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Dr. H L Gangte

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Message

Dear Authors and Readers,

I am delighted to convey my warmest wishes to the Modern Institute of Teacher Education on the release of the **MITE Journal of Education (Volume 7, Issue 1, 2025-26)**. This publication serves as an invaluable platform, bringing together authors and teacher educators from diverse disciplines to share their insights, ideas, and research findings.

The editorial board's unwavering commitment to publishing high-quality papers provides immense value to both the academic community and society at large. By facilitating the exchange of knowledge, this journal continues to make a meaningful impact on our nation's educational landscape.

I extend my sincere gratitude to the editor, editorial board, and peer review team for their continuous dedication. I am equally grateful to the management, staff, and contributing researchers and educationists whose hard work and valuable insights have brought this issue to fruition.

I wish all our readers an inspiring and enriching experience.

With regards,
Dr. Kate Dandesh Kumar
Principal
Modern Institute of Teacher Education,
Kohima, Nagaland – 797001

Editor Message

Dear readers,

With a kind blessing from God and constant support from the faculty members, I am honored to take over the responsibility as the editor of our Journal, an official publication of Modern Institute of Teacher Education. This Journal is a showcase of the activities and explore the hidden knowledge of our Faculties and most importantly this publication is to encourage research paper writing amongst the faculty member. I request the research scholars, student-teachers and educationist to grace our journal with their pearl of wisdom. I invite and encourage interested members to contribute research paper and take part for the development and improvement of teacher education in India and Nagaland in particular.

I take the opportunity to thank all the contributors as their contribution is the reason that makes this annual Journal endearing with our readers. This annual Journal would not have been possible without the sincere support of the members of the Editorial Board who sorted of the articles and edited them and finally made a fair draft for publication. I heartily wish all the readers my best wishes and hope that you will enjoy and prove that this annual Journal itself play a vital role in the development of teacher education.

As editor, I welcome all your wholehearted kind support. Your feedback and suggestions are always welcome.

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Dr. H.L. Gangte
MITE Journal of Education

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MATHEMATICS TEACHER EDUCATION AND NEP 2020: CONNECTING LEARNING THEORIES WITH MODERN MATHEMATICS TEACHING

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Abstract:

The National Education Policy (NEP) 2020 has introduced significant reforms in the Indian education system, particularly in the areas of teacher education and mathematics teaching. The policy emphasizes conceptual understanding, competency-based learning, critical thinking, experiential learning, and the integration of technology in classrooms. Mathematics education is shifting from traditional memorization-based approaches toward learner-centered and activity-oriented teaching methods. This article examines the relationship between modern learning theories and mathematics teacher education within the framework of NEP 2020. The study discusses the contributions of major educational thinkers such as Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner, and B. F. Skinner in shaping mathematics pedagogy. It further explains how theories such as behaviourism, constructivism, social constructivism, experiential learning, cognitive theory, and humanistic theory influence mathematics teaching practices promoted under NEP 2020. The article also highlights the reforms introduced in teacher education, including the Integrated Teacher Education Programme (ITEP), continuous professional development, and technology integration. In addition, the paper discusses the challenges faced in implementing these reforms, especially in rural and resource-limited schools, along with recommendations for effective implementation. The study concludes that successful implementation of NEP 2020 requires well-trained teachers, adequate infrastructure, and continuous institutional support to make mathematics education more meaningful, practical, and student-centered.

Keywords: Mathematics Education, Teacher Education, NEP 2020, Constructivism, Experiential Learning, Cognitive Theory, Social Constructivism, Mathematics Pedagogy, Competency-Based Learning, Educational Technology

1. Introduction

Education plays an important role in the development of individuals and society. In recent years, the Indian education system has undergone significant transformation through the introduction of the National Education Policy (NEP) 2020. The policy aims to improve the quality of education by promoting conceptual understanding, critical thinking, creativity, and skill development among learners. One of the major areas emphasized in the policy is teacher education, particularly the preparation of teachers who can meet the changing needs of twenty-first-century classrooms. Mathematics education has received special attention because mathematics is not only a subject of numbers and formulas but also a discipline that develops reasoning, logical thinking, problem-solving abilities, and analytical skills.

Traditionally, mathematics teaching in India was largely based on rote memorization, repetitive practice, and examination-oriented learning. Students were often expected to memorize formulas and procedures without understanding their meaning or application. As a result, many learners developed fear and anxiety toward mathematics and found it difficult to connect mathematical concepts with real-life situations. NEP 2020 attempts to address these issues by promoting learner-centered approaches, competency-based learning, experiential learning, and the integration of technology into classrooms. The policy also recognizes the importance of teacher preparation and continuous professional development in improving the quality of mathematics education.

