Research Paper

Academic Year 2022-23

Sr. No.	Name of the author/s	Department of the teacher	Title of paper
1	**डॉ. महादू एम. बागुल**	**Marathi**	**राष्ट्रीय शैक्षणिक धोरि २०२० (NEP 2020)**
2	**Prof. wadekar A.P. and Prof. Dhagare N.S.**	**Commerce**	**NEP Dual Degree Programme**
3	**Dr. Rathod B.L.**	**Political Science,**	A Study of Skill Based Education in National Education Policy 2020
4	**Prof. Dr. Gangadhar Satav**	**Principal**	**A study of challenges in front of Open and Distance Learning Education System for implementation of NEP (2020)**
5	**Prof. Marne G. S. And DeshMukh N.S.**	**Computer Science**	**National Education Policy-2020: Issues and Challenges**
6	Dr. Meghna Bhosale	Econamics	"National Education Policy-2020: Poverty Alleviation opportunity and challenges in India"
7	Prof. Naitik More and Prof. Manisha Khandagale	Commerce	"NEP and Distance and Open Learning Education."
8	Dr. Prakash Humbad	Commerce	The Role of New Education Policy in The Role of New Education Policy in Growth of E-Business Performance with E-Commerce Laws
9	Dr. Prakash Humbad	Commerce	A Study of Awareness about Investments in Stock Market Among the Students of Satara District
10	Dr. Rupali Prakash Shendkar and Dr. Swati Baburao Shinde	Commerce	"Effective Implementation of the New Education Policy2020"
11	Dr. Sapana Rane	Electronics	NEP 2020: Implementation with special emphasis on Higher Education
12	**Prof. Dr. Gangadhar Satav**	**Principal**	A Study of "National Education Policy 2020: Role of Teacher & Student"
13	Dr. Ashok Shelke and Prof. Santosh More	Commerce and Computer science	National Education Policy 2020 Different Approaches
14	Prof Tanaji Jadhav and Dr. Adinath Pathak	Commerce and Economics	Role of Teachers in New National Education Policy 2020
15	Dr. Sunita P. Dakhale and Vijaykant B More	Commerce	A study on National Education Policy 2020 from the perspective of industrial safety education
16	Dr.Yogesh L Pawar	Director of Sports & Physical Education	Sports education in India: A contemporary perspective

17	Mrs. Smita Sugriv Gaikwad	Junior Clerk	NATIONAL EDUCATION POLICY (NEP) 2020 IN INDIA : NATURE & IT'S EFFECTS ON EDUCATION FIELD
18	Dr. Tushar Dilpak	Librarian	Changing role of College Library professionals in disseminating information of user education
19	Dr. Meghana Bhosale	Economics	A STUDY ON WOMEN EMPOWERMENT IN INDIA : ISSUES AND CHALLENGES
20	Dr. Meghana Bhosale	Economics	Socio Economic Analysis of women Participation in Indian Agriculture
21	Dr. Yogesh Pawar	Director of Sports & Physical Education	A study on facilities of physical Education and sports inIndia

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राष्ट्रीय शैक्षणिक धोरि –२०२० (NEP –2020)

डॉ. महादू एम. बागुल
मराठी णिभाग प्रमुख
मामासाहेब मोहोळ कॉलेज, पौड रोड, पु-३८

प्रस्ताि ना

भारताला स्वातंत्र्य मिळाल्यापासून चा मिक्षणात क्षेत्रातला हा मतसऱ्यांदा ि ोठा बदल करण्यात आलेला आहे व्यक्तीचा सर्ा ांगीण मर्कास करार्याचा असेल तर एकिर् उपाय म्हणजे त्या व्यक्तीला मदले जाणारे दजेदार गुणर्त्ता पूणण मिक्षण होय.१)१९६८ ि ध्ये पमहले ि ैक्षमणक धोरण २)१९८६ दुसरे ि ैक्षमणक धोरण ३) २०२० मतसरे ि ैक्षमणक धोरण १९९२ ि ध्ये मकरकोळ बदल केले २००९ ि ध्ये मिक्षण हक्क कायदा आला,२०१३ि ध्ये मिक्षण हक्क कायद्याची अं लबजार्णी झाली.३१ ि े २०१९ ि ध्ये के.कस्तुरीरंगन कमिटीने आपला अहर्ाल ि ासनास सादर केला र् २९ जुलै २०२० रोजी झालेल्या केंद्रीय ि ंमत्रिंडळाच्या बैठकीत नर्ीन ि ैक्षमणक पद्धतीला ि ंजुरी देण्यात आली. इस्रोचे ि ाजी अध्यक्ष के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली एक समिती ने ि ण्यात आली आमण

नर्ीन ि ैक्षमणक धोरणाचा िसुदा तयार करण्यात आला. पमहले जुने सूत्र १० +२ +३ आमण नर्ीन सूत्र ५+३+३ +४ अंगणर्ाडी,बालर्ाडी पमहली-दुसरी पूर्ण प्राथमिक स्टेज म्हणतात,३ री,४ थी,र् ५ र्ी प्राथमिक स्टेज,६ र्ी,७ र्ी,८ र्ी ि ाध्यमिक,९र्ी,१०र्ी,११र्ी,१२र्ी. उच्च ि ाध्यमिक अि ा प्रकारच नर्ीन सूत्र तयार करण्यात आलेले आहे. चार र्ाणत संि ोधनासह पदर्ी घेतलेला मर्द्यार्थी थेट पी.एच.डी.साठी पात्र ठरेल.या योजनेसाठी पात्र मर्द्यार्थीचार र्ाणची पदर्ी प्राप्त झाल्यानंतर केल्यानंतर अभ्यासक्रि प्रर्ेि बी.एड. चा अभ्यासक्रि चार र्ाणचा असेल.
सहार्ीपासूनच कौि ल्य मर्कास मिक्षणार्र भर देण्यात आलेला आहे

मर्द्यार्थ्ाणला मर्र्य मनडीचे स्वातंत्र्य आहे त्याि ुळे मर्द्यार्थी त्याच्या आर्डीचा मर्र्य घेऊन तो मिक्षण घेऊ िकेल.

पर्दी अभ्यासक्रम तीन ते चार ि र्ा ाचा राहील

टप्पा-पणहले र्ण प्रिाणपत्र मिळर्ून तुम्ही नोकरी करू िकता

टप्पा-दुसरे र्ण मडप्लोि ा पदमर्का मिळर्ून तुम्ही नोकरी करू िकता

टप्पा-**णतसरे** र्ण मडग्री पदर्ी घेऊन तुम्ही नोकरी करू िकतात.

चार ि र्े संि ोधनात्मक पदर्ी पूणण करण्यात करणारे मर्द्यार्थी पी.एच.डी.साठी पात्र असेल.

चार र्ाणचा संि ोधनात्मक पदव्युत्तर अभ्यासक्रि पूणण केला तर त्याला एक र्ाणत पदव्युत्तर पदर्ी मिळेल. होणार बारार्ी फक्त बोडण राहील दहार्ी बोडणला िहत्व राहणार नाही. मर्द्यार्थ्ाा ंचा परीक्षेर्ील तान किी करण्यासाठी हा अभ्यासक्रि आहे दहार्ी बारार्ी नापास झाल्यानंतरही पुन्हा परीक्षा देता येईल.दोन सत्रात मर्द्यार्थी परीक्षा देर्ू िकेल.

राष्ट्रीय शैक्षणिक धोरि २०२०-

ि ैणशष्ट्ये-१) बोडाणच्या परीक्षेचा ताण किी केला.

२) पाचर्ीपयांत मिक्षण हे ि ातृभार्ेतूनच राहणार.

३) सहार्ीपासून कौि ल्य मिक्षणार्र भर मदला.

४) मतसरीपयांत ि ूलभूत अक्षर ओळख .

५)एकाच र्ेळी दोन अभ्यासक्रि मर्द्यार्थ्ाा ंना मिकता येणार

६) उच्च मिक्षण घेण्यासाठी मर्द्यार्थ्ाणला ि हामर्द्यालयाची मकंर्ा मर्द्यापीठाची पूर्ण प्रर्ेि परीक्षा द्यार्ी लागणार आहे.

७) एि.मफल.बंद होणार

८)थेट पी.एच.डी. करता येणार.

राष्ट्रीय शैक्षणिक धोरि २०२० –

उणिष्ट्े-१)बालर्ाडी ते िाध्यमिक पयांतचे मिक्षण सिान अभ्यासक्रि राहणार आहे. २०२०पयांत २) २०३० पयांत बालर्ाडी ते िाध्यमिक पयांत १००% बालकांना मिक्षण देणार असे उमिष्ट आहे.३) िाळाबाह्य िुले िैक्षमणक प्रर्ाहात आणणे,४) खाजगी आमण सरकारी िाळेतील मनकर् एकच राहतील**.५)**व्यर्सामयक मिक्षणार्र भर**,६)**सहार्ीपासूनच व्यार्सामयक मिक्षणाला सुरुर्ात होणार,७) जेव्हा मर्द्यार्थी बारार्ी उत्तीणण होईल त्यार्ेळी त्याच्याकडे एक व्यार्सामयक मिक्षण पूणण झालेले असेल.८)मर्द्यार्थांचे िूल्यिापन हे मर्द्यार्थी स्वत,मित्र र् मिक्षक मिळून िूल्यिापन करतील. पदर्ी घेत असताना िार्क्ण नाहीत त्या मठकाणी श्रेयांक आहे.A –Acadmic ,B-Bank ,C-Credit म्हणजेच ABC . येथे मर्द्यार्थ्ाणला गुण राहणार नाही तर त्या ऐर्जी (श्रेयांक) अॅकॅडमिक बँक ऑफ क्रेमडट राहणार आहे. एखाद्या मर्द्यार्थी हा पुणे िहरातून मिकून तो िुंबईला मिक्षणासाठी गेला तर त्याच्या अॅकॅडीक बँक ऑफ क्रेमडट िध्ये हे क्रेमडट जिा होतील आमण त्याला िुंबईला मिक्षण घेता येईल. या श्रेयंकाुळे मर्द्यार्थ्ाणला आपल्या आर्डीने सर्डीने आर्डेल मतथे मिक्षण घेता येणार. मर्द्यार्थ्ाणचं बौद्धद्धक, िारीररक, िानमसक मर्कास झाल्यानंतर तो मर्द्यार्थी आयटीआयच्या व्यर्सामयक अभ्यासक्रिांना प्रर्ेि घेऊन आपले मिक्षण पूणण करणार आहे. राष्टरीय िैक्षमणक धोरण २०२० नुसार मर्द्यार्थ्ाणला त्याच्या आर्डीनुसार मिक्षण घेता येईल एखादा मर्द्यार्थी अमभयांमत्रकी िाखेतील असेल तर त्याला कला िाखेतील संगीत हा मर्र्य घेऊन त्याला मिक्षण घेता येईल.इथून पुढचे मिक्षण हे िल्टीडीमसप्लनरी असेल.िानर् संसाधन िंत्रालयाचे नार् बदलून आता नमर्न धोरणा नुसार मिक्षण िंत्रालय असे करण्यात आले आहे.

१) ररसचण युमनव्हमसणटी -संिोधन मर्द्यापीठ २)अॅकॅडी युमनव्हमसणटी -िैक्षमणक मर्द्यापीठ, जनरल युमनव्हमसणटी बहुभामर्क मर्द्यापीठ

ररसचा यूणनिणसाटी--मकंर्ा संिोधनात्मक मर्द्यापीठ-या मर्द्यापीठात संिोधकाला संिोधनात्मक अभ्यासक्रि असेल.याि्ये जे मर्द्यार्थी संिोधनात्मक कायण करतील अिा मर्द्यार्थ्ाांना या मर्द्यापीठात प्रर्ेि घेता येईल.आमण हे मर्द्यापीठ फक्त संिोधनात्मक कायार्णर कायण करेल.

अॅकडमी युणनव्हणसाटी -ि ैक्षमणक मद्यापीठ ज्या मद्यापीठात मद्यार्थ्ाा ंना मिक्षण घ्यार्याचा आहे त्याला या अॅकडिी युमनव्हमसणटी ि ध्ये मिक्षण घेतले.र् ेगर् ेगव्व्या मर्यादि ध्ये सखोल ज्ञान घ्यार्याचे आहे ते मद्यार्थी या मद्यापीठात प्रर् ेि घेऊन मिक्षण पूणण करतील.

जनरल युणनव्हणसाटी :-बहुभामर्क मद्यापीठ-या मद्यापीठाि ध्ये मद्यार्थाणयला अनेक बहु भार्ा मिकण्यासाठी प्रर् ेि घेऊन मर्मर्ध भार्ा मिकण्याची संधी मिळेल. याि ध्ये मद्यार्थ्ाणला अनेक भार्ा मिकण्यासाठी या मद्यापीठात त्याला प्रर् ेि घेऊन त्याला मर्मर्ध प्रकारच्या भार्ा मिकता येतील असे २०२० चे ि ैक्षमणक धोरण आहे.

राष्ट्रीय शैक्षणिक धोरि २०२०:-

दोर्:-१) राष्टरीय ि ैक्षमणक धोरण 2020 ि ुळे दुबणल घटकांर्ं याचा फार ि ोठा पररणाि होणार आहे.

२) सिाजातील गरीब श्रीि ंतदरी मनिाणण होईल कारण गररबांना उच्च मिक्षण घेण्यासाठी पुरेसा पैसे नसल्याि ुळे ते उच्च मिक्षण घेऊ ि कणार नाहीत.त्याि ुळे ते उच्च मिक्षणा पासून र्ंमचत राहतील.

३) मिक्षणाचे खाजगीकरण झाल्याि ुळे श्रीि ंत र्गण श्रीि ंत होईल गरीब हा गरीबच राहील.

राष्ट्रीय शैक्षणिक धोरि 2020 मूल्यमापन--

सरकारने याची काटेकोरपणे व्यर्द्धथथत अं िलबजार्णी करून सर्णसाि ान्य लोकांना उच्च मिक्षण घेण्यासाठी दुबणल घटकातील मद्यार्थाांना फीस ि ध्ये सर्लत देऊन त्यांना मिक्षणासाठी प्रोत्साहन द्यार् े र् ि ुख्य मिक्षण प्रर् ाहात आणार् े.

णनष्कर्ा--ि ातृभार् ेतून मिक्षण मिळाल्याि ुळे मद्यार्थी हा त्याच्या ि ैक्षमणक प्रगतीत मर्कास करून तो उच्च पदार्ं जार्ू ि केल.

संदभा

१. राष्टरीय ि ैक्षमणक धोरण १९६८
२. राष्टरीय ि ैक्षमणक धोरण १९८६
३. राष्टरीय ि ैक्षमणक धोरण २०२०

NEP Dual Degree Programme

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BACKGROUND

OVERVIWE:

It has been a major step for our education sector. The policy that we were following before was the National Policy on Education (NPE) formulated by the Government of India to promote and regulate education in India. The policy covered elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

THE EDUCATION POLICIES:

In 1968

The government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration .

In 1986

The government led by Rajiv Gandhi introduced a new National Policy on Education. The main points of this policy was that, it was called for "special emphasis on the removal of disparities and to equalize educational opportunity,"

RECENT EDUCATION POLICY 2020 BRIEF

Another major step taken in the History of India becoming a global superpower was awaited with the change in the Education Policy. In 2019, Modi Government released a draft which stated about changing the Education Policy. It was approved by the Union Cabinet at a meeting presided by Prime Minister Narendra Modi on Wednesday, 29th July 2020.

INTRODUCTION :

The NEP is issued by government on 29th july 2020.It replaces Education is fundamental for equitable society and promoting national development providing universal access to quality education. The new policy focuses on 5 pillars Access, Equity, Quality, affordability and Accountability. The new policy aims to make education more inclusive, equitable and accessible to all. It emphasizes on skill development such as creativity, critical thinking. NEP 2020 aims at making India a global knowledge superpower. It Provides quality higher education through multidisciplinary universities and autonomous colleges. Education will be provided to all students irrespective of their place of residences Education is the most powerful weapon which you can use to change the world . New system emphasis on conceptual understanding rather than learning for exams. No hard separations between arts and science between vocational and academic in two different. Streams. There will be 5+3+3+4 structure which companies 12 years Of school and 3 years of pre school replacing old 10+2 structure.

MEANING OF DUAL DEGREE PROGRAMME:

A Dual Degree or a Double degree program means that a student can pursuer from either the same University or two different countries but the same time. A Dual Degree is **where you study two different fields, one after the other, and receive two separate degrees**. So, say you study International Business first and then once you have completed that degree, you follow it with International Marketing. You'd then graduate with a degree in both.

Examples of Dual Degrees

- BA in economics and BA in political science.
- BS in biology and BS in chemistry.

- BS in nursing (BSN) and MS in nursing (MSN)
- Master of business administration (MBA) and juries doctor (JD)
- Master of public health (MPH) and master of social work (MSW)

Advantages of Dual Degree Programme:

1. One can take under graduate and post graduate course together .
2. It will Boost the career.
3. Students can two degree in less time.
4. Students can take 2 different options means one degree in music, arte and other degree in science or commerce one in skill development or vocational and one degree in academics.
5. It will beneficial to multitalented person.
6. One can take two degrees at same time from one university or different university.
7. Employer will impress that students is highly motivates and multitalented.
8. Multiple careers options will be available the students.
9. NEP allows students to earn two master degree at the same time.
10. Make one more qualified than competitor and lead to higher earning potential.

Disadvantages of Dual Degree Programme

1. Requires a full-time commitment for up to five years

2.. While money is saved in the long run, it's costly upfront for tuition and other school-related expenses

3. Dual degrees don't always result in higher salaries
4. Studying two programs simultaneously results in a heavier course workload
5. Admissions into dual degree programs is competitive, may require high test scores, academic achievements, and an impressive resume
6. and the requirements are usually pretty impressive.
7. It makes sense that earning two degrees simultaneously would equate to more work. In such a concentrated amount of time, the courses can feel overwhelming.

8. Only students who believe they can handle the stress with their organization, preparation, and dedication should consider undertaking a dual degree program.

Conclusion:

Various foreign and Indian Universities offers dual degree programme. Self discipline excellent time management skill must be adapted by students to complete dual degree at same time. A dual degree offers value addition to your c.v. it develop students knowledge dual degree can help to get job in tough competition. One can take degree from universities of different countries also but it requires hard work, commitment adjusting heavy workload.

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A Study of Skill Based Education in National Education Policy 2020

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ABSTRACT:

Education is essential for every human being to achieve its highest potential and develop an equitable and just society, and promoting national development. India as a developing country has potential to be a powerful country in the world and stepping towards it with the help of creating skilled manpower. To create skilled manpower there is need of skill based education. In the new education policy the government has focused on skill based education.

This paper aims to find out what kind of skill based education is proposed in the National Education Policy 2020 in Higher Education. This is also an attempt to find out how it is going to impact on growth of employment and entrepreneurship.

Keywords: Skill Based Education, Skill Development, Employability, Entrepreneurship.

INTRODUCTION:

The National Education Policy of India 2020 (NEP 2020), the new policy replaces the previous National Policy of Education, 1986. It is a comprehensive framework for elementary education to the higher education as well as vocational training. The new education policy aims to transform India's education system by 2040. The new Education Policy is a path of universal quality education. It 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.

India is developing educational institutions with the motto of delivering the young minds with the best quality education. The institution believes that to enable the ambitious minds to grow as per the market demands and make their place in the global professional sphere, it is necessary that they are groomed in the right manner. The focus, hence, shouldn't remain solely

on preparing the students to attain excellence in academics but rather should be on making them future-ready for the rising competition by making them skilled.

REVIEW OF LITERATURE:

The National Education Policy 2020 has been announced on 29.07.2020. The Education Policy proposes various reforms in school education as well as higher education including technical education. It has a large amount of flexibility in choosing their individual curricula, subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to it proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

With various new invention, 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. In this quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. The new education policy promotes skills such as conceptual understanding, creativity and critical thinking, ethics and human & Constitutional

values, multilingualism and the power of language, extensive use of technology and life skills such as communication, cooperation, teamwork, and resilience.

The National Education Policy 2020 is a system and planning for the allover development of every student. It will develop students' skill and make them a good human being, capable of rational thought, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

The Policy is primarily divided into the four main part, School Education, Higher Education, Other key Areas of focus(Profession, Adult Education, Lifelong Learning, Language Arts and Culture), and Technology and Integration and Online/ Digital education.

In the part I Primary and School Education: school education, up to 18 year age. It is divided in the four stages as follows:

1. **Stage 1st - Foundational Education** (5 years) includes
   a) Pre-School from the Age-3 to 6 and
   b) Class 1st and 2nd (age of 7 to 8).
   In the foundational education child can learn easily basics through the play/ activity based learning in the mother tongue.
   Skills focused – Creativity, imagination, and activities.
2. **Stage 2nd - Preparatory** Education- (3 years) age 8 to 11 and Class 3 to 5th.
   The Preparatory Stage education building on the play, discovery, and activity-based pedagogical, some light text books, aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
   Skills focused – Participation, Presentation, and Language Skills
3. **Stage 3rd - Middle** - (3 years) age between 11 to 14 and Class 6 to 8.
   In this stage education will be based on the pedagogical and curricular style. It will introduce students to learning and discussion, abstract, concepts Sciences, mathematics, arts, social sciences, and humanities. There will be experiential learning and explorations of relations among different subjects. At this stage there will be Introduction of more specialized subjects and subject teachers.

4. **Stage 4th – Secondary –** age 14 to 18/ **Class 9 to 12** (Four Years)

At this stage there will be multidisciplinary study, building on the subject-oriented pedagogical and curricular style, with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects.

Option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.

In the part II Higher Education: (1+1+1+1= 4 Years) Bachelor Degree

Second part of the policy contains details about the Higher education. Which is details of the shift from 3(UG) to 4 years Bachelor Degree (1+1+1+1= 4). There is exit available after every year of education. At the same time there is provision of multidisciplinary education. One can choose any subject from any discipline or there is no faculty barrier. With a special subject the student can choose optional subjects according to his area of interest.

There will be **Choice Based Credit System (CBCS)** and **Academic Bank of Credit**.

Every Higher Education Institute will have the flexibility to offer different designs of Master's programmes:

(a) **2-years programme** with the second year devoted entirely to research for those who has completed the 3-year Bachelor 's programme.

(b) **1-years Master's programme**- for the students who has completed a 4-years Bachelor's programme with Research,

(c) **5-years Bachelor's+Master's an integrated programme**.

Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

The M.Phil. programme shall be discontinued.

MERUs (Multidisciplinary Education and Research Universities)- attain the highest global standards in quality education.

Higher education institutes are turning to the large multidisciplinary universities and HEI cluster. The flexible and innovative curricula of all HEIs shall include credit-based courses and

projects in the areas of community engagement and service, environmental education, and value-based education

In the part III Other key Areas of focus- Professional Education, Adult Education, Lifelong Learning, Language Arts and Culture.

In the part IV Making it Happen- Implementation

National Education Policy promotes:

Holistic development of learners: The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today.

Enhance essential learning and critical thinking: Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

Experiential learning: In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects

Empower students through flexibility in course choices: Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans.

Multilingualism and the power of language

The three-language formula will continue - Language: Mother tongue/local language/regional language, National Language and International Language, etc. student will be familiar with all.

Curricular Integration of Essential Subjects, Skills, and Capacities

There is large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world

Thus, the new Education Policy focuses on Recognizing, identifying, and fostering the unique capabilities of each student: Each and every human being is unique so everyone has

chance recognize, indentify owns quality and capabilities with the freedom and flexibility in the new policy. 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. There is no hard separation between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. Multidisciplinary and a holistic education, every student or learner can choose any subject at the same time it is Emphasize on conceptual understanding, Freedom to Creativity and Critical thinking: There is full freedom to each student to create ideas of own and develop it according to his wish or idea. The policy also Focus on regular formative assessment for learning, Extensive use of technology, Full equity and inclusion, experiential learning and Life skills.

CONCLUSION:

The Policy is primarily divided into the four main part, School Education, Higher Education, Other key Areas of focus(Profession, Adult Education, Lifelong Learning, Language Arts and Culture), and Technology and Integration and Online/ Digital education. At every stage there is different kind structure is created to make overall development of the student/learner. The policy is focused on skill based education. The student who has gone through all kind of skills and learning definitely he/she will be the full of knowledgeable with his area of interest and can have Employability skills or can be a Entrepreneur and create and provide services.

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A study of challenges in front of Open and Distance Learning Education System for implementation of NEP (2020)

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Abstract:

Open and Distance Learning Education System is well known to us since the year 1962. The New Education Policy announced by Government of India in 2020. The implementation of this policy is essential for the society for many reasons like current requirements of industries, their expectations from the youth, practical application of student knowledge, etc. This NEP–2020 policy has the potential to fulfill the gaps between the education system and industry requirements. This will definitely be going to be provide new aspect of education for the society as whole. The success of this policy however depends on its efficient implementation. As far as Open and Distance Learning Education is concerned it is more challenging for implementation. Therefore, the researcher has selected this topic for the study. In this research paper the researcher has covered various aspects and challenges which will may occur in front of Open and Distance Learning Education System in this era.
Keywords: Open and Distance Learning (ODL), New Education Policy (NEP)

1. Introduction of Study

Higher Education in India has faced various challenges and several gaps due to which it is not able to meet the requirements and current demands of the industries and university youth as well. To fulfill these gaps and provide state of the art education, the National EducationPolicy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020. This outlines the vision of India's new education system. This new policy replaces the previous National Policy on Education, 1986.

The National Policy on Education (NPE) formulates to promote education amongst India's people. The policy covers elementary education to colleges in all areas of the country. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020. This new policy envisions transforming higher education institutions into large multidisciplinary universities with more than 3,000 or more students each. The few key highlights of this policy are mentioned below:

- The policy aims to transform India's education system.
- The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India.
- The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions and schools to decide on the implementation.

- It has the holistic aim of transforming the nation to a "more vibrant, socially engaged, cooperative community and a happier, cohesive, cultured, productive, innovative, progressive and prosperous nation"
- It covers the targets of Sustainable Development Goals as well.
- The policy recommends institutional restructuring while overhauling the whole Higher Education System.

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. This research paper focuses on the policy's vision in the purview of the higher education system and aims to provide solutions for realising the same through intervention with Open and Distance Learning Education.

1. Objectives of the study

The primary objective of this research is to study the challenges of New Education Policy implementation for Open and Distance Learning Education System. The study also outlines the important key points of NEP and analyses how they are going affect the existing education system.

2. Research Methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

3. Challenges in front of Open and Distance Learning Education System for implementation of NEP Policy -2020

The implementation and transformation into the education system requires a huge investment in terms of infrastructure and human resource. The structure and system of Open and Distance Learning Institutions with study centers across the country can pay a great role in meeting these requirements cost effectively. They will not only be limited to offering regular graduate and postgraduate programmes, but also be the facilitators in research activities and teaching multidisciplinary and skill-oriented courses to the students. So, here there is huge requirement of skill based mentors who can guide to the youth, understand their issues and try to fill up the gap and make the students capable to perform their task efficiently.

India has received its holistic and visionary National Education Policy after a gap of 34 years. India is currently facing several grass-root level issues such as high-level dropout rate, meagre 26.3 % Gross Enrolment Ratio (GER), acute crisis of quality, access, equity, etc., particularly in higher education. As per the review of different research paper, with the fast developments in Information and Communication Technology (ICT) and the policies of Liberalisation, Globalisation and Privatisation, there is an urgent need to create global citizens

who can work towards the development at local, regional, national and global levels. So here one more challenge comes that the new India requires new approaches to shape the higher education system and the policy's vision, mission and aims must find a ground for its successful implementation through new approaches. On the basis of this background the researcher found that Open and Distance Learning approaches may lead to improve the system both qualitatively as well as quantitatively.

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, etc. As far as skills are concerned in this 21st century across a range of all fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects are essential. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at open and distance learning universities or study centers.

The main challenge faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education as well. With the help of open and distance education it is possible to overcome from situation and give best courses to the students for their betterment.

This policy also aims to increase the Gross Enrolment Ratio in higher education from Per cent 2018 to 50 per cent by 2035. This Ratio is one of the major challenges that our nation is striving to meet. In this field also, open and distance universities reach out to the under-served regions, where conventional universities have comparatively lesser scope. Growth, development and strengthening of open universities can efficiently attract a larger student enrolment. Open and distance education providing universities have the pedagogy which can cater to a number of students by engaging them with self-learning material, academic counselling, extra-curricular and co-curricular activities, training and raising awareness, and many more activities.

It says, "More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district" (NEP2020). The policy mentions establishing a large multidisciplinary HEI near every district. Open and distance learning universities already have their strong network through their study centers which were established in near about all geographical areas. So, this can make a note-worthy improvement in the Gross Enrolment Ratio of the state and eventually for the nation.

2. The Open and Distance Learning system has been integrating

technology to reach the students since the inception of technology. The efforts to integrate technology in the education sector have always been to bring about quality enhancements and outreach of education to learners at a distance. The Open and Distance Learning system in the context of India has grown from past six decades leading to the changing paradigms with the integration of technology with respect to pedagogy and the use of technology in it. The open and distance education system has to maintain blended learning approach too. Because the potential of blended learning in leveraging the teaching earning process; and the role of the new National Education Policy (NEP, 2020) of India has laid emphasis on the promotion and implementation of blended learning in the Indian higher education institutions. So this is also one the major challenge for the open and distance learning education system. Conclusion

It is concluded that the due to technological advancements and the great effect of COVID-19 pandemic have a large impact on implementation of NEP (2020). Therefore, blended learning in the Indian education institutions has flourished. The NEP (2020) thrust to offer various courses in blended mode. This type of learning though blended learning can help in leveraging teaching-learning process that can meet the learning needs of a learner, requirements of an instructor as well as the pedagogical factors. Conventional face-to-face programmes can be modified to fit a blended format. Open and distance education programmesmay be helpful to achieve 50% GER by 2035 but sustainability of the promised "High quality higher education" may be uncertain. Since every programme is unique and so, it will require different attributes in varying proportions therefore open and distance learning courses will surely helpful here. Proper utilization of all resources and appropriate strategies will be helpfulto the respective study centers of affiliated open and distance learning education universities.

