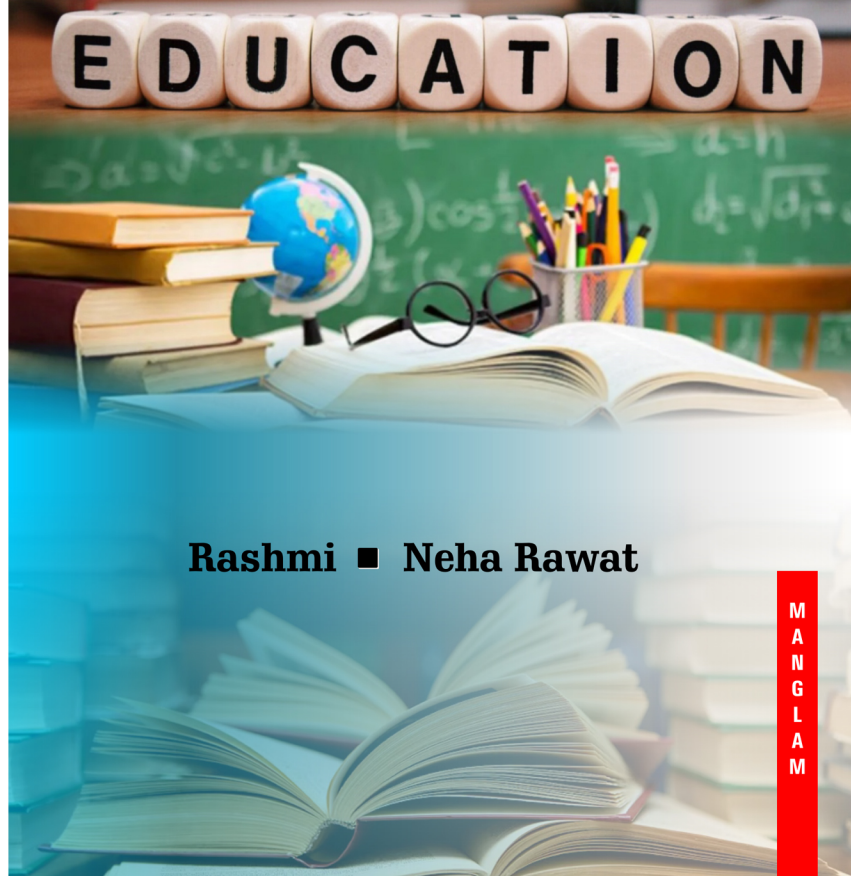


# SOCIAL TRANSFORMATION IN INDIA 2.0 AND NEP-2020



**Rashmi ■ Neha Rawat**

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# **Social Transformation in India 2.0 and NEP-2020**

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# **Social Transformation in India 2.0 and NEP-2020**

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Sincere gratitude to the special guest, Dr Katoni Jakhalu, Director of Higher Education, Government of Nagaland, Prof. A. K. Mishra, Pro-Vice Chancellor, Nagaland University, for gracing the occasion. To the resource persons - Prof. Ram Shankar Kureel (Member, NEP Committee), Vice Chancellor, Mahatma Gandhi University of Horticulture and Forestry, Chhattisgarh, Prof. Mazhar Asif (Member NEP Committee) Dean, School of Language Literature and Culture Studies Jawaharlal Nehru University, Prof Subhas Chandra Roy, Department of Education, North East Regional Institute of Education (NERIE), NCERT, Dr Manas Ranjan Panigrahi, Senior Programme Officer, Education Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, Prof. Buno Liegise, Head of the Department, Dept. of Education, Nagaland University and Prof. Lungsang Zeliang, Director i/c, Women Studies Centre, Dept. of Education, Nagaland University for sharing their valuable insights and wisdom.

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I am incredibly thankful to the dynamic and enthusiastic PhD Scholars and M.Ed. students in our department and the departmental staff for their prompt support and help in enabling me to accomplish this task.

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## Preface

Since ancient times, education has been the most potent instrument of social change. The education policy in India has changed with the changing needs of the people over the years. The NEP 2020 is the most recent and forward-looking policy in Indian Education which sincerely attempts to shake the old-age Western education system with the global Indian ethos-based education system. The goals of the National Education Policy 2020 are to transform the educational system so that it prioritizes issues of quality, equity, accessibility, opportunity, skill, and vocational education and so that this shift marks a significant social transformation in India of today and tomorrow.

The Government of India's commemoration and celebration of 75 years of progressive India with the festival of Azadi Ka Amrit Mahotsav aspires to capture this spirit of Indian culture. Azadi Ka Amrit Mahotsav celebrates India's rich and varied heritage in every field of life on the land. What it represents is the best of modern India in terms of its political, cultural, and economic identity. The Azadi Amrit Mahotsav celebrates the elixir of inspiration from the struggle for independence. The elixir of new beginnings and of fresh perspectives of global India. The Azadi Ka Amrit Mahotsav emphasizes the celebration of the diversity of the people of India. It recognizes India's success on the global map because of this rich diversity which accomplished the evolutionary journey of today's and tomorrow's Atmanirbhar Bharat of honorable Prime Minister Shri Narendra Modi's vision called India 2.0. The concept of "India 2.0" describes an idealized



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future in which the entire country will march together technologically and socially. India's prominence on the international stage is undeniable today and will remain so tomorrow.

India's philosophy of universal brotherhood as 'Vasudhaiva Kutumbakam' and its inherent value system and culture source the potential to make it 'Vishva Guru' like it used to be in ancient times with the world's oldest universities as Taxila and Nalanda. This idea of "Unity in Diversity" can be best experienced in India. People of many different cultural backgrounds and linguistic traditions live together in harmony. As a result of its long history of artistic innovation, saintly wisdom, and local knowledge system, India has given rise to a wide range of creative expressions in architecture, painting, music, dance, festivals, and rituals. The state of Nagaland is a unique example of an amalgamation of "Unity in Diversity," with 17 tribes with a wide variety of customs, languages, and cuisines living and flourishing together. With the implementation of NEP-2020, the government of India strives to pool up this abundance of local knowledge to reach global academia with forward-looking, responsible, employable citizens collaborating with the local communities and the nation.

The two-day seminar organized from 21<sup>st</sup> April 2022 to 22<sup>nd</sup> April 2022, sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi and Nagaland University, Nagaland is such an attempt to capture this spirit of Azadi Ka Amrit Mahotsav organized by the Department of Teacher Education, Nagaland University. It aimed to assemble research-based knowledge, perspectives, and preparation in the field of education for the purpose of transforming India to India 2.0. The seminar focused on discussing the various social transformations that may be experienced before and after the implementation of NEP-2020. This proceeding is a sincere endeavor to find ways and means of implementing NEP-2020 in India and research-based recommendations for future policy formulation for the Indian education system.

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We hope this proceeding will be a significant contribution to making Bharat the “Golden Bird on the World map” with not just the wealth of currency but also of KNOWLEDGE and INNOVATION. With this hope, we dedicate this book and pray for a forward marching nation, JAI HIND, JAI BHARAT!