Modern mathematics teacher education is strongly influenced by various learning theories developed by educational psychologists and philosophers. These theories explain how students learn and provide guidance for effective teaching practices. Behaviourism, constructivism, social constructivism, experiential learning, cognitive theory, and humanistic theory have all contributed significantly to modern mathematics pedagogy. NEP 2020 reflects many of the principles associated with these theories and encourages teachers to adopt innovative and inclusive teaching methods.

2. Objectives of the Study

- To understand the role of learning theories in mathematics education.
- To examine the influence of NEP 2020 on mathematics teacher education.
- To analyze the relationship between modern learning theories and

mathematics pedagogy.

- To identify challenges in implementing learner-centered mathematics teaching.
- To suggest measures for improving mathematics teacher education in India.

3. Need and Significance of the Study

Mathematics is considered one of the most important subjects in school education because it develops logical reasoning, analytical thinking, and problem-solving skills. However, many students experience fear and difficulty in learning mathematics due to traditional teaching methods based mainly on memorization and repetitive practice. With the introduction of the National Education Policy 2020, there is a growing need to transform mathematics teaching into a more learner-centered, competency-based, and experiential process. Understanding how different learning theories support mathematics teaching is therefore essential for effective teacher preparation. This study is significant because it explains the connection between modern educational theories and mathematics teacher education reforms introduced under NEP 2020.

4. Research Methodology

The present study is conceptual and analytical in nature. It is mainly based on secondary sources of data such as books, research articles, policy documents, journals, educational reports, and online academic resources related to mathematics education, teacher education, learning theories, and the National Education Policy 2020. The study critically examines the relationship between major learning theories and mathematics teaching practices promoted under NEP 2020. Relevant literature from educational psychology, pedagogy, curriculum studies, and mathematics education has been reviewed to understand the changing trends in teacher education and classroom practices. The study also analyzes the practical challenges involved in implementing learner-centered and competency-based mathematics education in Indian schools.

5. Theoretical Framework

The theoretical framework of this study is based on major learning theories that influence mathematics education and teacher preparation.

Behaviourism provides the foundation for skill-based learning through repetition, reinforcement, and practice. Constructivism emphasizes active learning and conceptual understanding through exploration and discovery. Social constructivism highlights collaborative learning and interaction among learners. Experiential learning focuses on connecting mathematics with real-life situations and practical experiences. Cognitive theory explains how learners process information, develop reasoning skills, and build conceptual understanding. Humanistic theory emphasizes emotional well-being, motivation, and learner confidence in mathematics classrooms.

In addition to these traditional theories, modern educational approaches such as Cognitive Load Theory, Connectivism, Embodied Learning, Inquiry-Based Learning, and Problem-Based Learning also form part of the framework. These theories collectively support the learner-centered, competency-based, and technology-integrated vision of mathematics education promoted by NEP 2020.

6. Literature Review

Several researchers and educational thinkers have emphasized the importance of learner-centered approaches in mathematics education. Jean Piaget argued that learners actively construct knowledge through experiences and cognitive development (Piaget, 1970). His theory of constructivism greatly influenced mathematics teaching by encouraging activity-based and discovery-oriented learning. Piaget believed that children move gradually from concrete understanding to abstract reasoning, which is highly relevant in mathematics classrooms. His ideas support the use of manipulatives, exploration, and inquiry-based activities that help learners develop conceptual understanding rather than merely memorizing procedures.

Lev Vygotsky highlighted the importance of social interaction in learning through his theory of social constructivism (Vygotsky, 1978). He emphasized collaborative learning and introduced the concept of the Zone of Proximal Development (ZPD), which explains how learners can achieve better understanding with guidance from teachers or peers. Studies based on Vygotsky's ideas have shown that group discussions, peer tutoring, and collaborative activities improve mathematical understanding, communication skills, and confidence among learners. These ideas strongly influence modern mathematics classrooms where interaction and discussion are encouraged. John Dewey stressed the importance of experiential learning and believed

that education should be connected with real-life experiences (Dewey, 1938). His ideas influenced activity-based learning methods in mathematics education. Similarly, David Kolb explained experiential learning as a cycle involving experience, reflection, conceptualization, and experimentation (Kolb, 1984). Research studies indicate that experiential learning increases student engagement and helps learners apply mathematical knowledge in practical situations. Mathematics activities such as surveys, measurements, budgeting exercises, and project work reflect the principles of experiential learning.

Jerome Bruner contributed significantly to cognitive learning theory and discovery learning (Bruner, 1961). He emphasized that students learn effectively when they actively discover concepts and relationships. Bruner's theories support inquiry-based mathematics teaching, where learners develop reasoning and problem-solving abilities through exploration. His spiral curriculum approach also suggests that complex mathematical ideas can be taught gradually at different developmental stages. Similarly, Robert M. Gagné emphasized structured learning conditions and instructional sequencing, which are useful in designing mathematics lessons systematically (Gagné, 1985).

