

ISSN 2349-638x
Impact Factor 7.331



Anjuman-E-Islam's
Anjuman Arts, Science, Commerce College
& P.G. Studies, Dharwad.

(Affiliated to Karnatak University, Dharwad.)
Reaccredited with CGPA 2.95 by NAAC B++ Grade



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On

**“NEP-2020: Innovations in Teaching –Learning,
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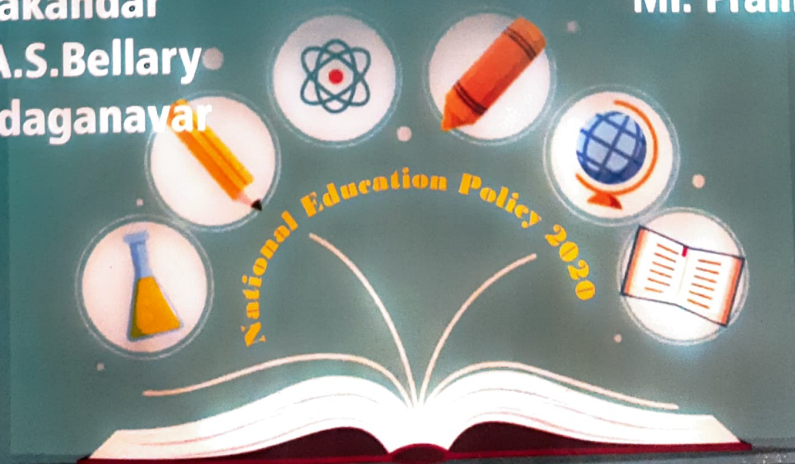
5th December 2022
(Special Issue No. 113)

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AAYUSHI INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL

ISSN 2349-638x, Impact Factor 7.331

PEER-REVIEWED JOURNAL

www.aiirjournal.com

SPECIAL ISSUE NO.113



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ISSN 2349-638X

www.aiirjournal.com

Digital Resources for Effective Teaching in Higher Education Institutions In India

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Abstract:

New global policies like globalization, liberalization, privatization and all that have changed the scenario of all states. The ideals of Education reflect in democracy through progress, prosperity and protection of the common man. India is the country where we see 73% of people live in villages. However, the government recently introduced NEP 2020 (National Education Policy) and learning technologies helps to overcome the hurdles in the development.

The **New Education Policy** was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was released on 29th July 2020, after it was approved by the Union Cabinet. The New National Education Policy (NEP 2020) replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986.

HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. **How Can Master Soft Help The Institutes Implement NEP 2020?**

MasterSoft ERP solution is the most trusted company offering technologically advanced software and tools for the institutes to manage their activities and processes. Having served NITs, Central & State Universities we understand your requirements and can help you achieve automation. The learning management system by MasterSoft can help the institutes in keeping track of students' learning and curriculum as well as help them to facilitate distance education programs more efficiently. The company provides solutions that can maintain data, conduct and assess online exams and improve teaching methods digitally.

KEY WORDS: Democracy, Globalization, Liberalization, Privatization.

Democracy is a style of life. The expectations of the people should be fulfilled through ideal education. The social, political and economical justice and equality can be accessed through education. New global policies like globalization, liberalization, privatization and all that have changed the scenario of all states. The ideals of Education reflect in democracy through progress, prosperity and protection of the common man. All the objectives should be protected only through proper education. In the decade of 1980-90's the ICT model has been developed the new hopes in public services with growing population. After Globalization process, speedy and qualitative services are possible to achieve through the standard education policy.

At present we are creating good environment to read and write. But the question arises how many of our students are writing articles to the daily news papers and how many colleges have provided an opportunity to write in their own college magazine or monthly bulletins which are publishing. The act of teacher is also impact on the society, how much knowledge the teacher has imparting to the students? What the quality he/she adopted in his regular activities? The students are the instruments to carry the good and bad things in society. In the college life we are developing competitive mentality that helps only to get jobs; if he fails to get jobs means totally he fails in his civil life

The college life only provide the real picture of the poverty so that he can make his own instrument to fight against the poverty if he face when he left out the college. Now- a -days- this has

become burning issue for the development of the nation. In many democratic institutions and administrative process we are experiencing modernity with adoption of digital technology.

India is the country where we see 73% of people live in villages. However, the government recently introduced NEP 2020 (National Education Policy) and learning technologies helps to overcome the hurdles in the development. The Education policy is only solution to emerge India in international level. Keeping this in mind the present problem is selected for analyzing the innovative changes that they have been taking place in the democratic process in the 21st century. The society is experiencing the innovative changes because of the efforts of the existing government. This paper focuses on how the NEP 2020 is largely responsible in creating new India and converting youths into elements of strong India.