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National Education Policy-2020: Issues and Challenges

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ABSTRACT
Well defined and innovative education policy is vital for a country at school and college levels due to the reason that education leads to economic and social development. Different countries approve 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. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.

KEYWORDS: *Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.*

I. INTRODUCTION

The National Education Policy 2020 is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world.

This presents substantial execution challenges, both quantitative and qualitative.

Major Features of NEP-2020

The concern for improvement of education has been at the top of India's development (Saxena and Anu, 2019). The New Education Policy seeks to positively upgrades the present

education system. It is bundled with some very innovative and contemporary proposals. The policy foresees a model of all-inclusive learning that is immersive, consistent and appealing.

NEP-2020 seeks to implement both informal and formal education models. Formal learning in the classroom is through the teacher's instructions and books. The new policy endeavours to take learning beyond the classroom and inspire students to learn from practical experience. From the preliminary stages of education, students will be exposed to multilingualism that will have a great cognitive advantage. A concerted effort willbe put in to promote contemporary subjects such as Data Analytics, Artificial Intelligence and Machine Learning which are being touted as the career of the future. A student-centric approach will be developed to

replace the current teacher-centric approach, in which the students will have the choice to select the subjects they want to learn. Keeping in view the reputation of the rich culture and languages of India Sanskrit can be offered at all levels of school and higher education. rather than compartmentalization of humanities, art and sciences and between 1academic and vocation: education, which is indeed a revolutionary shift. The salient recommendations of NEP 2020 are:

The multi-disciplinary system wherein subject from different streams i.e., Science, Humanities andCommerce can be chosen which will for on innovativeness, creativity and ingenuity students.

1- The policy emphasizes skill development particularly of vocational crafts and life skills training.

2- Flexibility to choose learning trajectory. importance is given to subjects from all the stream so thatstudents can choose subjects as per their aptitude and interest.
3- inclusive & Equitable Education System by 2030.
4- Board Exams to test core concepts and application of knowledge.6-Every Child will come out of School adept in at least one Skills.
7-Common Standards of Learning in Public & Private Schools.

Some critical issues in implementation of NEP-2020Skill Development Requirement of Trained TeachersChange Management Legal Complexities Inter- disciplinary Higher Education
Learning or certificate/degreeDigital connectivity
Re-thinking assessment

Skill Development

One of the major highlights of the policy is skill development, especially life skills and

vocational training. The life skills training prepares children to be skilful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students. The people need to change their perception towards vocational education while the policymakers and administrators have to introspect the reasons why India is still far from achieving the target set by Kothari Commission in 1964-66 (Kukreti, 2020).

Requirement of Trained Teachers

Implementing this policy will need trained teachers, facilitators and support staff supplemented hy a pool of inspiring mentors, Leaming need to be made an engaging and enjoyable activity rather than s monotonous routine mental workint which eventually produces unemployable youth.

Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools (Gupta, 2020).

Change Management

NEP 2020 endeavours not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

Legal Complexities

To implement any policy, it must be in coherence. with various laws and acts. There is a legal complication. in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

Inter- disciplinary Higher Education

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture. is deep-rooted with very few exceptions and the new policy calls for changing the same. To implement ant interdisciplinary higher education model the teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.

Learning or certificate/degree

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees

acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm which undermines and discourages other innate talents of an individual.

Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

Re-thinking assessment

The boards that conduct school leaving examinations will have to re-think their assessment parameters for students and also identify the appropriate learning content rubric. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent. How do we adapt and implement it seamlessly? As majority of K-12 learners in India are enrolled in schools with annual tuition fee below Rs 12,000; the proposed changes will have to be conveniently cascaded across different tiers of schools.

Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals.

The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students.

According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools'. Hence, deploying a continuous assessment framework is a challenging task in these schools.

II. CONCLUSION

NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid and unamenable to change with changing time dues to the unwieldy bureacratic system to change it. the NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to come. The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster

an all-inclusive education that makes learners industry and future ready.

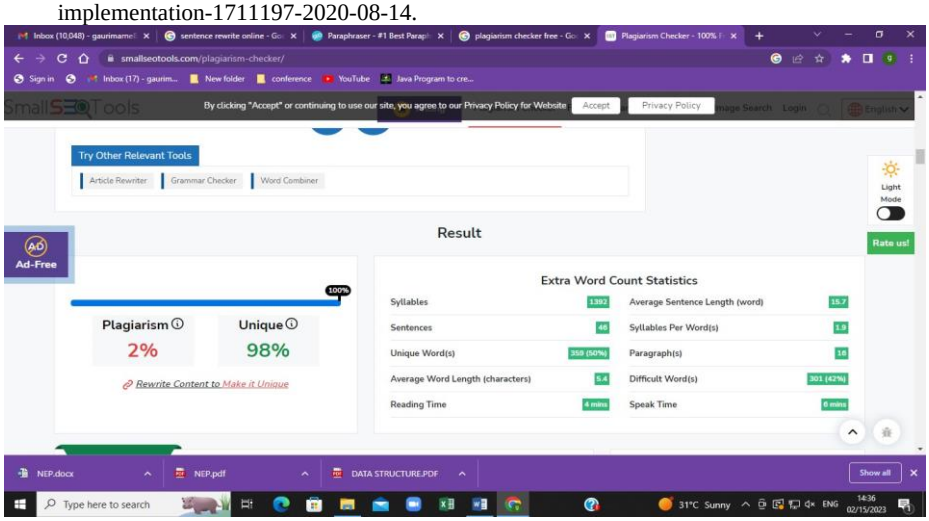
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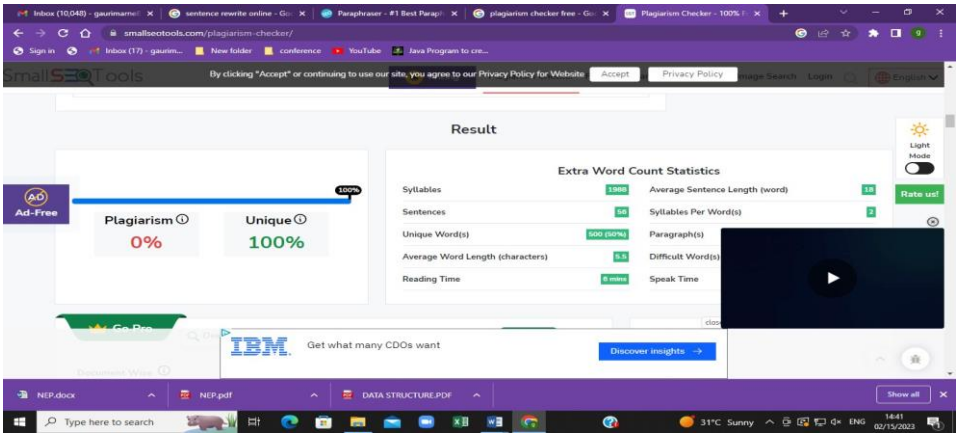
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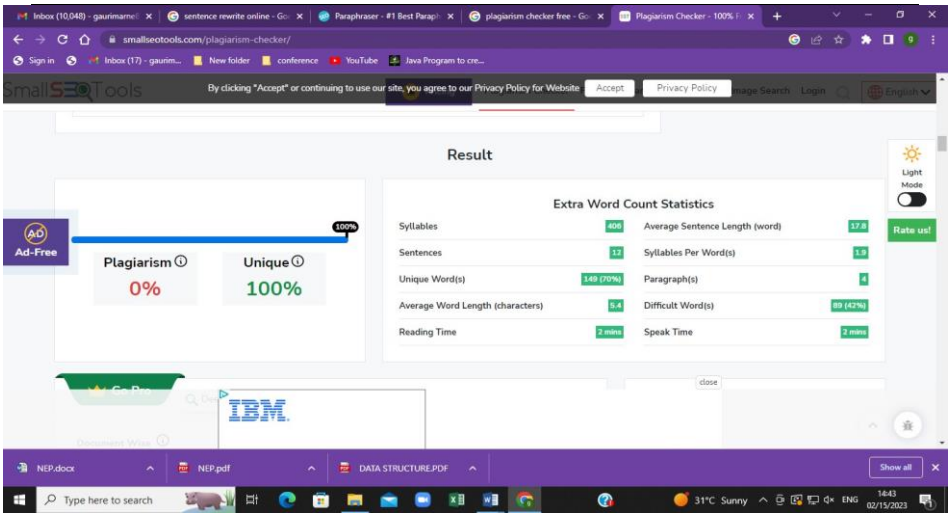
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Syllables Per Word(s) 1.9
Unique Word(s) 149 (70%)
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"National Education Policy-2020: Poverty Alleviation opportunity and challenges in India"

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- **Abstract:**

At present, the Indian economy is facing many challenges in the 21st century Poverty is one of them. In This ResearchPaper summaries the Current Situation of Poverty in India andRole of National Education Policy in Poverty Alleviation, Causes of poverty. Poverty canbe defined as a phenomenon on which a section of the Society is unable to fulfil even its basic necessities of life.

India is the second largest populous country and one of the largest economies in the world. But only a small percentage of the Indian population has benefited this impressive growth so far, as the majority of people in India are still living in abject poverty because mostly people are illiteral and unemployment.

Education plays a vital role in the development of the poorest sections of the society whether in rural or urban areas. Nowadays, education and poverty are inextricably linked. Better education increases individual and family income and helps break the cycle of poverty, but the paradox is that children from families below the poverty line are less likely to go to school to earn the income needed by poor families to break the cycle of poverty.

Before we examine different efforts aimed at poverty alleviation, we should try to understand Poverty Issues and New education Policy in India. This particular Research Paper presents on concept of Poverty, New Education Policy, Education Budget, figures of Indian poverty, causes of poverty and Measures of poverty Alleviation.

- ***Keyword:***

Poverty line, Education, Absolute Poverty, Relative Poverty, Health, HDI, New Education Policy, MHRD, NEP

- **Introduction:**

Prime Minister Shri. NarendraModiji said on the 75th Independence Day that when poor children will become professionals after studying in their mother tongue as envisaged under the NEP, only then will justice be done to their abilities. Now we are 74 years of Independence in India, today we are the fastest growing Economy of the world. But this growth is not shared throughout the society, the development will be failed. Poverty continues to remain a serious problem in India, with its consequent toll on human welfare in the form of poor health, low levels of education and a poor quality of life. The epidemic of Covid-19 has hampered the poverty alleviation program. Poverty has an impact on economic growth and low economic growth has an impact on poverty. Out of the total population living in the rural parts of India, 25.7% is living below the poverty line whereas in the urban areas, the situation is a bit better with 13.7% of the population living below the poverty line.

- **Objectives of the study:**

The following are the objectives of the study:

1. The First objective of the research paper is to study the concepts of Poverty.
2. The Second objective of the research paper is to highlight New Education Policy.

3. The Third objective of the research paper is to study Role of National Education Policy in Poverty Alleviation

- **Research Methodology:**

This paper is prepared through done with help of the information from secondary data sources that are from various websites, journals, Research articles, newspapers and magazines, Books related to Poverty and New Education Policy.

- **Definition of Poverty:**

Poverty is a complex phenomenon, with multiple dimensions, which cannot be captured by a single definition applicable to all societies and regions at all times.

"Poverty is a condition in which a person lacks the financial resources and essentials for a minimum standard of living."

World Bank has defined poverty as: "Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. **Poverty is not having access to school and not knowing how to read**. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom."

A. Determinants of Poverty:

A Researcher identified some major determinants of poverty.

1. Lack of income	2. Landlessness
3. Lack of livelihood sources	4. Inadequacy of infrastructure
5. Unemployment	6. Lack of housing
7. Ill-health	8. Illiteracy
9. Lack of food	10. Lack of Advanced Technology

B. Causes of Poverty in India:-

1. **High population growth rate:**

High population growth rate is one of major reasons of poverty in India. Illiteracy, poor health care facilities and lack of access to financial resources and high population growth affects the per capita income and makes per capita income even

lower.

2. **Increasing prices :-**

Ever increasing prices of even basic commodities is reason of poverty. Caste system and unequal distribution of income and resources is another reason of poverty in India.

3. **Climatic factors:-**

Natural calamities such as frequent floods, disasters, earthquake and cyclone cause heavy damage to agriculture. Agriculture is stated to be the major occupation of the rural people; downfall of agriculture and lack of production will certainly be the major cause of poverty for them.

4. **Low Productivity:-**

There is relationship between real income and poverty, increase in real income leads to the reduction in poverty. In the agricultural sector, even today the traditional cultivation techniques are being employed by the farmers, leading to low productivity and hence resulting in poverty.

5. **Unequal Distribution:-**

Unequal distribution of land and other assets, land and other forms of assets constitute the main source of income of the rural people. The size wise distribution of operational holdings is vested in the hands of few farmers; therefore the other farmers suffer from poverty to a major extent.

6. **Poor Village Industries:-**

Village industries are poor in their comparison in terms of quality and productivity, as a result village industries are closing down, in this way, and individuals employed are losing their jobs and suffering from the conditions of poverty.

7. **Immobility of Labour:-**

If they are offered a job with higher wages, they are not willing to leave their homes and travel to another place to earn their living and take their conditions as they are.

8. **Lack of Employment Opportunities:-**

Lack of employment opportunities, unemployment leads to major poverty, because of lack of employment opportunities, people are either unemployed or underemployed, small and marginal farmers and landless agricultural labourer’s

constitute unemployed and underemployed population.

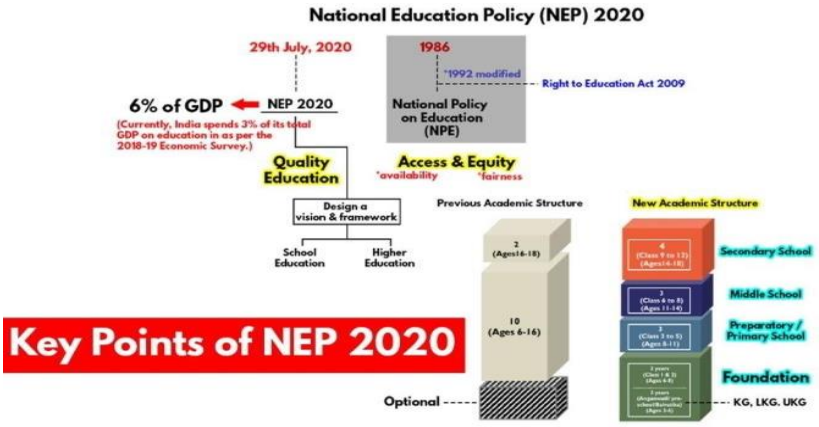
9. Caste System:-

The caste system, caste system in India has always been responsible for rural poverty. The subordination of the low caste people by the high caste people has caused the poverty of the former. The caste system in some areas was so rigid that it did not allow the low caste people to render their participation in economic development.

10. Joint family system:- In the joint family system some of the members of the family take undue advantage of living in a joint family by depending upon the income of others. They become idlers and their normal life routine just consists of eating, sleeping and begetting children; in this manner there are few earning members and the family becomes large, hence resulting in poverty.

The Indian Government to use this opportunity to use expansionary fiscal Policy and Redirect both Public and Private Investment towards the creation of Infrastructure and the Provision of Basic needs. It is only with such a determined effort that any future growth will actually deliver poverty Reduction.

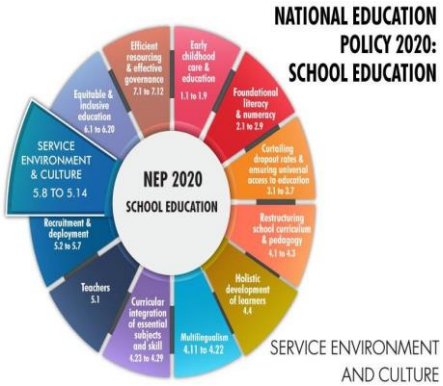
C. Features of National Education Policy:-



The New National Education Policy is nothing short of revolutionary in the education system in India. After our education policy monotonously followed the same norms for 34 years, the Ministry of Education (formerly known as MHRD) did some serious amendments in it on 29 July 2020. This New National Education Policy was recently approved by the Indian

government in 2023.Major Reforms in Education Policy There will be no substantial distinction between arts, science, academic, vocational, curricular, and subjects of extracurricular streams.There are some other major changes which are made under the education system of India such are given below:-

1. The prime minister of India will head the National Education Commission
2. Academic Bank of credit (ABC) will be made to provide help in education by utilizing credit
3. The National Research Foundation will improve research and innovation
4. The preference will be given to the representative group in disadvantaged reason bycreating a special education zone
5. A new platform will be created to facilitate the exchange of ideas to improve learning on a platform of National Education Technology.



- **School Education**

Instead of exams being held every academic year, school students will only attend three exams, in classes 2, 5, and 8.

This policy aims at reducing the curriculum load of students and allowing them to be more “inter-disciplinary” and “multi-lingual”. Coding will introduce in class 6 and experiential learning will be adopted. The Midday Meal Scheme will extend to include breakfasts. More focus will be given to students’ health, particularly mental health, through the deployment of counsellors and social workers.

➢ **Higher Education**

- It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate program with multiple exit options. These will include professional and vocational areas and will implement as follows-
- A certificate after completing 1 year of study
- A diploma after completing 2 years of study



- A Bachelor's degree after completion of a 3-year programme
- A 4-year multidisciplinary Bachelor's degree (the preferred option)

D. NEP Major Outcomes:-

Some of the major outcomes of this policy are as follows: –

1. Mother tongue or regional language will be used as a medium of instruction for teaching the students.
2. Counselling will be given to the parents for the early childhood care.
3. Qualitative education will be provided to the students also Qualitative opportunities in the field of higher education will be provided to the individuals.
4. With the adoption of modern technology, education will reach to a higher one.
5. After studying analytical based subjects, students will be able to think critically and logically after participating in the discussion session organized by the school authorities.
6. Children with special needs will be given same facilities as the normal student's accessand Promotion will be based on the merit-based test.
7. After the set-up of Digital Library, students will be able to access digital form of books online. With the set-up of virtual labs, students of science & technology will get experimental knowledge at their phase of under graduation studies.

E. Opportunity and challenges National Education Policy in Poverty Alleviation in

India:-

Some of the major Opportunity and challenges in Poverty Alleviation in India of this policy are as follows

1. Education is recognized as one of the most important determinants of economic development. Education increases labour productivity in both urban and rural areas, and the economic return on investment in education is generally high. If thenew education policy is strictly implemented, with increased level of education, economic output increases, poverty decreases, thus developing the entire region leading to overall development of the nation.
2. New education policies hold the key to increasing economic efficiency and social cohesion by raising worker income and efficiency and bringing the poor above the poverty line.
3. The New Education Policy provides a foundation for poverty alleviation and economic development through technical and vocational education. This is the foundation on which the economic and social welfare of citizens rests.
4. Inclusion of poor students in this new education policy can increase the overall productivity and intellectual flexibility of the labour force, enabling countries to remain competitive in a global market characterized by changing technology and production methods.
5. The Constitution of India has given every citizen the right to live with dignity. The country is taking several measures to ensure this fundamental right. Apart from food, shelter and clothing, education is one of the primary needs in modern life. Prominent among them are the universalization of compulsory and free primary education to all children of school age through the New Education Policy.
6. Education is a powerful tool to reduce poverty and unemployment, improve health and nutrition, and achieve sustainable development. This goal can beachieved through a new education policy.
7. The returns from education are not only financial but also social. Education changes thinking, behaviour and attitude, increases awareness, develops personality for the development of the country and welfare of the people. For this,it is necessary to provide good and free of cost education to the poor.
8. The mid-day meal program has improved enrolment in schools. But many children

are deprived of primary education due to social and economic factors such as child marriage, poverty and forced labour. Also lack of facilities in government schools, especially for girls, is another obstacle. Although the SarvaShikshaAbhiyan has helped improve infrastructure, it has not done enoughto meet the expectations of the poor, if this is done through a new education policy, poverty can be eradicated.

New National Education Policy (NEP) 2020 is a means to "fight poverty" as it encourages teaching in mother tongue and meets the needs of the 21st century."When our poor daughters and sons will become professionals after studying in their mother tongue then only justice will be done to their abilities. I consider NEP a means to fight against poverty."

F. Conclusion:

In this Covid-19 pandemic struck India when it recorded its lowest economic growth in over a decade. The slowing economy had disproportionately impacted the rural areas, where the country's majority of consumers and poor reside. Many families living in the world's poorest countries must meet their basic needs with an income of less than $1.90 a day. Nearly 10 percent of the world's population lives in this type of extreme poverty. According to the Global Hunger Index Report 2018 by the International Food Research Institute, India ranks 103 in the Global Hunger Index (GHI). Though there is no shortage of food production in India, our nation still has 35.8% of children under five in the underweight category. India is working hard to become a superpower in 2020, but such statistics are worrisome, as our nation still lags behind in improving GHI. At the same time, India seems to have achieved commendable success towards poverty eradication, because it is no longer the country with the largest number of poor people. There is a strong relationship between Poverty and Inequality, Unemployment, Hunger and Malnutrition. Ignoring negative aspects, Positive aspects can be taken into consideration in order to improve the Economy of our country.

Education is indispensable to economic development and poverty eradication. No economic development is possible without education. A balanced education system promotes not only economic development, but productivity, and generates individual income per capita. Its influence is noticeable at the micro level of an individual family whose combination makes up the nation.

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"NEP and Distance and Open Learning Education."

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ABSTRACT

The national education policy was framed in 1986 and modified in 1992. More than Three decades have passed since previous policy. During this period significant changes have taken place in our country. Society economy and the world at large it is in this content that the education sector needs to gear itself towards the demands of the 21st century and the needs of the people and the country. National Education Policy 2020 has been welcomed with a lot of enthusiasm by the education fraternity. It seeks to revolutionize the overhaul of the education system in India by carving out new structures for school and higher education, a new teacher training system, a revised curriculum framework and a new assessment system. Quality innovation and Research will be the pillars on the witch India will become a knowledge superpower clearly a new education policy is needed the new education policy which aspire to embrace education from preschool to Secondary School. Was approved by the union Cabinet in July 2020 is a comprehensive framework that cover all level of education from elementary to higher education in the country. it replaced the education policy made in 1986.

INTODUCTION

The new education policy is basically comprehensive policy issued by the Government of India in 20th July 2020, the new education Policy was discharged by the Ministry of Human Resource Development (MHRD) under the steering of prime minister Narendra Modi. The new national education policy(NEP 2020) replaces that 34 year old national education policy that was developed in 1986. The new education policy 2022 could be a comprehensive and blanket policy that seeks to revamp the Indian education system in its totality. One in event of the foremost important changes planned by the NEP is the switch from the 10 + 2 education structure to a

brand new 5 + 3 + 3 + 4 education system. The NEP 2020 has a special focus on online education. Universities and institution like NIT and IGNOV will be conducting pilot research studies for maximizing the benefits as digital learning in India online tools and platform like DIKSHA (Digital infrastructure for knowledge sharing)and SWAYAM(Study webs of active learning for young aspiring mind) will be upgraded with new inside to training content you content in class resources assessment aids profile etc. That will allow seamless interaction it also focus on creation of public digital and interoperable infrastructure that can utilised by multiple platforms the present age driven by digital technology and whole global come under the influence of Internet and World Wide Web the internet equip both the education seeker as well as education provider and let them together under the virtual proof.

Keywords: National Education Policy DIKSHA(Digital infrastructure for knowledge sharing), SWAYAM(Study webs of active learning for young aspiring mind), NETF, SEDGs. HMRD.

Objective: 1. To study the function of NEP and distance and open learning education.

2. To Study scope of NEP and distance and open learning education.

3. To study various platforms.

Research Methodology: The whole study is depended on theoretically. It is totally secondary in nature from various sources like, video lectures on YouTube, journals articles.

Limitation: 1. The study is totally dependent upon the secondary data.

2. This study is taken from limited theoretical source.

Data Analysis and Interpretation:

1. To study the function of NEP and distance and open learning education: Open and distance learning will be expanded there by playing a significant role in increasing the cross enrollment ratio to 50% major such as online course and digital repositories, funding for research, improved students services, credit based recognition of moocs etc. Will be taken to ensure it is at par with the highest quality in class programmers.

*Technology in education - an autonomous Body the national education Technology forum (NETE) will be create to provide a platform for the free exchange of ideas and the youths of technology to enhance learning. Assessment planning administration appropriate integration of Technology into all level of education will be done to improve classroom processes support teacher professional development in Hans educational Access for disadvantages group and streamline educational planning administration and management Technology based education platform such as DIKSHA / SWAYAM, will be better integrated across School And Higher Education. HEIs will play and active role in conducting research on disruptive Technology and in creating infrastructure infrastructural materials and course including online course in cutting-edge domains.

*Online education and digital education:- A comprehensive set of recommendation for promoting online education consequent in the recent rise in epidemics and pandemic in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in person modes of education are not possible, has been converted a dedicated

unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be create created in the MHRD to look after the e-education needs of both school and higher education.

2. To Study scope of NEP and distance and open learning education: 1) Institution will have the option to run open distance learning (ODL) and online program, provided they are accredited to do so, in order to enhance their offering, improve access, increase GER, and provide opportunities for lifelong learning.

2) All ODL programmes and their component leading to any diploma or degree will be of standard and quality equivalent to the highest quality programmes run by the HEIs on their campuses.

3) Top institution accredited for ODL will be encouraged and supported to develop high quality online course.

4) Such quality online courses will be suitably integrated into curriculum of HEIs and blended mode will be preferred.

5) To facilitate learning for all students, with special emphasis on socio – economically disadvantages group, (SEDGs) the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non formal education modes.

6) Open and distance learning programmes offered by the (NIOS) National Institute of open schooling and state open school will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school.

3. To study various platforms.

under National education policy 2023 ODL play an very important role. Various platforms are available for learning such as

i) DIKSHA: digital infrastructure for knowledge sharing. The DIKSHA platform offers engaging learning material relevant to the prescribes school curriculum to teacher student and parent. DIKSHA is a national platform for school education and initiative of National Council for education research and training under the agency of the ministry of education launched in 2017 by honorable Vice President of India Shri M venkaiah Naidu. DIKSHA has been adopted by almost all the state. Union territories .Central autonomous bodies/ board including CBCS . DIKSHA was developed on the basis of the strategy and approach paper for the national teacher platform released by the then hon. Minister for HRD shri prakash javdekar in sep, 2017. Diksha can be accessed by learner and teacher across the country and currently supported 36 Indian languages. DIKSHA has been declared as 'one nation one digital platform.

ii) SWAYAM: stand for study waves of active learning for young aspiring mind the program was launched by government of India in 2017 the course hosted on swayam are in four quadran.

I) video lecture

ii) specially prepared reading material that can be downloaded or printed

iii) self assessment test through test and quize

iv) an online discussion forum for clearing the doubts

SWAYAM has benefits like best in class instructor, weekly assignment, proctored exam, easy credit transfer, active local chapter, systematic approach.

Conclusion:- oral the nap and distance and open learning is expected to have positive impact on Indian education system or style for creating will educated and skill workforce needed search policy and such kind of program on various platforms in India July 2020 adapted new education policy with globally accepted initiative. 21st century we have ICT and its tools which are so powerful to get information. By DIKSHA and SWAYAM student get legal and acceptable qualifications degree in any stream which student want to get. Coming forward on this point NEP and open and distance learning is vary important and advantages to all kind of students. So it will be helpful to become a literate country in the world.

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The Role of New Education Policy in

Growth of E-Business Performance with E-Commerce Laws

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ABSTRACT

This research seeks to understand the role of new education policy on e-business performancein the context of e-commerce laws. It will explore the effectiveness of the education policy in terms of its impact on e-business performance, such as increased customer acquisition and sales, as well as improved customer trust and satisfaction. It will also examine the legal implications of the education policy on e-commerce laws to determine how they may affect e-businesses. Finally, the research will seek to identify potential strategies and best practices that can be implemented to ensure successful compliance with the new education policy and e-commerce laws. The purpose of this research is to examine the impact of the new educationpolicy 2020 on the growth of e-business performance with e-commerce laws. This research will explore how the new education policy 2020 is influencing the growth of e-business performance and how e-commerce laws are impacting the same. This research will also investigate the implications of the new education policy 2020 on the e-business performance and how e-commerce laws are facilitating and hindering the same.

Keywords: New Education Policy (NEP 2020), E-Commerce, E-Business, E-Commerce Laws, Education

I. Introduction

The new education policy (NEP) of India aims to transform the education system in the country by providing quality education to all and promoting critical thinking, creativity, and innovation. The policy focuses on holistic development and focuses on the integration of

technology and digital mediums in the learning process. The impact of NEP on e-business performance and e-commerce laws is significant. Education plays an extremely significant role in encouraging human along with societal well-being.The new education policy has a significant role in enhancing the performance of e-business by providing the required skills and knowledge needed to succeed in the E-Commerce industry. The policy aims to provide a comprehensive education system that equips students with the necessary skills and knowledge to participate in the digital economy.