Behaviourist thinkers such as B. F. Skinner and Edward Thorndike emphasized reinforcement, repetition, and practice in learning (Skinner, 1953; Thorndike, 1913). Their ideas influenced traditional mathematics teaching methods such as drills, memorization exercises, and repeated practice of arithmetic operations. Although modern education discourages excessive rote learning, behaviourist methods remain useful for developing computational fluency, speed, and accuracy in mathematics. Repeated practice of multiplication tables, algebraic procedures, and formula applications still plays an important role in foundational mathematics learning.

Humanistic theorists such as Abraham Maslow and Carl Rogers emphasized the emotional and psychological needs of learners (Maslow, 1954; Rogers, 1969). Humanistic approaches suggest that students learn effectively in supportive and encouraging environments where they feel safe, respected, and motivated. In mathematics education, this perspective is important because many students experience fear, anxiety, and lack of confidence toward mathematics. Research shows that positive classroom environments and student-centered teaching methods improve learner motivation and participation.

Recent developments in educational psychology and digital learning have introduced several modern theories and approaches that are increasingly influencing mathematics education. One important modern theory is Cognitive Load Theory developed by John Sweller. Sweller (1988) explained that students learn more effectively when instructional methods reduce unnecessary mental overload. Mathematics often requires learners to process multiple concepts and procedures simultaneously, which may create cognitive burden. Cognitive Load Theory suggests that teachers should simplify instructions, use worked examples, break problems into smaller steps, and gradually increase complexity. Research studies show that such approaches improve mathematical understanding and problem-solving abilities.

Another important contemporary approach is Learning Trajectory Theory associated with researchers such as Douglas H. Clements and Julie Sarama. This theory explains that mathematical understanding develops progressively through predictable developmental stages. Teachers therefore need to identify what students already know and what they are ready to learn next. Learning trajectories help in curriculum planning, instructional sequencing, and assessment design, particularly in foundational and elementary mathematics education.

Embodied Learning Theory has also gained importance in modern mathematics education. This theory suggests that learning is connected with physical movement, gestures, and sensory experiences. Researchers argue that students understand mathematical ideas more effectively when they use manipulatives, body movements, visual models, and interactive classroom activities. Geometry, spatial reasoning, and number concepts become easier to understand when learners engage physically with mathematical representations. Embodied learning therefore helps bridge the gap between concrete experiences and abstract mathematical thinking.

The rapid growth of digital technology has further led to the emergence of Connectivism proposed by George Siemens (Siemens, 2005). Connectivism explains learning in digital and networked environments where students access knowledge through online platforms, educational applications, simulations, and collaborative digital tools. In mathematics education, students increasingly use videos, online tutorials, virtual classrooms, and interactive software to enhance understanding. The integration of technology into mathematics learning has become especially relevant after the expansion of blended and online education systems.

Modern mathematics education also emphasizes Inquiry-Based Learning and Problem-Based Learning approaches. These methods encourage students to investigate mathematical problems, ask questions, analyze patterns, and discover solutions independently rather than memorizing formulas mechanically. Such approaches help learners develop creativity, analytical reasoning, communication skills, and critical thinking abilities that are essential in contemporary education.

Research on the National Education Policy 2020 shows that the policy strongly supports constructivist, competency-based, experiential, and technology-integrated learning approaches (Government of India, 2020). Scholars have observed that the policy encourages critical thinking, multidisciplinary learning, digital literacy, creativity, and collaborative learning. However, studies also highlight practical challenges such as inadequate infrastructure, lack of teacher training, digital divide, examination-oriented learning systems, overcrowded classrooms, and resistance to pedagogical change in many schools. Effective implementation of NEP 2020 therefore requires strong teacher preparation programs, continuous professional development, institutional support, and investment in educational infrastructure.

7. Understanding Different Learning Theories in Mathematics Teaching

7.1. Behaviourism and Mathematics Teaching

Behaviourism is one of the earliest learning theories and is associated with thinkers such as B. F. Skinner, Ivan Pavlov, and Edward Thorndike. Behaviourists believed that learning occurs through stimulus-response connections, repetition, and reinforcement. According to this theory, students learn effectively when they repeatedly practice skills and receive rewards or encouragement for correct responses.

In mathematics education, behaviourism has traditionally influenced teaching methods such as drill exercises, memorization of formulas, repeated practice of arithmetic operations, and step-by-step problem-solving procedures. Multiplication tables, algebraic manipulations, and procedural calculations are often taught through repetitive exercises. Behaviourist approaches are useful for developing foundational mathematical skills, speed, and accuracy. They help students master basic computations that are essential for higher-level mathematical learning.