In which way New Education Policy convert youth culture after Globalization? In what way New Education policy would be responding towards the welfare of the society? Are people happy after Globalization Process with traditional Education system? In what ways the New Education Policy adopts new technologies at rural level? Can we expect social good, equality and justice by New Education Policy? Or can we say rigid education policy procedures leads to hurdle for some class of people in the Society and change? These questions are based mainly on NEP 2020 of the government. Hence it is felt that, post Globalisation government policies towards education services only helps to find out the answers to these questions.

Objectives:

In order to study the research paper some objectives are framed. They are as follows:

- 1) To examine the public awareness with regard to New Education Policy.
- 2) To study the level of Digital awareness among student towards NEP
- 3) To study the infrastructure facility available at Rural Level,
- 4) To study about the behaviour of the general public, teachers and student community.
- 5) To assess and examine the impact of new education policy on welfare society.
- 6) To identify the impact of Technology on digital resources and Social change.

Hypothesis :

Some hypotheses are framed to conduct analysis on new face of education for up-gradation of democratic change in India:

There is a close link between Education and social change.

Technical blended education helps to bring enormous changes in the development of nation. New education policy will change the socio-political life style of the people

1. The New Education policy gives more choice to student hence; it is student oriented.
2. Technical based learning may change the government activities and it influences the governance.
3. Quality Education leads to maintain quality management.

Scope of The Study:

This type of effort helps to bridge the gap between the traditional system of education in post globalization era. It always thinks in term of public good; but to achieve this objective is challenging. It would give immense scope to the researcher to examine and study the impact of NEP 2020. But the question is how the governments are co-operating for implementation of new education policy is huge question mark. It is challenging to the modern government to provide basic infrastructure at rural level and training to the teachers. Most of the teachers were appointed only to teach the subject they don't have knowledge of computers and its technicalities. Without changing the mind set and working style of the teachers; it is difficult to incorporate NEP 2020. This study also tries to find out the limitations in creating the awareness among the student and suggestive measures for e-services-education towards e-democracy.

The **New Education Policy** was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was

released on **29th July 2020**, after it was approved by the Union Cabinet. The New National Education Policy (**NEP 2020**) replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986. The **National Education Policy (NEP)** was first formulated in 1986, and subsequently revised in **1992 and 1998**. The new National Education Policy 2020 is a welcome step towards revamping the education system in the country. It is a bold and ambitious policy that seeks to bring about a radical transformation of the education system over the next decade.

The new system will be student-centric, where all subjects' education is reduced to its core essentials. For education, they are looking at ways to make learning more meaningful and less rote. They focus on critical thinking, discovery, inquiry, discussion, and teaching. Moreover, they will also consider the needs of students who might have exceptional circumstances. The new policy has abolished the rigid 10+2 structure of schooling and introduced a new 5+3+3+4 structure. The new policy emphasizes the holistic development of students; hence, the curriculum has been redesigned accordingly. Incredible progress in the field of science and technology has made our life quite relaxed. But this was not adopted effectively in the field of education during last two decades. Now New Education policy adopted the technology and education side by side..

Impact of the Teacher:

The act of giving requires at least three elements the giver, the taker, and the object. The teacher should give his all knowledge with due respect and trust. Proper giving is also considered as half desires are fulfilled. A good learner is as good as a good teacher. Teacher must teach with love, sympathy, compassion and the joy of giving. This act is also considered as "Dharma", this stand as pillars of the modern society, so giving wealth (Knowledge) to all class of students is not an easy job. In which way the teacher behaves in giving that way we see the impact on society.

The need itself created through NEP that, new technically trained teachers, and existing teacher has to take training to serve the purpose of the society. Teacher has to develop the capacity to work in multi role. The very success of learning lies in its effective transfer of knowledge. This is the transitional period for teacher to change their role and responsibility. The technology never replaces the teacher but technological blended teaching is need of the hour. It is better to convert college campus into **World Class Excellence centres**.

BLENDED MODELS OF LEARNING: Digital technologies can help in many ways as we transition back to the classroom. Teachers believe that students will need additional instructional support as they return and online tools allow teachers to restructure their time, enable access to a wide range of the most up-to-date resources, and track differentiated learning pathways. Digital technologies can also enhance communication and feedback between students, teachers, and parents, to smooth the process back to school. Teachers are often navigating several different technologies in their practice and use a blend of traditional teaching methods, with technology as an enhancement.