यस्मिन् देशे वयं जन्मधारणं कुर्मः स हि अस्माकं देशः जन्मभूमिः वा भवति । जननी इव जन्मभूमिः पूज्या आदरणीया च भवति । अस्याः यशः सर्वेषां देशवासिनां यशः भवति । अस्याः गौरवेण एव देशवासिनां गौरवम् भवति ।

नमस्ते सदा वत्सले मातृभूमे त्वया हिन्दुभूमे सुखं वर्धितोहम् ।  
महामङ्गले पुण्यभूमे त्वदर्थे पतत्त्वेष कायो नमस्ते नमस्ते ॥

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## Rapporteurs' Report

National Seminar

on

Social Transformation in India 2.0 and NEP-2020

21<sup>st</sup> April 2022 to 22<sup>nd</sup> April 2022

Sponsored by

Indian Council of Social Science Research (ICSSR)

Organised by

Department of Teacher Education, Nagaland University,  
Kohima Campus, Meriema-797004, Kohima, Nagaland

Day 1

Inaugural Session

*Date:* 21<sup>st</sup> April, 2022

*Time:* 10:00 am -11:30 am

*Venue:* Department of English, Nagaland University,  
Kohima Campus, Nagaland

*Rapporteurs:* Caroline Erue, Nosavonu Savi and  
Lhaineiting Guite

*Chairperson:* **Dr. Neha Rawat**, Co-convenor of the seminar  
and Assistant professor, Department of Teacher Education,  
Kohima Campus, Nagaland University, Nagaland.

1. The Chairperson, **Dr. Neha Rawat** opened the seminar  
and welcomed the Chief Guest, special guest, speakers,  
invitees and participants.

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2. It was then followed by lighting of lamp, which was done by the guests for guidance.
3. The Welcome speech was given by **Prof. Buno Zetsuvi**, Dean, School of Humanities and Education, Nagaland University, Nagaland. A background introduction to the NEP 2020 was given.
  - She stated that to bring social transformation in India, its diverse culture, language, beliefs, traditions, way of life etc. has to be kept in mind which can make it difficult to bring a suitable policy for all. Flexibility and adjustability is therefore called for, and social transformation being one of them.
  - Expressing gratitude to the Teacher Education, Nagaland University, she acknowledged that it is only through seminars like this that one can see what is best for the people at large.
4. A special song “The Power of the Dream” was presented by **Kehungyile Putlang**, a student of M.Ed 2<sup>nd</sup> Semester, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland.
5. A brief introduction about the Seminar was given by **Dr. Rashmi**, Seminar Convenor & Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland. Herein she stated that it is the time to see progress and development from India’s Independence that is dedicated to its heroes.
  - She also made the point that India 2.0 is the vision of a futuristic country which can be achieved because of its value systems and inherent beliefs.
  - The aim of the seminar is to deliberate on various aspects that may be experienced before and after NEP 2020. It interrelates with the UNESCO theme of 1996 i.e., the four pillars of learning: **learning to know, learning to do, learning to be and learning to live together**. She also laid emphasis on the significance to know more about the

various aspects of the country's social status, as it is the basis for future policy formulations.

6. The Chairperson took a moment for the formal felicitation of the guests.
7. **The keynote speech** was given by **Prof. Ram Shankar Kureel** (Member, NEP Committee), Vice Chancellor, Mahatma Gandhi University of Horticulture and Forestry, Chhattisgarh. Prof. Kureel discussed the many prestigious universities in the past years and their pristine glory for the nation. He presented a comprehensive introduction about the NEP 2020 and its agendas:
  - Talking about the significance of NEP, Prof. Kureel presented three basic visions: a vision towards an education system that contributes to an equitable and vibrant knowledge society, and providing high-quality education. Secondly, to develop a deep sense of respect towards the fundamental rights, duties and Constitutional values, and a conscious awareness of one's role and responsibilities in a changing world. Thirdly, to instil skills, values, and dispositions that support responsible commitment to human rights, and global well-being.
  - He also discussed the key principles of NEP 2020, such as respect for diversity and inclusivity, critical thinking and creativity, emphasis on conceptual understanding, and continuous revision of education system.
  - He also shed light on universal access to early childhood care and education (ECCE) that education is universally accessible to children; provide them with foundational learning curriculum, and multifaceted learning.
  - He further talked about ensuring universal access to education at all levels, by incorporating multiple pathways to learning, promoting both government



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and non-governmental philanthropic organisations to build schools and also to bring drop-out children back to school.

- He also focused on the importance of discussion and interaction in the learning process, and not just class lecture.
  - He also emphasized on improving teacher education, teacher recruitment and development, empowering teachers, holistic development of the student, supporting children with special needs, and also for gifted students.
  - He concluded by stressing on the significance of transparency in the selection process.
8. The special guest, **Dr. Katoni Jakhalu**, Director of Higher Education, Government of Nagaland, vehemently addressed that at this juncture we are at a time of social change, to collectively discuss the different paradigms of NEP 2020.
- She pointed out that through programs and seminars like this, it can sharpen our perspectives, giving a new momentum to the implementation of NEP 2020.
  - She also shared that the Nagaland Higher Education is working to see the state falling in line ever since NEP 2020 was launched. Some few initiatives among the many includes:
    - (i) A Task Force of 35 members was constituted to make recommendations for the implementation of NEP 2020.
    - (ii) Attempts towards translating the guidelines of NEP 2020 into the different local dialects and the consequent submission of the Tenyidie version.
    - (iii) For quality education, the State Government has instituted the State Level Quality Assurance Cell (SLQAC) and the Academic and Administrative Audit Committee (AAA)

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in the directorate level towards assisting the HEI's.

(iv) Collaboration with SASRD, Medziphema and NIELIT, Kohima for the inclusion of skill related courses in the common curriculum.

- She concluded her speech by humbly admitting the gaps and challenges present, but as long as there is an exchange of ideas and if we remain true to our calling, then Nagaland's educational status can progress with the rest of India.

9. **Prof. A. K. Mishra**, Pro-Vice Chancellor, Nagaland University, Nagaland, in his speech made the point that it is the time to act and review our education system.

- He then remarked that our education policy makers have made it possible with the NEP 2020.
- He also highlighted the basic dimensions of social transformation- a social order that consists of inclusiveness, equal opportunities, restructuring societal systems etc.
- Addressing the challenges faced in India, he pointed towards poverty, inequality, intolerances etc.
- He challenged that most of the global problems faced owes to lack of proper education and proper administration. Quality education and research are paramount to address these needs and that we need to motivate ourselves and work hard.
- Addressing the North East, he pointed towards the lack of infrastructure and men power and that a beginning should be made without further loss of time.
- With that being told, he also mentioned that we can have providence to correct, and that we are in a much better space with 1.2 million population.

10. The inaugural session ended with a vote of thanks by **Dr. Pradipta Kumar Pattnaik**, Head of the Department,

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Associate Professor, Department of Teacher Education,  
Kohima, followed by the National Anthem.

**Address by: Prof. Mazhar Asif (Member, NEP Committee)  
Dean, School of Language Literature and Culture studies  
Jawaharlal Nehru University, New Delhi**

*Time:* 11:45 am - 12:30 pm

*Venue:* Department of English, Nagaland University,  
Kohima Campus, Nagaland

*Chairperson:* **Prof. Gyanendra Nath Tiwari**

*Rapporteurs:* **Asale Vitso and Nosavonu Savi**

Chaired by Dr. Gyanendra Nath Tiwari, the session was addressed by **Prof. Mazhar Asif** (Member NEP Committee) Dean, School of Language Literature and Culture Studies Jawaharlal Nehru University, New Delhi. He presented on the "Role of faculty in implementation of NEI in HEI's".