However, NEP 2020 discourages excessive dependence on rote

memorization and mechanical learning. While behaviourist methods are still valuable for certain basic skills, the policy emphasizes understanding and application rather than mere repetition. This reflects a shift from teacher-centered instruction toward more meaningful and student-centered learning experiences.

7.2. Constructivism and Conceptual Understanding

Constructivism, mainly associated with Jean Piaget, argues that learners actively construct knowledge through experiences and interaction with their environment. Piaget believed that children move through different stages of cognitive development and gradually build understanding by connecting new knowledge with prior experiences.

The principles of constructivism are strongly reflected in NEP 2020. The policy encourages teachers to focus on conceptual understanding instead of memorization. In mathematics classrooms, this means students should actively participate in learning activities, explore mathematical relationships, investigate patterns, and solve problems independently. Teachers are expected to create opportunities for inquiry-based learning where students can discover concepts rather than simply receive information.

For example, students may use concrete materials such as blocks, measuring tools, or diagrams to understand fractions, geometry, and measurement before moving to abstract mathematical symbols. Constructivist teaching also encourages multiple methods of solving problems, allowing students to think creatively and logically. This approach develops deeper understanding, critical thinking, and confidence among learners.

NEP 2020 also emphasizes competency-based education, which aligns closely with constructivist ideas. Competency-based learning focuses on the ability of students to apply knowledge and skills in real-life situations. Mathematics is therefore taught not merely as an academic subject but as a practical tool for solving everyday problems.

7.3. Social Constructivism and Collaborative Learning

Social constructivism, developed by Lev Vygotsky, emphasizes the role of social interaction and collaboration in learning. Vygotsky believed that students learn more effectively when they interact with teachers, peers, and their social environment. His concept of the “Zone of Proximal Development” explains that learners can achieve higher levels of

understanding with guidance and support from more knowledgeable individuals.

NEP 2020 promotes collaborative and interactive learning environments where students work together, discuss ideas, and participate actively in classroom activities. In mathematics education, collaborative learning helps students understand different problem-solving methods and improves communication skills. Group discussions, peer tutoring, cooperative learning, and mathematical debates encourage students to explain their reasoning and clarify their understanding.

Teachers play an important role in scaffolding student learning by providing guidance, asking questions, and supporting learners during difficult tasks. Through collaborative activities, students not only improve their mathematical understanding but also develop teamwork, confidence, and interpersonal skills.

7.4. Experiential Learning and Real-Life Application

Experiential learning is associated with educational thinkers such as John Dewey and David Kolb. Dewey believed that education should be connected to real-life experiences, while Kolb emphasized learning through experience, reflection, conceptualization, and experimentation.

NEP 2020 strongly supports experiential learning and activity-based education. The policy encourages teachers to connect mathematics with everyday life so that students understand its practical importance. Mathematics classrooms are expected to include projects, field activities, surveys, practical tasks, and hands-on learning experiences.

The ideas of realistic mathematics education proposed by Freudenthal (1973) also support experiential learning. Freudenthal believed that mathematics should be connected to real-life situations so that learners can understand mathematical concepts meaningfully through practical experiences and problem-solving activities.

For example, students can learn measurement by measuring classroom objects, understand percentages through shopping activities, and study statistics by collecting and analyzing real-life data. Such activities make mathematics meaningful, engaging, and relevant. Experiential learning also improves student participation and motivation because learners can see the usefulness of mathematics in daily life.

7.5.Cognitive Theory and Mathematical Thinking

Cognitive learning theory focuses on mental processes such as thinking, reasoning, memory, and understanding. Important contributors include Jerome Bruner, Jean Piaget, and Robert M. Gagné. Cognitive theorists believe that learning occurs when students organize and process information meaningfully.

In mathematics education, cognitive approaches help students develop logical reasoning, analytical thinking, and conceptual understanding. Teachers use visual aids, diagrams, charts, and models to simplify complex concepts. Bruner's idea of discovery learning encourages students to explore and discover mathematical relationships independently.

NEP 2020 emphasizes critical thinking, problem-solving, and analytical skills, which are closely connected with cognitive theory. Students are encouraged to think beyond memorized procedures and understand the reasoning behind mathematical concepts.

7.6. Humanistic Theory and Emotional Development

Humanistic learning theory is associated with Abraham Maslow and Carl Rogers, who emphasized the emotional and personal development of learners (Maslow, 1954; Rogers, 1969). According to this theory, students learn best in supportive and encouraging environments where they feel confident, respected, and motivated.