The need for research on the role of new education policy on e-business performance with e-commerce laws is important because the education sector is the largest and most influential sector in the economy. As such, it can have a substantial impact on e-business success and ensure that businesses are able to comply with laws and regulations. E-commerce laws have been designed to protect consumers and businesses online, but they have not always been effective in doing so. Research is required to understand how new education policies can be used to ensure that businesses are able to comply with relevant lawsand how these policies can be used to improve e-business performance. This research should look at how different education policies and regulations can be used to promote the growth ofe-commerce, how these policies can be adapted to better serve e-commerce businesses, and how businesses can be encouraged to comply with relevant laws and regulations. Additionally, research should include an examination of the impact of different e-commerce laws on e-business performance and what changes could be made to improve compliance. Finally, research should explore the potential for new technologies and innovations to enhance e-business performance and compliance.

Impact on E-business Performance:

Skilled Workforce: With the emphasis on digital and technological education, the NEP aims to create a workforce that is technologically proficient and equipped with digital skills. This will lead to improved e-business performance and increased efficiency in the operations of e-commerce businesses.

Entrepreneurial Skills: The NEP focuses on fostering entrepreneurship and innovation in students. This will lead to the creation of new e-businesses and the growth of existing ones, thereby contributing to the overall growth of the e-commerce sector.

Improved Access to Education: The NEP aims to make education accessible to all, especially in remote and underprivileged areas. This will lead to a larger pool of educated individuals who will contribute to the growth of the e-commerce sector, both as consumers and employees.

Impact on E-commerce Laws:

Digital Infrastructure: The NEP focuses on the development of digital infrastructure in the country, which will help improve e-commerce transactions and make them more secure. This will lead to the development of new e-commerce laws and regulations to safeguard the interests of e-commerce businesses and consumers.

Consumer Protection: The NEP emphasizes the need for consumer protection and ethical practices in the e-commerce sector. This will lead to the creation of new e-commerce laws to protect consumers from fraud and abuse, ensuring the growth and sustainability of the e-commerce sector.

In conclusion, the NEP will have a significant impact on the e-business performance and e-commerce laws in India. It will lead to the creation of a skilled workforce, foster entrepreneurship, improve access to education, and contribute to the growth of the e-commerce sector. The development of digital infrastructure and consumer protection measures will also lead to the creation of new e-commerce laws and regulations, ensuring the growth and sustainability of the sector.

One of the main objectives of the new education policy is to provide digital literacy and digital skills to students. This includes courses on computer programming, coding, digital marketing, and E-Commerce. These courses provide students with the necessary skills to create and manage E-Commerce websites and understand the different aspects of digital marketing.

In addition, the policy also aims to promote entrepreneurship and innovation in the education system. This can encourage students to start their own E-Commerce businesses and develop new ideas and technologies in the industry.

The new education policy also promotes the use of technology in education, including online learning platforms and educational software. This can help students gain access to resources and knowledge that they may not have been able to access otherwise.

Furthermore, the new education policy is closely tied to the laws and regulations surrounding E-Commerce. The policy aims to ensure that students are well-informed about the different E-Commerce laws, including data protection and privacy laws, intellectual property laws, and consumer protection laws. This will help students to understand the legal framework surrounding E-Commerce and avoid any potential legal issues in their future business ventures.

In conclusion, the new education policy has a significant role in improving the performance of E-Business by providing students with the necessary skills, knowledge, and understanding of E-Commerce laws. This will help students to succeed in the E-Commerce industry and contribute to the growth of the digital economy.

Education plays a crucial role in the performance of E-Business and the implementation of E-Commerce laws. E-Business operators need to understand the laws and regulations surrounding E-Commerce in order to operate legally and ethically. This requires a comprehensive understanding of the legal framework and its implications for the business.

One key aspect of E-Commerce law is data protection and privacy. E-Business operators need to understand the implications of collecting, storing, and using customer data. They also need to understand the laws surrounding the transfer of data across borders and the requirements for data protection.

Another important aspect of E-Commerce law is consumer protection. This includes the rights of consumers to receive accurate information about products, to receive safe and secure products, and to receive fair treatment in disputes. E-Business operators need to understand these laws in order to ensure they provide a safe and secure environment for their customers.

Education also plays a role in ensuring that E-Business operators are aware of the various payment methods available to them and the laws surrounding payment systems. This includes

laws around the protection of consumer data, the security of payment transactions, and the reporting of transactions to regulatory bodies.

In addition, education is essential in ensuring that E-Business operators understand the tax laws and regulations surrounding E-Commerce. This includes understanding the different tax rates and requirements in different jurisdictions, as well as the implications of cross-border transactions.

Overall, education is crucial in ensuring that E-Business operators are able to effectively implement E-Commerce laws and regulations and operate in a manner that is legal, ethical, and in the best interests of their customers.

Ideal education for E-Business performance with E-Commerce laws in higher education should have the following components:

E-Commerce fundamentals: This includes the basics of E-Commerce, such as online marketing, website design, and payment processing.

E-Commerce laws: The education should cover the key laws related to E-Commerce, such as consumer protection, data privacy, and intellectual property.

Digital marketing: A comprehensive digital marketing education should cover search engine optimization (SEO), pay-per-click (PPC) advertising, social media marketing, and email marketing.

Web development and design: This should cover the basics of website development, including HTML, CSS, and JavaScript. It should also cover responsive design and user experience (UX) design.

E-Commerce platform development: This should cover the development of E-Commerce platforms, such as Magento, WooCommerce, and Shopify.

E-Commerce analytics: This should cover the use of data and analytics to understand consumer behavior and improve E-Commerce performance.

Entrepreneurship and business strategy: This should cover the basics of business strategy, including market research, product development, and business planning.

In addition to these core components, the education should also include case studies and real-world examples of successful E-Commerce businesses. This will help students understand the

challenges and opportunities that E-Commerce businesses face and how they can be overcome. The education should also be flexible, allowing students to choose electives based on their interests and career goals.

In conclusion, the ideal education for E-Business performance with E-Commerce laws in higher education should provide students with a comprehensive understanding of the fundamentals of E-Commerce, the key laws related to E-Commerce, and the skills required to succeed in the E-Commerce industry.

As the digital economy continues to grow, the importance of e-business education has become increasingly evident. Higher education institutions need to adapt their curricula to include the latest advancements in e-business, as well as relevant E-Commerce laws, in order to prepare students for careers in this field. This requires changes in the new education policy to enhance e-business performance.

Incorporating e-business courses into existing business programs: In order to prepare studentsfor careers in e-business, higher education institutions need to integrate e-business courses into existing business programs. This will provide students with a solid foundation in e- business theory, as well as hands-on experience in developing and executing e-business strategies.

Emphasizing the importance of E-Commerce laws: E-business professionals need to befamiliar with relevant E-Commerce laws, such as data protection, privacy, and intellectual property laws. Higher education institutions need to include these laws in their curricula, as well as provide opportunities for students to engage in real-world projects that involve legal considerations.

Encouraging interdisciplinary collaboration: E-business is a complex field that involves a variety of disciplines, including marketing, information technology, and law. Higher education institutions need to foster interdisciplinary collaboration, encouraging students from different departments to work together on e-business projects.

Developing partnerships with e-business companies: Higher education institutions can enhance the practical relevance of their e-business education by partnering with e-business companies. These partnerships can take the form of internships, co-op programs, or other

experiential learning opportunities that allow students to apply their knowledge in a real-world setting.

Fostering a culture of innovation: Higher education institutions need to foster a culture of innovation, encouraging students to think creatively and develop new solutions to e-business problems. This can be achieved through student-led projects, hackathons, and other initiativesthat allow students to showcase their skills and ideas.

In conclusion, the new education policy for higher education needs to focus on preparing students for careers in e-business by incorporating e-business courses into existing business programs, emphasizing the importance of E-Commerce laws, encouraging interdisciplinary collaboration, developing partnerships with e-business companies, and fostering a culture of innovation.

- **Benefits of new education policy for new entrepreneurs in E-Commerce with E-Commerce laws**

1. Improved Access to Education: The new education policy will provide improved access to education for new entrepreneurs in E-Commerce, including access to online courses and resources that can help them develop the skills they need to succeed. This access can help them become better informed and more prepared to enter the E-Commercespace.

2. Increased Support: The new policy will also help to provide new entrepreneurs with the support they need to start and grow their businesses. This includes access to business grants and loans, mentorship, and other forms of assistance that can help to ensure that entrepreneurs are successful.

3. Reduced Regulatory Burden: The new policy will also reduce the regulatory burden on new businesses in E-Commerce. This can be beneficial in terms of helping entrepreneurs to understand and comply with the different laws and regulations that may apply to their businesses.

4. Improved Legal Protection: The policy will provide improved legal protection for new entrepreneurs in E-Commerce. This can help to ensure that entrepreneurs are not unfairly disadvantaged when it comes to disputes or legal issues that arise.

5. Increased Awareness of E-Commerce Laws: The new policy will also help to increase awareness of the different laws and regulations that apply to E-Commerce businesses.

The e-commerce laws in a given country can have a significant impact on the performance of an e-business. These laws can affect how an e-business can offer its products and services, how secure the payments are, and how they can protect customer data. These laws also affect how an e-business can advertise, how it can manage customer service, and how it can promote its products and services. In addition, e-commerce laws can also affect the taxation of online businesses and the collection of taxes from online sales. All of these factors can affect the overall performance of an e-business.

The e-commerce laws have an impact on the performance of e-businesses after the new education policy, as the laws may affect the ability of businesses to access and use certain services. For example, the new education policy may require certain types of educational content to be provided and accessed via specific platforms, which may limit the ability of businesses to access or use services that are not compliant with the policy. Additionally, the new policy may require additional legal or regulatory requirements related to the use of e-commerce services, which may further impact the performance of businesses.

- **History of education policy in India in relation to growth in E-business and E- commerce laws:**

The history of education policy in India in relation to growth in E-business and E-commerce laws can be traced back to the early 1990s when the Indian government started focusing on the development of Information and Communication Technology (ICT). The government recognized the potential of the internet and ICT as a catalyst for economic growth and development.

The National Policy on Education (1986) was revised in 1992 to include a section on ICT in education. The policy emphasized the need to integrate ICT in the education system to improve the quality of education and increase access to information. The government also

launched the National Programme on Technology Enhanced Learning (NPTEL) in 2003, which aimed to provide online courses in engineering and science to students across the country.

The growth of E-commerce in India led to the introduction of the Information Technology Act (2000), which aimed to provide a legal framework for e-commerce transactions. The act provided for the protection of sensitive information, such as credit card details, and also established the jurisdiction of courts in case of disputes arising from online transactions.

In 2018, the government introduced the Goods and Services Tax (GST), which aimed to simplify the indirect tax system and make it easier for businesses to comply with tax laws. This was a major step towards promoting the growth of E-commerce in India, as it provided asingle and unified tax system for the country.In conclusion, the history of education policy in India in relation to the growth of E-business and E-commerce laws reflects the government's focus on promoting ICT in education and providing a legal framework for E-commerce transactions. This has helped to increase access to information, improve the quality of education, and support the growth of E-commerce in India.

- **History of previous education policies about growth of E-Business Performance with E-Commerce Laws compare to new education policy 2020**

The history of education policies regarding the growth of e-business performance and e-commerce laws has undergone several changes over the years.In the late 1990s, the focus wason providing students with computer literacy and basic IT skills. This was followed by a pushfor students to have more comprehensive knowledge about e-commerce and its laws. The government introduced several policies aimed at providing students with training and education in the areas of e-commerce, digital marketing, and web design.

In the early 2000s, the focus shifted to the development of e-business performance and how to improve it. The government introduced policies aimed at providing students with a solid foundation in e-business, including how to use technology to improve sales, marketing, and customer service. This was also the time when e-commerce laws started to be incorporated into the curriculum, with a focus on consumer protection, data privacy, and security.

In recent years, the focus has been on preparing students for the digital age and the rapidly changing landscape of e-commerce. The government has introduced new policies aimed at

providing students with the skills and knowledge they need to be successful in the digital economy. This includes a focus on digital marketing, web design, and programming, as well as the latest developments in e-commerce laws and regulations.

The new education policy 2020 places a strong emphasis on the integration of technology and e-commerce into the curriculum. It recognizes the importance of preparing students for the digital age and the need for them to have a deep understanding of e-commerce and its laws. The policy also emphasizes the need for students to be proficient in the use of technology and digital tools to improve their e-business performance.In conclusion, the history of education policies regarding the growth of e-business performance and e-commerce laws has evolved over the years, with a focus on providing students with the skills and knowledge they need to succeed in the digital age. The new education policy 2020 represents a major shift towards preparing students for the digital future.

Various E-Commerce Laws:

1. Data Protection and Privacy Laws – These laws govern how companies can use and storepersonal data.
2. Consumer Protection Laws – These laws protect consumers from unfair or deceptivepractices by online merchants.
3. Taxation Laws – These laws determine when and how online merchants must pay taxeson sales.
4. Product Liability Laws – These laws cover how manufacturers and retailers can be held liable for product defects.
5. Intellectual Property Laws – These laws protect trademarks, copyrights, patents, and other forms of intellectual property

New Education Policy About E-Business:

1. Developing new educational standards to ensure that students are equipped with thenecessary skills and knowledge to succeed in the e-business world.

2. Introducing new technology-based teaching methods to ensure that students can keep upwith the rapidly changing technology landscape.
3. Creating new courses and programs to train students in the fundamentals of e-business.
4. Encouraging academic institutions to form partnerships with e-business companies toprovide students with hands-on experience.
5. Developing new resources to help students understand the legal and ethical implicationsof e-business.

II. Objectives of the Study

1. To study the significance of the new education policy 2020 on E-business performance along with E-Commerce Laws
2. To Study the role of the new education policy in creating a more favorable environmentfor e-commerce.
3. History of previous education policies about growth of E-Business Performance with E-Commerce Laws compare to New Education Policy 2020

III. Literature Review

The introduction of new education policies has had a significant impact on e-business performance and e-commerce laws. This literature review seeks to explore the current research on the role of new education policy on e-business performance with e-commerce laws. Studies have shown that new education policies have helped to improve the overall performance of e-commerce businesses by providing necessary training and resources to the e-commerce managers. The first study reviewed in this literature review is a study conducted by Deepa Thomas and Soumya R. (2019) in Journal of Internet Banking and Commerce. The study found that new education policies provided the necessary training and resources to e-commerce managers, allowing them to effectively manage their businesses. The study also found that the new education policies had a positive effect on the e-commerce laws, as the business owners had the knowledge and the study suggested that new education policies should be implemented to improve the performance of e-commerce businesses.

The second study reviewed in this literature review is a study conducted by Rohit S. and Priya P. (2021) in Journal of Higher Education and Research. The study found that the new education policies had a positive effect on the e-commerce laws, as the business owners had the knowledge and resources to comply with the laws. The study also found that the new education policies had helped to improve the overall performance of e-commerce businesses. The study suggested that further research should be conducted to further understand the impact of new education policies on e-commerce performance.

The third study reviewed in this literature review is a study conducted by Arjun K. and Jyoti K. (2020) in International Journal of Education and Research.The article "New Education Policy 2020 in India: An Overview and Analysis" by Arjun K. and Jyoti K. provides a comprehensive review of the new education policy in India and its implications for the Indian

education system. The authors analyze the key provisions of the policy and its implications for students, teachers, and institutions.The authors start by giving an overview of the policy and its background, highlighting the need for a new policy in India to address the challenges faced by the education system. They then move on to discuss the key provisions of the policy, which include changes in the structure of the education system, including the introduction ofa 5+3+3+4 structure, the promotion of multilingualism, and the integration of vocational education. The authors also discuss the changes in teacher training, the role of technology in education, and the emphasis on holistic development of students.

Overall, the literature reviewed in this paper suggests that new education policies have had a positive effect on e-business performance with e-commerce laws. The studies found that the new education policies have helped to improve the overall performance of e-commerce businesses by providing the necessary training and resources to the e-commerce managers. The studies also suggest that new education policies should be implemented to improve the performance of e-commerce businesses.

IV. Research Methodology

The secondary resources have been used for this research. The secondary data has been collected from various websites, books, journal articles and thesis. All the

sources of data have been acknowledged. The article has been tried to mention the talent data whenever available. The article cautiously analyzed the data for presenting the status of e-commerce progress. It also carefully identified the challenges and opportunities of e-commerce in India.

V. Conclusion

The new education policy 2020, coupled with the e-commerce laws, has the potential to drive the growth of e-business performance, and can be seen as a key factor in the success of the industry. It will provide students with the necessary skills and knowledge to succeed in the digital economy, and help companies understand the complexities of the legal and regulatory framework. Additionally, the policy will help create an environment that encourages innovation, and help businesses create an effective online presence. In

conclusion, the new education policy 2020, along with the e-commerce laws, can be seen as a major factor in the growth of e-business performance.

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A Study of Awareness about Investments in Stock Market Among the Students of Satara District

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ABSTRACT: An individual is concerned with investing in small amounts of securities for his or her own account. The stock market is a platform for various buyers and sellers to trade in shares and its derivatives. It is a highly regulated secondary market for trading purposes. The objective of the research is to study the awareness and the preferences of students towards investment in stock market. The study will also incorporate the study of factors behind investing in stock market of young generation in Satara district. Lastly limitations and recommendations are included to aid the future researchers to have better findings.

Key words: Behavioural Finance, Investor behaviour, Investment in stock market, Students, Satara, NEP 2020.

BACKGROUND TO STUDY

Investment decisions are made by individual investors and investment managers. Investors generally perform investment analysis by utilizing fundamental analysis, technical analysis and judgment.

Investment decisions are frequently upheld by choice apparatuses. It’s expected that data structure and variables inside the market efficiently impact people's investment decisions likewise as market results. Investor market conduct derives from mental standards of choosing to explain why individuals purchase or sell stocks. These factors will centre upon how investors decipher and follow up on data to make investment decisions

Individual Investments behaviour thinks with decisions about acquisition of small quantities of securities for their own account. Despite what extent an investor is well educated, has done research, concentrated profoundly about the avenues prior to investing, he actually acts unreasonably with the dread of misfortune of what's to come. This distinctive behaviour inside the individual investors is brought about by different factors which compromise the investor rationality.

In regular financial hypothesis, investors are thought to be level-headedwealth-maximisers, keeping fundamental investment guidelines and investment strategies absolutely on their risk-return consideration. Nonetheless, practically speaking, the degree of risk each investor ready to undertake is certainly not same, and relies basically upon their own mentalities to risk. Exploration in behavioural finance has grown quickly as of late and gives proof that investor’sfinancial decisions are also impacted by internal and external social factors.

It is commonly accepted that investment decisions are an element of a few factors. The explores on factors impacting investor behaviour, proposed that traditional wealth – maximization standards are imperative to investors, yet they have different rules when picking investment avenues. Contemporary concerns like local or worldwide activities, environmental track record and thusly the ethical stance seem to have just cursory thought. The recommendations of broker houses, singular stock merchants, family members go to a great extent unnoticed.

OBJECTIVES

1. To identify the relationship betweenfinancial literacy and investment awareness among students.
2. To analyse the students preference towards investment in stock market.
3. To know the male female ratio of investment in stock market.

REVIEW OF LITRATURE

- Brad M. Barber and Terrance Odean in year 2001 wrote a book “Boys Will Be Boys: Gender, Overconfidence and Common Stock Investment” in which they say that gender plays an important role in investment decision. Men are more overconfident than women and that the overconfident investors trade excessively.
- Dimitrios I. Maditinos, Z eljkoSevic, and Nikolaos G. Theriou (2007) said that individual investors rely more on newspapers/media and noise in the market while professional investors rely more on fundamental and technical analysis.
- Kabra et al. (2010), Patidar (2010) concluded that investors’ age and gender predominantly decides the risk-taking capacity of investors.
- Raheja and Lamba (2013) concluded that there are various investment avenues available in the market and different people prefer to invest in different avenues according to their choice. It was also concluded that life cycle stages and investment objectives are dependent on each other.
- Obamuyi (2013) characteristics of investors’ age, gender, marital status and educational qualifications significantly influenced the investment decisions of investors in Nigeria.
- Jagongo and Mutswenje (2014) found that the most important factors that influence individual investment decisions were: reputation and firms’ status in industry, expected corporate earnings, past performance firms’ stock, and expected divided by investors.

- Aregbeven and Mbadiugha, 2011 and Sultana and Pardhasaradhi, (2012) said that the process of decision making is usually a cognitive process and before reaching to a final decision every individual evaluates all possible alternatives by weighing them and finally choose the best one. However, at the time of taking decision individuals are influenced by various factors and change their behaviour. Similar things happen in case of decision-making process of investor.

RESEARCH METHODOLOGY

1) **Research Type:** The study is descriptive and analytical
2) **Nature of study**: Quantitative study
3) **Sampling Plan:**
    - Sampling size: 300
    - Sampling method: Convenient Sampling Method
    - Class of respondents: Students of various colleges in Satara District

4) **Tools of Data Collection:** This study is based on primary and secondary data

- Primary source of data collection: Survey and interview method through structured questionnaire.
- Secondary source of data collection:Books, journals, published reports and related websites

5) **Questionnaire:** Structured questionnaire using multiple choice questions was developed.

FINDINGS

From this study, the researcher observed that male students invest more in stock market as compared to female students.

1. From this research, it was observed that students are aware of stock market in general but less aware about the currency and commodity section.
2. There was increase in investment in stock market during Covid-19 pandemic period.
3. The students in the age group of 18-22 invest more in stock market than the age group of 23- 27.
4. Most students view stock market as a easy way to earn the money.
5. Researcher also found that all the students who invest in stock market prefer the online mode of investing.
6. Approximately 53% students invest in stocks that are in ₹ 500 - ₹1000 range, while others prefer penny stocks.
7. Also, less than 10% students are aware about the concept of Blue-chip companies.
8. Students are unaware of the tax benefits that stock market provides.
9. Most students are disinterested in long term investment in stock market.
10. Students are less aware about the investing opportunities in crypto currency.

SUGGESTIONS

1. The awareness of stock market should be increased in female students.
2. All the students should be encouraged to acquire the thorough knowledge of all the sections of stock market before investing.
3. Awareness about crypto currency should be increased in students.

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"Effective Implementation of the New Education Policy2020"

" Education must move towards less content, and more towards learning about how to think critically and solve the problems, how to be creative and multidisciplinary and how to innovate and adapt and absorb new material in novel and changing fields." it is stated by New Education policy.

The new education policy, which was approved by the Union Cabinet on 29 July 2020, will be implemented across the country in phases over the next two years, mainly in phases. As the policy is concerned with education which is an important stepping stone for every sector. Industrial development and progress can also be determined with the successful implementation and execution of this policy. But before all this the question came into the mind that is the policy will help for the industrial progress in the coming year.

The new education policy is very flexible. The policy seeks to rectify the shortcomings of the previous policy but still faces many difficulties in its actual implementation. Efficient and practical education can be imparted.

Features of the new educational policy:

I. The aim is to universalize all education from pre-primary to secondary school by the year 2030. With the aim of enrolling 100% of children in schools, an effort is being made to bring as many as two crore out-of-school children into the mainstream of education.

II. Education up to 5th standard should be in mother tongue or regional language. No student will be forced to use a specific language.

III. Special review of student progress will be made to improve learning outcomes by improving student assessment process.

IV. The new education system will have a curriculum plan of 3 years Anganwadi and a total of 12 years school education, so students in the age group of 3 to 6 will participate in the school curriculum.

V. In this educational policy, the importance of board examinations has been reduced and there will be no division between vocational and academic in the curriculum.

VI. The policy will outline a new and comprehensive national school education curriculum.

Department of Higher Education:

I. As many as 3.5 crore new seats will be sanctioned in institutions of higher learning, withan increase of 50% for admission of students for higher education.

II. According to the new education policy, a number of options are being provided to meetthe requirement of graduate education of three or four years.

III. In this system, the facility of Academic Bank of Credit has been made available to the students through which the marks of the students can be transferred.

IV. Multidisciplinary teaching and research universities will be established for world class excellence.

V. To promote research, the National Research Foundation will be established to enhanceresearch capacity in effective research culture and higher education.

With a view to improving the quality of higher education, the Commission for Higher Education will be set up with four separate components: National Council for Regulation of Higher Education, General Education Council for Quality Management, Council of Higher Education

Grants Council and National Assessment Council for Evaluation. The same rules and assessment methods will apply to public and private higher education institutions.

Other objectives:

I. Over the next 15 years, colleges will be affiliated in phases and graded autonomy will be given to the colleges through an independent system so that the colleges will be autonomous or will continue to function as constituent colleges of the university.

II. The National Institute for Pali Persian and Prakrit will be established at the national level to promote multilingualism in the new educational policies.

III. With a view to investing up to 6% of GDP in the education sector, the state governmentand the central government will work together to increase public investment.

Recommendations for the effective implementation of the new education policy:

1. According to the new education policy, the education system should be run jointly by the central and state governments.
2. Every state government should pass new laws to implement the new education policy as well as make necessary changes in the education department.
3. According to the new education policy, the board examinations for class X and XII will no longer be held or will be changed and the board system will have to be restructured accordingly.

4. According to the new policy in the Department of Education, the Department of Higher Education and the Department of Technical Education should be divided into Primary, Secondary, Higher Secondary and Higher Education instead of the Department of Education.

5. According to the policy change, classes from pre-primary to VIII will be considered as primary and secondary classes, while classes IX to XII will be considered as higher secondary.

6. Since the responsibility for efficient implementation of new educational policies rests primarily with teachers, it is imperative to provide separate training to teachers in primary, secondary and tertiary education systems with a view to meet new challenges.

7. The significant change in the new education policy that primary education should be given in the mother tongue raises a big question mark as to what the future holds for the existenceof numerous English medium schools across the country. It is also important to consider whether it is actually possible to arrange alternative education for each student considering his / her mother tongue.

8. Given the importance of arts, sports and various cultural activities in the new education policy, the institute will have to hire expert teachers for those subjects as well as provide facilities by creating the necessary packages for them.

9. In the new education policy, the issue of dropouts has been taken into consideration very carefully and specific plans need to be drawn up from the point of view of how such students can be re-enrolled in schools.

10. Guidance is needed on the nature of the Scholarship Examinations for Class V and VIII.

11. The new changes suggest closure of DED B.Ed colleges and introduction of integrated B.Ed courses, but a strategic decision needs to be made on the issue of hiring teachers who have graduated with this education.

12. In order to implement the new policies, every institution has to make arrangements for the creation of new teachers trained in advanced technology and colleges equipped with advanced technology.

13. Separate categories have been suggested for classes IX to XII, which will require schools to provide separate building, laboratory and library for this category.

14. In the ninth to twelfth year, students will be able to choose separate subjects and for this, colleges will have to implement separate education system for the subjects chosen by the students.

15. Colleges will have to hire experts in the subject from time to time while imparting vocational education in the 10^{th} to 12^{th} classes.

16. The new education policy proposes a number of important changes in the higher education sector. The central government seeks to close more than 40,000 colleges of higher learning and keep only 15,000 competent colleges for higher education across the country. The government will have to face many such problems.

17. With the closure of M. Phil course in this policy, the admission process for PhD course will have to be changed.

18. Culture is of paramount importance from the point of view of Indian language and literature. Since this language has a big impact on Indian culture, its inclusion has been recommended through various channels.

19. The contribution of reputed universities, autonomous colleges and private educational institutions will be important in the implementation of this educational policy.

20. In the new educational policy, the subject of business guidance will be taught from the sixth grade, but it will be important to provide the necessary mechanisms for it.

21. Giving students the freedom to choose subjects from class IX will make it impossible for schools to arrange for teaching of 30 to 40 subjects.

22. As the future direction of the students in the junior college group will be decided, the biggest challenge for the educational institutions will be to make the training of the students enrolled in these places as efficient and quality as possible.

23. As the scope of subjects in higher secondary and higher colleges will increase due to significant changes, the educational institute will now face a major challenge to produce expert teachers who will impart knowledge of 30 to 40 subjects instead of six to seven subjects.

24. As the trend of new educational policy is important from research point of view, necessary mechanism for research needs to be set up and the government is challenged to set up an independent working group with the help of colleges.

25. Raising and maintaining the quality of Indian education at the global level is a challenge that the government will have to face in the future with the help of many educational institutions.

The New Education Policy 2020 (NEP) is a comprehensive framework that aims to transform the Indian education system. **To ensure that the policy is implemented effectively, the following steps can be taken:**

- **Create awareness:** The NEP 2020 must be widely publicized to ensure that all stakeholders are aware of the changes and understand the benefits of the new policy.
- **Develop a roadmap:** A detailed roadmap must be created to implement the policy effectively. The roadmap must define specific timelines and action plans for each stage of the implementation process.

- **Allocate resources:** Adequate resources must be allocated to implement the policy. This includes financial resources, as well as the necessary human resources and infrastructure.
- **Capacity building:** Capacity building of teachers and education administrators is crucial for effective implementation of the NEP. Training programs and workshops can be organized to provide teachers with the necessary skills and knowledge to implement the policy effectively.
- **Embrace technology:** The NEP places a strong emphasis on the use of technology in education. Therefore, schools must be equipped with the necessary infrastructure to support the use of technology in the classroom.
- **Collaboration:** Collaboration between different stakeholders, including teachers, parents, and the government, is critical for successful implementation of the policy. This can be achieved through regular meetings and open communication.
- **Monitoring and evaluation:** Continuous monitoring and evaluation of the implementation process are essential to ensure that the policy is being implemented effectively. Regular feedback must be collected from all stakeholders to identify any issues or challenges and to make necessary adjustments.

In conclusion, the effective implementation of the NEP 2020 requires a concerted effort from all stakeholders involved. By following the above steps, India can transform its education system and ensure that every student receives a high-quality education.