- **Prof. Mazhar Asif** stated that the purpose of education includes creativity, ethical values, rationality, towards a good human being, etc.
- The difference between knowledge and education was stressed and NEP's claim towards growth in knowledge (gyan) and not only education (shiksha). There is a hub of knowledge everywhere, even in Kohima; in handicraft, music, dance, medicinal plants, etc. He further emphasized that all local or regional knowledge are the hub of national knowledge. And so knowledge, both written and unwritten must be preserved and transferred to the coming generations. In this way, the Policy envisions to produce skilled and knowledgeable people. To fulfil this vision, the Policy emphasized upon multidisciplinary education.
- The role of a good HEI includes equal care for each child, proper infrastructure, co-ordination within the University departments, range of learning experience, appropriate resources, etc.
- A Research Incentive University should be the focus of Higher Education Institutions (HEI's) nevertheless India's focus towards research is only 0.69% of its GDP.

A high quality interdisciplinary research contributing to the Indian society should be the focus which will be able to address the present challenges faced. NEP also envisions the establishment of a National Research Foundation (NRF) to catalyze quality research.

- NEP 2020 is student centred, skills and values are focused, and the diversity of India's culture and religion are also the focal point.
- A key focus area of NEP is transforming the "Quality of education" where teachers will be empowered to be the role models guiding towards leading and implementation of NEP.
  - (i) A teacher mentors their students, appreciates their academic success and understands their personal lives.
  - (ii) A teacher's attitude affects the students directly. Therefore steps should be taken towards motivation and advancement of the students, institutions and profession.
  - (iii) The need of the HEI's to develop parameters in assessing performance, promotions, salaries, peer and student reviews, innovations in teaching and pedagogy, in evaluating research, professional activities and other institutional services, to be developed.
  - (iv) Excellent faculty to be motivated through rewards, promotions, recognitions, etc.
  - (v) The responsibility of a teacher should be towards adhering to works that are strictly related to teaching, autonomy in designing curriculum, opportunities toward self-development, learning the best innovations, etc.
- In conclusion, he summarized the role of a teacher towards nurturing every student's capabilities, laying emphasis on conceptual understanding. The need to encourage logical-decision making and innovation through creativity and critical thinking. A teacher's

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duty in maintaining ethics, human and constitutional values etc. was highlighted by **Prof. Mazhar Asif**.

**Address by: Prof Subhas Chandra Roy, Department of Education, North East Regional Institute of Education (NERIE), NCERT**

*Time:* 1:30 pm - 2:00 pm

*Venue:* Department of English, Nagaland University, Kohima Campus, Nagaland

*Chairperson:* Dr. M Rajendra Nath Babu

*Rapporteurs:* Daikho Manehrii & Thronlem Jorlim Konyak

The address was chaired by Dr. M Rajendra Nath Babu, Assistant Professor, Department of Education, Nagaland University. **Prof Subhas Chandra Roy** began the address by highlighting the journey of education from pre-independence to the present 21<sup>st</sup> century. The policy of education has change with the changing needs of the people over the years. Starting from the Macaulay's policy to the Kothari Commission, NPEs and NCF 2005 and RTE Act 2009, there have been a lot of changes. Previously, right after the independence, the dominance of the West intrigued the education system. In 1970s, some political constrains was a hurdle to the Indian education system. However, the major shift started in 1990s with globalisation, liberalisation and privatisation. The intervention of reputed international agencies like UNESCO, UNICEF and World Bank also revived the education system with a focus on universal enrolment and quality education. The whole epistemology of education begins to see a major shift. In the 21<sup>st</sup> century, the rise of India was observed and slowly the decline of the West. The introduction of NEP 2020 is a game changer for the country as it sets its goal towards holistic development.

The speaker stressed on how to achieve the holistic goals to produce vibrant individual and vibrant knowledge society envisaged in the NEP 2020. The policy ensure accessible, equity, quality, affordable and accountability in the field of education. As laid in the policy, the focus is on multidisciplinary exposure, interdisciplinary approach, integration of

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knowledge and skilled development, and revamping various educational aspects. The development of 21st century skills; critical thinking, collaboration, networking, adaptability, technological skills and learning to learn skills need to be inculcate among learners to ensure holistic development. There should be an internalising of the policy content and developing a holistic personality; which eventually would bring about a holistic development in the country. The speaker also highlighted the vital role of teacher education programme in preparing school teachers. The policy has envisaged the shift of structural, pedagogy, curricular and assessment to inculcate the holistic development. The policy is a mandate to bring desired changes in the present education system.

## Day 1

### Technical Session 1

*Time:* 2:00-3:00 pm

*Venue:* Department of English, Nagaland University, Kohima Campus, Nagaland

*Chairperson:* **Dr. M. Rajendra Nath Babu**, Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University

*Co-Chairperson:* **Dr. Prasenjit Pal**, Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University

*Rapporteurs:* Anwasha Gogoi And Asale Vitso

For the first technical session, five papers were presented by research scholars from different departments. A brief report of the papers presented are as follows:

1. **'Skill Education and NEP 2020: A Paradigm Shift for the Twenty-First Century Education'** by Vemedo Kezo and Dr. T. Yolila Sangtam, Department of Teacher Education, Nagaland University, Kohima.

- Vemedo Kezo presented the importance of skill Education, and the relevance of vocational education in India, particularly in Nagaland. The

lack of vocational skill in Indian youths results in low global competency in the job market.

- Kezo pointed out the significant steps proposed by NEP 2020 in equipping the students with the capacity of completing tasks and solving problems to prepare them for practical jobs or professions. He talked about the great role of skill education in enhancing the aptitude or ability to transform knowledge into survival and livelihood.
  - He suggested that the right amount of skill development courses will be able to produce knowledgeable human resources who will have higher competency in the job market. Therefore, skill education has to be framed in a systematic way to enhance the livelihood of the students, and increase their value and demand in the competitive world.
  - Kezo referred to the huge number of unemployed individuals in Nagaland in the years 2019, 2020, and 2021. The latest survey revealed that the total number of unemployed individuals counted up to 84625 which strongly suggested the need to restructure the pedagogy on the education system to improve the situation.
  - Kezo also talked about how NEP 2020 emphasizes the importance of skill development courses for every single student. The paper focused on the shift from cognitive development to holistic development of the learners along with the responsibility of the teachers in making these possible.
  - The researcher concluded his presentation by discussing about the positive shift in ideology and the new pattern in education policy through NEP 2020.
2. 'Restructuring Anganwadi in Nagaland under NEP 2020- Issues and Challenges' by Ruzoulhoutuonuo Kense and Dr. T. Yolila Sangtam.