In mathematics education, humanistic approaches help reduce fear and anxiety toward the subject. Teachers encourage students through positive reinforcement, cooperative learning, activity-based teaching, and open classroom interaction. Such methods improve confidence, creativity, and interest in mathematics learning (Hattie, 2009).

The principles of humanistic theory closely align with the learner-centered vision of the National Education Policy 2020, which emphasizes holistic development, inclusive education, emotional well-being, and joyful learning experiences (Government of India, 2020).

8. Emerging Trends and Modern Approaches in Mathematics Education

Modern mathematics education is continuously evolving due to advances in educational psychology and technology. Cognitive Load Theory developed by John Sweller suggests that students learn better when complex information is presented gradually and systematically (Sweller, 1988).

Teachers can reduce mental overload by simplifying instructions and using worked examples. Research by Ngu and Phan (2024) also supports the importance of cognitive load reduction in improving mathematical proficiency and problem-solving abilities.

Learning Trajectory Theory explains that mathematical understanding develops progressively through stages. Researchers such as Douglas H. Clements and Julie Sarama emphasized that teachers should understand students' developmental levels and design lessons accordingly (Clements & Sarama, 2025). Embodied Learning Theory further highlights the importance of physical activity, gestures, and manipulatives in mathematics learning. Such methods help students understand abstract ideas more concretely and meaningfully (Way & Ginns, 2024).

Connectivism proposed by George Siemens has become increasingly important due to digital learning environments. Students now learn mathematics through online videos, virtual simulations, educational applications, and collaborative digital platforms (Siemens, 2005). Inquiry-Based Learning and Problem-Based Learning also encourage students to investigate problems, ask questions, and discover solutions independently. These approaches develop creativity, collaboration, communication, and critical thinking skills that are essential in twenty-first-century education.

Problem-solving approaches in mathematics are also influenced by the work of George Pólya, who emphasized systematic strategies such as understanding the problem, planning solutions, carrying out strategies, and reviewing answers (Polya, 1957). These approaches remain highly relevant in competency-based mathematics education promoted under the National Education Policy 2020.

John Hattie further highlighted that effective teaching practices, timely feedback, and visible learning strategies significantly improve student achievement and conceptual understanding (Hattie, 2009). Modern mathematics education therefore increasingly emphasizes learner-centered pedagogy, reflective teaching, technology integration, and competency-based assessment practices aligned with global educational trends.

9. Mathematics Teacher Education and NEP 2020

The National Education Policy 2020 has introduced significant reforms in teacher education and mathematics teaching. One major focus of the policy is conceptual understanding instead of rote memorization. Students

are encouraged to ask questions, think critically, and apply knowledge in real-life situations.

NEP 2020 strongly supports competency-based learning, where students are expected to use mathematical concepts practically rather than merely reproduce textbook answers. The policy also promotes experiential learning, project-based activities, multidisciplinary education, and the integration of technology in classrooms.

Teacher education reforms under NEP 2020 include the introduction of the four-year Integrated Teacher Education Programme (ITEP), which combines subject knowledge, pedagogy, and teaching practice. The policy also emphasizes continuous professional development and digital literacy among teachers. Mathematics teachers are expected to adopt innovative teaching methods and learner-centered pedagogies aligned with modern educational theories.

9.1. Role of Assessment in Mathematics Education

Assessment plays a crucial role in mathematics education because it helps teachers understand students' learning progress and conceptual understanding. Traditional assessment methods mainly focused on written examinations, memorization, and procedural accuracy. However, NEP 2020 encourages competency-based and formative assessment approaches that evaluate understanding, reasoning, creativity, and application of knowledge. Black and Wiliam (1998) emphasized the importance of formative assessment in improving student learning, classroom participation, and academic achievement. Modern mathematics classrooms require assessment methods such as project work, classroom observation, portfolios, quizzes, peer assessment, and activity-based evaluation. These methods help teachers identify learning difficulties and provide appropriate support to students. Formative assessment also encourages continuous learning and reduces examination stress among learners. Technology-based assessments are also becoming increasingly important in mathematics education. Digital quizzes, online assignments, interactive simulations, and adaptive learning platforms help teachers evaluate student performance more effectively and provide immediate feedback.

9.2. Role of the Teacher in Modern Mathematics Education

In modern mathematics education, the role of the teacher has changed

significantly. Earlier, teachers were mainly considered transmitters of knowledge who explained formulas and procedures while students listened passively. However, learner-centered education now views teachers as facilitators, guides, mentors, and motivators.

Shulman (1986) explained that effective teaching requires both subject knowledge and pedagogical content knowledge. In mathematics education, this means that teachers should not only understand mathematical concepts deeply but also know how to explain those concepts effectively according to students' learning levels and needs. Teachers are expected to create interactive classrooms where students actively participate in discussions, investigations, and problem-solving activities. Mathematics teachers must encourage inquiry, creativity, collaboration, and critical thinking among learners. They also need to support students emotionally by reducing mathematics anxiety and building confidence.

