

# Reconstructions of the Teaching-Learning Methodology in HEIs for the Execution of NEP

Dr. Arti<sup>1\*</sup>

<sup>1</sup>Assistant Professor, University School of Law, Desh Bhagat University, Mandi Gobindgarh Punjab.

**\*Corresponding Author:** Dr. Arti, Assistant Professor, University School of Law, Desh Bhagat University, Mandi Gobindgarh Punjab.

**Received Date:** 13 July 2023; **Accepted Date:** 01 February 2024; **Published date:** 11 March 2024

**Citation:** Dr. Arti, (2024), Reconstructions of the Teaching-Learning Methodology in HEIs for the Execution of NEP. Archives of Immunology Research and Therapy. 3(1). DOI: 10.58489/2836- 5003/010

**Copyright:** © 2024 Dr. Arti, this is an open-access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

## Abstract

National education policy has extended a new dimension of the teaching-learning process. The Higher Education of India wants to replace the old & traditional education system which is very lengthy and time-consuming as well as not providing skill development, practical knowledge, vocational jobs, and promotion to new startups. The New National Education Policy is bringing employment orientation education and skill development to the new generation. The paper focuses on changing the mode of Teaching - teaching-learning methodology which assists in the Execution of NEP. The doctrinal research methodology was adopted by the author and collected data from legal documents ministry data and internet data. The delimitation of the paper only covers the area of teaching behaviors of university-level teachers. The results of the paper no doubt NEP has played a greater role in enhancing the mindset of teachers in higher education and universities. Now a day's education learning process is correlated with the Gamification education system.

**Keywords:** Gamification, Self- Determination, Skill Development, Teaching Learning, Methodology.

## Introduction

New Education Policy 2020 has once again brought wider thinking about the teaching learning method, skill & vocational education and Self-determination principle. When we talk about the higher education in India, some question came in the mind how can make higher education effectively, what lack of the higher education, how the education system can get agenda of sustainable development, etc. answer of these above questions can be solved through the principle of self- determination. Self-determination refers to individual behaviours rule and regulation concerning decision-making in everyday life like Teacher-Student relationship, Doctor-patient Relationship, patent relationship, partner relationship, and Consumer relationship, etc. Self- determination principle is incorporated intrinsic motivation in various forms like extrinsic and outlines how these motivations influence situational responses in various domains in the social and cognitive development and personality. This is a very significant and crucial part

of leadership in all sectors and personality development. The principle of self-determination is focused on autonomy which is a psychological aspect with engaged competence, and relatedness and their necessary role in self-determined motivation, well-being, and growth. The internal development of human beings as well promoted strong willpower is connected to self-determination; it is human rights. In this chapter, the author analyzes the relationships between student self-determination, identification with school, and perceptions of school climate? How the self-determination principle well organized future education? The self-determination principle is a skill itself by the reason for having an important part in the present education system. It is prepared for students to manage, survive, and subsist with challenges in the educational environment. It is a mechanism of lifelong learning.

## Journey of NEP, 2020

In 1986, the National Education Policy was created, and in 1992, it was amended. Since then, a number

of things have changed, making a revision to the Education (NPE), 1986 was replaced with the NEP 2020, the first education policy of the twenty-first century. When the policy went into effect, the emphasis in education shifted from learning to skill-based education, creating a revolutionary change. A big move forward is shown in the NEP's proposal to implement vocational education starting in grade 6 and to create a National Committee for the Integration of Vocational Education (NCIVE). Because of this, it's imperative that we adapt to these changes as the age changes by nurturing the skill gap in some way by

Elements of Gamification



Self-determination is an amalgamation of ethical, social, scientific, mathematical, economic, and cultural knowledge. It is promoted colorful quality in mind which provides a respectable life with employment. Our Indian Constitutional scheme has also provided the right of self-determination to everyone. Self-determination rights are provided self-development life including the right to respect, the right to education, and the right to self-regulated. It improves intellectual mind and Article 21A of the constitution provides the right to education to all, for the motivation of self-determination. The right to education is itself included the right to self-determination principle, without this principle education system cannot achieve constitutional goals. It is promoted to the greater ability of citizens. Martin (1997) has also supported the significant of the principle of self-determination in favour of teacher and student. He said the behaviors of teachers self-determined do indeed impact student self-determination. This comes through in every-day student-teacher interactions, as well as how the teachers model their self-determination. Chandler & Connell, (1987) self- determination directional issue toward a goal proposing that all basic psychological

policy necessary. The 34-year-old National Policy on addressing the issue and using.

### Concept of Gamification & Self –Determination

Nick Pelling is a Britisher known as the best computer programmer and introduced the word Gamification in 2002. Digital & and technology-based education make people very joyful and courageous so Gamification promotes new methods of teaching and learning processes in higher education as well as provides job surety. Gamification can provide many fundamental capabilities & and qualities

needs are inherent in human life. In this field, the self-determination principle is affected by some factors like Environmental factors, institutional Infrastructure, Information access, personality factor, etc. The main component concerns self-determination is played a greater role in the development of academia. Self-determination is providing free opportunity about rights, liberty, and responsibility; it is also helpful to effective leadership in academic, industrial, and any organization. Through the self-determination students can learn many abilities they are discussed in the below lines.