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- Kense gave a brief introduction to NEP 2020 and focused on the emphasis of the Policy on creating a strong base for Early Childhood Care and Education (ECCE) from age 3 with the aim of promoting better learning and development process.
- The paper gave a description of the Anganwadi centres, its functions, and aims. At the present time, there are around 13.77 lakhs operational Anganwadi centres in India with one Anganwadi worker and one helper in every centre. Their duties include an array of different responsibilities from health check up and supplementary nutrition of the students as well as the mothers to pre-school education.
- All of the 3,980 Anganwadi centres in Nagaland are fully funded by the central government of India. According to the Young Children Enrolment and Learning Status- Nagaland ASER 2018 report, the total enrolment of children age 3 in Anganwadi is 22.7%, whereas 60% of children age 3 do not get enrolled.
- The paper analysed various issues related to Anganwadi centres and the workers, including funding issues and the underperformed Anganwadi workers. As Nagaland is totally dependent on the centre for the Integrated Child Development Service (ICDS) projects, the allowance for the Anganwadi centres is limited. Moreover, the sense of 'nepotism' within the workers often jeopardizes the honesty and integrity of the workers. Also, the incompetency of the ICDS towards pre-primary education is analysed in this paper. There has been criticism about 'Early Learning' not getting its due attention in ICDS system. It is still understaffed, under-resourced, and the NEP 2020 has not given due consideration to the issue. In many districts



in Nagaland, the Anganwadi workers are working without centres.

- The challenges in the development of the Anganwadi centres chiefly occur for the lack of uniformity in the roles, as it falls under four different ministries, namely – Ministry of Human Resources Development, Ministry of Women and Child Development, Ministry of Health and Family Welfare, and Ministry of Tribal Affairs. NEP 2020 has not clearly mentioned 3-6 years of early learning, as 6 years comes under RTE act. There is also an educational qualification gap between the urban and rural Anganwadi workers. Consequently, it will be challenging for the rural areas to get ECCE courses through digital modes.
- Therefore, the findings of the study suggested that sensitization among the stakeholders on NEP 2020 is crucial. Only through proper guidelines and assignment of roles, it will be possible to develop the Anganwadi centres in a steady way. Readiness and competency of the Anganwadi workers, supervisors, and CDPO is vital for high quality early childhood care education. Moreover, community participation is important for better functioning of the policy.

**3. 'Transforming Mao Nagas through English Language Education: A Perspective of Secondary School Teachers' by Daikho Manegrii and Dr. B. Venkata Rao.**

- The presenter Daikho Manegrii established the significance of English language in the global scenario which dominates the discourse on language education. The paper focused on the perspectives of Secondary school teachers on the difficulties of teaching English to Mao Naga students. The data is based on the interviews conducted on twenty English teachers of

secondary schools in Mao, pertaining to the difficulties of teaching English faced by them.

- The early development of education among the Mao Nagas was only visible towards the early nineteenth century. The development of education in Mao went side by side with the conversion to Christianity as the Missionaries adopted establishment schools as a tool to preach gospels. Prior to this advancement, *Morung* was the social institution where different knowledge was transmitted to the younger generations of Mao Nagas. The introduction of modern education brought political consciousness among the inhabitants of Mao villages.
- Due to lack of separation between pedagogical and curricular structures up to Grade 10 in the previous policies, teachers do not have a clear understanding about the aims and objectives of teaching English as a subject. The focus was on the completion of syllabus and enabling the students to score good marks. However, NEP 2020 has laid a new pedagogical and curricular structure which will ensure more clarity to the aims of teaching and learning in each stage. The new policy re-emphasizes the importance of 'home language' as the medium of instruction until Grade 5, and preferably till the highest level possible. The Policy also focuses on closing any gaps that exist between the language spoken by the child and the medium of teaching. There will be flexibility in the three-language formula with the choices based on state, regions, and students themselves.
- It has been proposed in the new policy that the new curriculum would provide room for critical thinking and more holistic, inquiry-based,

discovery-based learning instead of the earlier one-sided lecture method. There is also a positive change in the NEP 2020 regarding the syllabus. Instead of the present lengthy and theoretical syllabus, NEP 2020 aims to make it more interactive, fun, and creative.

- A study by Haokip (2012) suggests that English was beneficial to tribal groups in Manipur in developing their own script. Therefore, it is expected that English will be helpful in learning about the different cultures and enrich the students with global knowledge and mobility. The emphasis of NEP on promoting multilingualism, multidisciplinary pedagogy and educational research will bring some positive changes among the students of the Mao Naga Community.

**4. 'Challenges of Working Mothers in Naga Families: A Study of Working Mothers in the Public Service in Nagaland' by Anetkala Walling.**

- Anetkala Walling's study brings forth the development in the condition of female workers in the present time. While the Naga women of the earlier periods have been primarily associated with the home affairs, women working in different sectors have become the norm instead of an exception in the contemporary time. This change in women's occupation challenged the traditional family dynamics of the Naga households.
- Walling referred to Modernization and the Feminist movements while talking about the working mothers of Dimapur and Kohima districts of Nagaland employed in the public service. The traditional culture and customs demand a Naga woman to be obedient, humble, and to perform the roles of a wife, mother, child bearer, food gatherer, and household manager. These views

often hold back women, particularly mothers, from pursuing their dreams. However, the introduction of modern education has aroused women's self-consciousness and awareness for emancipation.

- According to a research conducted by the 'Research and Development Initiative' (RDI) from March 1, 2016-October1, 2016, the literacy rate of women in Nagaland is 81.0%. Moreover, educated women of today are more into profession besides their home service. Women's entry into professional employment outside the home has opened a new chapter and therefore represents a radical change in the status of women in Naga society.
- In a patriarchal society, the traditional divisions of labour are challenged when a mother decides to get into paid profession. For many working mothers, paid work outside the home enhances their status and gives them a key presence in the society. As per the study, the factors for working consist of financial self-sufficiency (20.81%), self-esteem and self-respect (20.04%), to supplement the family income (19.54%), to improve the standard of living (17.14%), to utilize educational qualifications (15.24%), and parental pressure (7.18%).
- One of the major challenges for the working mothers is child-care, as the present Naga society mostly consists of nuclear families. Because of the breaking up of joint families, there are no grandparents or other family members to look after the children if both of the parents go to work. Moreover, the attitude of the husband and his family towards the working mother is also a key determinant in balancing the work-family conflict.
- The findings of Walling's study suggested that as women have entered into salaried professions not

long ago, there is no definite pattern of roles for working mothers in the Naga society. In addition to family responsibilities working mothers encounter many problems which result in overstrain or work-overload, thereby preventing them from having equal chances with men in the workplace.

**5. 'Scope of Gender Education in Social Transformation in the Context of NEP 2020' by Ketoriavi Sakhrie.**

- Ketoriavi Sakhrie stated the importance of holistic transformation of every individual or groups for a change in the whole social structures and organizations. She emphasized on the development of women and the LGBTQIA+ community, as they have to trail behind men on all the fronts in the patriarchal society.
- The paper analysed the social context, existing policies and educational practices in relation to gender equality, along with the scope of gender education in the light of NEP 2020 for social transformation. It highlighted the role of education in the process of social transformation, and provided some suggestions to implement gender-fair education to bring about economic, socio-cultural, and political transformations.
- Sakhrie pointed out that the gender barriers including female and LGBTQIA+ population seem to be at a disadvantaged position in all aspects, such as economic participation and opportunity, educational participation and opportunity, health and survival, and political empowerment. Factors for gender disparity include male child preference, gender stereotypes, poverty, etc.
- Nagaland seems to be far better with regard to enrolment and retention in schools as compared to other parts of the country.