Under NEP 2020, teachers are encouraged to integrate technology, experiential learning, and competency-based assessment into classroom practices. Therefore, mathematics teachers need both strong subject knowledge and effective pedagogical skills. Schön (1983) also emphasized reflective teaching practices, where teachers continuously evaluate and improve their classroom methods according to students' learning experiences and educational needs.

9.3. Technology Integration in Mathematics Education

One of the important features of NEP 2020 is the integration of technology in education. Digital learning tools have become increasingly important in modern classrooms. Technology can make mathematics teaching more interactive and effective. Graphs, geometric shapes, algebraic equations, and statistical data can be visualized more clearly through digital tools and educational software.

The policy encourages teachers to use smart classrooms, online resources, educational applications, simulations, and digital platforms to support learning. Technology also enables personalized learning and self-paced education, helping students with different learning needs.

10. Teacher Education Reforms under NEP 2020

Teacher education is one of the central concerns of NEP 2020. The policy recognizes that the quality of education largely depends on the quality

of teachers. One of the major reforms introduced is the four-year Integrated Teacher Education Programme (ITEP), which combines subject knowledge, pedagogy, and practical teaching experience within a single course.

The policy also emphasizes continuous professional development through workshops, refresher courses, and training programs. Mathematics teachers are expected to stay updated with innovative teaching methods, educational technology, and learner-centered pedagogies. Teachers are also encouraged to become reflective practitioners who continuously improve their classroom practices.

According to Darling-Hammond (2006), effective teacher education programs combine strong subject knowledge, pedagogical training, classroom practice, and reflective learning experiences. NEP 2020 reflects many of these principles through the introduction of the Integrated Teacher Education Programme (ITEP).

The National Council of Teacher Education (NCTE, 2021) also emphasized that ITEP aims to improve teacher quality by integrating pedagogy, content knowledge, and school internship experiences within a multidisciplinary framework.

11. Implications for Mathematics Teacher Education

The changing nature of mathematics education has important implications for teacher education programs in India. Mathematics teachers can no longer depend solely on lecture-based and textbook-oriented methods. Teacher education institutions must prepare teachers who can apply modern pedagogical theories in practical classroom situations.

Firstly, teacher education programs should emphasize conceptual understanding and learner-centered pedagogy rather than rote teaching methods. Pre-service teachers need opportunities to practice inquiry-based learning, collaborative teaching, and experiential mathematics activities during their training period.

Secondly, digital literacy and technology integration have become essential components of mathematics teacher education. Teachers should be trained to use smart boards, educational applications, online simulations, and virtual learning tools effectively in classrooms. They must also learn how to create interactive and engaging digital learning environments.

Thirdly, teacher education should include training in competency-based assessment practices. Future mathematics teachers need to understand

how to evaluate reasoning, creativity, problem-solving abilities, and conceptual understanding instead of focusing only on procedural accuracy and memorization.

Another important implication is the need for reflective teaching practices. Mathematics teachers should continuously evaluate their own teaching methods, identify classroom challenges, and adapt instructional strategies according to students' learning needs. Teacher education institutions should therefore encourage reflective journals, action research, and classroom observation practices.

Teacher preparation programs should also focus on inclusive education. Mathematics classrooms often include students from diverse social, linguistic, and learning backgrounds. Teachers need training to support slow learners, students with learning difficulties, and learners from economically disadvantaged communities.

12. Policy Implications

The successful implementation of the National Education Policy 2020 requires strong policy support and effective educational planning. Policymakers must ensure that teacher education reforms are implemented systematically across all states and educational institutions.

One important policy implication is the need for strengthening teacher training institutions. Universities and teacher education colleges should redesign curricula according to competency-based and learner-centered approaches. Practical teaching experiences, internships, and school-based training should become central components of teacher preparation.

Another policy priority is investment in educational infrastructure. Schools require mathematics laboratories, digital classrooms, internet connectivity, and adequate teaching-learning materials to support innovative mathematics instruction. Rural and remote schools should receive special attention to reduce inequalities in educational opportunities.

Policies should also support continuous professional development for in-service teachers. Regular workshops, online training programs, refresher courses, and professional learning communities can help teachers stay updated with modern pedagogical practices.

Assessment reforms are equally important. Examination systems should move beyond memorization-based evaluation and include competency-based assessments that focus on conceptual understanding,

reasoning, application, and creativity.

Policies promoting multilingual education should also ensure the availability of mathematics learning resources in regional languages while maintaining conceptual clarity. Educational technology platforms should provide accessible and multilingual content for diverse learners.