Considering the significant changes in the new education policy, it cannot be implemented immediately. There is still confusion among the school administrators, schools, colleges, head office bearers, teachers and students regarding this policy.

Looking at all the important changes above, it is clear that the new educational policy and educational institutions have posed great challenges as well as provided many opportunities for innovation.

The government needs to focus on educational development by focusing on the development of the new generation as an alternative to development. It is hoped that this will be an important step towards the future of the country if social institutions respond to the new educational policy

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NEP 2020: Implementation with special emphasis on Higher Education

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ABSTRACT:

The National Education Policy (NEP) 2020 is a comprehensive policy that outlines the government's vision for the future of education in India. The policy aims to bring about transformative changes in the education sector and provides a new direction for the sector. The implementation of the NEP 2020 is a complex and multi-faceted process that requires the active involvement of multiple stakeholders. The policy requires the implementation of a number of reforms in various areas.The success of the NEP 2020 will largely depend on its implementation and the commitment of the government and stakeholders to bring about the desired changes in the education sector.

1. Introduction:

The National Education Policy (NEP) 2020 is a landmark policy that aims to bring about comprehensive and transformative changes in the education sector in India. The policy replaces the 34-year-old National Policy on Education, 1986 and is based on the recommendations of the K. Kasturirangan Committee, which was constituted by the Ministry of Human Resource Development (MHRD) in 2017. The NEP 2020 outlines the government's vision for the future of education in India and aims to provide a new direction for the sector.The NEP 2020 was launched in July 2020 and since then, the government has been working towards its implementation.

2. National Education Policy 2020:

The National Education Policy (NEP) 2020 is a comprehensive policy that outlines the government's vision for the future of education in India. The policy aims to bring about transformative changes in the education sector and provides a new direction for the sector.

2.1 Overview of NEP 2020 with special emphasis on HE sectors in general:

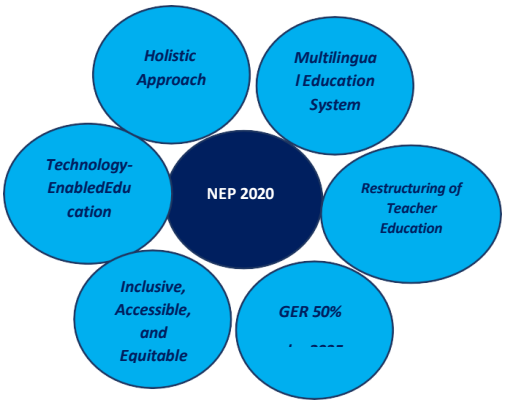


Figure 1: NEP 2020 for HE in nutshell.

The NEP 2020 focuses on a holistic approach to education and prioritizes the development of 21st-century skills such as critical thinking, problem-solving, creativity, and communication. The

policy aims to provide equal access to quality education for all and to make education affordable, inclusive, and accessible to all sections of society.

One of the major highlights of the NEP 2020 is the introduction of a multilingual education system. Students will have the opportunity to learn in the language of their choice, and the policy also provides for the preservation and promotion of Indian languages.

Another important aspect of the NEP [illegible] importance of professional development for teachers and provides for the establishment of National Professional Standards for Teachers.



Figure 2: Technology Enabled education The Step towards **Reform**

The NEP 2020 also focuses on making education technology-enabled and promoting digital literacy. The policy calls for the establishment of a National Educational Technology Forum to ensure the effective integration of technology into the education system.

In terms of higher education, the NEP 2020 aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035. The policy also calls for the establishment of a National Research Foundation to promote research and innovation in the country.

2.2 Reforms is the key towards transformation:

The NEP 2020 lays down the framework for an education system that is inclusive, accessible, and equitable. It aims to provide a new direction for the sector by introducing a number of reforms in various areas such as curriculum, assessment, teacher education, and research.

2.2.1 Curriculum Reforms:

The NEP 2020 advocates for a flexible and multi-disciplinary curriculum that is student-centred and focuses on developing critical thinking and problem-solving skills. The policy emphasizes the need for reducing the burden of rote learning and promoting learning through hands-on activities and experimentation. It also calls for the integration of technology in the curriculum to enhance the learning experience of students.

2.2.2 Assessment Reforms:

The NEP 2020 proposes a new assessment system that is formative and diagnostic in nature, instead of being summative. It aims to shift the focus of assessment from rote learning to a holistic and continuous evaluation of students' learning and development. The policy also calls for the development of a new and more reliable assessment system that can accurately assess the learning outcomes of students.

2.2.3 Teacher Education Reforms:

The NEP 2020 lays great emphasis on the role of teachers in shaping the future of education in India. It calls for a comprehensive reform of the teacher education system to ensure that teachers

are well-equipped to handle the changing needs of the education sector. The policy also proposes the establishment of a National Council for Teacher Education (NCTE) to regulate and accredit teacher education programs across the country.

multiple stakeholders. The policy requires the implementation of a number of reforms in various areas such as curriculum, assessment, teacher education, and research. The government has set up several committees and task forces to implement the policy, which are working towards its implementation in a phased manner.

3.1 Curriculum Reform Implementation:

The National Education Policy 2020 (NEP 2020) emphasizes a competency-based approach to education, which requires curriculum reform. Here are some steps that can be taken to implement curriculum reform with NEP 2020 emphasis:

3.1.1 Curriculum review: The first step in implementing curriculum reform is to review the existing curriculum. The review should identify the strengths and weaknesses of the current curriculum and determine areas that require improvement.

3.1.2 Competency mapping: Competency mapping is the process of identifying the skills, knowledge, and abilities required to perform a task or job. In the context of curriculum reform, competency mapping can help in defining the learning outcomes and competencies that need to be developed by the students.

3. Implementation of National Education Policy 2020:

The implementation of the NEP 2020 is a complex and multi-faceted process that requires the active involvement of

3.1.3 Curriculum development: Once the competencies and learning outcomes have been identified, the next step is to develop the curriculum. The curriculum should be designed to develop the identified competencies and learning outcomes. It should be aligned with the NEP 2020 and incorporate the latest developments in the subject.

3.1.4 Teacher training: The success of curriculum reform depends on the effectiveness of the teachers. Hence, teacher training is an essential component of the curriculum reform. The training should focus on the new curriculum and the pedagogical approaches that can be used to deliver the curriculum.

3.1.5 Evaluation: The final step in implementing curriculum reform is to evaluate the effectiveness of the new curriculum. The evaluation should be based on the identified competencies and learning outcomes. The evaluation should be conducted regularly and the feedback should be used to improve the curriculum.

Overall, implementing curriculum reform with NEP 2020 emphasis requires a holistic approach that involves all stakeholders, including teachers, students, parents, and policy-makers.

3.2 Examination reforms implementation in NEP 2020 scenario:

In order to promote a student-centric and holistic approach to learning, examination reforms can play a critical role. Here are some of the ways in which examination reforms can be initiated in the NEP 2020 scenario:

3.2.1 Shift from rote learning to application-based assessment: The NEP 2020 emphasizes the importance of critical thinking, problem-solving, and hands-on learning. Examinations can be reformed to test students' abilities to apply their knowledge to real-world situations, rather than relying on rote memorization.

3.2.2 Continuous and comprehensive evaluation: Instead of relying solely on end-of-year or end-of-semester exams, continuous and comprehensive evaluation can be used to assess students' progress throughout the academic year. This can include regular assignments, projects, and class participation.

3.2.3 Reduced emphasis on high-stakes exams: High-stakes exams can be stressful for students and lead to an over-reliance on coaching and cramming. Examination reforms can reduce the emphasis on these exams and instead focus on a more comprehensive and well-rounded assessment of student learning.

3.2.4 Inclusion of practical and vocational skills: The NEP 2020 places a strong emphasis on vocational education and the development of practical skills. Examination reforms can assess students' ability to apply their theoretical knowledge in practical settings and evaluate their skills in areas such as design, entrepreneurship, and innovation.

3.2.5 Promotion of multilingual education: The NEP 2020 recognizes the importance of multilingual education and encourages the use of regional languages in schools. Examination reforms can include the assessment of language skills in regional languages and encourage students to express their knowledge in the language they are most comfortable with.

In conclusion, examination reforms can play a critical role in promoting a student-centric and holistic approach to education and ensuring that students are equipped with the skills and knowledge they need to succeed in the 21st century.

3.3 Teacher Education for NEP 2020 Implementation:

The NEP 2020 emphasizes the reform of teacher education in higher education (HE) in India. NEP 2020 has already taken step for coming generation teachers such as:

1) To Design and implement a new four-year integrated B.Ed. program for students who want to become teachers in HE institutions. The program should be based on a multidisciplinary approach that includes both subject knowledge and pedagogy.
2) To Establish a National Council for Teacher Education (NCTE) to regulate teacher education programs and ensure quality standards are met.

For the existing teachers some candid measures must be taken as follows:

1) Develop a framework for continuous professional development for teachers in HE institutions. This framework should include workshops, seminars, and other training programs to help teachers update their knowledge and skills.
2) Promote the use of technology in teacher education. This can be achieved through online training programs and other e-learning initiatives. Already there are platforms like SWAYAM/NPTEL, ATAL initiative they must be widely popularized and frame work for their compulsory implementation must be undertaken.
3) Encourage research in teacher education to improve the quality of teacher training programs.
4) Establish a system for the assessment and evaluation of teacher education programs in HE institutions to ensure that they meet quality standards.

To implement this reform, a multidisciplinary approach is required, and all stakeholders must work together to ensure the successful implementationof these changes.

3.4 Research Reform Implementation:

The research is a crucial component of higher education. To implement research reform in view of NEP 2020, the following measures can be taken:

3.4.1 Strengthen research infrastructure: Universities and colleges must be equipped with modern research infrastructure, including laboratories, libraries, and online research resources. Funding agencies can also provide grants to educational institutions to establish research centres and facilities.

3.4.2 Encourage interdisciplinary research: NEP 2020 emphasizes the importance of interdisciplinary research, and thus educational institutions should encourage collaborations between different departments and faculties.

3.4.3 Promote industry-academia collaboration: Educational institutions can partner with industries to promote research and development. The industry can provide funding and support to research projects, while educational institutions can offer research expertise.

3.4.4 Develop research culture: Educational institutions must develop a research culture among students and faculty. Institutions should encourage students to participate in research projects and motivate faculty to publish research papers in reputed journals.

3.4.5 Improve quality of research: The quality of research can be improved by promoting peer-reviewed research publications and by creating an environment that encourages original research.

3.4.6 Encourage innovation and entrepreneurship: NEP 2020 emphasizes the importance of innovation and entrepreneurship in higher education. Educational institutions can set up incubation centres and offer courses that promote innovation and entrepreneurship.

3.4.7 Evaluate research outcomes: Institutions should evaluate the outcomes of research projects in terms of social and economic impact. This will help institutions to identify the research

areas that require more attention and funding.

By implementing these measures, higher education institutions can promote research and development in India, which will contribute to the country's socio-economic growth and development.

3. Challenges in Implementing NEP 2020:

The implementation of the NEP 2020 faces several challenges, which include a lack of financial resources, lack of trained teachers, and resistance to change from some stakeholders. The

which is a challenge in the absence of trained teachers.

While implementing the new education policy some important issues must be considered to really implement the reform,and transform India.

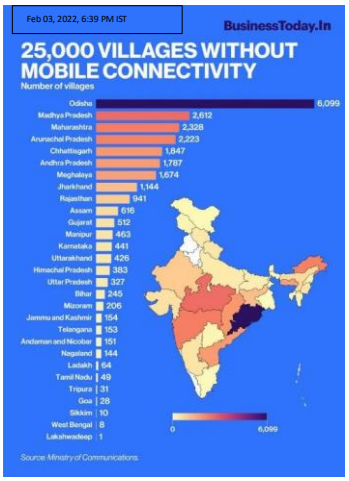


Figure 3: Lack of digital infrastructure
Source: Business Today 3 Feb 2022

policy also requires a significant change in the mindset of teachers, students, and other stakeholders, which is a major challenge in its implementation.

The lack of financial resources is a major challenge in implementing the NEP 2020. The policy requires a significant increase in government funding for the education sector, which is a challenge in the current economic scenario. The lack of trained teachers is also a major challenge, as the policy requires a comprehensive reform of the teacher education system. The policy also requires the development of new assessment tools and methods,

1) There are still considerable rural/remote areas in India where the basic needs are not met in view of this the dream of Digital India remains a big challenge. And quality education is right for these deprived people but still it remains the challenge.
2) The student teacher ratio must be considered and need to be strictly improved by recruiting sufficient number of teachers which is limited by bureaucratic system.
3) In case of non-grant /private colleges and courses there must be effective regulatory system in terms of teacher recruitments ,facilities and fund utilization for quality enhancement only. Educational institutions must run on no profit no loss basis.
4) The privatization of the education is harmful for both the teachers as well as students and in turn to development of the nation.
5) There is big gap between the socio-economic status of the aided and nonaided teachers which is leading towards the big group of

demotivated teachers which in all can affect the quality of HE in India.

4. Opportunities in Implementing NEP 2020:

The implementation of the NEP 2020 presents several opportunities, which include the development of a more inclusive and accessible education system, the promotion of research and innovation in education, and the improvement of the quality of education. The policy provides a new direction for the education sector and provides an opportunity for the government and stakeholders to work together to bring about the desired changes in the sector.

It provides a flexible and multi-disciplinary curriculum and the promotion of learning through hands-on activities and experimentation. The policy also provides an opportunity for the promotion of research and innovation through the establishment of a National Research Foundation (NRF) and the integration of research into the curriculum.

5. Conclusion:

The National Education Policy 2020 is a comprehensive policy that aims to bring about transformative changes in the education sector in India. It outlines the government's vision for the future of education in India and provides a new direction for the sector. The policy proposes a number of reforms in various areas such as curriculum, assessment, teacher education, and research, which are aimed at creating an inclusive, accessible, and equitable education system in the country.

The success of the NEP 2020 will largely depend on its implementation and the commitment of the government and stakeholders to bring about the desired changes in the education sector. Socio economically development of the nation builds through academic excellence. The world class higher education institutions are built through sincere efforts of honest and commendable academicians those enjoy academic freedom. The teaching and research go hand in hand. The research with blend of basic and applied research without impeded by bureaucracy can nurture the industry and entrepreneurship . Moreover, there must not be or less gap between the policy and reality.

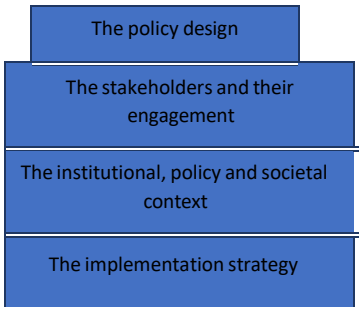


Figure 5: Implementation cycle

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A Study of "National Education Policy 2020: Role of Teacher & Student"

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Abstract

"Education is basic to the creation of an atmosphere in which human beings can meet one another on a plane of friendship and equality."This was quoted by a great freedom fighter, eminent educationalist, and the first Education Minister of India. As a country, India is not behind the world ina change in every area like manufacturing, service, economics, technology, social sector, and educationas well. The Indian education system now going through a tremendous transition due to New Education Policy 2020. It would be almost the biggest change in India's education sector in the last three decades. In this context, this paper will shed some light on the role of teacher and student according to NEP 2020. Now it'scrucial to know how India's education sector will gear up to mitigate the demands of the 21st Century to full-fill the needs of the people and the country.

Keywords: NEP 2020, HEIs

Introduction:

History of Indian Education Policy

In 1947 after becoming an independent national government of India launched a variety of programs to address the problem of illiteracy. In 1968 Government India's prime minister Indira Gandhi proclaimed the first NEP. The second prime minister Rajiv Gandhi in 1986 and the third Prime Minister Narendra Modi in 2020.

Evolution of the Education Policies in India.

India has been perceivinga sequence of transformations through, education policies, acts, plans of action, and curriculum frameworks. However, nevertheless considerable improvement in our education system, the Indian education system was stillfar behindemployment generations, fulfilling industrial requirements, universal enrollment, inclusion, quality, accessibility of education, etc.

1. **i) Radhakrishnan commission (1948-49):** It is also known as the University education commission called as.

ii) The secondary education commission (1952-53): Both of these commissions came up with a scientific policy in 1958 to emphasize science, technology, and scientific research in education and gave after reviewing the issues related to educational rebuilding.

2. **Kothari Commission:**National Education Commission (1964-1966) which is also known as the Kothari commission put up by the Government of India to assess the educational sectorin India completely. It also aimed to develop a general pattern of education, to frame guidelines and policies related to it thereof. On 14 July 1964 under the chairmanship of Daulat Singh Kothari, this commission put the groundwork of the 10+2+3 schooling pattern. Nevertheless, the medical and legal studies were omitted from the horizon of the commission.

3. **National Education Policy 1968:**The goal of NEP 1968 was to strengthen national education, promote national progress, and create wisdom of mutual citizenship and values.

4. **National Education Policy 1986:** The root goal of NEP 1986-1992 was to lifelong learning, universal literacy, and education to housemakers, agriculture workers, industrial workers, and constant learning professionals.

5. **NCF 2005:** National Curriculum Farmwork 2005 was the document published by the NCERT. Itsgoal was to improve the areas like adult education, micro-planning, and non-recognized schooling options to meet the goal of the national education policy.

6. **Right to Education 2009:** Maximum student enrollment was the fast result of this. Due to this government was directly answerable for the education of students in definitestrata. After 34 years of lengthyintervals, National Education Policy (NEP) 2020 was formulated when the

world entered the digital age. It is envisioning a student-centric but flexible learning system in this post covid era.

Objectives of the Study:

1. To understand the structure of NEP 2020 in higher education.

2. To graspin-depth the role of teacher and student in NEP 2020.

Research Methodology: This study is accomplished by collecting a secondary supply of knowledge. The information sources embrace online publications, blogs, journals, books, and magazines.

Following are the points that have been describedregarding the role of the teacher and students in NEP 2020.

Total NEP 2020 has been divided into four parts. Among that school education, higher education. Other key areas of focus, making it happen are the first, second, third, and fourth parts of NEP 2020 respectively. The NEP 2020 contains 60 pages, divided into four parts with 26 points. Point number 12.9 expressesall about student participation.

Role of Teacher according to NEP 2020

1. Prioritize multi-disciplinary thinking:NEP 2020 has been envisioning multi-disciplinary education by 2040. Hence now it's too much required for all facilities in higher education to change the methods of teaching. Teachers now should be able to guide any student of any steam so that eventually, they can direct students to more career opportunities.

2. Motivated, Energized, and capable Faculty: This NEP 2020 has given some points - To make all faculty fellows glad, eager, engaged, and motivated toward promoting his/her students, institution, and profession. To gain the motivated, best capable faculty every HEI must be fulfilled the following criteria

3. Embrace Technology in Classrooms: Each HEI must have infrastructural facilities like digital classrooms, clean enough drinking water and toilets, offices, and that can provide the best learning insight. Teachers should know how to use advanced technology to get a better

teaching-learning experience. Teachers should be able to personalize the assignment so learners learn according to theirs. Technology has given the opportunity to the teachers to grow their impact and efficiently benefit every student.

4. Connectedness and commitment towards institutions: According to NEP 2020, the teacher-student ratio shall be 1:10 to 1: 20 depending on the course, and the transfer of teachers will not happen across the institutions. It may help teachers to focus more on teaching, research, and other essential activities. As a result of this faculty may feel truly connected, invested, and committed to their institution and community.

5. Creativeness: Faculties of HEI nowfeel motivated because NEP 2020 will provide the opportunity to be creative, and resourceful in playing a role in designing their curriculum and pedagogical approach within an approved framework.

6. Accountability: Avery faculty of each HEI now will be accountable for their performances. Excellent faculty will be rewarded by promotion, reward, recognition, and movement of institutional leadership. The faculties held accountablewho will not comply with these basic norms.

7. Multi-level assessment system for recruitment: Teachers will be recruited through the system having multiple parameters like peer review, student review, innovation in teaching and pedagogy, quality of the research work, professional development activities, etc.Teachers are now required to build quality institutional leadership so they can inculcate excellence and innovativeness.

Role of Student according to NEP 2020

1. Student participation: Being a prime stakeholder in the education system vibrant campus life will be offered to the high-quality teaching-learning processes. Students who belong to rural backgrounds or not will be provided hostel, counseling, and requisite support and medical facilities by all HEIs. Hence the role of students hereis, they should be a part of the decision-making body, committees, systems, and mechanisms. The basic goal of this is to provide educational knowledge to students and teachers well as to be more responsive to feedback and needs of students.

2. Financial support for students: National Scholarship Portal will be built for students to provide financial assistance in higher education.

3. Aligning Assessment with Learning Outcomes: Positioning valuation with learning results is crucial to assessment-as-learning. Under NEP 2020 it would be expected from student to demonstrate whatever they have learned.

4. Other than this students from primary to higher education should be ready to face this massive change in the system of education. NEP 2020 will be one huge umbrella where the student is a primary stakeholder. This policy requires the active participation of the students.

Assessment methods will be different. All the required criteria should be fulfilled by students to get credits or marks in their respective courses.

Conclusion

India's education systemhad gone through many policy changes after the era of independence. That policies were also good, had a clear vision,and were robust in nature in that time zone. But after even passing three decades the government of India took a major step toward the framing policy 2020. This may be due to continued lack of follow-up, absence of a workable road map, little attention on implementation, and corruption. NEP 2020 has opened opportunities for students and teachers. Every teacher and student becomingaware, enthusiastic,and empowered can dream big. Teachers and students now should change in360 angles of proposed changes by NEP 2020. But it will take time. We need to focus, observeand be ready to embrace this new structured, innovative, enthusiastic change in the field of education in India.

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National Education Policy 2020 Different Approaches

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Abstract:

National Education Policy 2020 has been welcomed with a lot of enthusiasm by the education fraternity. It seeks to revolutionize the overhaul of the education system in India by carving out new structures for school and higher education, a new teacher training system, a revised curriculum framework and a new assessment system.

The Policy recognised the need for revamping of the academic curriculum to focus mainly on the development of skillsets rather than focus exclusively on rote learning and evaluation through exams. It also states that school education should instil creativity, critical thinking and communication skills among the students. This is to be done through changes in the school curriculum such as introducing interdisciplinary inclusion such as Arts and Crafts, Life Sciences, Culture Studies and Languages into the syllabus. Further, the Policy targets to reduce excessive competition between students through more holistic assessments and more time to be devoted to creative pursuits and social engagements.

Key words: Teachers Education, Multi-disciplinary approach, community engagement, open learning education,National Education Policy and Indian economy

Introductions

Furthermore, the Policy proposed provision of three language choices in school education, reforms in the recognition of different Indian languages, imparting of 'Advanced Vocational Education' and the 'Multidisciplinary Education System'. It also wants the universities to focus on research and innovation, and ensure that educational outcomes have tangible societal benefit. Through 'multi-disciplinary education', the Policy targets to foster collaboration between school and higher education institutions. The National Education Policy has also focused on building a more robust teacher training system by recommending tracking of teacher qualifications and training throughout their teaching

Teachers Education

"In order for teachers to be effective, they must be well-prepared. This means having high levels of subject matter knowledge, up-to-date classroom strategies, and a working knowledge of educational policies and research. Educator preparation programs must focus on providing teachers with the skills, knowledge, and dispositions needed to be effective educators. Teacher education programs should also provide learning experiences that promote cultural awareness and understanding of the diverse backgrounds of students. Teachers should be provided with resources and support to ensure they are able to utilize current research-based strategies and practices. Furthermore, efforts should be made to develop and sustain a strong, positive culture of professional learning and collaboration among educators. Finally, educators should be exposed to and encouraged to share best practices across education systems and schools."

Multi-disciplinary approach

An education policy that encourages a multi-disciplinary approach to learning is an important tool in promoting creativity and critical thinking, while also fostering life-long learning and the development of skills that are relevant to today's rapidly changing world. Such a

policy should provide students with opportunities to gain knowledge across a diversity of subject areas, from the humanities and social sciences to the physical and natural sciences. This can be achieved through a variety of approaches, including:

- Bringing different disciplines together in the classroom through integrated teaching and learning approaches.
- Encouraging active collaboration between learners from different disciplines.
- Delivering engaging and thought-provoking learning experiences that draw on differentareas of the curriculum.
- Allowing students to pursue projects and activities that involve multiple subject areas.
- Facilitating cross-disciplinary problem-solving approaches.
- Offering opportunities to go on placements and to gain experience in real-world contexts.
- Strengthening the quality of teaching in order to facilitate meaningful inter-disciplinarylearning.
- Incentivizing teachers to foster cross-disciplinary collaboration.
- Encouraging the use of technology to support the delivery of inter-disciplinary learningexperiences.

National Education Policy and community engagement

The National Education Policy (NEP) of a country plays a crucial role in shaping the education system and determining the goals and objectives for education. It is a comprehensive document that outlines the vision, direction, and strategies for the development of education in the country.

Community engagement is an important aspect of the implementation of the NEP. The involvement of local communities in the education system can lead to better understanding of theneeds and challenges of the community and can help to develop solutions that are more tailoredto the local context. It can also help to increase the community's ownership of the education system and promote a sense of responsibility among community members for the education of their children.

For example, community engagement can be achieved through:

Parent-teacher associations (PTAs) - PTAs can provide a platform for parents and teachers to discuss the needs of the students and work together to improve the education system.

Community-based education initiatives - Community-based initiatives can involve local organizations and individuals in the development and implementation of education programs.

Public consultations - NEPs can be developed through a process of public consultations, which can help to ensure that the views and needs of the community are considered.

Participatory monitoring and evaluation - Regular monitoring and evaluation of education programs can help to ensure that they are meeting the needs of the community and can provide opportunities for community members to provide feedback and make suggestions for improvement.In conclusion, community engagement is an important aspect of the implementation of the NEP and can lead to more effective and sustainable education systems thatare better able to meet the needs of the community.

National education policy and institution industry linkages

The National Education Policy (NEP) plays a critical role in establishing the linkages between education institutions and industries. These linkages can benefit both the education sector and the industry by fostering collaboration and promoting the development of a skilled workforce.

Institution-industry linkages can take many forms, including:

Internships and co-op programs - Internships and co-op programs provide students withpractical experience in their field of study and allow them to apply their knowledge in a real- world setting. This can also help students to develop a network of professional contacts and gain a better understanding of the industry they wish to enter.

Industry partnerships - Institutions can partner with industry organizations to develop education programs that are aligned with industry needs. This can help to ensure that students arereceiving relevant education that prepares them for careers in the industry.

Curriculum development - Institutions can work with industry representatives to develop curriculum that reflects the skills and knowledge needed in the workforce. This can help to ensure that students receive a well-rounded education that prepares them for careers in the industry.

Research collaborations - Institutions can collaborate with industry organizations on research projects that address challenges and opportunities facing the industry. This can help to drive innovation and ensure that students receive a cutting-edge education that prepares them for careers in the industry.In conclusion, institution-industry linkages are an important aspect of the National Education Policy and can help to ensure that students receive relevant and practical education that prepares them for careers in the industry. This can benefit both the education sector and the industry by fostering collaboration and promoting the development of a skilled workforce.

National education policy and open learning education

The National Education Policy (NEP) of India was recently revised in 2020, with the aim of transforming the Indian education system to make it more inclusive, accessible, and equitable. The NEP emphasizes the importance of inclusive and holistic education and lays emphasis on integrating technology in education. Open learning education is an important aspect of the NEP. It refers to the provision of educational opportunities to students who are not able to attend regular classes due to various reasons, such as geographical, economic, and social barriers. Open learning education is intended to provide flexible and accessible education to all, regardless of their socio-economic background.

The NEP proposes several measures to promote open learning, such as the setting up of Open Schooling systems, online education platforms, and the provision of digital educational content. It also emphasizes the importance of recognizing the degrees and certificates obtained through open learning education.In conclusion, the NEP recognizes the importance of open learning education in ensuring that every student has access to quality education, regardless of their circumstances. The policy aims to promote and strengthen open learning as an important component of the Indian education system.

National education policy and Indian economy

The National Education Policy (NEP) of India is a comprehensive framework for the development of education in the country. It lays out the vision and objectives for the education sector and outlines various initiatives to be taken in order to achieve these goals.The NEP has a significant impact on the Indian economy, as education is one of the key drivers of economic growth and development. A well-educated population is essential for a country to compete in theglobal economy and the NEP aims to create a workforce that is equipped with the skills and knowledge necessary to succeed in the 21st century.

One of the key objectives of the NEP is to increase access to quality education, especially for disadvantaged groups such as girls, rural populations, and economically weaker sections of society. This will result in a larger pool of skilled workers, which will drive economic growth and lead to increased productivity.The NEP also emphasizes the importance of vocational education and skills training. By providing individuals with the skills necessary to succeed in various industries, the NEP aims to reduce unemployment and boost the economy.In addition, the NEP seeks to promote research and innovation in the education sector, which will drive technological progress and lead to the development of new products and services that can be commercialized.

CONCLUSION:

Overall, the NEP is expected to have a positive impact on the Indian economy by creating a well-educated and skilled workforce that can drive economic growth and contribute to the country's overall development.

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Role of Teachers in New National Education Policy 2020

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Abstract: -The destiny of our country and our children are actually shaped by the teachers who work with them. The teacher was the most revered person of society in India because of this highest responsibility. Only the smartest individuals were selected to teach. Society gave gurus, or teachers, everything they required to best impart their knowledge, abilities, and morals to students. The criteria for teacher quality and motivation are not being met because of poor quality in teacher education, recruiting, deployment, working circumstances, and teacher empowerment. The NEP 2020 intends to radically restructure the teaching profession in order to build a strong merit-based tenure, compensation, and promotion framework that incentivizes and honor's great teachers. The NEP 2020 recognizes the reality of unmotivated and discouraged Indian teachers.

