is in order.

The first call on our accountability in higher education is to our students. Do we do enough to cater to their individual and career needs are we catering to the community and societal and national developmental needs are we making reforms in the process of communication to develop the interactive and experiential methods of teaching and learning how do we inculcate the leadership qualities, team spirit, motivation and attributes of

innovation among the students we need to address these fundamental aspects of quality and accountability of higher education in globalised world.

Improved accountability is vital to ensuring the success of all the other reforms. Colleges and Universities must become more transparent about cost, price and student success, outcomes and must willingly share this information with students, parents and public. Student achievement which is inextricably connected to institutional success must be measured by institution on a value added basis that takes in to account student's academic baseline while assessing the results. Higher education is accountable in the broad base of the disadvantaged section.

The focus of higher education system should focus on performance based accountability based accountability system. Every one of our goals from improving access and affordability to enhancing quality and innovation, we should take the responsibility individually and collectively with commitment in the organization we are working for. At the same time all institutions shall implement the accountability system based on the aims and goals of higher education as well as the criteria for quality and excellence in education.

NEW METHODOLOGIES IN TEACHING AND LEARNING PROCESS

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ABSTRACT

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target. Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment. Over the years, there have been visible changes in teaching style. Opposite to the memorization and same old recitation practice to teach the students, now with modern teaching methods, interactive methods of teaching have been introduced, and its result can be seen. This is an education reform which provides an entirely different angle of teaching and learning because modern teaching methods do not treat all students at the same level of their understanding ability, unlike the conventional method of teaching. Rather than the only teacher based, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based. In recent years, the scope of knowledge in the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there is an immense need for innovative and creative minds to explore unknown and unrevealed areas of different fields.

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INTRODUCTION

Advance pedagogy is that thanks to enhance teaching and learning performance. Different innovative teaching methods are now in use across the world. Hybrid teaching includes e - learning additionally to the face to face teaching. Use of technology and multimedia is described in details. Use of smart gadgets for various tasks like teaching, designing question papers, assessment of student, feedback and research methodology is discussed. The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning similarly as enthusiasm on the part of students.

The role of education is to confirm that while academic staffs do teach, what's taught should even be intelligible to students emanating from culturally and linguistically diverse backgrounds which they rapidly become acquainted with the expected standards. it's more often than not the case that students underachieve due to the actual fact that they need not grasped an awareness of the amount of assessment or what it's that the lecturer expects from them. Lecturers should thus apply themselves to utilizing innovative methods so the students' learning process is as free-flowing as possible which the methodology they adopt is conducive to learning. Innovative teaching and learning methodologies like short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces which will be required within the foreseeable future.

The two educational models practiced across the world are face-to-face learning and hybrid learning the normal method of teaching and learning is synchronous and typically involves the use of a classroom where professors and students interact within time and space.

This model of teaching is named synchronous. Interactions with face-to-face and distance learning techniques to disseminate information to members of a learning community. This kind of learning blends the technology-based asynchronous teaching methods and traditional teaching methods. Asynchronous or hybrid teaching has the subsequent advantages. It motivates the educational process.¹

It offers time flexibility for a part-time jobs or other assignment holders. It reduces overcrowded classrooms. Faculty can add more instructions over

¹ Source-<https://eduvoice.in/modern-teaching-methods/>

time and maximizes student learning. The hybrid teaching model Students' perspective is that they will interact better with the school and classmates remain engaged.Improvement in student's soft skills, critical thinking, and problem-solving. Compute skill and technical skills of scholars increase. The school perspective is that they accomplish course teaching objectives better, can re-evaluate coursework material. The effectiveness of in-class activity increases. It encourages out-of-class learning.

Many Teaching Options:

- Chat rooms
- Discussions board
- Webinars
- Emails
- Social media in classrooms
- Image creators²

Education is the need of the hour as it creates a literate society and in the process of educating the society, motivation and instructions are very crucial and teachers, guides and administrators are responsible to motivate learners. The rate of literacy will be levelled up by providing education to the most parts of society. However, with time being changed to an extent, learners demand new techniques and methods to gain knowledge which specializes them not only in theoretical study but ensures them to provide practical knowledge, sharpen their skills, and make them educated to face any kind of challenges. Modern teaching methods are the only way to meet the requirements of modern times.

Advancements in technology have propelled the education sector in the last few decades. As the name suggests, the high tech approach to learning utilizes different technology to aid students in their classroom learning.Many educators use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect their students with people from around the world.