13. Comparative Perspective: NEP 2020 and Previous Education Policies

Compared to earlier education policies in India, NEP 2020 places greater emphasis on competency-based learning, conceptual understanding, and holistic education. Earlier policies and traditional teaching systems often focused mainly on syllabus completion, examination performance, and memorization-based learning. Mathematics teaching therefore became heavily procedure-oriented and examination-centered.

The earlier teacher education system also faced criticism for excessive theoretical orientation and lack of practical classroom exposure. Many teacher training programs focused more on completing academic requirements than developing practical pedagogical skills.

NEP 2020 introduces significant reforms by integrating subject knowledge, pedagogy, and teaching practice through the four-year Integrated Teacher Education Programme (ITEP). The policy also promotes multidisciplinary education, flexibility in curriculum, experiential learning, digital literacy, and continuous professional development.

Another major difference is the focus on foundational literacy and numeracy under NEP 2020. The policy recognizes the importance of developing mathematical understanding from the early years of schooling rather than focusing only on higher-level examination preparation.

The use of technology in education is also much more prominent in NEP 2020 compared to earlier policies. Online learning platforms, virtual classrooms, digital resources, and blended learning approaches have become integral parts of modern education reforms.

14. International Perspectives on Mathematics Teacher Education

Mathematics teacher education is receiving increasing attention globally as countries recognize the importance of developing critical thinking and problem-solving skills among learners. Many countries such as Finland, Singapore, Japan, and Canada have adopted learner-centered and inquiry-based approaches in mathematics education (Darling-Hammond, 2006;

UNESCO, 2021).

In Finland, teacher education programs are highly research-oriented and emphasize reflective practice, classroom inquiry, and professional autonomy. Mathematics teachers receive extensive pedagogical training and are encouraged to use collaborative and experiential teaching methods (Darling-Hammond, 2006). The Finnish education system also highlights trust-based professional development and reflective teaching practices (Schön, 1983).

Singapore is known for its strong mathematics curriculum and problem-solving approach. Mathematics teaching focuses on conceptual understanding, visualization, reasoning, and multiple methods of solving problems. Teachers are regularly trained in innovative pedagogical strategies, and mathematics learning emphasizes mastery and application of concepts (Polya, 1957; Hattie, 2009).

In Japan, lesson study practices encourage teachers to collaborate, observe classroom teaching, and improve instructional methods continuously. Mathematics classrooms emphasize deep conceptual understanding, reflective learning, and active student participation (Cochran-Smith, 2003).

International studies such as the Programme for International Student Assessment (PISA) have also highlighted the importance of competency-based learning and problem-solving abilities in mathematics education. These global trends align closely with the objectives of the National Education Policy 2020 and indicate that India is moving toward internationally accepted educational practices (UNESCO, 2021; Government of India, 2020).

The integration of technology, collaborative learning, inquiry-based teaching, and competency-focused assessment has become a global trend in mathematics education. Indian mathematics teacher education can benefit significantly from international experiences while adapting reforms to local social, cultural, and educational contexts (NCERT, 2023; Engelbrecht & Borba, 2024).

15. Challenges and Recommendations for Effective Implementation of NEP 2020

Although NEP 2020 presents a progressive and learner-centered vision for mathematics education, its successful implementation faces several practical challenges.

One of the major challenges is the lack of adequate infrastructure in

many schools, especially in rural and economically disadvantaged areas. Many schools do not have proper classrooms, mathematics laboratories, internet facilities, smart boards, or digital devices required for technology-integrated learning. Since NEP 2020 strongly promotes digital education and activity-based learning, the absence of such facilities creates difficulties in implementing innovative teaching practices effectively.

Another important challenge is the shortage of properly trained teachers. Many mathematics teachers are still accustomed to traditional lecture-based methods that focus mainly on memorization and textbook exercises. Learner-centered approaches such as experiential learning, collaborative learning, competency-based assessment, and technology integration require teachers to adopt new pedagogical skills. However, in many cases, teachers do not receive sufficient training or continuous professional support to make this transition smoothly. Teacher education institutions themselves may also lack updated curricula and practical training opportunities aligned with the objectives of NEP 2020.

Large classroom sizes also create obstacles in implementing modern teaching methods. In overcrowded classrooms, it becomes difficult for teachers to conduct group discussions, activity-based learning, project work, and individual assessment. Mathematics teaching often requires personal attention because students learn at different speeds and possess different levels of understanding. Teachers handling very large classes may find it difficult to identify individual learning difficulties and provide adequate support to all students.

Another challenge is the persistence of examination-oriented learning. Even though NEP 2020 emphasizes competency-based education and conceptual understanding, many schools and parents continue to focus mainly on marks and board examination results. As a result, teachers may still prioritize rote learning, repetitive exercises, and examination preparation rather than critical thinking and problem-solving. Students also experience pressure to perform well in examinations, which may discourage experimentation and creative learning.