Keywords: - Teacher's Role, Student, School Education, NEP 2020

Introduction:Education is the process of acquiring knowledge, abilities, values, morals, and beliefs in order to realize one's full potential. It is regarded as the single most effective tool for fostering social and individual growth, which moves society closer to achieving social justice and equity. Even though we constantly learn new things, formal education refers to the academic setting where teachers teach or demonstrate predetermined curricula, making it the favoured tool for human resource development. A child is brought to a human resource after completing this formal education, which is envisioned as a tri-polar process with goals, curriculum, and evaluation. Infrastructure, students, teachers, and curricula make up the four verticals of formal education, and the third vertical—teaching—is crucial to achieving the goals of education.The NEP-2020 has emphasized the role of teachers as well as the desirable characteristics of teachers for nation-building, keeping in mind the significance of teachers in the educational system. The teachers have been placed at the center of the most important basic adjustments in the educational system under this programme. The policy has also placed a strong emphasis on re-establishing teachers as the most revered and important members of our society, as they mould

the next generation of citizens. In order to allow teachers liberty while simultaneously fostering asense of duty and accountability in each one of them, the NEP-2020 has expanded on the transparent recruitment of good instructors.

We must recognize that a teacher's responsibilities go beyond the four walls of the classroom. They also include creating high-quality books and study materials, coming up with new teaching and learning techniques, evaluating students, providing mentoring, and creating course curricula. Thus, the NEP 2020 has emphasized the need to empower teachers while

restoring their high prestige and respect in society. So that man making becomes perfect, a capacity building action plan has been laid out.The NEP has also outlined the qualities that teachers must possess in order to be successful educators and help the NEP achieve its goals. The topic of who makes a good or ideal teacher now emerges. What qualities would you like your ideal instructor to have? Who will evaluate a teacher's learning characteristics to determine whether they are ideal for teaching? Can we list a few qualities that every teacher should possess? Such inquiries about the qualities of a good or ideal teacher may be numerous, yet they may be challenging to address or narrow down.Being on time is a quality that might be regarded as a necessity for anyone, regardless of occupation; teachers in particular, because it is associated with the future careers of citizens. Once one accepts the teaching profession, he or she must keepa timeline for all activities both inside and outside of the system to ensure smooth operation. Every professional must possess the ability to uphold professional ethics. Every life's essence is ethics. Teachers serve as role models for their students, who heavily mimic them throughout their lives. Therefore, even in daily life, every teacher must uphold the decorum that is required of them. It is a fact that professional ethics are not being attained by many individuals in their professional life, which may be one of the causes behind many social problems and crises. With time, knowledge is expanding, especially with new inventions and thoughts. Passion for knowledge & lifelong learning is another attribute that is needed for a teacher to be successful in their career. As we observe, learning is a continuous process and does not come to an end with studentship as knowledge does not have boundaries. If a teacher develops a feeling that on completion of his/her acquiring the required qualification (degree/diploma), his/her learning is complete, he/she can't be a good teacher in life; rather he will simply do a teaching job to earn his livelihood.It is a truth that many people do not uphold professional ethics in their work lives, which may be one of the reasons for many social issues and crises. Knowledge is growing with time, especially with new discoveries and ideas. Another quality required for a teacher to succeed in their vocation is a passion for information and lifelong learning. As we can see, learning is an ongoing process that does not cease with studentship because knowledge knows nobounds. If a teacher grows to believe that after receiving the necessary credential (degree/diploma), his or her education is over, he or she will not be a good teacher in life and will instead work as a teacher to support himself.

Students attend educational institutions to learn information that may be found in books or other sources but may be challenging for them to learn on their own without a teacher's guidance. A teacher needs to be an effective communicator both verbally and in writing. Many times, students struggle to articulate their questions or concerns in class, where a teacher should step in to bring up each student's questions or concerns and aid him in understanding the subject in simple terms.

A teacher should have excellent verbal and nonverbal communication skills. Another essential quality for a perfect teacher is attentive listening. In order for students to feel comfortable approaching their teacher with questions or disclosing issues or shortcomings, the teacher must enjoy their interaction. Students' confidence grows as a result of this listening, which ultimately results in successful learning. Empathy-based student engagement is regarded as another essential quality for a successful teacher. Students frequently grow bored in class or when listening to their teachers' discussions, which can be monotonous. Humorous and inventive lectures are effective ways to engage students.Treating each student as an individual and showing empathy by being aware of what may be going on in their lives can increase student engagement. It more effectively establishes a connection between a teacher and students. Ben Franklin once said, "Tell me and I forget; Teach me and I remember; Involve me and I learn." To increase engagement, teachers must allow students to express their interests. Therefore, learning should be viewed as an interactional activity between the learners and the teaching-learning system. There are no longer any adherents of the outdated theory that holds that teachers are infallible and that students are merely empty vessels waiting to be filled with random bits of unimportant knowledge.Instead, a teacher must be able to instill in students a voracious appetite for knowledge that will qualify them for at least the next 40 years of social requirements.The success of the mission of education depends on the participation of all parties. Since teachers don't work alone, the ideal teacher emphasizes teamwork. Working in a group with a paraprofessional and another teacher is definitely collaborative work. In such a scenario, a teacher might be required to take on various roles for productive group collaborations for profitable teaching-learning, but they shouldn't be devoid of job satisfaction. A successful teacher is one who is multidisciplinary. The NEP has mandated for holistic education, which requires a holistic outlook from a teacher for his or her subject without breaking the knowledge down into discrete components like mathematics, economics, physics, etc.In order to encourage students to think beyond their subject, a teacher must be able to integrate various subjects and have a broad perspective. This is true even if the teacher specializes in a particular subject or area.

The needs and resources of society are evolving over time. As a result, curriculum procedures are also modified. For instance, physical classroom instruction has been replaced with virtual instruction due to the COVID-19 pandemic, and in-person exams have been replaced

with online tests. A crucial component of the teaching-learning evaluation system now includes new online exams. A good teacher must be adaptable to such changes as well as responsive to how society's needs change over time.Introducing any novel techniques could be a crucial quality of the ideal teacher. A good teacher must value real-world learning as a fundamental quality. Emphasis has been placed on experiential or real-world learning, as described in NEP-2020. It has been suggested to do so in order to improve experiential learning and critical thinking. The use of hands-on learning, arts integration, and sports integration in the classroom may be more productive, and a teacher's adoption of these techniques may result in more

students enrolling in our educational programmes.When we were young, senior family members like our grandfather, grandmother, uncles, and others were crucial in ensuring that we had the best possible mental upbringing. But in today's society, families have shrunk significantly, and the majority of parents are overworked and unable to spend much time with their kids. Children miss their parents or other household companions as a result. Many students arrive at the institution carrying a lot of emotional baggage, and dealing with such upset students in the classroom can be difficult for a teacher. For these students, a teacher must play a crucial role as akind mentor that goes above and beyond the classroom.The country is attempting to enroll all children up to the age of 14 in school through the RTE Act. The NEP 2020 has made provisions for education for all, anywhere, at any level, with a focus on reducing dropout rates and ensuring universal access to education at all levels. Our teachers must be community builders in order to fulfill this goal of universal accessibility and ensure that NEP 2020's core principles are not undermined but rather strengthened. Each and every teacher should serve as an ambassador for this, especially at the school level.It is noteworthy that the NEP 2020 has recommended processes for hiring quality teachers with transparency, teachers' training, promotional avenues, incentives for good works, good salaries with social security so that the nation builders can devote themselves to the purpose they are appointed. This is in addition to proposing various provisions for holistic, multidisciplinary, and universally accessible education.However, in today's educational setting, each teacher must perform multiple roles in addition to teaching, some of which are administrative in nature, such as planning various events, dealing with employee and student issues, etc. Therefore, in order to manage these activities in the greater interest of an institution in general and as a perfect teacher in particular, a teacher may need to acquire certain traits. Let's make a commitment to being effective educators in order to achieve the goals set forth in NEP 2020 for our education. Considering the proverb "Teachers affect eternity; no one can tell where their influence stops" (Henry Brooks Adams).

NEP 2020: Integrated Teacher Education Programme:

Forty-five institutions in India will start delivering a four-year Integrated Teacher Education Programme (ITEP) for school teachers in January 2022. The course combines a BA, BSc, and B.Ed

degree with a B.Ed degree to create a dual-major bachelor's programme that enables students who want to become teachers to save one year of study time. The ITEP gives applicants a significant advantage over the current system, which requires them to spend five years earning their bachelor's degree and their B.Ed. before starting their careers as teachers.

According to the NEP 2020, ITEP will serve as the sole criterion for hiring teachers starting in 2030. The National Common Entrance Test, or NCET, scores will be used to determine admission to this course. In India, 45 multidisciplinary institutions are offering the course.

Here are some of the crucial reforms brought about by NEP for teacher education –

- **Pre-Service Teacher Education –** To direct pre-service teacher education and training, the NEP 2020 suggests creating a National Curriculum Framework for Teacher Education, or NCFTE 2021. For teachers employed in academic, vocational, and other

  specialized education streams, the NCFTE will prescribe the best pre-service and in-service education/training practices.

- **Teacher Recruitment & Employment –** The teacher must pass the National Testing Agency's Teacher Eligibility Tests (TETs) in order to be hired in a private or public school. NEP 2020 encourages schools to share teachers across campuses in order to address the teacher shortage, particularly for subjects like art, craft, music, and dance.The policy also suggests contacting prominent individuals or local authorities to serve as "master instructors" in traditional arts.

- **Teaching Career & Professionalism –** The National Professional Standards for Teachers (NPST), which will govern all aspects of teacher career management, professional development initiatives, pay increases, etc., are the goal of the NEP. Another crucial component of NEP for teachers is teacher audits and professional evaluations. In- depth research will be done on international pedagogical methods by NCERT, and the results will be incorporated into the CPD programmes for NEP teacher training. A specified number of hours of continuous professional development, or CPD, are required for teachers' preparation under NEP 2020.

- **Enculturation of Teacher Empowerment –** The policy outlines the crucial part that teachers will play in NEP 2020. In the long run, teachers will be granted the ability to take part in establishing school goals and policies. Giving teachers the freedom to choose what and how to teach will give them control and ownership over their work and will involve them in the reform process. It is thought that the crucial component of teacher autonomy is to empower teachers and inspire them to perform better. The policy also aims to acknowledge, record, and disseminate novel pedagogies and instructional strategies developed by Indian educators. Finally, NEP will work to create active teacher

communities as part of the enculturation of teacher empowerment in order to improve networking and lessen teacher isolation.The NEP 2020 for teachers has come as a welcome change in light of the lackluster efforts made in the past to improve the working conditions and pay for teachers. A better learning environment for students worldwide can be created with the help of initiatives for pre-service teacher education and in-service NEP teacher training programmes. In the upcoming years, the education industry has a good chance of developing into a lucrative career choice for bright young people.

Conclusion: Our teachers must be community builders in order to fulfill this goal of universal accessibility and ensure that NEP 2020's core principles are not undermined but rather strengthened. Each and every teacher should serve as an ambassador for this, especially at the school level. It is noteworthy that the NEP 2020 has recommended processes for hiring quality teachers with transparency, teachers' training, promotional avenues, incentives for good works, good salaries with social security so that the nation builders can devote themselves to the purpose they are appointed. This is in addition to proposing various provisions for holistic, multidisciplinary, and universally accessible

education.

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A study on National Education Policy 2020 from the perspective of industrial safety education

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Abstract

The Indian government approved the new education policy (NEP) on 29th July 2020 . After the review of literature on workforce requirements in 2030 i.e. four worlds of work , review of relavant literature about NEP , industrial safety and study of the Occupational Safety, Health and Working Conditions Code, 2020 (OSH Code) and survey on NEP awareness & views of industry on inclusion of focus on Industrial safety , authors present this viewpoint of a request for inclusion of industrial safety as a part of NEP as a focused topic for future education philosophy .

Keywords: National education policy 2020, NEP-2020, Overview & industrial safety , the four worlds of work 2030 , OHS Code 2020 .

Key Terms : Industry safety means occupational health & safety aspects

Title : A study on national education policy 2020 from the perspective of industrial safety education .

Introduction :

Rising demand of improved industrial safety management : Industrial safety culture improvements were started in Western part of the world in early 90s and different research studies are undertaken in these countries and used by industries to improve safety. In India , since 2005 focus on industrial safety is improving mainly due increased presence of multi-national companies . There is need do improvementin industrial safety culture because, industrial accidents claimed over 6300 livesbetween 2014 to 2017 in India[1] . Well established and proven safety systems ,procedures & qualified resources are in place, but still serious industrial accidents are

occurring. The missing link is positive safety culture which includes people involvement from all levels & well-defined safety strategy.

In safety management , while the tools and specific strategies might differ, only approaches based on behavior science will be effective in the long term. Safetyculture is influenced by leadership , strategic direction , employee engagement , communication , systems & tools , behavior and condition-based programs.

The four worlds of work 2030 : As PWC , we are living through a fundamental transformation in the way we work. Automation and 'thinking machines' are replacing human tasks and jobs, and changing the skills that organizations are lookingfor in their people. These momentous changes raise huge organizational, talent and HR challenges – at a time when business leaders are already wrestling with unprecedented risks, disruption and political and societal upheaval. PWC report draws on research begun in 2007 by a team from PwC and the James Martin Institute for Science and Civilisation at the Said Business School in Oxford and a specially commissioned survey of 10,000 people in China, India, Germany, the UK and the US. This has given us insights into how people think the workplace will evolve and how this will affect their employment prospects and future working lives.

The pace of change is accelerating. Competition for the right talent is fierce. And 'talent' no longer means the same as ten years ago; many of the roles, skills and job titles of tomorrow are unknown to us today. Industry , government , education institutes need think about strategies which will be useful to fulfill the needs of future talent .

The megatrends are the tremendous forces reshaping society , the world of work , the economic shifts that are redistributing power, wealth, competition and opportunity around the globe; the disruptive innovations, radical thinking, new business models and resource scarcity that are impacting every sector. It will be important that

education policy considers these megatrends for ensuring capacity building of youthin view of these megatrends . These megatrends are

- Technological breakthroughs ,
- The changing size, distribution and age profile of the world's population
- Significant increase in the world's population moving to live in cities
- Power shifting between developed and developing countries
- Resource scarcity and climate change

As per this research , there will be four different potential scenarios called as 4 world of works in 2030 . Industry , education institutes , countries need to prepare for these dynamic situations . As per Yellow world , human comes first . The future employees in yellow world preference will give importance to health and safety at workplace , welling of people will valued . This means industry and businesses who show commitment for people will become successful in attracting talent and growing the business . From this perceptive it is very important that our NEP considers industrial health and safety as a important focus in our education policy .



India's Occupational safety , health and working conditions code , 2020 :

- The Occupational Safety, Health and Working Conditions Code, 2020 amalgamates over 10 labor laws to consolidate into one comprehensive act.
- It was passed by the Indian parliament and received the president's assent inSeptember 2020.

Success of NEP is also depends upon how it is synchronized with other National policies and reforms . New labour code 2020 is one of the important reform in India legislation . NEP needs to consider alignment with OSH code 2020 for long-term success of NEP and also effective implementation of OSH code in the country .

Industry perspective about inclusion of industrial safety as a focused topic in NEP : a survey has been conducted understand the awareness about national education policy and industry professionals opinion about current status of industrial safety and their opinion about including industrial safety education in national education policy.

This research is based on global study about importance of workplace safety in future world of 2030 , new Indian OHS code , industry opinion survey and relevance of industry safety in India's National Education policy .

Need and significance of study :

There is need do improvement in industrial safety culture because industrial accidents claimed over 6300 lives between 2014 to 2017. A strategic approach is needed for safety management and culture improvement . Approaches based on behavior science & also improving safe conditions will be effective in the long term.

NEP can positively impact the mindset of students if our education system includes industrial safety as an important topic of our education system . Industrial projects , visits will help to create stronger connect between colleges and industry . NEP can influence industrial safety education and culture in long-term by creating focus on industrial safety .

Research identifies the gap and importance of considering industrial safety as an important topic under NEP 2020 . This work can create positive impact in establishing safety management and culture programs in economical way in ourcountry . Improved safety awareness among students will bring cultural transformation in industrial safety in long term .

Scope:

This study is restricted to the industry in Pune area only however the relevance oftopic has broader scope .

Objectives:

- To study the NEP interface with industry & industry perspective about NEP
- To study NEP interface with future workforce needs in relation to industrial safety
- To study NEP interface with OHS Code 2020
- To provide suggestions for inclusion of industrial safety as an important topicunder NEP

Research methodology:

Primary & secondary data:

The task of data collection is planned for the identified research problem . Method of data collection is decided by keeping in mind two types of data viz., primary and secondary. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher would have to decide which sort of data he would be using (thus collecting) for his study and accordingly he will have to select one or the other method of data collection. The methods of collecting primary and secondary data differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation.

In dealing with any real life problem it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate. There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher.

For this research on NEP , primary data is collected through survey using questionnaire & feedback. 104 industrial professionals participated in this focused survey about NEP and its relevance with industrial safety . Participants have also provided suggestions about inclusion of industrial safety as a part of NEP .

Secondary data is collected from different research papers , documents about NEP , safety management .

LIMITATIONS

Research work identified following limitations:

1) The research considers population from Pune industrial area for statistical analysisof respondent's opinions.

2) The proposed suggestions are based on needs for future workers 2030 , OHS code2020

Data analysis & interpretation of data :

Industrial accident statistics shows that there is a need to improve focus on this topic as a part of our education system . NEP 2020 is bringing transformation on education methods by bringing importance to industry/ vocational skill building . Industrial safety education can be imparted through such vocational trainings which will definitely help to create & improve safety mindset of students . Search students when they will go to the industry then they can work safely as they are already trained on safety requirements. while designing the syllabus safety requirements can be considered. NEP 2020 has a plan to give vocational degree which will be with the partnership with industry we can leverage this opportunity to create focus on industrial safety while doing such programs. Students are expected to do research based on industry internship and publish scholarly papers / own patents compulsorily as a part of their

degree requirement. The awareness related to industrial safety shouldbe provided during their undergraduate programme so that creating a focus on industrial safety during the postgraduation period is possible. Like in Western countries we can promote research work in the field of industrial health and safety .

After doing the study of PWC research work about the four worlds of work 2030 following conclusions can be made .



This research has identified four type of potential situations at works that they call as four worlds of work 2030. Globally we are experiencing extremely dynamic business

environment and which is bringing significant change in our thinking. The skills required for the future are changing very fast. Artificial intelligence and automation are replacing human tasks and jobs. Changing geopolitical situations is also adding more complexity. This situation is bringing needs of different skills required for business and industry. Industry cannot wait but need to take action now because change has already begun. To address the need of industry and business education system and policy needs to be also synchronized. Colleges and other educational institutes shall develop students considering the future business needs. Future workingworld is defined as four worlds of work 2030 . These four worlds are ,

- Red world – innovation rules & freedom to work become more important
- Blue world - corporate is king & promote borderless working
- Green world - companies care & importance to climate change
- Yellow world – Human comes first . Importance to human values , safety andhealth at work

National education policy 2020 is bringing different transformational changes in the education system and governance which will definitely contribute to fulfill the needs of business and industries which are identified under various types of worlds above. Yellow world is a world which focuses on the concept of "human comes first" . As per this scenario , employees will prefer to work with such companies who values fairness & ethics . Industrial health and safety will become more important under this scenario. If national education policy define certain measures to bring industrialhealth and safety as a part of education system than definitely this will help. Education systems can supply competent people in the field of industrial safety. Students who are aware about industrial safety from their education stage will bring different mindset at workplace . Focus on industrial health and safety will further reduce the losses caused due to accidents and improve our economic growth. Accident prevention is not only brings economic benefits but it also improves social , emotional well-being of citizens. Good industrial safety practices also helps to improve the relationship between industry and employees and their associations.Under the national education policy

one can think about bringing certain programs forindustrial workers , there union leaders , supervisors & management to promote industrial health and safety education & awareness.

National occupational health and safety code 2020 is approved by Indian government. This is a transformational change in our legal requirements. Industry and workers needs to comply with this changed legal requirements. To ensure effective implementation and compliance of these legal requirements national education policy can also contribute. National education policy can consider certain programs for students where awareness on the legal requirements can be considered as a part of syllabus. programs can be designed in partnership with industry to create strong awareness about national occupational health and safety code. Such initiatives will bring industry and education institutes and government bodies together and this will help to our country to improve overall industrial safety culture and management. We can compete better with multinational companies with improved safety management and improved safety practices. This will bring business growth for our industry.

Primary data was collected using a survey questionnaire. The questionary was focused on understanding the views of industrial professionals about national education policy and its content , current attention on industrial safety in our education system , potential inclusion of industrial safety as a focus area under NEP , potential impact of industrial safety education on industrial accident prevention , usefulness & effectiveness of digital programs in creating safety awareness & open suggestions by responders . Online survey was conducted in which industrial professionals from Pune area where invited. 104 participants has contributed in this survey and given their opinion. the survey results are analyzed and provides interesting facts as below . The survey was conducted in Feb 2022 using 9 questions . 104 industrial professionals responded voluntarily to this survey . Since survey was anonymous profiles of respondent are remained confidential however as per the personal interactions these members are from different functional backgrounds like operations , quality , finance ,human resources , safety etc.

Survey Results :

Question	Response	Comment
No. of total respondents	**104**	

Are you aware about release of national education policy 2020?	**Yes 59 %** No 41 %	Low awareness
Are you aware about its content ?	**Good 13 %** Limited 37 % No 51 %	Low awareness
Do you support that NEP shall create clear focus on industrial safety education ?	**Yes 75 %** No 7 % May be 18 %	Support for inclusion of topic in NEP
Do you think that inclusion of industrial safety practicals will help in accident prevention?	**Yes 94 %** No 3 % May be 3 %	safety education can contribute for accident prevention
Do you think that industry safety experts shall be involved in syllabus design to ensure important safety topics are considered?	**Yes 92 %** No 3 % May be 5 %	Experts involvement in syllabus design is supported
Do you think that digital trainings will impact positively the safety education from college itself ?	**Yes 83 %** No 4 % May be 13 %	Digital training smay impact safety education

What will be impact of industrial visits and projects on creating safety awarenessamong students?	**8.80** out of 10	Very high impact possible through industrial visits & projects
Do you think that industrial safety is a neglected area in our education system ?	**8.06** out of 10	Shore indicates that this a neglected area in our education system
Suggestions	**75 suggestions** received	

Graphical representation of data :

1. Are you aware about release of national education policy 2020?

More Details

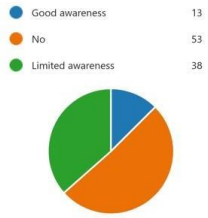


Yes 59 %

No 41 %

2. Are you aware about its content ?

More Details



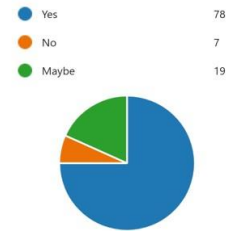
Good Awareness 13 % ,

Limited awareness 37 % ,

No 51 %

3. Do you support that NEP shall create clear focus on industrial safety education ,?

More Details



Yes 75 %

No 07 %

May be 18 %

4. Do you think that inclusion of industrial safety practicals will help in accident prevention?

More Details



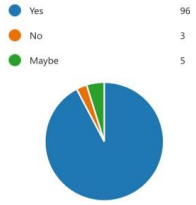
Yes 94 %

No 03 %

May be 03 %

5. Do you think that industry safety experts shall be involved in syllabus design to ensure important safety topics are considered?

More Details

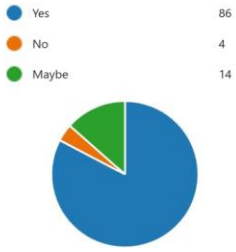


Yes 92 %

No 03 %

6. Do you think that digital trainings will impact positively the safety education from college itself ?

More Details



May be 05 %

Yes 83 %

No 0 4 %

May be 13 %

7. What will be impact of industrial visits and projects on creating safety awareness among students?

More Details

8.80

Average Rating



8. Do you think that industrial safety is a neglected area in our education system ?

More Details

8.06

Average Rating



9. Any suggestion to improve education policy for industrial safety

More Details

75

Responses

Latest Responses

"industrial safety should be introduced in school from c...

"Practical's need to be focused and creation of modern ...

"Yes education policy improve industrial safety"

National Education Policy NEP 2020

104	03:56	Closed
Responses	Average Time	Status

Primary data analysis clearly shows that inclusion of industrial safety in our education will definitely help our country in long run. National education policy has several positive transformation strategies to promote vocational education , industry internships programs etc. Considering industrial safety as a part of vocational education and industrial internships , projects will definitely help to improve safety awareness among students and in future these students can contribute for improving safety management and safety culture in industry. There are 75 suggestions from104 participants about this topic & this is an indication of interest of industryprofessionals towards this topic. These suggestions are analyzed and the key suggestions includes recommendation to include industrial safety education particularly in engineering and management education , focus on behavioral skills , focus on discipline , industrial safety as a subject , inclusion of case stories from real industrial life , supporting involvement of experts ,

Conclusion and suggestions :

With the introduction of National education policy 2020 , it is expected that the Indian higher education system will be moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric . The overall NEP and transformational strategies looks very positive to ensure availability of skilled workforce for industry of future . Industry associated programs will be bring education institutes , government and industry closer to each other . NEP has indicated focus on safety aspects associated with students , teachers & teaching methods . This will help to sensitize students and teachers on safety . However focus on industrial safety can further help to bring focus on this important topic for country . Industrial Health and safety education will become very important to meet the requirements of red world as indicated in four worlds of work 2030 . Focus on industrial safety education will also bring synergy with

new occupational health and safety code 2020 and it will help for its effective implementation in the country. Conclusion from the survey support the inclusion of industrial safety as a part of our basic education system and philosophy.

Based on the research it is suggested that national education policy can include industrial safety as an important topic to focus under any NEP .

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(Jan 2022): Can New Education Policy 2020 Serve as a Paradigm Shift tothe Employability Gap in India? A view point

10. New Economic Policy (NEP) and Industrial Relation in India

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Sports education in India: A contemporary perspective

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Abstract

The Indian Government recognised the importance of adopting sports as part of successful youth development as early as 1984 to form the National Sports Policy which made sports and physical education an integral part of the school curriculum. National Sports Policy, 2011, stresses the value of sports and physical education in developing human capital, increasing productivity, and in fostering social harmony. In the National Education Policy (NEP), 2020 also, the flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose without the restrictions they faced earlier. Games and sport-based activities have formed a dominant part of the physical education curriculum with an interest in providing a meaningful and culturally situated sporting experience to students. Sport education is among the most popularly implemented and researched pedagogical model worldwide. When sports are made an integral part of the curriculum, studentsreport healthier eating habits, better levels of cardiovascular fitness, increased parental support, and decreased levels of anxiety and depression. A national study also displayed a positive correlation between student-athletes and decline in drug, alcohol, and substance abuse.
Keywords: Sports education, national sports policy, national education policy, sports curriculum, sports university

Introduction

Sports Education is not just about performing a set routine repeatedly or a fun activity for recreation. It is also about learning essential values, life skills which is otherwise hard to teach in theory. Sports' power on an international level cannot be underrated as well. It has the capability of defining a nation's development.

Traditionally, sports have never been an integrated part of the Indian education system in general. Most of the schools and colleges in India have all faced a scenario when our beloved Physical Training classes were hijacked by the science teacher under the pretext of "syllabus completion". Also, not much support was received from the parents as well when it came to playing back at home. In the rigid society where, high percentages are a measure of intellectual capability, one can least blame them. The one who is to really blame for this situation is the rigidstructure of the education system in the country. It is not that sports are not a part of the curriculum. In fact, most

of the state and national boards have sports as a major subject for Class

X. However, that is where its importance ends. The inclusion of sports in the syllabus is just for the sake of formality. And it all comes down to just one word – Respect. Sports is, often, viewed as an unworthy past-time activity for the pupils' recreation. Students doing well in a sport are still viewed as one of the most 'distracted' lots of the class. Till recently, the education system in India has focused more on the students' mental development while ignoring the physical growth.Sports education and its significance from the standpoint of India

Sports play a vital role in making children strong from inside while inculcating the importance of maintaining a fit and sound body. It helps in the development of focus and concentration; in-turn assists during studies. Sports education directly impacts on maintaining the children's wellbeing

as well as increasing their physical stamina. It helps in developing muscle memory, strength, and overall bodily coordination.
Sports Education is a prevalent misconception that sports only helps towards physical development. It teaches many life skills including team spirit and coordination. A well-played game has the power of instilling such values like self- motivating spirit, discipline, leadership, taking ownership of success as well as failures. In fact, Sports teaches children to get up after losing a match, learn from the mistakes and improve their game. This indomitable, never-say-die attitude that gets imbibed in them sticks throughout life, whether they play regularly. Sports, thus, prepare children well for challenges of the life they would face in adulthood. This is exactly the reason why some of the world's most prestigious universities value excellence in sports education. Moreover, playing on a regular basis is one of the best stress busters for the students.It is a great medium to keep the mind, body, and soul synchronized with one another and to maintain a proper balance. And then, if one does well in a discipline, there is always the chanceof making a career in it.

Relationship between sports and education
Globally, a sport as an industry has a unifying appeal. The sports industry boasts of a dynamic appeal that many other, even bigger industries look at with envy. It has the power to define nations. Sports offer a perfect opportunity to explore scientific concepts such as force, motion, potential energy, velocity, and torque. For many students, school-organised sports play an important role in their academic and social experiences. Every school has sports embedded in their curriculum as they understand the importance of physical health and activity. However, the importance given to sports ends there as this inclusion is just for the sake of a formality.