² Source- <https://www.realinfluencers.es/en/2019/05/09/8-21st-century-methodologies/>

Teaching theories can be organized into four categories based on two major parameters: a teacher-centred approach versus a student centred approach, and high-tech material use versus low-tech material use.

WHY TECHNOLOGY?

Teaching with technology engages students with different styles of stimuli involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate. Technology may be a means to justify the tip of composition outcomes and has become a seamless extension of the curriculum within the classroom. Technological Pedagogical Content Knowledge captures the qualities of this new hybrid educator who must find his or her place between the intersections of those qualities. To most effectively teach technology, we must model that technology within our disciplines and classes.

Blogging:

Blogging could be a public post. Blogging for study sessions is to be practiced. Students can post case studies in a very class blog. Students may be asked to post notes on class blog. You'll be able to analyse, evaluate and build the fabric. Blogging causes you to reflect. Teachers naturally remember on what is going on in their classroom, and infrequently wonder what they might have done better. Blogging can help with this process, enabling teachers to stay an ongoing personal record of their actions, decisions, though processes, successes and failures, and issues they need to cater to.

Blogging can crystallize your thinking. As we write, we invest a component of ourselves into the medium. The provisionally of the medium makes blogging conducive to drafting and redrafting. The act of composing and recomposing ideas can enable abstract thoughts to become more concrete.

Podcast in Classroom:

Podcasts are serial recordings, posted regularly online. Basically, producing podcasts is that the technology based equivalent of oral lectures. Very much like lectures and news are shared with listeners, who download the files online. The benefits of podcast are its flexibility, reusability of your lecture. Its advantage for the hearing impaired students.

Social Bookmarking:

Bookmarking is that the simple process of saving the address of a web site within the favourite folder of your application program in order that you'll be able to find it again later. Social bookmarking takes these process two

steps further.

Firstly, rather than saving the bookmarks to your favourite folder, it saves them online. The nice advantage of this is oftenthat you simply can then access them from any computer, not just the one you saved them on, just by logging into your social bookmarking account. This enables you to access your favourite sites from wherever you're, instead of wherever you bookmarked the positioning.

The second advantage is that the social part. Saving bookmarks online enables you to simply share them with other internet users and for you to access their bookmarks additionally. This couldfacilitate your find and access more useful websites; especially as many social bookmarking sites enable you to hitchinterest groups and finds people that have similar interests to you.

Social Media into Education:

A social media where individuals are in communities that share ideas and interests. Some popular communities are: Facebook, My Space, YouTube, blogs, Twitter, and delicious. Facebook and other social media are hailed as delivering the promise of recent, socially engaged educational experiences for college kids in undergraduate, self-directed, and other educational sectors. Concerns of social media Concerns: Loss of control, Time commitment, unnecessary information, Information overload anyone can create a politician account for the university or a school.

Interactive Whiteboard:

Transform your learning spaces into interactive, collaborative environments where students are both inspired and focused. With a wise Board interactive whiteboard, instructors can interact with dynamic multimedia content and write notes in digital ink, then save them instantly and distribute this material to students with ease. SMART Board interactive whiteboards make learning a visible, engaging experience for college students, which helps deepen understanding and promote retention in fact material.

The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student centred classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

CONCLUSION

Any pedagogics without destroying the target might be considered an innovative method of teaching. These searchers believe that the core objective of teaching is passing on the knowledge or knowledge to the minds of the scholars. There are variety of how that teachers can bypass the system and offer students the tools and experiences that spur an innovative mind set. Education could be a light that shows the mankind the correct direction to surge.

The aim of education isn't just to form a student literate but adds rational thinking, knowledgeably and self-sufficiency. When there's a willingness to vary, there's hope for progress in any field. Creativity is developed and Innovative teaching and learning benefits both students and teachers.

Through assessment tools such as rubrics, teachers can go through the academic curriculum without significant deviations but focusing it in a different way, putting into practice real examples and, thus, transmitting to their students a more **tangible dimension of the lessons**.

In terms of teaching strategies, an integrated curriculum encourages a multi-dimensional approach to the educational process and tends to combine regularly multi-convergent and divergent strategies of teaching. There are also various options in the way teachers are assigned to classroom teaching. Individual teachers may find it difficult to implement multi-dimensional strategies in teaching any class, even when small in size, but teachers can work in teams using different teaching strategies compatible with individual teachers' particular capabilities, cognitive styles and personality characteristics.