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- The presenter further stated that NEP 2020 envisages equitable and inclusive education for all, with special focus on children and youth especially girls, from socially and economically disadvantaged groups. The Policy also intends to decrease the gender imbalance among teachers by introducing alternate ways for female teacher recruitment without compromising on merit and qualification. Through Gender Inclusion Fund (GIF), the Policy envisions to provide quality and equitable education for all, especially girls.

Sakhrie highlighted that education should go beyond numeracy and literacy. It must develop both cognitive and emotional capacities. She suggested integrating gender education across curriculum; including sex and sexuality education; and ensuring gender-sensitisation of school staff among others. She concluded by stating that social transformation requires a shift in collective consciousness of a society. As such education can provide innovative solutions conducive to universal values of peace, human dignity, gender equality, non-violence and non-discrimination.

### **Day 1:**

#### **Technical Session 2**

***Time:* 03:15 pm to 4.15 pm**

***Venue:*** Department of English, Nagaland University, Kohima Campus, Nagaland

***Rapporteurs:*** Sekulu Nienu & Anwasha Gogoi

***Chairperson:*** **Dr. Surendra Yadav**, Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland.

***Co-Chairperson:*** **Dr. Neha Rawat**, Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland.

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### 1<sup>st</sup> Presenter



*Name* : Durga Malakar, Dept of Education, NU, Kohima.

*Title of the paper* : Teacher Education and Development and NEP 2020 in the context of Women

- NEP 2020 envisions to make India a Global Knowledge Superpower. Teachers were once highly respected but

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gradually the status of teachers dropped and hence NEP 2020 aims to revive the status of teachers. The development of a nation depends upon the kind of Education it provides to its teachers as teachers shape the future of our children, and therefore, the future of our nation and hence one should make the best of the teaching profession.

- Regarding Teacher Education programmes, NEP 2020 aims for a multidisciplinary and integrated Teacher Education programme.
- Justice J S Verma Committee report 2012 stated that there is an urgent need to revitalize teacher education programmes through radical actions.
- Only those teachers who want to be teachers by Choice and not by Chance will be recruited.
- The status of women have been increasing but it's still not satisfactory.
- In conclusion, the NEP 2020 have bigger challenges in the implementing process as it requires different bodies with multiple initiatives, Human Resources, funds, monitoring, etc.

## **2nd Presenter**

*Name:* Meyatsolo Ritse, Nagaland University

*Title of the paper:* A gender analysis on the mental health of college students

- Mental health means the overall wellbeing of an individual which implies an optimum balance in the physical, emotional, social, spiritual, and mental functioning. College students are prone to face conflicting situations as they navigate their way into the society.
- NEP 2020 talks very briefly on the awareness of mental health.
- There is a need of this study as there are alarming cases of mental health issues especially among college



students. Also, there is very little information and no systematic study on this issue; hence this paper aims to know whether there exists any significant difference in the mental health of male and female college students.

- For the methodology, a descriptive survey method was adopted with stratified random sampling of 800 college students. The collected data was statistically analyzed using IBM SPSS version 22.00. The tool used was a standardized questionnaire tool
- The objectives of the study were to find the mental health of male and female college students, and to study and compare male and female college students in their mental health, with the hypotheses as male and female college students have the same level of mental health, and there is no significant difference in the mean scores of mental health between male and female college students
- The results of this paper reveal that male and female college students have different levels of mental health, there was a significant difference between male and female college students in the mental health dimension but no significant difference was reported in the intelligence dimension. Further, it also indicates that male college students were better than female college students in terms of mental health
- Accessibility of Mental healthcare delivery on digital platform need to be prioritized, as most students find it easy to interact and express themselves virtually rather than in an in-person physical environment. This paper has highlighted the poor status of the mental health of male and female college students which calls the need for immediate remedial intervention.

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3rd Presenter



*Name* : Paonam Suhela Devi, Dept of Teacher Education, NU, Kohima

*Title of the paper* : NEP-2020 to bring about global competency in India 2.0

- Focus should be made on all round development of students.
- NEP 2020 encourages uniqueness, innovations and aims for a holistic development of learners.

4th Presenter



*Name:* I.Azungla Imsong & Dr Rashmi, Dept of Teacher Education, NU, Kohima

*Title of the paper:* Metacognitive Approach: An innovation in teaching and learning process at the school level

- Metacognition in simplest terms means thinking about your own thinking. This knowledge can help young students consciously apply learning strategies, develop effective work habits, and assess their own performance. It refers to higher order of thinking that involves active control over the thinking process involved in learning.
- It's theoretical approach: Flavell (1971) used the term metamemory in regard to an individual's ability to manage and monitor the input, storage, search and retrieval of the contents of his own memory.
- With regard to National Education Policy 2020 perspective: the policy aims to restructure, renovate teaching learning process. It envisions creativity and critical thinking and encourages conceptual understanding and flexibility.
- Inorder to inculcate metacognition in classroom, the schools need to shift their emphasis from passive answer seeking to active answer seeking and the teachers should be welcoming to student's feedbacks.
- In conclusion, by applying metacognitive strategies in education, learners can be more aware of their own control over their success at tasks and adjust their thinking strategies as they go about their tasks to ensure optimum outcomes.

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### 5th Presenter



*Name:* Markangla Jamir, Narotola Imchen & Medotsino Nakhro, Dept of Education, NU, Kohima

*Title of the paper:* Vocational interest of Adolescents' in Nagaland with reference to gender

- Vocation is a way of life
- The study shows that female students are more inclined and interested in vocational courses than the male students.

**Day - 2**

**Friday 22<sup>nd</sup> April, 2022**

Time - 10:00 am -10:30 am

**Venue - Department of English, Nagaland University, Kohima Campus, Nagaland**

**Chairperson - Dr. Neha Rawat**, Co-convenor of the seminar and Assistant Professor, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland.

## **Rapporteurs - Azono Nakhro & Aseto Iralu Meyase**

### **1. Address by - Prof. Lungsang Zeliang, Director i/c, Women Studies Centre, Dept. of Education, Nagaland University.**

Chaired by Dr. Neha Rawat, the session was addressed by **Prof. Lungsang Zeliang**, Director i/c, Women Studies Centre, Dept. of Education, Nagaland University.

- The speaker congratulated the Teacher Education department for organising the seminar and bringing in members of the NEP at a crucial juncture when we needed a fresh impetus to push the country forward into the international arena and to be a force to reckon with as one of the largest economies of the world.
- The speaker mentioned the key highlights of the policy and underlined that NEP2020 has come out with strong innovative, creative and futuristic outlook with the blend of the old. That it is up to us how to implement it effectively.
- The speaker stressed on multidisciplinary and holistic education, and stressed on building multi-dimensional skill sets in our students in view of the present employment landscape.
- Addressing the issue of learning loss, which is a big challenge facing our education system today, the speaker stressed on giving the highest priority on the foundational literacy and numeracy.
- Prof. Zeliang stressed that 21<sup>st</sup> century learners must learn to lead their own learning process and go forward with meta-cognitive learning and to imbibe the growth mindset in order to develop global citizens.
- The speaker mentioned that the policy also talks about bringing 2 crore children into the mainstream in consonance to the policy No Child Left Behind. Thus, in Nagaland context the community would

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have to play an important role for the communitization of education.