Khelo India scheme

Under the Khelo India scheme, the Government is supporting the development of sports at the grassroots levels through the initiative such as Khelo India School Games. This programme has been introduced to revive the sports culture in India at the grass-root levels by building a strong framework for all sports played in the country and with the aim to establish India as a great sporting country. The twelve areas have been identified under this scheme, which will impact the entire sports ecosystem including sports infrastructure, talent identification, coaching for excellence, community sports, and competition structure and sports economy. Schools and colleges are the environments where young people spend a significant amount of time. During these formative years, along with quality education an emphasis on sports and physical education framework is equally important. Educational environments need to be supportive of students being physically active.

The importance of adopting sports and education for the success of youth development has been recognised by the Indian Government as early as 1984 when the National Sports Policy recommended making sports and physical education an integral part of the school curriculum. National Sports Policy, 2011 stresses on the point that sports and physical education play an important role in developing human capital, increase productivity and foster social harmony. Typically, School athletic activities provide enjoyable, supervised activities for youth. Student-athletes report healthier eating habits, higher levels of cardiovascular fitness, increased parental support and decreased anxiety and depression. Furthermore, a national study from 2014 showeda positive association between participating in school sports and lower rates of tobacco, drug, and alcohol use. The Youth who participate in sports were also more likely to disapprove of their

peers' substance abuse. One also notices an interesting shift in the mindset of parents; they are now aware and understand the importance of a

physically fit body. The realisation of the negative impact that today's lifestyle brings on their children, has made parents become proactive in their search for options for their child's fitness, they now encourage their children to take up some form of sports or physical activity along with their studies. Way forward a change in the mindset of the community will play a major role to ensure success in this direction. Moreover, campaigns focused on sports and education integration can cut across the diversity of our country making people more cognizant of the benefits of sports in education. According to a survey conducted in 2017, close to 60 per cent of the respondents strongly agree that more emphasis is given to education than to sports in India. The education sector should play a crucial role in promoting sports in India. Sports education notonly builds physical stamina but also instils qualities such as obedience, determination, willpower, and discipline. Some of the positive effects of education in sports are:

- Children are introduced to the benefits of a healthy lifestyle early in their lives by instilling the habit and culture of taking up outdoor activities.
- Introduction of sports curriculum at an early stage can act as building blocks for future sportspersons.
- It can develop a strong ecosystem, along with other stakeholders such as authorities, federations, sports clubs, etc.
- It will generate employment opportunities for people such as coaches, physical trainers, and sports facility operators.
- It will provide educational opportunities through scholarships for underprivileged talent.

Schools in India are gradually beginning to realise the importance of sports in the overall development of children, and how vital it is to encourage them to take up sports. The growing awareness of how sports contribute to the growth of children in terms of life skills, has led parents and school authorities to encourage children to take up sports, whereas previously the focus was entirely on academics. The realisation that sports help in the development of teamwork, trust, sharing responsibilities and working together towards a common goal has led to a spurt in the sports activities in schools. Slowly, educationalists and government departments have realised the importance of sports' and are planning for inclusions in the curriculum which is an essential part of the present- day school education. If the government and educationalist initiatives are properly laid down, one can see a different face of the students in the future [1].

India’s recent initiatives in sports education

The Indian Government recognised the importance of adopting sports as part of successful youth development as early as 1984 to form the National Sports Policy which made sports and physical education an integral part of the school curriculum. National Sports Policy, 2011 stresses the value of sports and physical education in developing human capital, increasing productivity, and in fostering social harmony. Games and sport-based activities have formed a dominant part of the physical education curriculum with an interest in providing a meaningful and culturally situated sporting experience to students. Sport education is among the most popularly implemented and researched pedagogical model worldwide.

Young people spend a large portion of their time at schools and colleges. A significant amount of learning takes place in
these institutes. Along with quality education, it is vital that sports and physical education are made an accessible and regular part of learning during these formative years. This naturally makes organised sports a vital component of social and academic experiences for many students. Activities that encourage physical movement and exercise in students create an enjoyable experience for students in schools and colleges. When sports are made an integral part of the curriculum, students report healthier eating habits, better levels of cardiovascular fitness, increased parental support, and decreased levels of anxiety and depression. A national study also displayed a positive correlation between student-athletes and decline in drug, alcohol, and substance abuse. Some other benefits of sports education include:

- Introducing young people to the importance of a healthy lifestyle early in their lives by instilling the habit and culture of taking up outdoor activities.
- Introduction of a sports curriculum at an early stage so that is can serve as a building block for future sportspersons and other professionals in the sports industry.
- It can develop a strong ecosystem, along with other stakeholders such as authorities, federations, sports clubs, etc.
- Availability of educational opportunities through scholarships for underprivileged talent.

Schools and colleges in India are slowly but steadily starting to realise the value of sports in the overall development of children. There is a rise in the support and encouragement levels towards students taking up sports right from the school level. This is reflected in the deliberate inclusions of sports during curriculum planning, making it an essential part of the present-day education system. Even the government recognises these advantages and has also introduced sports programmes at the grassroot level to build a sound framework for various sports that are played all over the country. These programmes are even meant to target the entire sports ecosystem, including sports infrastructure, talent identification, coaching for excellence, and competition structure, and sports economy.
The growing awareness of the contribution of sports to the lives of children and young people with regards to life skills, personality development, and even career-propelling qualities like trust, shared responsibilities, and working together has led parents and educators to encourage children to take up sports. This is particularly relevant in the Indian context where the focus has entirely on been on academics for a long time. An interesting shift has been witnessed in the mindset of parents as well, and they are more appreciative of the value of a physically fit body and the overall health benefits sports education provides. Especially with the lifestyles, we are leading today, infusing sports with education at progressive levels of education is the way forward to changing mindsets of the entire community towards sports education. There are several campaigns that are focussed on the integration of sports and education that cut across the diversity of our country to make people more cognizant of the merits of sports in education. The education sector has an important role in promoting sports in India. Sports education goes beyond building physical stamina to instil qualities such as determination, willpower, discipline, and team spirit. In recent years, sport as a discipline has expanded beyond its previously defined boundaries. It is no longer limited to only sportspersons and playing sports; several professions have

come up that combine business and sports. This phenomenon has caused an increase in the demand for dedicated, skilled professionals in the many areas associated with the business of sport.

Globally, the sports industry has a unifying appeal. This industry boasts of a dynamic appeal that most other industries worldwide are envious of. It holds the power to define nations. The sports industry offers the perfect opportunity to generate employment and revenue and the potential for its growth in our country is fuelled by our recent transition from a single sport nation to a multi-sport country. Sports business and as a consequence the education in proliferating at an unprecedented rate this is only expected to grow in the years to come [2].

Understanding its importance in the betterment of students' overall growth, the Indian government has taken strong steps towards the development of sports education in the country. In September 2017, the Union Cabinet passed the decision of a revamped Khelo India programme at a cost of ₹ 1,756 crores over a period of four years. 2017-18 to 2019-20. The programme objectives are to the mainstream sport as a tool for individual development,

community development, economic development as well as national development. The scheme aims at providing a scholarship of up to ₹ 5 lakhs to meritorious individuals demonstrating excellence in sports. In August last year, Union Minister Rajyavardhan Rathore made an announcement of making games period mandatory in schools while reducing thesyllabus by 50% by next year. "We have come to a stage where a sport is not a part of education, it is education. The ministry of education is ensuring that the syllabus in schools by 2019 is reduced by 50% and there will be a sports period on a regular basis," he said. It is, thus, vital to promote sports education in India. [3] The Ministry of Sports and Youth Affairs has already decided in favour of constituting a high-level committee for the formation of the National Sports Education Board. This committee is under discussion on how to bring the national sportseducation board into shape. The Ministry is also keen to have an "Olympic Museum" for the country soon. After the Union Cabinet on May 23 approved an ordinance to set up the country's first national sports university in Imphal, President Ram Nath Kovind gave his assent to the ordinance on Friday. Its objective is to establish and incorporate a National Sports University in the State of Manipur, a specialized University first of its kind, to promote sports education in the areas of sports sciences, sports technology, sports management and sports coaching besides functioning as the national training centre for select sports disciplines by adopting best international practices.

Development and implementation of sports education curriculum in India

Active involvement of key stakeholders in the curriculum design process will translate into evolving a national standards framework in sports education across the country. The key result areas to achieve the monumental task of drafting, approving and implementing sports education curriculum across India depends on these components:

- Formulation of Standards: Finalize at least 5 key standards which encompass the learning outcomes related to sports skills, physical health and activity, access to competitions, building essential psychosocial values and fundamental skills.
- Definitive timeframe for creation and adoption of sports curriculum standards: By 2018, the draft national sports.
- Education standards must be brought out for public and expert discussions. By 2019, the final guidelines for sports standards and other allied information to be finalised and made ready to be implemented.

- To have a clear understanding that SE curriculum is not a replacement of PE curriculum but a vital tool to achieve the PE objectives in children, while broad basing various sports amongst them that could possibly lead to identification & development of potential high performance talent in sports.
- Promote creation of focus position papers, data & feedback collection, sports committees overlooking the curriculum drafting process. Also, to sanction research grants upon milestone completion to approved group.
- Complete support from federations and education boards in terms of upgrading their own structure and quality to up-skilling of the existing workforce to align with the futuristic requirements of SE.
- The 'Khelo India' scheme formulated by the Government is a national programme for development of sports. Similar schemes incorporating need of sports education in schools are needed.

Recommendations :-

- Aim for including sports education as part of the next National Curriculum Framework (NCF) studies and recommendations. To achieve this, it is important to have the sports curriculum framework drafted, piloted & tested in few schools, ratified accordingly with suggestions from industry experts and implemented nation-wide.
- Establish association with the authorities from countries like US, Australia, etc. involved in framing and development of curriculum. Learning from understanding the challenges and problems faced in implementation of SE curriculum in schools by these countries can help us with drafting more effective SE curriculum standard.
- Align the skill gap analysis conducted by National Skill Development Corporation (NSDC) with the job requirement in SE curriculum related jobs viz. – sports educators, sport curriculum writers, community sports officer, Curriculum monitoring & evaluation among other profiles – to arrive at a curriculum standard that also helps skill developmentfor the sports industry.
- Develop standards in allied work areas like:
- National Assessment standards – defines metrics, methods, process for conducting sports assessments.
- Curriculum monitoring & evaluation standards – assists in inspection, proper evaluation of results & teaching methods and providing corrective actions.
- National Talent Search methods (for sports talent) and standards to increase its reach and applicability.
- The involvement of District Sports Officers (DSO), in overseeing implementation and data collection process. The National Sports Federations to be brought into scheme of things for effective implementation of curriculum framework.
- Reduce the variance in calibre, training, interest and motivation level of teachers; having a standardized framework document will ensure that minimum expected outcomes and deliverables are achieved.
- Foundation of a National Sports Education Curriculum Authority (NASECA) to oversee and inter-relate with other key stakeholders like the Sports Authority of India (SAI), state

level sports authorities, national sports federations and their state units. The NASECA will

ensure inter-operability functions and make transition and implementation of sports curriculum constructive in schools.

- Request Ministry of Youth Affairs & Sports (MYAS) to transfer Sports in the Concurrent list from the current listing as a State subject. This will ensure Sports and allied activities are brought under national focus for accelerated and inclusive sports development in the country.
- Promote concept of sporting culture in schools and communities whereby active participation in sports and physical activities is seen as a way of life. Offer substantial competitive opportunities at school level, community level, professional stage and as well as for amateurs.

The benefits of inclusion of sports education in the mainstream education are various, and hence development of a National SE Curriculum Standard is essential and need of the hour. The compelling reasons, factors and time for laying a roadmap for sports curriculum framework implementation are perfectly aligned with the expectation of improvement in sports performance across the country.

Proposition and Conclusion

Sports need to be put at equal footing as any academic subject. It deserves as much sincerity and attention. It is the duty of schools to recognize this importance and develop/ implement a good SE curriculum that interests students and garners support from the parents. While a broad level framework is to be given by Government, the onus of practical implementation at schools will be the responsibility of the school leaders and management team.

In the National Education Policy (NEP) [5], 2020 also, the flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose without the restrictions they faced earlier. It advocates for a multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self- discipline, teamwork, responsibility, citizenship, etc. Sports- integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities. Mandatory skills to be imbibed by all students - health, nutrition, physical education, fitness, wellness, sports. In addition- Basic training in preventive health care, mental health, first aid, personal and public hygiene will be included in the curriculum. NEP 2020 realizes the fact that only small size of schools makes it

operationally and economically challenging to deploy teachers and critical physical resources(such as library books, sports equipment). The NEP recommends grouping schools together to form a school complex.

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NATIONAL EDUCATION POLICY (NEP) 2020 IN INDIA : NATURE & IT'S EFFECTS ON EDUCATION FIELD

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Abstract :-

The Research paper is giving an idea about the National Education Policy 2020 of India and it's effects on Indian Education System. The term education policy refers to the principles and policy decisions that influence education. The present paper is an attempt to study the nature and effects of National Education Policy 2020.

Keywords :- National Education Policy (NEP) 2020, Ministry of Human Resource Development (MHRD), The Union Cabinet, Ministry of Education,

Introduction :-

The Union Cabinet approved the National Education Policy (NEP) 2020 on 29/07/2020. This policy will bring about revolutionary changes in the education field of the country, including renaming of the Ministry of Human Resource Development (MHRD) as Ministry of Education. NEP 2020 aims at introducing several changes in the Indian Education System right from school to the college level. There will be a 5+3+3+4 structure which comprises 12 years of school & 3 years of Anganwadi/ pre-school replacing old 10+2 structure.

Research Methodology :-

For present study researcher has choose the secondary data from various web sites and speech delivered by experts.

Objectives of study :-

1. **To study the merit of NEP 2020.**

2. **To study the Objectives of NEP 2020.**

The merit of NEP 2020

NEP 2020 policy is Comprehensive. It seeks to address the entire Scope of education from preschool to doctoral studies and from professional degrees to vocational training. It's focus on early childhood education is important. It adopts a 5+3+3+4 model for school education starting at age 3.The New education Policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future. The NEP 2020 is based on four pillars which are Access, Equity, Quality and Accountability. NEP 2020 makes a bold prescription to free our schools, colleges and universities. The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Nep 2020 built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

To study the Objectives of NEP 2020.

Through this new education policy , Government is trying to bring more than 2 crore students into the mainstream. With the help of this, they aim to achieve 100% GER (Gross enrollment ratio) from pre-school to secondary by the end of 2030. Through NEP 2020 government is looking forward to making India a "global knowledge superpower". It will possible only by making education system for schools and colleges more flexible, holistic, and multi- disciplinary which will bring out their unique capabilities.

Conclusion :-

NEP 2020 is a very student centric policy. It will ensure maximum benefits of students. It will enable the students to choose the right career path according to their inclination. Along with this students can also opt for language in which they want to study. This will serve as a great advantage because it will ensure the conceptual understanding of various subjects.

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CHANGING ROLE OF COLLEGE LIBRARY PROFESSIONALS IN DISSEMINATING INFORMATION OF USER EDUCATION

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DOI - 10.5281/zenodo.7180021

Abstract:

This paper focuses on changing role of Library professional in Disseminating Information of user education. Library is integral part of academic library. It is power house it is a substation wherever information is collected, created, and assigned to satisfy the user's requirements. Traditionally libraries estimated themselves into words about their area transaction, circulation but change though those steps do not include nature of service. The patrons are not always friendly among the information sources. So the important task of the college is to make sure that the library is used in the most profitable manner in this scenario user education play vital role in providing information sources according information needs Advancements into the educational schemes become produced regarding variations toward the pedagogy systems which influence students Information seeking behavior. User study programs must be seated near the place meanwhile some educational libraries to support users obtain active usage of libraries.

Key words: *User Education, Information Resources and Service, ICT*

Introduction:

Change is always permanent and also nature of the law. So the library is not exceptions to this. Library is a big asset of any college. It has to grow not only in term of collection but also there is need to bring the versatile collection in the eyes of patrons of colleges. It is the responsibility of of library professionals to bring into notice of teachers and students, how to make the use of it, various types of services offered. ICT play vital role in providing new skills for seeking information, retrieving, managing and processing for the patrons. Modernization and improvement of information and communication techniques and application has brought drastic change in the entire library management system, because of it the onus has shifted from traditional model to 2.0 models. With the help of this users are getting information in stipulated time. The demand and expectation of library patrons is also changed thus modifying and simplifying the work nature of Librarian professional. The thought of a traditional library is developing into words of the kinds of records, assistance, collection of sources, techniques of information retrieval of accessible resources. The global changes have great impact as functioning of libraries; because of it user's expectation from libraries has increased.

Definition:

Conference was organized by American Library Association on use of

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ducation in 1876 in this conference the term User Education was first coined by S.S.Green. In which the meaning and importance of users education was discussed and concluded to have proper plan programme for it.

The term such as Library Orientation, Library Instruction and Bibliographic instruction are being used by the professionals for user education. There are many definitions available in the literature on USER EDUCATION. Which as follows.

Nancy Fjalbrant and Ian Malley said that user education is "concerned with the whole information and communication process and one part of this involved the total Interaction of user with the library.

User education is also instruction which covers library patrons with skills to enable them to be independent and sophisticated users of libraries and their resources.

Aim of User Education:

The aim of User education is to create awareness of the existing sources of information and to make them capable in locating, retrieving and use of information.

- To enhance the ability of students to think logically and do the things creatively.
- To make them aware in finding particular items with the help of catalogues, opac indexes, abstracts bibliographic etc.
- To make them aware about the tools and techniques of information technology to be used for information search.
- To provide users with the basic skills of literature searching.

Need of User Education:

- Some of the factors which necessitate the introduction of user education programs are as follows.
- Due to information explosion large amount of publication in variety of forms is generated with widely scattered manner.
- Change in the examination pattern, stressing on assignments, self study.
- Changes in teaching and learning method.
- Application of ICT tools in library for information storage, retrieval and dissemination.
- Increase in awareness about students requirements.
- Contribution of Internet in enhancing the search effectively
- The growth of information and students increasing information needs are of variety and diversity of level, frequency, volume and use.

Planning and Implementation:

Programme and Planning of user education programme is very important, particularly in academic college libraries. It requires proper planning and implementation of it. It includes;

- Orientation
- Bibliographic Instruction,
- Designing of right evaluation methods.
- Preparation of instructional materials.
- Testing Programme on small portion of user's population.
- To generate sample of syllabus which includes information about Library Documents, Information Technology in Library,

Classification, and Reference Sources etc.

Levels of User Education:

Rathore (1992) summarized the different levels of user Education as follows,

1. At the beginning of every academic Year or every semester. It includes those students who have taken admission for the first time in college for various courses like B.A/B.Com/B.Sc…etc. They should be given basic introduction about the college library as well as information about various tools available in library like Library catalogue (OPAC), various reference sources, Periodicals available in the library, about collection of library etc.
2. Subject Oriented information when users are admitted to special branch or subject of their choice. This includes students enrolled at post-graduate level viz M.A, MCom, MSc, M.B.A etc.In addition with general information about library they should be informed about classification scheme , various types of services, literature search, compilation of bibliographies for their projects, technical writing etc.
3. Literature searching training to be given at initial stage of research work. It includes information about technical writing, giving footnotes etc.

Therefore depending upon the level of User education Library Professionals should set their Aims and Objectives of disseminating information of user education.

Challenges:

Main challenge is to shift the onus from traditional users into ICT based user.

- Sometimes complexity in electronic resources discourages he students in using Information resources.
- Effective and Efficient way of services from library professionals
- To recognize the exact need and satisfy Information needs of the users.
- Research on complex and interdisciplinary topics.
- To identify and develop correct search strategy
- To cope up with advance information and disseminate in proper manner
- To develop library activities based on string services so as to satisfy their needs Information services should be developed keeping in mind the Users need in future.

Library Activities towards User Education:

Development in the Educational System has brought about changes in the teaching and learning methods which impact on students Information Seeking Behavior. Thus User Education Programmes and Various types of Library Activities have been put in place in college libraries to assist users for making effective use of libraries.

According to Fleming (1990) User education includes various programmes of instruction, educational and exploration provided by the libraries for users to enable them to make more effective and efficient and independent use of information sources and services to which these libraries provide acess".

Accordingly Libraries should arrange users education activities like Visit to Library, Book Talk, Book Exhibitions, Orientation Programme, Showing educational related film/Movies/organizing Quiz/Debates etc.

Role of Library Professionals in User Education:

Today's library is also described as Substation wherever information is collected, invented, and assigned to satisfy the user's wants. Library experts need to have an accurate understanding of the user's requirements. Externally understanding the information needs about its users that remain trying to implement useful assistance to them Traditionally Information sources are accessible into various ways viz, journals, research paper, book, etc. But in today's Information Technology era maximum students try to find information through internet .So it is responsibility of Library professionals to make the user aware about E-Journals and E-Books .online catalogs and their search procedures…etc Web based Education not only provides platform of interaction but also gives more Information technology Flexibility to the users The new social media like Blogs, twitters, face books , library websites play vital role in disseminating web based user education . Library professionals should provide such Internet based education that helps the students in giving knowledge of how to use Library OPAC, How to find out books, Magazines, Biographical data and related documents, method of selecting relevant database and other electronic resources. Library professionals are responding to the challenges of new technologies by taking the opportunity to their traditional role to Information base role.

With the help of mobile phones, tablets, and other related medium convert extra common and affordable, wireless technology can dramatically enhance learning and bring digital content to learners.

SMS-based Reference/Text Services can be offered to the students for simple questions such as dictionary definitions, facts or services information from the library that can be answered with a brief response. Therefore a proper form including effective evaluation requires looking while pioneering social networks in the library. Users needed to conscious and adequate preparation should survive given to staff to accomplish the task of organizing social software in the library.

Benefits of User Education:

1. User education helps students in identify information needs, evaluate information in educational environment today.
2. Motivates Self-directed learning.
3. Appreciation for life –long learning
4. Multimedia content transfer and invention rights.
5. Constant and established getting help.

Conclusion:

Today's era of Information and technology has made users easy for direct access of Information, but at the same time there is need of information skill to collect and present that information. Thus making the job of Library professional more challenging. A quick change from traditional services to Information technology base service ha s made college libraries to show academic performance. Finally User education programmes should be made compulsory and it should be taken at the commencement of each semester. Class rooms of the college can be used for conducting lectures, but practical should be given in the library itself. This will not only increase the level of library but it will also enhance the reputation of college and in turn promotes the use of library materials.

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A STUDY ON WOMEN EMPOWERMENT IN INDIA: ISSUES AND CHALLENGES

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Abstract:

The glorious Indian history, on one hand, venerates women in many societal dimensions but on the other hand, it echoes added challenges faced by women in education, business and politics compared to their male equal. Without the participation of women in national activities, the social, economic or political progress of a country will be stagnated. Women constitute almost 50% of the world's population, but they accomplish it resting on an unstable ground. Global canvas illustrates that nearly 70% women are under the poverty line, around 80% of the world's refugees are women and world's two third women are illiterate. Domestic violence, female feticide, rape, molestation & eve teasing, unequal wages and gender inequality are the global reality, which hinders women empowerment. Women's empowerment and economic development are closely related: in one direction, development alone can play a major role in driving down inequality between men and women; in the other direction, empowering women may benefit development. The present paper seeks to broaden existing understandings of women's empowerment and is an attempt to analyze the status of women empowerment in India using various indicators based on data from secondary sources.

Keywords: Women, Empowerment, Issues, Problems, Challenges, Education, Health, Socio-Economic Status.

Introduction: In the ancient Indian society women were adored and worshiped as goddesses. However in the middle age, the status of women got down to a great extent. In the modern world, where women status has been improved a little while, still they are facing problems. As far as their social status is concerned, they are not treated as equal to men in all the places. Women are called fair sex but always get unfair treatment. A woman's life lies between pleasure at one end and threat of violence at the other. Empowerment is a multi-dimensional and dynamic social process that helps people gain control over their own lives. It means emancipation of women from the vicious grips of social, economical, political, caste and gender-based discrimination. Empowering girls and women is the key to economic growth, political stability, and social transformation.

Kofi Annan, 7th UN Secretary-General pointed out that there is no tool for development more effective than the empowerment of women. The UNDP (1995) Report noted that without empowering women overall development of human beings is not possible. Empowerment in the social, political, economic and spiritual domain of women lead to the confidence in developing her capabilities and the realization that power can change. (Dr. Manju Tembhre-2018)

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In the Western societies, the women have got equal right and status with men in all walks of life. But gender inequalities and discriminations are found in India even today.

Review of Literature:

H. Subrahmanyam (2011) compares women education in India at present and Past. Author highlighted that there has a good progress in overall enrolment of girl students in schools. The term empower means to give lawful power or authority to act.

M. Bhavani Sankara Rao (2011) has highlighted that health of women members of SHG have certainly taken a turn to better. It clearly shows that heath of women members discuss among themselves about health related problems of other members and their children and make them aware of various Government provisions specially meant for them.

Doepke M. Tertilt M. (2011) Does Female Empowerment Promote Economic Development? This study is an empirical analysis suggesting that money in the hands of mothers benefits children. This

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study developed a series of non cooperative family bargaining models to understand what kind of frictions can give rise to the observed empirical relationship.

Duflo E. (2011) Women's Empowerment and Economic Development, National Bureau of Economic Research Cambridge The study argues that the inter relationships of the Empowerment and Development are probably too weak to be self sustaining and that continuous policy commitment to equally for its own sake may be needed to bring about equality between men and women.

Sethuraman K. (2008) The Role of Women's Empowerment and Domestic Violence in child Growth and Under nutrition in a Tribal and Rural Community in South India. This research paper explores the relationship between Women's Empowerment and Domestic Violence, maternal nutritional status and the nutritional status and growth over six months in children aged 6 to 24 months in a rural and tribal community. This longitudinal observational study undertaken in rural Karnataka.

Venkata Ravi and Venkatraman (2005) focused on the effects of SHG on women participation and exercising control over decision making both in family matters and in group activities.

Shariff (2009) suggested a specific measure for gender empowerment for India keeping in view culture specific conditions prevalent in the country. He identified six dimensions for which dependable data are available from sample surveys and government records.

Desai and Thakkar (2007) in their work discussed women's political participation, legal rights and education as tools for their empowerment.

Karat (2005) in her works discussed the issues of violence against women, their survival, political participation and emancipation.

Purusottam Nayak and Bidisha Mahanta(2017) Women Empowerment in India. This research paper explores the relationship between Women's Empowerment and Gender related Development Index (GDI) and Gender Empowerment Measure and compared it with HDI Human Development Index.

Objectives of the Study:

1. To know the need of Women Empowerment.
2. To analyze the Factors influencing the Economic Empowerment of Women.
3. To assess the Awareness of Women Empowerment in India.
4. To identify the Hindrances in the Path of Women Empowerment.
5. To offer useful Suggestions in the light of Findings.

Research Methodology: This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the empowerment of women in India. The data used in it is purely from secondary sources according to the need of this study.

Concept of Women Empowerment: The World Bank says, 'Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired

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actions and outcomes.' Generally "Women's empowerment" is used pervasively which mainly include economic participation and opportunities, educational attainment through improved literacy rate and enrolment ratio, political participation, health and survival, measured with life expectancy and sex ratio. In Indian context, there are three basic indicators for women's empowerment, women's security, decision-making power, and mobility.

Current Status of Women in India:

Educational Status: According to 2011 census, female literacy rate in India is still much lower (64.7%) than male literacy rate (80.9%). However, the gender gap in literacy rate is slowly declining over years. It has come down from 21.6% in 2001 to 16.3% in 2011.

Economic Status: According to a November 2015 report by McKinsey Global Institute, women contribute just 17 percent of India's GDP compared to the global average of 37 percent. According to International Labor Organization (ILO, 2017), estimates in that only 23.7 percent of eligible Indian women are part of the workforce as compared that to 75 percent of men. (Datta PB, Gailey R.)

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Political Status*:* Political participation is also hindered at the Panchayat level and at the state and national levels, despite existing reservations for women (108th Constitutional Amendment Bill). Even though the 2019 Lok Sabha elections saw the highest ever presence of women in parliament, it still stands at 78 (14.36%). And 2014 - 61 (11.23%), 2009 – 59(10.86).

Sex Ratio: the sex ratio has improved up to 943 in 2011. However, the World Bank projections for India suggest a decrease of sex ratio to 931 by 2021.

Gender inequality: According to a report, India shows "extremely high" levels of gender inequality, with a Gender Parity Score of 0.48, compared to an ideal score of 1.

Status of Women Empowerment:

The status of Women Empowerment cannot be visualized with single dimension rather multidimensional assessment in terms of various components of women's life and their status would bring a clear conception. So, this paper tries to give a basic idea about the condition and status of women in terms of employment, education, health and social status. Before going to elaborate separately let us have a quick view of the overall status of women in terms of gender gap index prepared by World Economic Forum in 2012, 2020 and 2021.

Gender Gap sub-Indices	2012 (135)		2020 (153)		2021 (156)	
	Rank	Score	Rank	Score	Rank	Score
Economic Participation and Opportunity	123	0.4588	149	0.354	151	0.326
Educational Attainment	121	0.8525	112	0.962	114	0.962
Health and Survival	134	0.9612	150	0.944	155	0.937
Political Empowerment	17	0.3343	18	0.411	51	0.276
Overall Index	105	0.6442	112	0.668s	140	0.625

Source: World Economic Forum (2012), Global Gender Gap Index – 2012, 2020, 2021.