They can also organize various teaching experiences with the assistance of volunteers, specialists, peers and others who could contribute to the teaching process. In terms of the structure and settings adapted to different teaching and learning conditions, there can be alternative places for learning, e.g. learning canters, laboratories, libraries, outdoors, community institutions and businesses, museums, and various organizations.

The growing inter-disciplinary collaborations and cooperative sharing of information from different fields and the efforts to find pragmatic solutions to global problems have further implications for education. There are important implications for the preparation of students to function and be productive in a

world with diverse populations, different economic conditions, multitudes of cultural, religious and ethnic groups, and many other different factors. Furthermore, it is highly beneficial to begin early in the educational process to organize learning around problem solving, critical thinking, and dealing with issues arising from different fields of study and different aspects of real life conditions.

HIGHER EDUCATION POLICY IN INDIA IN TRANSITION

-Dr. Shrinivasa Prasad R.*

ABSTRACT

Proper education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently the Government of India announced its New Education Policy which is based on the recommendations by an Expert Committee headed by Dr. Kasturirangan, Former Chairman of the Indian Space Research Organization. Reforms in the Indian higher education system were also long overdue, and NEP 2020 marks a significant shift in the long-standing and established rote and herd learning education practice followed in India. The main focus of NEP 2020 is not only on improving the quality of education, but NEP 2020 also focuses on formulating an effective regulatory regime for higher education institutions across India. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education.

Keywords: Higher Education, National Education Policy 2020, education.

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation; and for India's continued ascent, progress, and leadership on the global stage. India will have the highest youth population in the world over the next decade, and our ability to

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provide high-quality educational opportunities to them will shape the future of our country.¹

It was a long wait of 34 years for the country to see a New Education Policy 2020.² The new policy aims to pave the way for transformational reforms in school education and higher education systems in the country. This was one of the major steps taking to bring a much-needed reform in the education system of the country.³

THE VISION OF NATIONAL EDUCATION POLICY

The National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights,

¹ *National Education Policy 2020*, Ministry of Human Resource Development, Government of India. Available at https://www.niepid.nic.in/nep_2020.pdf, visited on 23.06.2021.

² In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) Chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received. The drafting committee gave its final draft to the Union Cabinet for its approval and it was accepted and approved on the 29th of July 2020.

³ Sreeramana Aithal, 'Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives,' *IJMTSS*, Vol.5, No.2, August 2020, available at https://www.researchgate.net/publication/343769198_Analysis_of_the_Indian_National_Education_Policy_2020_towards_Achieving_its_Objectives, visited on 23.06.2021.

sustainable development and living, and global well-being, thereby reflecting a truly global citizen.⁴

Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.⁵

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles.⁶ The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.⁷

IMPLICATIONS OF NEP ON INDIAN HIGHER EDUCATION SYSTEM:

(1) Only qualified role-models have the opportunity to elevate to the top to decision making role: Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present HE system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector

⁴ *Supra* note 1.

⁵ *Ibid.* Part II. HIGHER EDUCATION.

⁶ *Ibid.*

⁷ Ajay Rathod, 'Implications of NEP 2020 to Higher Education in India,' available at <https://timesofindia.indiatimes.com/readersblog/ajaytalks/implications-of-nep-2020-to-higher-education-in-india-24800/>, visited on 23.06.2021.

Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.⁸

(2) Cleaning of Higher Education Bureaucratic system: Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

(3) Transformation of Single discipline Colleges into a multi-disciplinary autonomous degree-awarding Colleges: This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.⁹

(4) Focus on Research & Innovation at UG & PG levels: This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

(5) Highly educated Board of Governors (BoG) to avoid misuse of power by Individuals: Every autonomous institution is expected to for a BOG having highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution.

(6) The Responsibility of maintaining Quality lies with the Board of Governors: The BoG shall be responsible and accountable for the outcomes of the HEI to the stakeholders through transparent disclosures of relevant

8 Krutika Dudharejiya, 'Critical Analysis of National Education Policy 2020,' available at <https://probono-india.in/blog-detail.php?id=148>, visited on 23.06.2021

9 Ms-Jaya-Chetwani, 'Critical Review & Reflection On Draft Of NEP – 2019,' *Educational Resurgence Journal*, Volume 2, Issue 3, Jan. 2020 ISSN 2581-9100 91, available at - <https://coed.dypvp.edu.in/educational-resurgence-journal/documents/jan-2020/Ms-Jaya-Chetwani.pdf>, visited on 23.06.2021.

records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA).