- Establish an education philosophy and vision
- Access, refine, and implement content knowledge.
- Access, refine, and implement pedagogical skills.
- Manage time and tasks.
- Navigate bureaucracy.
- Establish supportive relationships.
- Integrate cultural and contextual variables
- Reflect on experiences to refine educational philosophy and vision and personal skills.

The psychologists Richard Ryan and Edward Deci

have supported the theory of self-determination; it is connected to three basic human needs.

Autonomy  
( to feel  
empowerment )

Competence  
( to feel capable or  
skilled)

Relatedness  
(to feel connected or  
involved with others)

In a legal sense, Article 1 of the International conventions has authorized to the right of self-determination of all peoples, all peoples have the right of self-determination. Under this right everyone free to development of their economic, social, and cultural life. Thus the principle of self-determination has concerned two things firstly, the protection of the cultural, religious, linguistic, and ethnic identity of individuals and groups; and secondly, the right of individuals and groups to participate effectively in the economic and political life of the country. Self-determination is room to include the protection of identity in a contemporary understanding of self-determination. The belief that a new democratic era has arrived has reinforced this notion of participation, it is the development of the welfare of the public. The Right of Self-Determination as a Rule of Law is given equal opportunity to all people to participate in the building of the Nation. It is a tool for human motivation and personality that uses traditional methods while employing meta-theory, which highlights the importance of humans' evolved inner resources for personality development and behavior regulation.

### Concept of Education: Western Philosopher Plato

The idea of education Plato believed that one of life's greatest treasures was education. According to Plato, education is beneficial for both the individual and the safety of the state. The purpose of education, in Plato think education is a purifier for society, ruler and individual. Education is motivating pool to develop the virtue of people. Furthermore, the way Plato approaches education in the Laws and the Republic is different. Instead than being limited to the guardian class as it is in the Republic, education is to be universal and mandatory in the Laws. Children should be required to attend school, not just if their parents want them to. The goal of education was to address the Best attitude of life.

According to Plato education is a tool for achieving social and individual justice. According to Plato, when each person achieves their potential to the utmost, individual justice can be attained. Justice in this context refers to perfection. For the Greeks and Plato,

virtue is excellence. Socrates believed that wisdom is a virtue. So, in order to be just, knowledge is necessary. Plato draws the conclusion that virtue can be attained through the three stages of knowledge development knowledge of one's own work, knowledge of oneself, and knowledge of the Idea of the Good. Plato believed that social justice could only be realized when all social classes in a society workers, soldiers, and rulers coexisted peacefully. Plato thought that everyone may live in peace.

According to Barker, education is an effort to treat a mental disorder with medication. Education's main objective is to enlighten the soul. According to Plato, education should focus more on bringing out the latent talents in a person's soul by steering them in the correct directions than on instilling information. This Plato explanation of education shows his goals for education and guides readers toward understanding the implications of his theoretical approach to education.

### Principles of Social Justice and Equity

Social justice and equity are powerful justifications for universal access to a foundational education. Elementary literacy and education for everybody is fundamental to social development. The close ties between basic education and raising standards of human well-being, particularly in terms of quality of life expectancy, infant mortality, child nutrition, etc., strengthen the argument for universal basic education. Studies on the development performance of developed and emerging nations have recently made it abundantly evident that the development of human capital through access to basic education for all has considerably aided in the advancement of the economy. Even from an economic standpoint, this nation cannot afford illiteracy because basic education has one of the highest returns on investments. It can give all of its resident's access to high-quality basic education. The phrase social justice is ambiguous and frequently misinterpreted. Social justice requires well-defined objectives in order to materialize in every aspect of society, including healthcare, education, employment, etc. Solutions for

## Archives of Immunology Research and Therapy

change and advancement are feasible with clear objectives. Access, equity, participation, and human

rights are the four elements that must be taken into account in a definition.

Ground of the Social Justice

Access

Equity

Participation

Human  
Rights

### Gender Inclusion Fund & NEP, 2020

In order to strengthen the nation's ability to deliver equitable, high-quality education for all girls and transgender students, NEP, 2020 calls for the establishment of a Gender Inclusion Fund (GIF) specifically for girls and transgender students. The Department has included a number of interventions for girls in its redesigned Samagra Shiksha Scheme, which involves giving all girls in elementary school free textbooks & uniforms; Residential schools and hostels, transportation and escort services, as well as equipment for children with special needs (CWSN); Kasturba Gandhi Balika Vidyalyas (KGBVs) should be upgraded to offer housing and educational opportunities up to Class XII; From pre-primary to senior secondary level, CWSN girls will get a separate stipend of Rs. 200 per month for 10 months in addition to the student component. All girls' dormitories will also have an incinerator and vending machines for sanitary pads.