The above table clearly connotes the status of low level of attainment of women in the varied field of their attainment. The ranking and scores for India amply proves that it is found in the lower rank. India gained eight places (from 113 ranks in 2011 to 105 rank in 2012) as a result of improvement in the educational attainments and political empowerment. But in 2020 and 2021 it is 112 and 140. Keeping aside the Political Empowerment, the other three indices is all above the rank of 100. Economic Participation and Opportunity – (2012-123), (2020-149), (2021-151). Educational Attainment- (2012-121), (2020-112), (2021-114). Health and Survival- (2012-134), (2020-150), (2021-155). The Political Empowerment ranks quite high up to 2020. It may be due to the 73rd and 74th Constitution amendments of India providing greater opportunity to women to take part in active politics.

Challenges: There are several constraints that check the process of women empowerment in India. Social norms and family structure in developing countries like India, manifests and perpetuate the subordinate status of women. The society is more biased in favor of male child in respect of education, nutrition and other opportunities. Women often internalize the traditional concept of their role as

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natural thus inflicting an injustice upon them. Targeting these issues will directly benefit the empowerment of women in India.

Education: The gap between women and men is severe. While 82.14% of adult men are educated, only 65.46% of adult women are known to be literate in India.

Poverty: Poverty is considered the greatest threat to peace in the world, and eradication of poverty should be a national goal as important as the eradication of illiteracy. Due to this, women are exploited as domestic helps.

Health and Safety: The health and safety concerns of women are paramount for the wellbeing of a country and are an important factor in gauging the empowerment of women in a country.

Professional Inequality: This inequality is practiced in employment and promotions in Government Offices and Private enterprises.

Morality and Inequality: Due to gender bias in health and nutrition there is unusually high morality rate in women reducing their population further especially in Asia, Africa and china.

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Household Inequality: Social norms and family structures in developing countries like India, manifests and perpetuate the subordinate status of women. e.g. sharing burden of housework, childcare and menial works by so called division of work.

Lack of awareness about legal and constitutional provisions and failure in realizing it, is another factor that hinders the process of empowerment.

Gender discrimination, Lack of Education, Female Infanticide, Financial Constraints, Family Responsibility, Low Mobility, Low ability to bear Risk, Low need for achievement, Absence of ambition for the achievement.

Findings of the Study:

1. Globalization, Liberalization and other Socio - Economic forces have given some respite to a large proportion of the population. However, there are still quite a few areas where women empowerment in India is largely lacking.

2. There needs to be a sea – change in the mind set of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity.

3. There are several Government programmes and NGOs in the Country, there is still a wide gap that exists between those under protection and those not.

4. Poverty and illiteracy add to these complications. The Empowerment of Women begins with a guarantee of their health and safety.

5. Empowerment of Women could only be achieved if their economic and social status is improved. And to make them realize that they have the potential to be strong human beings.

6. In order to create a sustainable world, we must begin to Empower Women.

Suggestions:

1. Awareness programmes need to be organized for creating awareness among women especially belonging to weaker sections about their rights.

2. The first and foremost priority should be given to the education of women, which is the grassroots problem.

3. Women should be allowed to work and should be provided enough safety and support to work. **4.** They should be provided with proper wages and work at par with men so that their status can be elevated in the society.

5. Strict implementation of Programmes and Acts should be there to curb the mal-practices prevalent in the society.

Conclusion:

Thus, the attainment in the field of income / employment and in educational front, the scenario of women empowerment seems to be comparatively poor. Let us take the oath that we

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want an egalitarian society where everybody whether men or women get the equal opportunity to express and uplift one's well being and well being of the society as whole. "When women move forward the family moves, the village moves and the nation moves.

The best way of empowerment is perhaps through inducting women in the mainstream of development. Women empowerment will be real and effective only when they are endowed income and property.(Nagaraja, B. 2013).

The Empowerment of Women has become one of the most important concerns of 21st century not only at national level but also at the international level. Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative. To deal with the issue of women empowerment, women have to unite in order to be heard in the creation and strict enforcement of laws and public policies with the purpose to assure their economic empowerment and gender parity.

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Socio-economic Analysis of Women Participation in Indian Agriculture

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Abstract:
India is a developing and predominately agrarian economy. The main occupation is agriculture, because 70 per cent of the population is involved in this occupation. Women play a significant and crucial role in agricultural development and allied fields. About 70 per cent of farm work is performed by women. **Women are not recognized as farmers in Indian policies thereby denying them of institutional supports of the bank, insurance, cooperatives, and government departments.** As per Census 2011, out of total female main workers, 55 per cent were agricultural labourers and 24 per cent were cultivators. However, only 12.8 per cent of the operational holdings were owned by women, which reflect the gender disparity in ownership of landholdings in agriculture. But a large number of women have remained as "invisible workers". The present paper shows that the contribution of women in agriculture is extremely significant using various indicators based on data from secondary sources. It also throws light on the obstacles faced by them in terms of less access to productive resources which do not recognized her work as active productive member.

Keywords: Women, Agriculture, Occupation, Production, Developing Country, Globalization Socio-economic, Employment.

Introduction:

Rural women are the major contributors in agriculture and its allied fields. Her work ranges from crop production, livestock production to cottage industry. From household and family maintenance activities, to transporting water, fuel and fodder. Despite such a huge involvement, her role and dignity has yet not been recognized. Women's status is low by all social, economic, and political indicators.

Agriculture has a vital role in India's socio-economic development. It contributes 15.62 % of GDP and according to World Bank collection of development indicators 42.74 % of employment (male 38.35% and female 56.36%). Women play a significant and crucial role in agriculture development and allied fields. The nature and extent of women's involvement in agriculture varies greatly from region to region. But regardless of these variations, women are actively involved in various agriculture activities. As par census 2011, out of total female workers, 55 per cent are agriculture laborers and 24 per cent are cultivators. However, only 12.8 per cent of the operational holdings are owned by women, which reflect the gender disparity in ownership of landholdings in agriculture. The dream of socio–economic empowerment of women will not be complete without empowering those who are living at India's last periphery. The ones whose day starts before sunrise and continues after sunset. However, gender based discrimination continues in multiple ways: women are not recognized as farmers in Indian policies thereby denying them of institutional supports of the bank, insurance, cooperatives, and government departments. These are the women farmers of India, whose voices often go unheard owing to their gender, and who struggles to establish their identity at a grassroots level due to patriarchal traditions and gender socialization. Women's work in agriculture is in addition to her role as a wife, a daughter-in-law and as a mother.

II. Review of Literature:

Jennifer A. Ball (2019) Very little investigation into women farmers in created nations has been delivered by market analysts, however a lot of what has been concentrated by researchers in different disciplines has monetary ramifications. This article audits such exploration delivered by researchers in all disciplines to investigate how much women farmers are turning out to be more equivalent to men farmers and to propose further commitments to the writing. As specific illustrations, subjects that has been broadly investigated in agricultural nations yet have gotten practically no consideration in created nations incorporate correlations of people farmers' efficiency and their admittance to and utilization of assets.

Singh and Vinay (2012) briefed in their working paper about the significance of female labour in agriculture and allied activities. They further stated that the role of women in agriculture as female labour is not highlighted in India. Despite of their presence in activities sowing, transplanting and post harvest operations they are considered as an invisible workers.

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Damisa et.al (2007) highlighted in their study that despite of various social, economic and various other constraints women have high level participation in agriculture and they are very committed in their agricultural activity. Overall the level of involvement of women in farm decision making was found very medium. The extent of involvement and decision making in activities like intercultural operations is 48 percent in harvesting of crops 45.33 percent, storage of farm produce is 42.67 percent; 42.00 percent in sale of farm produce and in subsidiary occupation like animal husbandry and dairy business is 38.67 percent and financial management is 36 percent only (Unati et.al, 2011).

Bala (2010) cited in his working paper regarding engagement and participation of women workers in almost all activities of agriculture but there is discrimination in wages even if they do same type of work as male labour. Further despite of their extensive and active involvement in agriculture of India, they are not considered for decision making in farm activities. Women participation in agriculture will be acknowledged when women farmer will actively participate to build and improve their knowledge and gain access to new and necessary information to make use of most of them in their farming activities. By linking the knowledge and information flow amongst women socio economic progress can be achieved (Dhaka et. al, 2012).

Farid et.al (2009) discussed the major role of women in farming & non- farming activities especially in post harvest operations, homestead gardening, livestock and poultry rearing, selling labour etc. The primary need of women working or seeking employment in various agricultural and non –agricultural activities is to meet the family needs and to enhance the family income.

Sandhu (2004) revealed that the wages got by female agrarian works were not as much as guys. Every one of the respondents needed to function as day by day paid work. Around 31% were the sole workers in their families. Every one of the respondents were part timers. Around 50 penny of them was additionally utilized on agreement premise at season of determined activities.

Objectives:

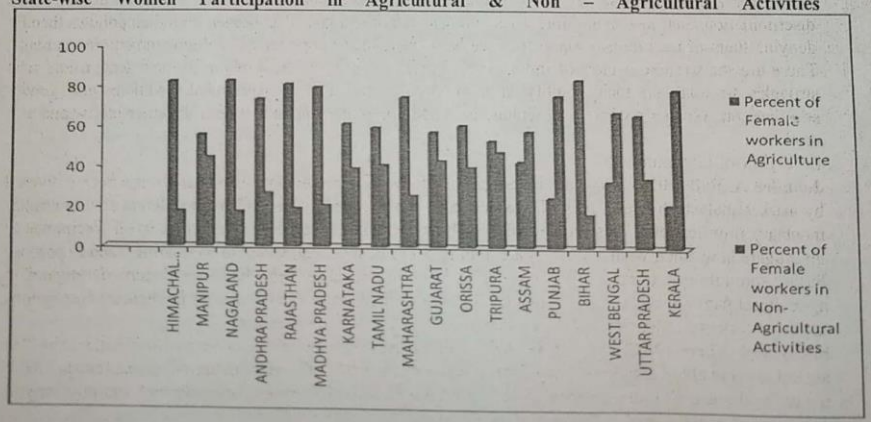
Taking into consideration the productive and optimistic participation of women in agriculture the present study "Analysis of Women Participation in Indian Agriculture" has been undertaken with the following specific objectives

1. To study the trend of women participation in agriculture as cultivator and agricultural labourers in Indian states.
2. To study the main obstacles in women growth in agriculture sector.
3. To study the various ways and means to reduce gender differences and to improve the role of women in the agriculture sector.

Research Methodology:

The entire research work has been done for the successful answering of the above mentioned research question. The prepared paper is a descriptive study in nature. The secondary data and information have been analyzed for preparing the paper extensively. The secondary information have been collected from different scholars'' and researchers'' published books, articles published in different journals, periodicals, conference paper, working paper, reports, books, newspapers and online data bases.

State-wise Women Participation in Agricultural & Non – Agricultural Activities



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Findings:

Some of the major findings and are described below.

1. Socio-economic status of landowner has been improved.
2. Improved participation in decision about farm activity.
3. There is a Lack of environment to allow women to be decision makers, Prevalence of conventional practices, Trend of SHG mode of women empowerment.

VI. Recommendations:

For the recognition of land owner women contribution in agriculture and its allied fields and reducing the gender issues, these are the following recommendations:

a) Recognition of labor work of working women in the rural economy may be accounted in monetary terms.

b) More facilities should be provided to poor land owner women for land, agricultural and livestock extension services.

c) Priority must be given to land owner women farmers in accessing credit on soft terms from banks and other financial institutions for setting up their business, for buying properties, and for house building.

d) Measures should be taken to enhance land owner women farmer literacy rates. A separate education policy for women may serve the purpose.

e) Women must be involved in decision-making bodies that have the potential to introduce structural changes. This action will bring some changes in the gender relations in the society.

f) Women must be aware regarding their existing rights, access to judicial relief and redress, removing discrimination through legal reforms, and providing legal aid, assistance and counseling.

g) Finally it is concluded that the rural women are exploited by land lords for their personal good and enrichment. Women are treated as sub- servant or personal property. In this regard government must formulate policies to enhance their skills and their work should be counted in economic indicators.

VII. Conclusion:

The purpose of this study is to analyze the women participation in agriculture across diverse Indian states based on secondary data source. Efforts were made to systematically collate the data and analyze the trend of women participation in each state. The study clearly depicts active involvement and participation of women in the agricultural sector in almost all the states with few exceptions like Kerala, Punjab and West Bengal where women are actively participating in non-agricultural activities which includes house-hold industry, service sector etc. The growth rate trend illustrates how much the population grew on average per year, over the multiple year periods. It is almost uniform for all the states showing very slight changes in few states which shows a bit higher growth rate than the rest. The cluster analysis further grouped the considered states as per their identical behavior of participation. Thus the entire work can be concluded with the facts that women participation in agriculture is increasing with time and women are now acknowledged with the status of "agricultural worker". Though discrimination of wages and in working status still prevails for women labour but due to implementation of various policies and initiatives taken by government the invisibility of women as an agricultural worker is plummeting and will further diminish in future.

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A Study on Facilities of Physical Education and Sports in India

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ABSTRACT
The procedure of development of individual from earliest stages to development is education. In the process he responds and interacts with his social, otherworldly and physical condition. Education in the wide sense, mean groundwork for life and all round development of the Person. In this way education is cognizance, procurement of information, healthy frames of mind and profound and moral qualities. Physical education programs are identified with the educational destinations. The necessities of the physical are inseparably identified with the activities of the psychological. Development doesn't occur without something happening to character and social conduct. Physical education through important physical activities and it is a basic part of the general education. Physical Education program holds a significant spot in modem education system. All round development of different parts of character physical mental, passionate and social is beyond the realm of imagination without it. In the majority of the collages Physical Education is given a prime significance. It is particularly fundamental to design an unmistakable program of Physical Education in the start of the session and afterward execute it successfully in a composed manner in the collages.

KEYWORDS: Facilities, Physical Education, Sports

INTRODUCTION

Facilities in Physical Education

In India physical education has been remembered for the eleventh and twelfth junior school educational program for directing games and sports for the students of junior school level. Physical education in school requires facilities as play area, types of gear, libraries research facilities lobbies, pool Athletics, yoga, sports and games and Health Related physical fitness and motor fitness and so on are acknowledged as the fundamental and standard facilities, ongoing patterns uncovered that to enhance the program, school physical education requests for enough space and united facilities. It has likewise been encountered that such Facilities and late educational plan actualize are generally liable for the accomplishment of the program.

Guidelines for Facilities

1. Boards of Education, through their collages spending process, support:
a) The buy and upkeep of proper and adequate physical education supplies and gear; and
b) Equitable physical education facilities and upkeep of these facilities for every montage.
2. Physical education teachers, physical education program manager, and collages directors ought to together:
a) Develop measures for suitable supplies and gear; and systems for buying. b) Provide contribution to plans for new physical education facilities.
3. Collages and network facilities and projects are structured and actualized to help and supplement each other in serving youngsters' needs.
4. There is a devoted facility for the physical education instructional program.
5. Sufficient space, running from 110 sq. ft. to 150 sq. ft. per youngster, for learning development activities in which kids can move unreservedly and securely. The student/teacher proportion ought to be 25:1 per class. Flawless classes ought not interfere with each other.

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6. Sufficient space, going from 400 to 600 sq. ft. with a tallness of 12' – 15', is accessible for sheltered and legitimate stockpiling of physical education gear.
7. Physical activity space is intended to encourage guidance liberated from interruptions and "go through traffic designs".
8. Bathrooms and water fountains ought to be found near the instructional facilities; if water fountains are in the instructional zone they ought to be recessed.
9. Office space, running from 120 to 240 sq. ft. in size, for the physical education teacher is given to permit students helpful access to their teacher for discussion and additionally help.
10. A learning domain with sufficient acoustics ("sound bewilders") licenses kids to securely participate in all periods of guidance.
11. Indoor facilities, with legitimate deck and lighting, are spotless and disinfected every day. Floor surface ought to be either hardwood with pad, or a turn out engineered item. The base measure of light ought to be 30-foot candles.
12. All-climate outside surfaces are appropriately set apart with circles, lines, courts, and so on to allow participation in a wide assortment of activities and are fitting for students with fluctuated capacity levels.
13. Outside regions are accessible for educating and:
a) Are liberated from wellbeing risks, (for example, glass, trash, water),
b) Located away from occupied study halls,
c) Have plainly characterized physical limits,
d) Are far away from parking areas or lanes [i.e., no closer than 100 yards], or are Separated by obstructions that keep vehicles from entering the zone.
e) Are sufficiently close to collages working to allow access to gear, and
f) Provide cover in the event of severe climate.
14. Common play territories are accessible to encourage and support inventive and exploratory play.

SPORT

Sport incorporates all types of focused physical activity or games which, through easygoing or sorted out participation, in any event in part expect to utilize, keep up or improve physical capacity and skills while giving pleasure to participants, and now and again, entertainment for onlookers. Several sports exist, from those between single hopefuls, through to those with many synchronous participants, either in groups or contending as people. In specific sports, for example, dashing, numerous contenders may contend, at the same time or sequentially, with one champ; in others, the challenge (a match) is between different sides, each endeavoring to surpass the other. A few sports permit a "tie" or "draw", in which there is no single champ; others give attach breaking techniques to guarantee one victor and one failure. Various challenges might be organized in a tournament creating a hero. Numerous sports alliances make a yearly boss by organizing games in a standard sports season, followed sometimes by end of the season games.

Sport is commonly perceived as system of activities which are situated in physical physicality or physical aptitude, with the biggest significant rivalries, for example, the Olympic Games conceding just sports meeting this definition, and different organizations, for example, the Council of India utilizing definitions blocking activities without a physical component from arrangement as sports. In any case, various focused, however non-physical, activities guarantee acknowledgment as mind sports. The International Olympic Committee (through ARISF) perceives both chess and extension as true blue sports, and Sport Accord, the international sports federation association, perceives five non-physical sports: connect, chess, drafts (checkers), Go and xiangqi, and limits the quantity of mind games which can be conceded as sports.

Sport is typically administered by a lot of rules or customs, which serve to guarantee reasonable challenge, and permit reliable mediation of the champ. Winning can be dictated by physical events,

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for example, scoring goals or intersection a line first. It can likewise be controlled by passes judgment on who are scoring components of the sporting performance, including objective or abstract estimates, for example, specialized performance or imaginative impression.

Records of performance are regularly kept, and for well known sports, this data might be broadly declared or detailed in sport news. Sport is likewise a significant wellspring of entertainment for non-participants, with observer sport attracting huge groups to sport settings, and contacting more extensive crowds through communicating. Sport wagering is at times seriously controlled, and now and again is integral to the sport.

As indicated by A.T. Kearney, a consultancy, the worldwide sporting industry is worth up to $620 billion starting at 2013. The world's generally open and rehearsed sport is running, while association football is the most well known observer sport.

SPORTS IN INDIA

Sport in India alludes to the huge assortment of games played in India, running from inborn games to more standard sports, for example, cricket, badminton and football. India's assorted variety of culture, people and clan just as its provincial inheritance is reflected in the wide assortment of sporting orders in the country.

Cricket is the most mainstream sport in India, the country having facilitated and won numerous Cricket World Cups. Field hockey is the best sport for India at the Olympics; the Indian men's group has won 8 Olympic gold awards. Kabaddi is the most famous indigenous sport in the country. Other well known sports in India are badminton, football, shooting, wrestling, boxing, tennis, squash, weightlifting, aerobatic, games, table tennis, b-ball, volleyball and cycling. Mainstream indigenous sports incorporate chess, kho-kho, kite-battling, leg cricket, polo, snooker and gillidanda.

India has facilitated and co-facilitated a few international sporting events, most outstandingly the 1987, 1996 and 2011 Cricket World Cups, the 1951 and 1982 Asian Games, the 2010 Commonwealth Games, and the 2017 FIFA U-17 World Cup.

Residential professional sports classes in the country incorporate the Indian Premier League (Twenty20 cricket), the I-League and the Indian Super League (football), the Pro Kabaddi League (kabaddi), the Hockey India League (field hockey), Premier Badminton League (badminton), the Pro Wrestling League (wrestling), the Ultimate Table Tennis group (table tennis), and the Pro Volleyball League (volleyball).

Significant international sporting events yearly held in India incorporate the Chennai Open in tennis, the Indian Open in golf, and the India Open in badminton.

The Rajiv Gandhi Khel Ratna is India's most elevated honour for accomplishment in sports, while the Dronacharya Award is granted for greatness in training.

SPORTS FACILITIES

All inclusive, countries over the world have instituted laws or articulated rules for the guideline of sports in broad daylight interest and in national interest. The need to control sports emerges out of a few contemplations, for example, the need to forestall bigotry in sports, kill doping in sports, forestall age extortion in sports, ensure competitors' privileges, forestall youngster misuse and inappropriate behavior in sports, secure sexual orientation equity in sports, forestall wagering and betting in sports, boycott risky sports, advance professional management and administrative and budgetary responsibility in sports, address against trust and rivalry policy issues identified with sports, direct sports broadcasting rights, manage the cost and section to sports events, etc.(National Sports Development Code of India, 2011) Sports and physical activities assumes a significant role in building country subsequently it should be survey the approaches time to time and legitimate execution (International Charter of physical education and sports, 2015) Adopted during UNESCO's 38th General Conference (November 2015) is an update of the first International Charter of Physical

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Education and Sport, embraced at the twentieth General Conference (1978). In twelve brief articles. the overhauled Charter fills in as an all inclusive reference on the moral and quality measures of physical education, physical activity, and sport. Not many articles identified with the present investigation are recorded beneath

Sports have its noteworthiness concerning the rivalries, national integrations social trade and so forth yet it additionally helps a person in general development. Sports advance health and fitness country, which has a greater amount of fit people, may have a superior pace of development than different countries. In July 2002, the secretary General of the United Nations assembled an inter-organization team to audit activities including sport inside the United Nations system. The point of team was to advance the more systematic and better utilization of sports activities for devolvement of harmony at network level and to create support for this point through government and sports related organizations. The team was likewise solicited to set up a stock from existing sport for development programs, and to urge United Nations System to consolidate sports into their activities and work towards accomplishing the Millennium Development Goals (MDGs). (Power, 2002) This shows development in sports isn't vital for accomplishing sports greatness in focused sports yet additionally it prompts the development of noteworthy physical advantages, capacity to lead long and healthy life, lessening the probability of a few significant no transferable infections and so on. Sports likewise give psychosocial benefits, for example, cultivating social integration, showing methods for dealing with stress and so on. Sports further have mental advantages, for example, lessening discouragement and improving focus and so forth. While sport is basic to human development, it likewise adds to economic development. The economic capability of sport is featured by its economic weight, coming about because of activities, for example, maker of sporting merchandise, sports events, sports related administrations and so on. Developed countries have their own makers while Developing Nations needs to depend over those developed countries for their sport's needs. In spite of endeavors made by governments all inclusive it is by all accounts thought little of by us an examination led on US populace shows Organized youth sports are profoundly mainstream for youth and their families, with roughly 45 million youngsters and juvenile participants in the US. Seventy five percent of American families with collages-matured kids have in any event one youngster participating in sorted out sports. Superficially, apparently US kids are healthy and glad as they take part in this conventional leisure activity and families report more elevated levels of fulfillment if their kids participate. Be that as it may, measurements exhibit a youth heftiness plague, with one of three youngsters presently being overweight, with an undeniably stationary lifestyle for most kids and adolescents. Expanding sports-related wounds, with 2.6 million crisis room visits a year for those matured 5–24 years, a 70%–80% steady loss rate when a youngster is 15 years old, and projects overemphasizing winning are issues encountered in youth sport. The difficulties looked by grown-ups who are engaged with youth sports, from guardians, to mentors, to sports prescription suppliers, are different, complex, and changed crosswise over ethnic societies, sex, networks, and socioeconomic levels. Apparently an accentuation on fun while building up a harmony between physical fitness, mental prosperity, and lifelong exercises for a healthy and dynamic lifestyle are vital for progress. (Merkel, 2013). In a later report by Troiano et al, just 42% of rudimentary collages youngsters attempted the suggested day by day measure of physical activity, and just 8% of youths met this objective. 18 Research has demonstrated that youth weight is a decent indicator of grown-up stoutness, (Hedstrom R, 2004) (Whitaker RC, Wright JA, Pepe MS, Seidel KD, Dietz WH, 1997) and it is assessed that 33% of youngsters conceived in the years 2000 and past will encounter diabetes sooner or later in their lives. Discussing another superpower in sports China President Xi Jinping accepts sport has incredible noteworthiness past itself, and that building China into a sports power is a basic part of understanding the Chinese fantasy about restoring the country (Chi, 2017). President Xi says fitness is the premise and assurance for all people to carry on with a healthy life and it has a significant influence in China's progress from a major country to a solid country in

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sports. His proposition of advancing mass fitness was remembered for the work report of the eighteenth National Congress of the Communist Party of China. Under a national arrangement for developing mass fitness gave a year ago, China plans to have 435 million people, 33% of its populace, consistently doing physical exercise by 2020, since winning their first Olympic gold decorations at the Los Angeles Games of 1984, China has step by step made tracks towards turning into a world sports power. China, as the host, won 51 golds to take the top situation at the 2008 Summer Olympics in Beijing; it exhibited its stature as a sports powerhouse. In any case, there is an innate incongruity to this example of overcoming adversity when in excess of a million Chinese surrender to cardiovascular infections and stroke every year – sicknesses that are related with an awful eating routine and absence of activity. A year ago, a worldwide report even found that China had the world's biggest populace of stout kids. (Ieong, 2018) These are astounding information from a certified world sports power, and ought not be disregarded. While sustaining exceptional sports gifts, Chinese specialists appear to put little accentuation on the development of physical and emotional well-being for the all inclusive community, and various regions gainful to people in general prosperity have been changed into business premises. All the more disappointingly, the inspiration for holding international sports events these days is by all accounts to utilize it as a methods for updating a country's worldwide status and the travel industry potential, which conflicts with the first thought of joining countries of the world and binding together the body, mind and will in a fair entirety. (Ieong, 2018). Sports is advanced in connection to expertise level, aggressiveness, better equipment's, facilities and infrastructure and so forth in developed countries however they are missing accomplishing the significant objective, significant point of sports for example health, collaboration, harmony, society and so on. It appears that open area sports organizations, private segment sports organizations buckling down for the improvement and development of sports yet sports should be advanced in connection to accomplish its definitive point.

CONCLUSION

Significant facilities like an athletic track, pool and facilities for current games like hockey, football, badminton, handball, tennis, ball are discovered needing. Games which don't require a lot of room and venture like volleyball, kabaddi, kho-kho, ball-badminton are progressively mainstream and in this manner facilities for such games are controlled by numerous colleges. Games like fireball, tennikoit are not extremely well known since no inter-university rivalries are led in those games Rating of nature of open air facilities have been done on a five-point scale and the level of most extreme rating shows that with the exception of playing surface and medical aid facilities which are viewed as better than expected, waste facilities, availability to people in general, facilities for onlookers, changing rooms and toilets, container facilities and arrangement for security principles are made a decision beneath normal. Floodlights are practically nonexistent in the colleges

In view of the data about the outside and indoor facilities present in the colleges and their quality assessment, it is nevertheless a conspicuous reality that lion's share of the colleges arenot happy with the facilities present while a couple of colleges still accept that the facilities present in their particular colleges are adequate.

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SPORTS COMPETITIONS SAFETY MANAGEMENT

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Abstract

Safety is the most important segment in the organization of sports competitions. The sports industry is turning over large amounts of money, measured in hundreds of billions of euros / dollars. The sports market cannotallow itself to be disrupted for safety or any other reason because it does not develop and lose money. In this paper, the authors made an analysis of safety aspects within the sports industry necessary for the successful organization of sports competitions. Precisely for these reasons, safety management can be divided into: 1. Safety management of sports competitions; 2. Safety management of top athletes; 3. Safety management of sports venues; 4. Security management of sports companies. Information technology today is the most efficient method of the security sector in sports. Thanks to surveillance cameras and facial recognition program, we can identify potential hooligans or terrorists who may endanger the safety of sports competition.

Key Words: *security, sports industry, sports market, information technology,surveillance cameras*

Introduction

The sports industry represents one of the fastest growing branches of the industry. In order to develop successfully, it is necessary that the safety aspect must be at the highest maximum level. Otherwise, the whole concept of sports competitions, audience presence, sponsors and even the media itself, as well as the entire sports industry, would be financially destroyed. Terror and anarchy would reign, which would have a very negative and disastrous effect on sports competitions. The sports industry represents one of the fastest growing branches of the industry. In order to develop successfully, it is necessary that the aspect of security be at the highest maximum level. Otherwise, the whole concept of sports competitions, audience presence, sponsors and even the media itself, as well as the entire sports industry, would be financially destroyed. Terror and anarchy would reign, which would have a very negative and disastrous effect on sports competitions. (Lovrinčević, 2015, 549).

The sports industry consists of four basic bearers. The first part is represented by coaches, the second place is reserved for athletes and the third place is occupied by sports managers, while the fourth place belongs to the media. (Radošević, 2020, 134).Safety belongs to the third part which includes sports managers whose mission is to organize sports competitions.Safety represents the most important aspect in the enactment of sports competitions. We are witnesses of incidental situations that occur either on sport playgrounds, sport venues or in sport associations/clubs, companies and the media. Precisely because of its value, the sports industry has become the source of conflicting situations in which we can see the interests of different groups that intersect themselves, and their roots stem within the supporters and the national ideology. Sport itself has become a profitable field that offers a possibility of earning a lot of money by selling television rights in the best sport competitions (IOC, FIFA, UEFA, NBA, NFL, NCAA) and also by negotiation with top level athletes. In this way sport has become attractive to hooligans, and members of criminal groups that try to make a profit using their own methods.