- Looking at the reforms in Higher Education, the speaker noted that the NEP envisages to raise the GER (gross enrollment ratio) to 50% by 2035. Higher GER indicates higher participation however, GER in India is lower than the global average and lower than most developed countries.
- Past experience has shown that progress is slow in this area in our country and for this to succeed it all depends on teachers and the sound implementation of the policy. Further, India will need many million teachers more if we were to make this a reality.
- The speaker also addressed the need of increasing fund allocation to the education sector and reiterate the need to allocate at least 6% of the GDP to the education sector.
- Addressing the need of interdisciplinary or multidisciplinary education the speaker said it requires mindset change in the academicians and is no less than a cultural shift.
- As the NEP 2020 envisages to make India a global study destination, the speaker asked whether we are able to attract foreign students and what it requires to do it, especially in the context of Nagaland.
- In conclusion the speaker said that we need to develop ownership of the policy to make it fruitful. We need to look at the challenges and how to circumvent and navigate the challenges. Prof. Zeliang ended with a positive note that when we come together and discuss we are in the right direction.

**2. Address by - Dr. Manas Ranjan Panigrahi, Senior Programme officer, Education Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi.**

**Time: 10:30 am - 11:00 am**

Chaired by **Dr. Neha Rawat**, the second speaker for the session was **Dr. Manas Ranjan Panigrahi**, Senior Programme officer, Education Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi.

- Noting the significance of the occasion Dr. Panigrahi, congratulated the Dept. of Teacher Education, Nagaland University for organizing such a programme.
- The speaker addressed a pertinent question in meeting the Gross Enrollment Ratio (GER) in education as envisaged by the NEP 2020 and asserts that this can be achieved through increase in the usage of internet.
- However, he noted that there are issues related to it such as - connectivity and electricity; access to platforms; content (copyright issues); and capacity of teachers. Also the issue of learning loss due to the pandemic.
- Dr. Panigrahi also stressed on the need of change in mindset to shift from traditional to hybrid teaching process along with the need to categorize instructional processes.
- The speaker highlighted some key issues of NEP2020 to reach the GER of 50% by 2035 - Inclusion and Access; Digital Platforms; Blended Learning; Content creation; Expansion of Platforms; and Pilot Studies.
- Further highlighting on what's happening in the World of Online Learning, the speaker discussed about the Synchronous/Asynchronous/Blended learning and how these can benefit all and meet the goals of the NEP 2020.
- A brief history of OER (open educational resources) was discussed as well as the benefits of it such as - quality improvement and students alignment, support for independent learning, communication and community engagement, cost savings and efficiency, knowledge sharing, collaboration and partnerships.

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- Highlighting OER for Inclusive Learning, the 5R's model i.e., Reuse, Redistribute, Revise, Remix, and Retain were also deliberated upon.
- The speaker also discussed at length about creative commons licenses as well as the platforms/ repositories for OER's.
- Dr. Panigrahi concluded that maximum benefits of the internet and technology be explored for educational purposes so as to reach the educational goals of NEP 2020

## Day 2

### Technical Session - 3

Time: 11:15 am - 12:30 pm

Rapporteurs - Kekhriengulieu Tachu & Thronlem Jorlim Konyak

The session was chaired by **Prof. Gyanendra Nath Tiwari**, Professor, Dept. Of Teacher Education, NU and co- chaired by **Dr. Surendra Yadav**, Assistant Professor, Dept. Of Teacher Education, NU. The session had 3 paper presenters:

1. Akhotso Zetsuvi & Dr. B. Venkata Rao, Dept. of Education, NU, Kohima.
  2. Sanino Nakhro, Dept. Of Education , NU, Kohima.
  3. Sekulu Neinu & Dr. Neha Rawat, Dept. Of Teacher Education, NU, Kohima.
- 1. Akhotso Zetsuvi & Dr. B. Venkata Rao, Dept. of Education, NU, Kohima**, presented on the topic **"ROLE of Mental Health And Emotional Intelligence In The Holistic Development of Students As Per The Guidelines of NEP 2020."** The objectives of the paper were to review the importance of mental health and emotional intelligence in the holistic development of students and to highlight the status of emotional intelligence and mental health and their effect on



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holistic development. The presenter (Zetsuvi) stressed that the holistic developments included arts, science, linguistics etc. It focuses on the whole rather than one area or subject. He also emphasized that students need to prioritise their mental health as they performed better when they have mental stability. Referring to the lack of mental health treatment in India, he cited a 2017 survey which says that 197 million people in India were suffering from mental disorder. Mental health is most important and vital for holistic development. In conclusion he remarked that mental health and emotional health form a necessary foundation for holistic development and they are needed for social transformation. Raising awareness on mental health and emotional health will help in the formation of more inclusive society and a system of education which is accessible to all. The paper centered on the importance of mental health for the holistic development of students.

2. **Sanino Nakhro, Dept. Of Education, NU, Kohima,** presented on the topic "Preparedness of Science Education in Meeting the Educational Goals of National Educational Policy 2020." The objectives of the paper asked how prepared Nagaland is in the context of NEP. The presenter highlighted the major challenges of science education in higher secondary level. There is a need for shift in education from memorization which was an age long practice in the education system. She remarked that Science Stream Education is lacking behind in Nagaland. Nagaland has 40 higher secondary schools offering science education out of which 9 were managed by the government and 31 managed by private schools. She stated that lack of laboratories, shortage of teachers, poor understanding of basic math among the students, lack of innovation, under funding etc. to be the expected challenges in implementing NEP 2020 in the context of Science education. She also pointed out the

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huge disparity between arts and science subject in Nagaland and it is attributed to the fear or psychosis of the Nagas about Science and also other factors like poor infrastructure, lack of motivation and so on.

**\*Q &A Session**

1. Why is the enrolment ratio in Science lower in 2021 (comparing to the previous years)?
  - Loss of interest among students in science, poor infrastructure, lack of parental guidance, and on remote areas of Nagaland most of the students/learners are first generation learners.
2. The fall of ratio in Science stream enrolment.
  - Students who opted for science stream changed to arts after class 12.

The paper stressed on the problem of science education in Nagaland and calls for the need to develop new strategies, models, and other inclusions for an improvement in the subject.

3. **Sekulu Neinu & Dr. Neha Rawat**, Dept. Of Teacher Education, NU, Kohima, presented on the topic "Teacher Education: Reflections about relating theory to Practicum." The objective of the paper was to find out whether there is a link between theory and practice in teaching. The presenter (Neinu) stated that there is the need to integrate practical methods in education. She highlighted the provision made by NEP on placing teachers at the centre. Teachers need to be trained at the highest, and their trainings should be based on Indian values and other values important to their region. There should be the opportunity to practice instead of teaching the theory alone. She also presented the school internship for student teachers in the context of B.ed. and the model of 5Es. At present, the link between theory and practice is lost which needs be restored. Teachers should be given the freedom to instruct on their own as they know the learning abilities

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of their students better than others. She calls for the inclusion of theoretical concepts with real world strategies which are crucial at present.

### **Q & A Session**

Q. How effective is the practice teaching working in Schools?

- Currently, there is a lack of link between theory and practice. For example, in the practical teachings, the lesson plans of the teachers get disrupted by disturbances in the class.