(7) Single Regulator for entire HEIs: National Higher Education Regulatory Authority (NHERA) a single HEIs regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

(8) Elimination of Commercialization of Education: HEIs both public and private should ensure that they are not for profit and if there is any surplus, it should be re-invested in the institutional development under the supervision of BoG members to eliminate the comultiplication of education.¹⁰

(9) Responsibility of Private HEIs towards Educational Philanthropy: Though private HEIs can set their fees independently, by offering at least 20% free-ship and 30% scholarships. This model allows to recover reasonably their cost while discharging their social obligations.

(10) Private Universities will overtake Public Universities due to offered 20% free-ship: Bright and intelligent students irrespective of their economic status, religion, gender, will get the opportunity to study in private HEIs free of cost due to 20% free-ship and 30% scholarship leading to mobilization of intelligent and self-motivated students to Private institutions leading to overcrowding of meritorious students in private Universities.

(11) Transformation of Public/Government Colleges: Two possible transformation processes: (a) The affiliated public/government colleges can eventually become multi-disciplinary and expand their capacity to admit annually 3,000 or more students and become autonomous colleges (AC). (b) Small colleges with less resources and student feeding areas will convert itself as a constituent college of the affiliating university and get mentorship and all other kinds of support to offer quality education.

(12) Transformation of Private Colleges: Three possible of Transformation: (a) The private sector colleges can eventually expand in

¹⁰ *Mahek Shivnani*, 'A CRITICAL REVIEW OF THE NATIONAL EDUCATION POLICY, 2020: GILDED TOMBS DO WORMS ENFOLD?', available at <https://ijlpp.com/a-critical-review-of-the-national-education-policy-2020-gilded-tombs-do-worms-enfold/>, visited on 23.06.2021.

terms of their resources and quality of education and reaches a predefined accreditation status to become Autonomous Degree giving college,(b) Some small colleges with one or two disciplines and have no scope of expansion to admit 3,000 or more students will join with similar (same management or same religion) colleges in that region and may become a group of colleges or a cluster and transform themselves into a degree giving Autonomous College, (c) The private colleges which cannot form cluster or part of a group and fail to reach the pre-defined accreditation status will eventually close down their operation.¹¹

CONCLUSION

The NEP, 2020 would benefit from an overhaul, incorporating changes in accordance to the interests of all major stakeholders, especially those who are most disadvantaged in *status quo*, after deliberation with experts in the field. Indeed the New Education Policy enshrines different colorful ideas to re-structure the system, but the policy is starting with existing imperfect institutions. Name changing of a ministry does not bring any change in strategies of the ministry. The NEP didn't lay out any clear roadmap for complete makeover of the policy. This policy proposed the digital education, but how can we forget that National Optical Fiber Network (NOFN) is still not completely operational after eight years. We should always remember that education is also about discipline, development and a path to breaking the cycle of ignorance. Thus, while the introduction of NEP 2020 and the proposed reforms in the regulatory regime for higher education institutions is a positive step for revamping and streamlining the higher education segment within India, the actual results and changes will depend on ground level implementation of the proposed reforms.

While numerous portentous promises are made by the NEP, 2020, they are scarcely time-bound or guaranteed. It establishes no mandatory mechanism for the enforcement and universalisation of the proposed changes. While briefly mentioning the creation of a Rashtriya Shiksha Aayog, but does not specify the scope or method of its functioning. In 1964, the Kothari Commission had recommended a 6% allocation of GDP in education. But, India never spent 6% of its GDP on education since

11 Dr. Saroj Mallik, 'National Education Policy 2020 and Its Comparative Analysis with RTE,' *American Research Journal of Humanities and Social sciences*, Volume 7, Issue 1, 1-7 Research Article | Open Access ISSN (Online)- 2378-7031 An Academic Publishing House.

independence. In the latest education policy the government decided to allocate 6% of GDP on education, which is late but laudable. So, the question is – when and how these goals will be achieved? And The NEP provides a broad direction which is not mandatory to follow. Education is a subject of concurrent list, the reforms are proposed can be implemented collaboratively by Central and State Government.