Safety within sports competitions is imperative because terrorism related to politics spreads in all segments of society and all other branches of various industries. Also, safety management helps companies to save their ideas and new technologies for their products,

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which have yet to appear on the sports market, from other companies that will do anything to steal and use good ideas. In the sports industry, from a safety point of view, the police have a major role to play. It is impossible to organize sports events without the consent of the Ministry of Interior Affairs, as necessary assessments must be made in tandem with the safety of sports competitions and sports venues, such as stadiums, halls, and swimming pools. There are often situations where certain sports events are declared high-risk ones, where the safety of both sports venues and the participants in the sports events is strengthened.

In the organization of a sport event or competition, the most important role is played by the safety commissioners at sports federations. Furthermore, depending on the level of competition, cooperation with national or local authorities is necessary. In case the national team plays a qualifying match that is of high-risk, the event will be organized by national and local authorities in the form of safety federations such as the Ministry of Interior Affairs (MUP) and the Security Intelligence Agency (BIA), who will give their own risk assessments when organizing a sporting event.

Among the riskiest sporting events concerning security, in Serbia, are football matches. These high-risk matches include the local derby between two most popular football clubs, Red Star and Partizan, as well as matches between the Serbian national team on the one side and the Croatian or Albanian national team on the other. These high-risk activities may happen within the stadium and around it while the matches are being played, as well as on the central streets of the host city. Within the preventative measures, the security services, in cooperation with the national association or club, influence citizens firstly via national and local media, warning them of items they are not permitted to carry, as well as ways to check the entrance to the stadium in the form of metal detectors and counter-diversion doors (CD doors). New challenges in the safety of sports competitions, such as the case of the "Drone" in the match between Serbia and Albania, which could have endangered the lives of the participants and the audience, forced the security services to introduce new security methods worldwide. Security today implies the deployment of snipers who would shoot down a drone that represents a potential danger because it could bring explosive devices that would cause the injury and death of a large number of people and athletes present in stadiums.

The goals and methods of research

The goal of this research is to explore the role and the influence of safety management in the sports industry. In the research, we have used historical methods, content analysis method, description method, comparison method, as well as empirical research where we asked the questions to respondents related to the reasons for attending or not attending sports matches. In this research, we have analyzed various new technologies and software in safety management.

The safety management role in the sports industry

Safety is the main condition for the development of the sports industry. Whether it is about sports competitions, sports venues, sports companies or some other sectors within the sports industry.Using historical methods, we can state that the biggest sports incident happened during the Olympic Games in Munich in 1972 when Israeli sportsmen were killed in a terrorist attack. The German Army and Police were unprepared; they were unarmed and did not have access to intelligence information and of any signs leading to such an incident. There is a lot of money to be made in the sports industry; hundreds of billions of dollars, in fact. Sports markets

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cannot permit themselves to be disturbed because of safety issues or any other reason as it hampers their development and makes them lose money in that way.The Government of the Republic of Serbia enacted a law to stop violence and inadequate behavior in sports events in 2003. ("Law on Prevention of Violence and Misbehavior at Sports Events", 2003). We should also mention that the police guarantee the control of the fans at the stadiums, but they have no right to interfere in certain situations. The police have all the relevant information about the leaders of the fan groups and also about their activities, either at the stadium or in their private life. When an incident happens, the police react and arrest them immediately.

Unfortunately, this is the limit of police engagement. The case is given to a public attorney, who often caused by lacks of evidence, releases arrested fans. Many hooligans were accused for dozens of criminal acts, from robbery, through distribution of narcotics, to attempted murder. The reasons of these actions can be linked to the fact that they are leaders of fan groups who control wide national masses at stadiums, and they are well connected either to the political structures or to an opposition. There is no politician who wishes to hear bad ovations which is considered to be the beginning of the end of a political career.

On the other hand, such situations have created public pressure and the state is now obliged to face the problem of hooliganism. The best example of a successful fight against hooliganism is the English model, where the smallest incidents are punishable by severe prison sentences. English fans, who were considered the leading hooligans in the world of football, were drastically reduced thanks to the Prevention of Violence Law.

The English police introduced the keeping of files of hooligan fans, a ban on travel for hooligans who have committed incidents in the past, as well as a ban on entering stadiums which are mentioned in the article ("Hooligans and the law", 2000). Unfortunately, racism, national and ethnic intolerance can still be observed during sports matches. It is not uncommon for fans of rival athletes of different racial, religious, national or ethnic backgrounds to scornfully chant, trying to insult, belittle and deconcentrate them in all possible ways.

Leading global sports institutions (FIFA, UEFA, FIBA, NBA) have prescribed in their regulations the special conditions that clubs or federations must meet in order to be able to compete under their auspices in which safety aspects are the most important part. Clubs and federations must modernize their sports venues (stadiums, halls, swimming pools) with video surveillance cameras, fire protection systems, detailedpersonal searches at the entrances to the venue by using metal detectors and personal search.Due to these reasons, safety management can be divided into:

Safety management of sports competitions

Ever since the terrorist attack on the Munich Olympic Games in 1972, the safety of sports competitions has become a priority every time a sporting event is organized. The German army and police were not prepared, nor were they armed, to provide safety to athletes; they were not prepared at the Olympic Village where the terrorist attack took place, nor did they protect the sports venues where the competitions were held. Nowadays, the fundamental condition for successfully becoming an organizer of the most popular competitions such as the Olympic Games, FIFA World Cup and UEFA Cup or any other sport, is the have adequate safety from the police, the federation and the host country.

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The safety of the organization of a sporting event fall under the competence of the organizer of the sports competition, the sports association (in case matches of national teams are played) or the sports club that is the organizer. The sports federation or club is responsible for the organization of the sports event, in order for the event to successfully take place. The biggest safety measures were present at the Winter Olympic Games in Sochi in 2014, where we could see how high the security was within the entire competition. Winter Olympic Games in Sochi were the best organized Games in the history from the security point of view.

The safety costs amounted to three billion dollars, while the cost of organizing the entire Olympic Games cost 51 billion dollars (the Tokyo Olympics in 2021 cost 13.6 billion dollars). About 50,000 members of the security services were deployed in Sochi, along with 3,000 participating athletes. The security services installed 1,400 surveillance cameras, the skies over Sochi were secured by fighter planes (Mig, Sukhoi), drones, while warships and submarines were deployed at sea. Infantry with radars and S400 (anti-surface-to-air) missile systems were deployed on the ground around Sochi. (Radošević, 2016, 198).

The Russians used hosting position in Olympic Games to raise their infrastructure and to develop Sochi as their main city on the Black Sea shore. Using historic and comparative methods, we can clearly see that the safety measures are drastically raised after 9/11 terrorist attack. Safety measures for the Olympic Games in Sydney cost 250 million dollars while safety measures in Athens in 2004 cost 1.5 billion dollars compared to 3.2 billion dollars in Sochi in 2014. There were several attempts of terrorist attacks and all of them were successfully stopped so that no one spectator or participant could notice them.

Safety management of sports clubs

Sports clubs pay a lot of attention to safety aspects. The first aspect concerns the safety in the organization itself and the second aspect is related to the safety in the way of sports espionage. The fact that sports clubs spy each other by all means in order to discover and steal tactics, plans and strategy of adversary teams.Some of these methods are phone tapping and hacker attacks on employees' computers are forbidden.

On duty safety service members are the most important factors during sports competitions.Their role is to observe and analyze the audience, identify possible problem people and with on time reaction, cut the problem at its root.It is necessary for the safety guards to pass adequate training courses in order to know how to react in criticalsituations and to apply these methods to ensure the audience's safety, as well as the safety of the referees and athletes on the playground. In developed countries like Great Britain, there has been evidence of such training courses. However, in undeveloped countries, sports clubs do not provide their members protection as they do not employ security guards with the necessary theoretical knowledge and practical experience.Clubs do not pay too much attention on counting on police engagement in full equipment. Preventing in the field of safety guards gives much better results than police officers` engagement with their equipment (helmet, shield, and stick) with irritating effects on audience provoking at the same time their physical reactions.

Nowadays, football is the most popular and most profitable sport and it is, at the same time, attractive to criminal organizations that get their money from investment illegally; namely, by washing money. There are more and more examples of football clubs led by owners with

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suspicious past and with criminal records in Serbia.At the same time, many sports workers lives were threatened for working in sport federationsor clubs. Several club owners were murdered, and the murder case of the general secretary of the Serbian Football Federation has never been solved due to political factors. The safety of sports competitions in Serbia is not at a satisfactory level. The use of cold weapons, pyrotechnics and the conflicts of fans have occurred more and more often, both on stadiums and city streets.Hooliganism has become a part of everyday life. Fan groups leaders gather groups of young people aged from 15-25 which become like a private army.The source of financing these groups is often connected to the distribution of narcotics and racketeering. In the period from 2000 to 2010 alone, seven people in Serbia were killed due to fan violence. The number of 14 fan groups whose ban were discussed by the Constitutional Court speaks volumes about the seriousness of this problem in Serbia. (Savković, 2010, 10).

Sports espionage

Sports clubs pay a lot of attention to security aspect. The first aspect concerns to safety in the organization itself and the second aspect is related to safety in the way of possible stealth, club and coach strategies, in the other words - sports espionage. The fact that sports clubs spy each other by all means in order to discover and steal tactics, plans and strategy of adversary teams.The most important factors during the sports events are responsible safety guards. Their task is to survey and analyze cheerers in order to identify people making potential problems and to cut the problem in the root. It is necessary for the safety guards to pass adequate training courses in order to know how to react in critical situations and to apply these methods to ensure the audience's safety, as well as the safety of the referees and athletes on the playground.

Safety management of athletes

Every country that sends its athletes to the biggest sports competitions (Olympics, World Championships) provides representatives of the security services who have the task of protecting their athletes from potential terrorists. Thus, USA athletes are monitored by ISEG (interaction coordinated between CIA, NCIS, DEA, FBI) to protect American interests outside the USA, Russian athletes provided by FSB, Israeli athletes MOSAD, Chinese athletes MSS, English MI6, etc. No country wants to risk their best athletes from being attacked, abducted or publicly killed by a terrorist, and then for these horrific incidents to be broadcasted through the media to be shown to billions of people worldwide live.Such a message would be devastating for any country, would create panic that no one is safe, would damage the reputation and image of the organizing country as well as the country whose athletes were attacked because they were not adequately protected.

Protection of participants (athletes, coaches, referees)

Safety management also includes the protection of participants in sports competitions, athletes, coaches and support staff. It often happened that there was a riot at sports competitions, where fans entered the field in order to deal with the opposing fans and players, where the lives of all participants were endangered. In such situations, there must be a safety system that involves the urgent evacuation of participants to a safe location. Also, athletes have to move freely even when they are not in sports venues, which is quite difficult due to the large number of fans who want to approach them, talk to them, take their autograph or take pictures with them. Among the fans, there are often fans of rival clubs, who do not like certain athletes, who have a feeling of resentment that they play for rival clubs and make it difficult for their clubs to keep the titles.

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source:
: *Prakash, Monica Seles Stabbing Anniversary: Would the stabbing had made a difference to Serena's Path to Greatness, Tennis World, May 1, 2016*
https://www.tennisworldusa.org/tennis/news/Tennis_Stories/32324/monica-seles-stabbing-anniversary-would-the-stabbing-had-made-a-difference-to-serena-s-path-to-greatness/

She still feels the consequences of this attack. The question is how lax the security measures were when a cold weapon such as a knife was brought in the sports competition and whether that means that everyone could bring their cold weapon and endanger the life of one of the athletes.

It is also necessary to look at the safety situation from the point of view of the referees, who are among the most endangered. The role of the referee is to pass judgment in contentious situations and, if necessary, sanction the participants. Fans find it difficult to accept decisions that do not benefit their team. Sports referees, the audience, players, coaches and even journalists themselves always consider referees to be the culprits on duty, and that is why they send insulting messages from the stands as well as from the media, considering them the main culprits for the defeat of their team. There is a huge amount of pressure that referees face every day. Also, it is necessary to say that referees are also people with their flaws and virtues. They are not infallible and sometimes they make a bad decision. This is the main reason why the largest sports organisations (IOC, FIFA, UEFA, NBA, NFL, NCAA) have decided to introduce new technologies that will provide referees with additional decision-making assistance.

The development of new technologies has contributed to the more effective functioning of people, but at the same time it has reduced physical activity, and has thereby contributed to the declining health status of the nation with a special emphasis on children.(Radošević, 2018, 487). In order to better acquaint the audience with the pressure that referees face on a daily basis, UEFA made the documentary "Kill the referee / Les Arbitres" during the European Football Championship in 2008, which describes in detail the pressure in controversial situations as well as the mistakes that judges make at the biggest sports competitions.

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Safety management of sports venues

In Serbia, cooperation with local security authorities (MUP, BIA) is necessary for sports competitions to be enacted successfully. The safety of the organization of the sports venues falls under the competence of the management in charge of the security of the sports venues (sports centers, stadiums, halls, swimming pools) and includes securing the venue throughout the year as well as close cooperation with the police during sports competitions. In the organizational structure of each sports venue, there is a security sector which, depending on the size of the venue, involves a team of at least 20 people. The management of the sports venues has close cooperation with the sports federation as well as with the police.

The safety of sports venues is crucial question before any sports competition is held. Today, we are witnessing reports of bomb threats before every major sports competition. The police and the organizers are obliged to check every report, regardless of the fact that 99% of previous reports have been false. Checking potential bombs makes it difficult to organize a sports competition, requires emptying the stands where 50,000-100,000 spectators are, brings unrest, causes suspicion and potential panic, which can lead to stampedes that could harm innocent people.

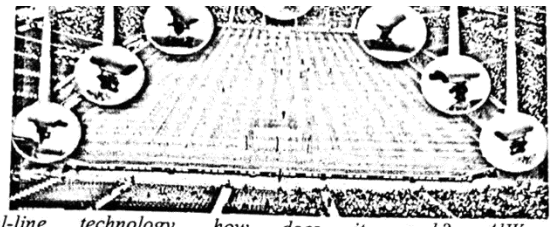
For preventing conflicts, the presence of security guards in England is more effective than the presence of the police. The police are more in charge of order and peace outside the stadium, while in Serbia the security guards serve as marionette, while the police have all the control both in the stadiums and outside the stadiums. Moreover, in Serbia, the use of force by the police in full gear with helmets, shields and batons is a frequent phenomenon, so it often happens that innocent spectators who are not hooligans are injured during the unrest, while in England there is no need for the presence of the police in stadiums due to strict laws against hooliganism who have zero tolerance, where fans trespassing on the grass field is punishable by at least six months in prison.

In Serbia, security guards have not undergone any training for acting in crisis situations on stadiums, while in England they are obliged to undergo training on how to act and behave in critical situations. In the videos, we can see how English stewards (security guards) stop fans who try to run onto the field, while in Serbia the stewards are not too prompt in stopping fans who want to run onto the field and draw the audience's or media attention to themselves.

Digital technology in security services of venues

Digital technology has revolutionized the security system of sports competitions. When organizing sports competitions, technological means are used for the implementation of safety measures, such as: video surveillance systems, access control systems, counter-sabotage doors, counter-sabotage X-rays, counter-sabotage mirrors, hand-held metal detectors, fire alarm systems, and various means of communication, like stationary and mobile ones. (Radošević, 2022, 297). Today, new technologies make it easier for police officers to resolve security situations, making it easier to spot potential hooligans or terrorists and remove them from the stadium, while footage from the stadium will serve as evidence in criminal proceedings before the judicial courts. In economically regulated countries, the trails of hooligans is being held today according to an accelerated procedure. Their pictures will be published everywhere and they will be denied access to all competitions.

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Source: *Goal-line technology, how does it work? AlWexo, Dec 16, 2016https://www.alvexo.fr/blog/technologie/technologie-sur-la-ligne-de-comment-ca-marche/*

Crowd Control Management

Also, the safety estimate of the number of spectators who can stop is very important, because otherwise Heisel, one of the greatest sports tragedies, could happen again, when 39 Juventus fans were killed and 600 injured in Brussels in '85. In this incident, there was a clash of fans, where Liverpool fans broke through the fence and forced Juventus fans to pile up together, which led to the collapse of the concrete wall in which one part of the fans was killed while the other part of the fans was run over in a general stampede. The media tragedy was even greater because hundreds of millions of people around the world watched this tragedy live because Juventus and Liverpool played finals for the Football European Championship.

The clash of fans on Heisel was a kind of revenge for a year earlier, the clash between Roma and Liverpool fans in Rome, when English fans were persecuted on the streets of Rome, where dozens of Liverpool fans were injured. Heiseltragedy was the announcement of Liverpool fans for revenge, which the security forces did not recognize in time. If the security management was at the highest level, the fans would be isolated from each other, the stadium would not collapse and no one would be hurt.

Safety management of sports companies

New technologies are considered to be the main reason for the accelerated development of the sports industry, necessary for the organization and development of sports organizations. IT today is the most efficient method of the sports security sector. The largest global sports equipment companies, such as Adidas, Nike, Puma, Asics, Under Armouretc., use industrial espionage methods to discover, copy or steal technologies used by their competitors, as well as to find out the company's future strategic plans. It is not uncommon for companies to copy the products of their competitors in order to take over their market share.

Thus, we have examples where the company "Nike" filed a lawsuit against the company "Adidas", accusing it of hiring three of their workers who worked for years in the

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associated to security prices because Inflation is at last turned into nominal interest rate and change in nominal interest rates caused change in discount rate so discount rate increase due to increase in inflation rate and increase in discount rate leads decreased cash flow's present value (Jecheche, 2010). The purchasing power of money decreased due to inflation, and due to which the investors demand high rate of return, and the prices decreased with increase in required rate of return (Iqbal et al, 2010).

3.4.1 Descriptive Statistics

Descriptive Statics has been used to find the maximum, minimum, standard deviation, mean and normally distribution of the data of all the variables of the study. Normal distribution of data shows the sensitivity of the variables towards the periodic changes and speculation. When the data is not normally distributed it means that the data is sensitive towards periodic changes and speculations which create the chances of arbitrage and the investors have the chance to earn above the normal profit. But the assumption of the APT is that there should not be arbitrage in the market and the investors can earn only normal profit. Jarque bera test is used to test the normality of data.

3.5 Objective of study

The objectives in this study are as follows:

i. To determine students' activity in sports.
ii. To identify the significance difference in sport between gender.
iii. To carry out any suggestion(s) that will be used to improve students' life style from negative activity.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

As shown in the TABLE I, there are 261 respondents with 139 (53.26%) of them were males. Among them, only 107 students very interested in sports activity such as cricket, Basketball, badminton, tennis, etc. Most of the respondents which involved in this study are from the family income with less than Rs.25000 /- per month and education level of their parents is secondary school level. The detail of the 107 respondents who interested in sports activity is shown in TABLE II.

Items	Overall	Interested in Sports Activity
Gender		
Male	139 (53.26%)	24 (9.20%)
Female	122 (46.74%)	83 (31.80%)
Parents' Education Level		
No formal education	10 (3.83%)	3 (1.15%)
Primary school	66 (25.29%)	25 (9.58%)
Secondary school	125 (47.89%)	74 (28.35%)
College/ University	50 (19.16%)	8 (3.07%)
Family income Per month		
Less than Rs.25000	98 (37.55%)	61 (23.37%)
Rs.25000 to 30000	125 (47.89%)	40 (1.15%)
Rs.30000 to Rs.40000	22 (8.43%)	3 (8.43%)
Rs.40000 to Rs.50000	2 (0.77%)	1 (0.38%)
Above RM7001	14 (5.36%)	2 (0.77%)

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Impacts of Sports on Students' Life

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Abstract: *Sport and games become crucial roles in helping the development of human minds and body especially for children. Parents should encourage their children to get involved in sports from the early childhood. Sports activities could prevent them from involving in negative activities, yet increasing the quality of life. This paper examined the involvement of students in sports activities during the school holidays. They normally have fewer activities during this leisure time and have more tendencies to get involve in negative activities if not guided towards the positive activities. A total of 261 students from two daily schools in Pune were involved in this study. About 41 percent or 107 students are interested in sports and many of them like to play badminton, cricket, volleyball and Basketball. The result also shows that students need additional facilities such as Kho Kho center and swimming pool to ensure they could try another type of sport. By providing the facilities according to their interest could give them more enjoyment and exposure to the new sport activities. The students also could experience the healthy life style and be prevented from joining the negative activities. Hence, the finding of this study is hoped to provide useful information in improving the quality of life among students especially for secondary school level.*

Keywords - Sport, quality of life, leisure time, student

I. INTRODUCTION

Students nowadays are broadly exposed to many sport activities. With the awareness of healthy life style and the facilities provided surrounding their living areas, most students could choose the best sport that suit them well. However, there are several barriers to stop students from actively involved in sport. These include the current life style whereby more students are interested in playing game online instead on the real field. As this world becomes the world without the limit, students tend to enjoy their life by using computer, ipad, hand phone, play station and ignoring the real world around them. Therefore, many of them live in imaginary world by playing cricket, tennis, and many other games that could be done through online. They have their own online community and live without the need to go out from house or without ever move their feet from their room to enjoy the games. By having food and drinks besides their table, students could spend hours and hours in front of the computer playing games, surfing, watching movies, chatting and others. By having this of habit, soon or later these students might encounter health problem such as back ache, blurry eyes, and headache and dizziness. Other than that, they might also be exposed to pornography, gambling, copywriting and cut out from social community.

Advancement of technology is good but there must be a balance between the use of the technology and the quality of life. As sport is part of the method of contributing towards the good quality of life, students must be persuaded to join the sport activities for their own sake. Sport could help them stay healthy; prevent them from joining crime activities; promoting social bonding; and increase students personality or characteristics. These are all contributing to the good quality of life. With the good support from the government and private organizations on sport activities, more and more facilities and financial support has been given to schools to pull the interest of students on sport. Therefore, students should grab the opportunity to involve in sport not only for the sake of individual wellness but also to enjoy the benefits of doing well in sport activities.

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good health to students whereby those involve in sport normally have good stamina and healthier than others. These students are normally active, more confident and cheerful. Sport is physical activities that help human to sustain health and prevent them from a chronic disease such as obesity, anxiety, depression, heart attack, diabetic, etc. As admitted by C. Ferron [1], teenagers who apply outdoor sport can be more energetic and physically fit because they are able to burn the fat and calories. Other than that, sport could develop muscles and help body coordination.

Currently, there are many sport activities available in schools and students could join many types of sport activities. By joining those activities students then could polish their skills such as in cricket, basketball, softball, squash, tennis, etc. Hence, this could give them opportunity to stay healthy and have self-discipline in controlling what they do and eat to have a good life. According to Sigribur P.Eiosdottir [2] stated in his study, The authorities has recommended that children and adolescents should have 60 minutes of physical activities per day. If all students could follow this suggestion, Indians might not have to worry about the obesity problem among youngsters in future.

In addition, sport promotes good values to students and could prevent students from involving in negative activities. By having sport activities, students could reduce boredom and use time effectively. Unfortunately, students nowadays prefer to spend their leisure time which embarks into bad activities such as loitering, alcohol problem, snatcher, etc. Somehow, some students like to spend time at home playing computer games, watching movies online, chatting, face book, twitter and many other uses of computer. This is good but if not controlled, these students will become hook into it. Not to mention the possibility of students that might involve in online gambling, pornographic, pirating, hacking, and other bad online activities. Jamieson and Ross (2007) in C Michael [4] reviewed article said that a well-structured sport activity could reduce crime among youth by giving them "a positive identity, feelings of empowerment and by helping youth acquire leadership, teamwork and self-governance skills under adult supervision."

Parents involvement in physical activities could be the good reason for students participation in sport activities in school. They also promote good lifestyle by not gameing and eat healthy food. According to B.D. Kirkcaldy [5] in his study, that the adolescents who involved in sports or physical activities normally use less cigarettes compared to those are not. In this case, parents should play important roles to encourage their children to get involved in sports yet develop healthy lifestyle behaviours. This have been approved by India J Ornelas, 2007 [6] said that parental engagement, family cohesion and parent child communication have a good responsive and encouragement towards their children physical activities. Besides that, lack of involvement in sport making the problems worsens and with time and money, the problem could be solved [7]. Therefore, the government also needs to interfere with the children and youth growth and development by providing the facilities at neighbourhood such as public gymnasium, field, recreational park, tennis and badminton court, bicycle lane and etc. With the sports facilities nearby them, children always are engaging with the sports activities and use the leisure time wisely. [8]

Through sport, students could enjoy friendship and have a sense of belonging. Students could learn to respects others, help each other, think of other people, encourage each group members, and learn good value through strong social bonding among team members. Through sport, social bonding not only created among students but also their parents, supporters of the sport team, audience and those involve directly or indirectly in the sport collaboration. This relationship could strengthen the social bonding and promote the sense of belonging among students and other people involved. As Tonts [9] said, "participation in sport provides access to social networks and helps provide a sense of connectivity amongst residents."

Social bonding in sport is important in developing self-confident and self-esteem. According to Frost and McKelvie [10] study on physical activities and self-esteem for students, it showed that "a higher level of exercise activity is associated with a higher level of self-esteem." During sport tournaments normally students need more support from people around them to increase self-confident. Therefore, sometimes during the games, by touching one shoulder, hugging, shouting for encouragement, calling their names and other kind of gestures are used to increase confident among students that involve in the games. This could make them play harder and tie up their cooperation further which could lead them to a better achievement.

III. RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

3.1 Population and Sample

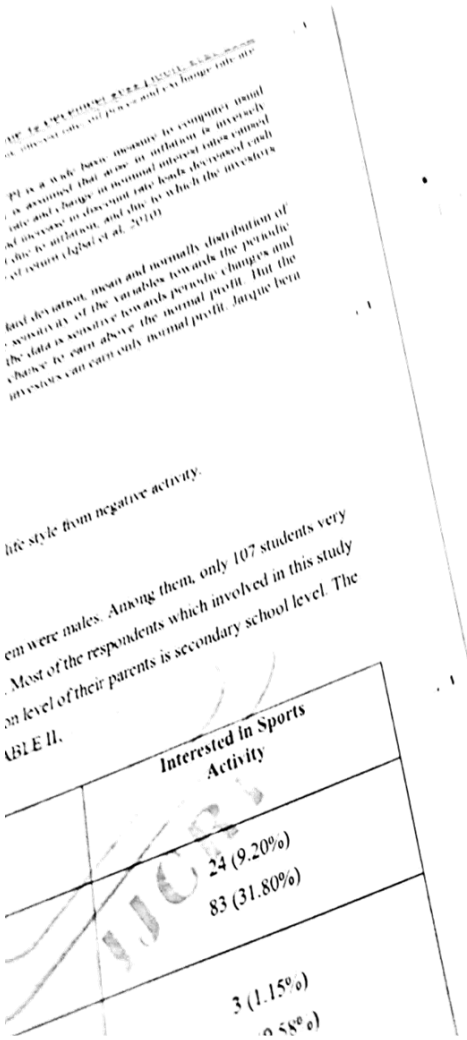
The study was conducted at secondary schools in a Pune. There were 261 students from various backgrounds that took part in the study. Questionnaire was distributed to them and the data obtained were analyzed using statistical procedures executed by the PASW 18.0 including descriptive statistics, normality test, cross-tabulation table and independent sample t-test.

3.3 Theoretical framework

Variables of the study contains dependent and independent [illegible] the selection

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life style from negative activity.

em were males. Among them, only 107 students very
. Most of the respondents which involved in this study
on level of their parents is secondary school level. The

ABLE II.

	Interested in Sports Activity
	24 (9.20%)
	83 (31.80%)
	3 (1.15%)

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	19 (17.76%) 2 (1.87%)	64 (59.81%) 22 (20.56%)

the respondents prefer to play badminton followed by cricket and volleyball. For male respondents, they most preferable ıket rather than other physical activity compared to female respondents that always synonym with Basketball prefer to ıinton. From this study, it also shows that by doing physical activity respondents that from secondary school can avoid ıtive activities such as loitering, gaming and other entertainment.

roven from this study for those respondents who are interested in physical activity disagree for negative activities with 74 %) of them does not involve in any kind of entertainment, 89 (83.18%) were not loitering and 96 (89.72%) also were not g which is consistent with [5] and [8].

dition, independent sample t-test has been conducted to determine the significance difference between male and female ondent for each selected sport activity. Normality test revealed that the data obtained is approximately normal so that t-test can performed. The following table indicates that there is a significance difference between male and female for cricket and tennis hich is male respondent more preferable to choose those types of sport.

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	3.773	0.000
Swimming	-0.180	0.858
Volleyball	1.659	0.104
Kho kho	1.432	0.157
Tennis	2.038	0.045

V.CONCLUSION

Based on the research findings, it could be concluded that generally there are many alternatives to ensure that teenagers' especially secondary school students could spend their leisure time in a right way, for example by doing physical activity. Many facilities should be provided to make them interested in sport activity. This study also found that respondents need extra facilities in their community such as swimming pool and Kho kho center.

Nowadays, the issues of the students' involvement in loitering and gameing activities become popular because they spend more time with their friends rather than family. Parents should know with whom their son make friend and also what kind of activity they had spent together. In order to improve the quality of life among secondary school students, more attention must be given especially to those students that identified are interested in loitering, entertainment, gameing and other negative activities. More physical activities which could motivate them should be carried out such as sport carnival, open tournament and sport competition by school or community. Although the number of students that are interested in negative activities is not serious yet, an immediate action has to be done as early as possible in improving the quality of their life. Hopefully, the finding of this study could provide useful information in improving the quality of life especially among the secondary school students.

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