The paper touched on the problems in teacher education and emphasized on the need to focus on training the teachers, equip them with the best knowledge, techniques in order to carry the NEP 2020 policy forward.

*Address by* – Prof. Buno Liegise, Head of the Department, Dept. of Education, Nagaland University.

**Time: 1:30 pm - 2:00 pm**

**Chairperson** – Dr. Neha Rawat, Co-convenor of the seminar and Assistant professor, Department of Teacher Education, Kohima Campus, Nagaland University, Nagaland.

### **Rapporteurs – Kekhriengulieu Tachu & Caroline Erue**

- Defining the seminar as crucial, **Prof. Buno Liegise** congratulated the Teacher Education department for organising such a program.
- She highlighted the pros and cons of the NEP, making the point that while there are many who appreciated the policy, we should also not forget those dissenting voices as the minorities are sidelined. She called forth to look at both sides of the story and to have a balanced approach.
- She observed that all the policies may not be applicable or possible to implement in the initial stage, therefore as stakeholders it will be wise to see the best way in going about with the policy.

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- She also discussed the significance in multidisciplinary approach of learning in North East India.
- She put forth the notion that the question we need to raise is, “What is the status of education in your country, state, or region?” And that we ought to address this question with utmost honesty.
- Speaking of the system of education in Nagaland, she addressed that it lacked a well-balanced system of education, a system that favours academic way of learning with less weightage given to development of values, while also neglecting in fostering the potential aspects of students.
- She also mentioned the danger that lies in mere memorisation simply to get through exams with high scores, without having the ability to exercise their knowledge. Herein lies the collapse of a nation, she furthered.
- She pointed out the fact that Nagaland is rich in co-curricular activities and with the NEP 2020, a new hope is instilled for a more emphasis on such activities.
- She brought to light three essential questions: What kind of skills will be needed in the 21st century? What kind of vocational programmes will the students desire? What kind of skills and vocational activities will be feasible?
- She also called for the need to have assessment survey of the schools and colleges in the different districts of Nagaland.
- Targeting on the all round development of students, she reiterated the need for a multidisciplinary approach.
- She also underlined the narrow and lopsided approach in evaluating the students, based on one particular scale to test their calibre, thereby calling for a broader way of assessment.
- She lauded the Choice Based Credit System that has been prepared, as this will enable the students to achieve wider choices.

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- Remarking that we should remain proactive and technology savvy, she emphasised that the best learning and teaching institution is where there is a culture of research and knowledge creation.
- Addressing the scholars, she also challenged the willingness of scholars in taking up the issues faced in the society.
- With a hopeful note **Prof. Buno Liegise** concluded her speech that the grievances of the minorities will also be recognised and taken care of, for a better India.

## Day 2

### Technical Session 4

**Time:** 2:00 pm to 3:00 pm

**Venue:** Department of English, Nagaland University:  
Kohima Campus Meriema, Nagaland

**Chairperson:** **Ms. Narola Chuba**, Assistant Professor,  
Department of Education, Kohima Campus, Nagaland  
University, Nagaland

**Co-Chairperson:** **Dr. Boyillapalli Venkata Rao**, Assistant  
Professor, Department of Education, Kohima Campus,  
Nagaland University, Nagaland

**Rapporteurs:** Nosavonu Savi, Sekulu Nienu & Aseto Iralu  
Meyase

1. There were six presenters in total in the fourth technical session, on the second day of the seminar and it began with the presentation from **Merensangla Longkumer and Prof. Lungsang Zeliang** from the Department of Education, Nagaland University, Kohima on the title, "**An Analysis of NEP 2020 Perspective on Vocational and Skill Development: Relevance in Nagaland Context**".
  - An introduction on education was given and the vital role of skills and vocational education was highlighted. The present system of education and

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its negligence of this, results in unemployment, leading to socio-economic problems.

- NEP 2020 focuses on the vocational and skills development where students can be exposed to it in their academic institutions at an early age. The policy aims to have at least 50% of its students to have exposure by 2025. The Choice Based Credit System (CBCS) aims towards flexibility and creativity.
- Schools, to introduce internship towards vocational training in collaboration with the National Committee for Integration of Vocational Education (NCIVE), local industries, incubation centres and skill labs towards carpentry, electrical work, metal work, gardening, pottery making etc.
- The present status of Nagaland's unemployment rate is 24.7% even though its literacy rate amounts to 79.55%. The lack of vocational training is to be blamed. In the state, Government jobs are considered as the only worthy careers and the dysfunctional education system plays its role behind such negative outlook on the dignity of labour. The state economy's failure in generating sufficient jobs for the graduates also disrupts the equilibrium between employment and education.
- At the school level, NBSE has introduced some Life Skills Education but proper importance is still due. Whereas it is entirely absent in some colleges at the Higher Education Level.
- New programs such as food processing technology, diploma in pharmacy, tourism, etc. in the Polytechnics to diversify educational opportunities and employability.
- Some examples among the many in introducing innovative ways of vocational skills at the local level includes:

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- (a) Organic farming in K. Khel Government Middle School where their mid-day meal for nearly 60 students is managed from it.
  - (b) New Creation School in Sekriizu, Phek District has incorporated the Naga traditional way of life through handicrafts since 2018.
  - (c) Fazl Ali College, Mokochung, has introduced an Indigenous Skills Training Centre known as 'Ketsangriju'.
- Directives were given towards promotion of medicinal and aromatic plants, tourism industry, agriculture and allied sectors should be explored in Nagaland. However, various areas such as the educational infrastructures, professional and technical institutions, trained teachers, and materials on vocational training should be upgraded.
  - She concluded that Nagaland can reach its vision by 2030 to 'skill the youth to make them employable'.
2. **Azono Nakhro & Dr. Rashmi** from the Department of Teacher Education, Nagaland University, Kohima, presented on the topic, "**Fostering creativity in Education: National Education Policy-2020**".
- The presenter highlighted that creativity is one of the critical abilities of the 21<sup>st</sup> century and enhancing creativity and innovation in education has become a priority as a result of social and economic transformation, as well as the necessity to enhance global competitiveness.
  - The presenter explored what creativity is in the context of education and explained that the cognitive approach is one of the major approaches to creativity in education, as it underlines the developmental processes of creativity.
  - Four C Model of creativity by Kaufman and Beghetto has been considered as a model that can

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assist teachers. To foster Little-C creativity and Mini-C creativity for future success, helping individuals in facing everyday problems, towards self-actualization, etc.

- In order to foster the creativity of students, teachers need to understand the relationship between creativity and pedagogical practices, and in this context a creative pedagogy was explored.
  - Creative pedagogy includes creative teaching (a teacher's creative efforts), creative learning (possibility thinking) and teaching for creativity (learner-centred).
  - The presenter also stressed upon the crucial role teachers play in fostering creativity in the classrooms. That teachers "actions and reactions" are critical as it can either enhance or stifle creativity.
  - To foster creativity, teachers need to exhibit certain essential behaviours which are known as the nine principles of creativity fostering teacher behaviour: Independence, integration, motivation, judgement, flexibility, evaluation, question, opportunities and frustration.
  - Suggestions given by the presenter includes a teacher's role in understanding how the different elements of creative pedagogy interplay, the need of teachers to be equipped with capacity building behaviour, teacher's flexibility in teaching creativity, need of teachers to be creative leaders and model creativity in their classrooms.
  - The presenter conclude that teachers need to understand the creative process as well as the pedagogical skills to foster creativity in education.
3. **Asale Vitso** from the Department of Teacher Education, Nagaland University, Kohima, presented on "E-learning in teacher education: Challenges and Prospects as per NEP-2020".