NATIONAL EDUCATION POLICY 2020, ITS VISION AND DIRECTION FOR HIGHER EDUCATION

Dr. C B Naveenchandra*

ABSTRACT

Historically, India had a rich and well-established tradition of spreading knowledge and imparting education for centuries gone. On record, there were at least 15 universities or centers of higher learning in existence in ancient India such as, Takshashila, Nalanda and Mithila to mention a few. Under the constant incursions of barbaric invaders and attackers, they fell apart and were completely destroyed. However, the rich ethos of teachings and traditions persisted under “Gurukul” system.

After the independence, in 1948, a commission headed by the second president of Independent India and one of the greatest teachers Dr. S. Radhakrishnan commission, tried to revamp the old policies and tried to align them for the present and future. After a long gap of nearly 18 years, Kothari commission in 1966, National Education Policy 1968 and then in 1986, which was modified in 1992, Yashpal Committee of 1993, National Knowledge Commission of 2006, Tandon Committee of 2009 and 3rd National Educational Policy of 2019, were the major milestones in the evolution of educational reforms in India to shape the policies in correlation with the evolving challenges.

In 2015, India adopted what is called as “2030 Agenda for Sustainable Development (SD).” Under this agenda, Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030.” Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP2020 has been aligned to 2030 Agenda for Sustainable Development. Education is most essential part for every individual and important tool for development of the country. Without education there is no any development of the country as well as individual development. This paper made an attempt to provide information regarding to the vision and direction of National Educational Policy.

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Keywords: *Accountability, Affordability, Education, Direction, Vision.*

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society, the unskilled and semi-skilled level jobs, shall be taken over by machines and computer, mathematics and technical based jobs shall be more in demand. With growing challenges due to pollution, climate change crises in basic needs and most importantly, constant looming threat of pandemics, there shall be increased requirement of jobs in physics, chemistry, biology, social sciences and infectious diseases control in an integrated manner. All of this point to a need of multidisciplinary teaching/learning process.¹

Thus, it would seem to be prudent to make sure that the education must have less of “content” and more of thought process, critical analysis

¹ *New Education Policy, 2020 Highlights: School and Higher Education to See Major Changes. 2020. Hindustan Times. Available at <https://www.hindustantimes.com/education/new-education-policy-2020-live-updates-important-takeaways/story-yYm1QaeNyFW4uTTU3g9bJO.html> Last accessed on April 17, 2021*

and problem solving approach. It should make the learner, a more creative, innovative, adaptive and multidisciplinary thinker. The pedagogy should aim to make education more “experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and, of course, enjoyable.” The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful and fulfilling to the learner.

IMPORTANCE OF EDUCATION

Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for “gainful, fulfilling employment.” The fundamental and paradigm shift between National Educational Policy, 2020 and previous policies is, “revision and revamping” of all the aspects of educational structure including its regulation and governance, to create a new system, that is aligned with the 21st century aspired educational goals while building on the India's traditional value system with more stress on developing the creative potential of each individual.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.² The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need

² Available at: <https://www.nludelhi.ac.in/up-event1.aspx?id=35094> Last accessed on 2021 July 04.

for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.³

PRINCIPLES OF NATIONAL EDUCATION POLICY

The fundamental principles both for the entire education system as well as individual institutions included in it are as follows:

- Recognizing, identifying and fostering the unique capabilities of each student. This is to be achieved by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- Achieving foundational literacy and numeracy by all students by Grade 3 as the highest priority
- Flexibility incorporated in the process of learning so that learners have the ability to choose their learning trajectories and programs and thereby choose their own paths in life according to their talents and interests
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc., to eliminate harmful hierarchies among and silos between different areas of learning
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge
- Emphasis on conceptual understanding rather than rote learning and learning for examinations.
- Creative and critical thinking to encourage logical decision-making and innovation
- Ethics and human and constitutional values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice
- Promoting multilingualism and the power of language in teaching

³ Available at http://www.kkhsou.in/main/education/education_1948.html Last accessed on 2021 July 04

and learning

- Life skills such as communication, cooperation, teamwork and resilience
- Focused regular formative assessment for learning rather than the summative assessment that encourages today's “coaching culture;”
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang*⁴ students and educational planning and management
- Respect for diversity and respect for the local context in all curriculum, pedagogy and policy, always keeping in mind that education is a concurrent subject
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions
- A “light but tight” regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure while encouraging innovation through autonomy, good governance and empowerment
- Outstanding research as a corequisite for outstanding education and development; a continuous review of progress based on sustained research and regular assessment by educational experts
- A rootedness and pride in India and its rich, diverse, ancient and modern culture, knowledge systems and traditions
- Education is a public service; access to quality education must be considered a basic right of every child
- Substantial investment in a strong, vibrant public education system, as well as the encouragement and facilitation of true philanthropic private and community participation.