### Teaching -Learning Methodology in HEIs

Given how recent the concept of personalized learning is, its definition is always changing. The modern's primary concern Higher education institutes (HEIs) take a customized learning plan for each student that are based on their interests and aptitudes approach to lecturing (McLoughlin and Lee 2010). Then, these plans are integrated to the educational programmes appropriate for a specific industry, company, or subject area. Through these many methods, teachers can better grasp how to manage their classes, carry out instructions, and establish connections with their pupils. One of the most well-liked strategies is personalized learning, which is particularly student-centered, but lecturers must teach, monitor frequent assessment results, and consult with students to make the required curricular modifications (Hallam et al. 2017). The teacher must engage in more individualized tutoring activities, but the programme may respond more quickly to the shifting demands of the students and the industry. The salaries of the students from varied origins are

another problem (see Humpert 2013). The teaching learning methodology attracted to local languages also. New Education policy supported to national, regional & International languages as well as digitalization of education.

Access, Equity, Quality, Affordability, and Accountability are the five pillars on which the National Education Policy, 2020 (NEP) is built. It will equip our young to take on a variety of present-day and upcoming national and international concerns. The policy's suggestions were developed after in-depth discussions at various levels. Villages, blocks, urban bodies, districts, and States were consulted at the local level. Along with presentations to MPs, Education Ministers, GOI Ministries, autonomous bodies, stakeholder representatives, the Central Advisory Board on Education and Parliamentary Committee, etc., discussions with thematic experts and online consultations with citizens were also conducted during the preparation process. To prepare, every discussion, including any online comments from citizens, was carefully reviewed and value enhancements were made. NEP 2020 is based on the Indian ethos and constitutional principles and emphasises the inculcation of these values while viewing school and higher education as one organic continuity contemporary abilities.

Universal pre-primary education, a national mission to achieve foundational literacy and numeracy, flexibility in course selection for students in schools and higher education, examination reforms, governance and regulation reforms, along with accreditation for quality both in public and private educational institutions, a systematic emphasis on inclusion of all segments of society, and innovative and extensive use of technology for education are some of the things it includes, among other things reforming the education of teachers; as well as the founding of the National Research Foundation for, among other things, a refreshed and forward-looking prioritization of cutting-edge research. This learner-centric NEP will not only ensure students' overall growth by highlighting their creative potential, but it



will also help India become a popular study destination worldwide and advance higher education's internationalization through student, faculty, and institutional mobility.

Teaching learning methodology also refers to a good society as envisioned by our Constitution based on equity, justice, inclusion, economic dynamism, sustenance, and a true democracy and good human beings capable of independent rational thought and action, with compassion and humaneness, courage and creative imagination are the two things that education is meant to develop.

### Conclusion & Recommendation

Overall, our findings indicate that novel methods and approaches that integrate theory and practise are needed for teaching and lecturing in contemporary higher education. It is inappropriate to rely on the traditional model of higher education, which required students to memorise and repeat knowledge to lecturers, in the age of IT and the Internet. Instead, the new computer-assisted learning techniques may drastically reduce the time it takes students to grasp the material, giving them more time to engage in social contacts and work-related activities. Other than computerization, the current tendency in higher education centres on tying academic study to the creation of specific forms (Ranga, et al. 2013). Ideally, these types of collaborations will provide businesses with freshly developed technologies and personnel that are appropriately qualified. Conversely, the business sector's financial assistance, management optimization from the enterprises, and real-world examples and procedures will be beneficial to universities. Our findings further support the idea that collaborations between universities and the private sector, which is frequently embodied by small and large multinational organisations, can be advantageous for both professors and students.

### References

1. Deshpande, S. (2016). Higher education: An uncertain policy process. *Economic and Political Weekly*, 37-40.
2. Honoured, C. O. (2019). Press Information Bureau Government of India.
3. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
4. Document on National Policy on Education 1986.
5. Draft National Education Policy 2019
6. Education in India
7. Lee, M. (1994). *Plato's philosophy of education: Its implication for current education*. Marquette University.
8. Aggarwal, D. D. (2002). *History and development of elementary education in India* (Vol. 1). Sarup & Sons.
9. Sarup. Basu, (1982). A. Essays in the history of Indian education. New Delhi, India: Concept Publishing,
10. Basu, A. (1947). Education in modern India: A brief review. (*No Title*).
11. Dasgupta, A. K. (2002). *A history of Indian economic thought*. Routledge.
12. Dayal, B. (1955). The development of modern Indian education. (*No Title*).
13. Desai, D. M. Universal, compulsory and free primary education in India. Bombay: Indian Institute of Education, (1953).
14. India beats China in Schools but Lags in Education.
15. Kapur, Radhika. (2018). Problems in the Indian Education System.
16. Kaur, S. (2020). Progress of IBSA Countries Towards Universal Primary Education: A Comparative Analysis. *MIER Journal of Educational Studies Trends and Practices*, 206-219.
17. National Education Policy 2020.
18. Four Principles of Social Justice, Assessed on 08.12.2022.
19. Jha, Praveen & Rani, P.Geetha Right to Education in India Resources, institutions and public policy, 1<sup>st</sup> Edition, Routledge India, (2016)