- Introduction on the NEP 2020's use of technology in increasing access and removing barriers.
  - E-learning in education uses and learns about ICT's.
  - E-learning is more beneficial than traditional mode of learning, instantly connecting teachers and students. It helps the disabled people to progress with their education from anywhere.
  - The lack of the student's interaction is also one of the challenges of e-learning. Other challenges include financial disparity, poor connectivity, teacher's ignorance, effect on health, its inappropriateness in the field of medical sciences and pharmacy etc.
  - Some directives that were shared include: Teachers need to develop capabilities, educational programs on teacher's needs and context, the use of ICT and e-learning in schools, use of SWAYAM and DIKSHA for online training, availability of educational softwares, etc.
  - The presenter shared that every classroom should be developed into smart classrooms in phased manner. The e- content of teacher learning to be uploaded on the National Teacher's Portal for further utilization. An autonomous body, National Educational Technology Forum should be established for the exchange of ideas on e-learning.
4. **Thronlem Jorlim Konyak** from the Teacher Education Department, Nagaland University, Kohima, presented a paper on **"Integration of ICT in teaching-learning process and NEP 2020"**.
- Information and Communication Technology (ICT) refers to the access to information through telecommunication.
  - Rapid development in the field of ICT and technological invasion in the field of education.
  - Integration of ICT in teaching-learning process can improve the educational quality and bring a

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paradigm shift of teaching-learning process successfully.

- Some benefits in using ICT in teaching-learning process are: Accessing information easily that caters to individual differences and connects people from every region.
  - National Educational Technology Forum to act as a platform for free exchange of ideas on the use of ICT.
  - Some directives are to introduce technology and educational software in enhancing teaching-learning process, evaluation process, more educational access, etc. and extend platforms such as SWAYAM and DIKSHA.
  - Nagaland's status in the integration of ICT in teaching-learning process is at its initial stage but has the potential of growth.
  - A proper set-up of schools to support ICT tools is needed but might not be affordable for all. Even so, internet connectivity is another problem.
  - Some provisions made are to enable infrastructure, enhance human capacity and regular monitoring.
  - She concluded that for a diverse nation like India should join hands with different organizations in providing quality education for all.
5. A paper on **“Perceptions of B. Ed. student-teachers towards the quality of school education in Nagaland”** was presented by **Lhaineiting Guite**, from the Department of Teacher Education, Nagaland University, Kohima.
- An introduction on the state's literacy background was given with a total of 2,752 schools and a literacy rate of 79.55%.
  - Quality education focuses on the social, emotional, mental, physical and cognitive development of every student.

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- Miss Guite had chosen the simple random sampling method with 39 respondents from both private and government institutions in Nagaland. Her outcome was 11 respondents stated for the quality education in the state to be good, 20 stated for an average and 8 respondents stated that the quality of school education was poor. The reasons owe it to the lack of proper infrastructure, inadequate experienced teachers, rampant proxy teachers, lack of community participation, rote learning, etc.
  - Suggestions were made towards improvement of school quality education by providing periodic training of teachers, technological support, infrastructure, towards active learning, etc.
  - She concluded that her main aim of the study was to find out how student-teachers perceive the quality education in the state and the outcome was that most rated it as average.
6. The last paper for the Technical session 4 was presented by **Maongchila Jamir & Dr. Rashmi** from the Department of Teacher Education, Nagaland University, Kohima, on the topic, **“Emotional Intelligence as a key to Holistic Development among the Adolescents”**.
- The crucial period in developing emotional and thought patterns occurs during the transition from childhood to adulthood.
  - Emotional intelligence means the ability to identify and manage one’s own emotions, as well as other people’s emotions. It plays the role in bringing empathy, self-awareness, motivation, self-regulation, social skills, etc.
  - The role of the NEP 2020 towards Emotional Intelligence is that focus is made on quality of education that can happen through the emotional intelligence of its students. It should be the content area for 21<sup>st</sup> century learners.

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- High EI has been linked not only with success and less aggression but towards the holistic growth of a child.
- EI must be treated importantly like alphabets are taught. EI in teaching process also influences the general performance of the students.
- Teachers with a good EI are enthusiastic, creative and innovative in their teaching methods. They can be successful only when they can manage their own emotions as well as that of their students.
- In conclusion, EI must be inculcated as part of the school curriculum. It can be learned and strengthened eventually.

## Day 2

### Valedictory Session

*Time : 3:15 pm - 3:45 pm*

*Chairperson:* Dr. Pradipta Kumar Pattnaik

*Rapporteurs:* Azono Nakhro & Lhaineiting Guite

The valedictory session was chaired by **Dr. Pradipta Kumar Pattnaik**, Head of the Department, Dept. of Teacher Education, Nagaland University.

1. *Report on the seminar:* A brief report of the Seminar was presented by **Dr. M Rajendra Nath Babu**, Assistant Professor, Department of Teacher Education, Nagaland University.

The report highlighted the following:

**Resource persons** (outstation) - 4

**Resource persons** (station) - 6

**Paper presenters** - In total 23 papers were presented.

Dept. of Education, Nagaland University - 9

Dept. of Teacher Education, Nagaland University - 10

Dept. of Sociology, Nagaland University - 1

Dept. of Education, Central University of Kashmir - 1

Dept. of Economics, Shri Khushal Das University, Rajasthan - 1

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2. *Valedictory Speech:* The valedictory speech was by **Prof. Nigamananda Das**, Department of English, Former Dean, School of Humanities & Education, Nagaland University.

- The speaker congratulated the department of Teacher Education for organizing the programme and pointed out that though the department was started only in 2015, and is of only seven years, the department has fervently organized several such programmes and on several occasions successfully collaborated with other departments.
- Prof Das opines that there is a need to do a comparative analysis on the last NEP 1986 and the present NEP 2020, to see how far we have successfully implemented the NEP 1986.
- As today, we have produced many educated unemployed, we need to revisit what went wrong in our system of education.
- The speaker pointed out that we still have a colonial hangover of a teacher centric-lecture approach in our education system.
- Though imperfections will continue, the speaker suggest radical change in the overall system of education and called for a high standard of teacher professionalism.
- The speaker stressed that there is a necessity to educate the public and continue such discussions in future. He concluded his speech stating that a radical shift calls for the participation of all and unless all stakeholders do their part the NEP 2020 will be an unfulfilled dream.

3. *Vote of Thanks:* The vote of thanks was delivered by **Prof. Gyanendra Nath Tiwari**, Department of Teacher Education, Nagaland University.

- Recognising the significance of the event, where two NEP 2020 members graced the occasion, he thanked the convenor of the seminar, Dr. Rashmi

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for taking the pains in successfully organizing the event. Gratitude was also extended to the Honorable Pro-Vice Chancellor, Nagaland University, Prof. A.K. Mishra and all resource persons, paper presenters, and participants for their active and valuable participation. As any event of this dimension cannot happen overnight, Prof. Tiwari noted that it is only through the cooperation of every individual present that the seminar could be successfully completed.



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