⁴ Divyang also called Divyangjan means the one who with divine body.

THE VISION OF THIS POLICY

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.⁵

1. An education system rooted in Indian ethos
 - a. That contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society
 - b. By providing high-quality education to all and thereby making India a global knowledge superpower.
2. The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect toward
 - a. The fundamental duties and constitutional values
 - b. Bonding with one's country
 - c. A conscious awareness of one's roles and responsibilities in a changing world.
3. To instill among the learners a deep-rooted pride in being Indian.
 - a. Not only in thought but also in spirit, intellect and deeds, as well as
 - b. To develop knowledge, skills, values and dispositions that support.

⁵ Einstein A. *We cannot Solve Our Problems with the Same Thinking we used when we created them.* Available at <https://www.articulous.com.au/problem-solving> Last accessed on 2021 July 17.

- i. Responsible commitment to human rights
- ii. Sustainable development and living
- iii. Global well-being, thereby reflecting a truly global citizen.

REFORMS IN THE HIGHER EDUCATION SYSTEM

The NEP naturally brings about a sea of changes in the system of higher education as well, aiming to improve it with goal of “creation of greater opportunities for individual employment.” A goal of the NEP is also to increase the gross enrolment ratio in higher education from 26.3 percent as of 2018 to 50 percent by 2035.

One of the NEP is also to increase the gross enrolment ratio in higher education system and instead bring together higher education institutions into large multidisciplinary universities, colleges, and Higher Education Institutions will be phased out over time.

One change that the NEP brings about is that the undergraduate degree will be of either a three or four –year duration, with multiple exit options within this period, with appropriate certifications for those dropping out at a certain point in the course. HEIs will also be able to offer masters courses of different designs, based on the undergraduate degree of the student.

In keeping with the multidisciplinary approach to education, a new system that the NEP is seeking to implement is an “Academic Bank of Credit”, which will be able to digitally store academic credits earned from various recognised HEIs. This will allow degree from an HEI to be awarded taking into account credits earned.

Presently while the NEP states that a system of granting graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous degree granting college, or a constituent college of a University.⁶

REFORMING TRAINING OF TEACHERS

The policy not only aims to transform education but also to improve the skills of those facilitating that education – teachers. In order to ensure that, the policy seeks to institute a large number of merit-based scholarships across the country for studying quality four year integrated Bed programmes. It also states that teacher eligibility tests will be strengthened to

⁶ thequint.com/explainers/exp.Last accessed on 2020 Oct 04, Last accessed on 2021 July 14.

inculcate better test material and the scores of the same will be taken into account for recruitment purposes. Teachers will also be offered local, regional, state, national and international workshops as well as online teacher development modules so that they are able to improve their skills and knowledge and will be expected to participate in at least 50 hours of such continuous professional opportunities in a year. The policy states that by 2030, teacher education will be moved into multidisciplinary universities, and by the same year, the minimum degree qualification for teaching will be a four year integrated Bed. This rule will, however, not include those who have already obtained a bachelors degree or a masters degree, for whom there will be different requirements. Additionally, teachers will be expected to avoid participating in activities such as electioneering, so that they are able to better devote their time to teaching.

CHALLENGES IN IMPLEMENTATION

The quality of infrastructure and teacher vacancies, expanding coverage under the right to education act to include pre-school children should be introduced over a course of time and not immediately as this would wreck the education system which is already suffering from the effects of the pandemic. ⁷ The NEP is silent on the institutions of eminence and agencies like the higher education funding agency. Language issues have to be handled sensitively given their emotional overtones, as witnessed recently by the protests.

CONCLUSION

The real quality of education acquired by students cannot be determined by subjecting them to a test for a few hours at the end of each year of three year or two year or four year course. There should be continuous assessment of the student throughout the period of his study and for that continuous assessment not only written but various methods including observation of the students during studies have to be adopted.

The New National education policy 2020 is a revolutionary policy. It aims to make the education system holistic, flexible, multidisciplinary aligned with the needs of the 21st century. The intent of policy seems to be ideal in many ways but it is the implementation where the key to success lies.

⁷ Available from:

https://www.aiu.ac.in/documents/AIU_Publications/AIU%20Books/Reimagining%20Indian%20Universities.pdf Last accessed on 2021 July 12.