CURRICULUM: In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, **curriculum** stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. India is a global leader in information and communication technology and in other cutting-edge domains, such as space.

USE AND INTEGRATION OF TECHNOLOGY: The integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.

The NETF will have the following functions:

- provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- build intellectual and institutional capacities in educational technology;
- envision strategic thrust areas in this domain; and
- articulate new directions for research and innovation.

HIGHER EDUCATION INSTITUTIONS: HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness.

EXTENSIVE SUPPORT FOR TEACHERS: Teachers are split on the efficacy of online learning (Flack et al., 2020). But these recent sentiments reflect a time where we were not engaging simply in online learning, we were providing emergency remote teaching. It can take organisations years to undergo digital transformations, and teachers, as a credit to their utter professionalism and dedication, undertook it in a matter of days and weeks. The challenge is that digital technologies evolve so quickly that teachers often feel overwhelmed, so providing on going, contextualised, and job-embedded support is key.

RE-CONCEPTUALISATIONS OF LEARNING: Part of me wonders – what if? What if we could have a blank slate and totally re-shape our view of how digital technologies fit within the teaching and learning cycle? It might help to clarify what we mean by ‘educational technology’. We have so many terms – e-learning, technology enhanced learning, ICT, virtual learning environments – that it is easy to get lost in the terminology and use them interchangeably. But semantics matter and the different terms show how we perceive the role of tech. There seems to be an emphasis on the role of technology as a *supportive* mechanism for *already existing* educational activities of teaching and learning. Technology, it seems, offers a simple enhancement of pre-existing practices which are not in need of any radical shift or displacement (Bayne, 2014).

DEVELOPMENT OF E-CONTENTS: The development of digital content in the form of presentations or videos, and animated sketches based on one particular topic is an important part of the NEP 2020. The institutes and colleges need to develop strategies to deliver the content to the students in such a way that the students engage with it. To develop such content, the institutes are required to train their teachers on content-ICT-pedagogy integration, which is based on the new pedagogical and curricular structure given in the National Curriculum Framework handbook.

DESIGN ONLINE COURSES: The switch from traditional teaching methods of pen and paper to online teaching is a major change especially for the students who have been studying in schools and colleges for several years. It is easy to get isolated and feel alone doing a class in the digital form. Several students lose interest and give up on the courses in between. Hence, it is important to create and design the courses in such a way that the students are engaged in them.

The online platforms give the liberty to explain a concept in several different ways such as videos, PPTs, animations, audios, stories, and others. Using the best strategy based on the age group and geography of the students can build their interest and bring them back to attending classes. Further, the students are evaluated using **online assessment tools** for granting certificates and degrees.

DISTRIBUTION OF DIGITAL CONTENT:

The institutes need to be ready for spreading the digital content in such a way that it is accessible to every student in the easiest way possible. The students attend lectures through digital mediums such as mobile applications for video calling. These lectures are recorded by the teachers and the students can access them anytime.

Further, the presentations and concept videos that are created for the students can also be made available in the study materials which are uploaded on the learning management system that is used by the institutes. The institutes can implement a digital library and the students can get access to it using the online portal. Moreover, they can also get access to e-books and PDFs in cases where the students have no access to a library near them. The e-content created should be available to all the students taking formal as well as informal education.

ACADEMIC BANK OF CREDIT: It is likely that all the institutes do not have the infrastructure or capital to make the college ready to offer education based on NEP 2020. Hence, the colleges can work in collaboration with each other where the students have the provision to take up different courses from different institutes. The government has also introduced the credit-based system named '**Academic Bank of Credit**' (ABC) to allow the transfer of credits from one institute to another as per the courses. The state-level colleges can collaborate and coordinate with each other so that all of them can converge their efforts and offer best practices to the students.

Conclusion:

Universities are providing certificate and society feeding food and government feeding pocketful of salary to the teachers. So, it is the time to check ourselves while acting as an active element. We seriously think what the role should be wear by the teacher in this transitional period. If we inculcate good character that is equalent to better citizens of tomorrow, if so, it will reflect peace, harmonious and happy environment in the society. Motivating the students' for non academic reading, it is badly needed in the present scenario. The teacher has to play different role to mould the future of the students. All students are not having same character so teacher has to act in different model like a priest, artist, boss, painter, politician, historian etc.

Finally, the new education policy 2020 is heavily focused on digital learning. Students will spend more time in front of screens, which can harm their physical and mental health. One major challenge that the higher education institutions face today is lack of developmental and scalable infrastructure. At present, India's higher education enrolment, calculated in terms of Gross Enrolment Ratio (GER), stands at a dismal 26%.

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Special Issue No. 113

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