The digital divide is another serious concern in implementing technology-based education. While urban schools may have access to digital resources and internet connectivity, many rural and remote areas continue to face poor network facilities and lack of access to computers or smartphones. Students from economically weaker backgrounds may not have personal

digital devices to participate effectively in online or blended learning environments. This creates inequality in educational opportunities and limits the effectiveness of technology integration. The COVID-19 pandemic further highlighted inequalities in access to digital education. According to the World Bank (2020), students from economically disadvantaged and rural backgrounds faced major learning difficulties due to lack of internet connectivity and digital devices. This situation emphasized the need for stronger digital infrastructure and inclusive educational policies.

Language and communication barriers also affect mathematics learning. NEP 2020 encourages multilingual education and the use of mother tongue instruction at the foundational level. However, many mathematics resources, digital tools, and educational materials are primarily available in English. Teachers may face difficulties translating complex mathematical terminology into regional languages while maintaining conceptual clarity. Students transitioning from regional language instruction to English-medium higher education may also experience learning challenges.

Another challenge is mathematics anxiety and negative attitudes toward the subject. Many students develop fear and lack of confidence in mathematics due to earlier negative experiences, rigid teaching methods, or pressure to achieve high scores. Such emotional barriers reduce student participation and interest in mathematics learning. Teachers themselves may sometimes lack confidence in using innovative pedagogical approaches, especially technology-based teaching methods.

The implementation of competency-based assessment is also difficult in practice. Traditional assessment systems mainly evaluate memorization and procedural accuracy through written examinations. However, competency-based education requires assessment of conceptual understanding, application skills, reasoning ability, creativity, and collaborative learning. Designing such assessments and evaluating them effectively requires significant changes in teacher training, curriculum planning, and examination systems.

Several measures can help address these challenges and strengthen the implementation of NEP 2020 in mathematics education. One important recommendation is strengthening teacher education and professional development programs. Teachers should receive regular training in learner-centered pedagogy, activity-based teaching, digital literacy, classroom management, and competency-based assessment. Workshops, refresher

courses, online certification programs, and peer-learning opportunities can help teachers continuously update their professional skills. Teacher education institutions should also redesign their curricula to align with the goals of NEP 2020.

Improving educational infrastructure is another essential step. Governments and educational authorities need to invest in smart classrooms, internet connectivity, digital devices, mathematics laboratories, and quality teaching-learning materials. Rural and remote schools should receive special attention to reduce educational inequality and ensure equal access to quality education.

Reducing classroom overcrowding can significantly improve mathematics teaching and learning. Recruiting more qualified teachers and maintaining appropriate teacher-student ratios would allow teachers to provide individual attention and effectively conduct collaborative and experiential learning activities. Smaller class sizes also help teachers identify learning difficulties more easily and provide personalized support.

Assessment reforms are equally important for the successful implementation of NEP 2020. Examination systems should move beyond rote memorization and focus more on conceptual understanding, reasoning, creativity, and application of knowledge. Project work, portfolios, presentations, practical activities, and formative assessments can be incorporated into mathematics evaluation processes. Such reforms would encourage students to engage more deeply with mathematical concepts rather than simply memorizing procedures.

Bridging the digital divide requires both infrastructural and policy support. Governments and educational institutions should provide affordable digital devices, internet access, and offline digital learning materials for students in rural and economically weaker communities. Educational technology platforms should also include multilingual content so that students from different linguistic backgrounds can access quality learning resources.

To reduce mathematics anxiety, teachers should create supportive and encouraging classroom environments where mistakes are viewed as part of the learning process. Activity-based learning, games, puzzles, collaborative tasks, and real-life applications of mathematics can make the subject more enjoyable and less intimidating. Teachers should motivate students through positive reinforcement and help them develop confidence in problem-solving.

Parental and community awareness is also necessary for successful

educational reform. Parents should understand that education is not only about examination marks but also about skill development, creativity, and conceptual understanding. Schools can organize orientation programs and awareness campaigns to explain the objectives and benefits of NEP 2020 to parents and communities.

16. Future Prospects of Mathematics Teacher Education

The future of mathematics teacher education in India is closely connected with technological advancement, competency-based education, and interdisciplinary learning. Artificial intelligence, digital platforms, virtual learning environments, and educational applications are expected to transform mathematics classrooms further in the coming years.

Teacher education institutions will need to prepare teachers who can effectively integrate technology with pedagogy and adapt to diverse learning needs. Greater emphasis may also be placed on inclusive education, personalized learning, and research-based teaching practices. Continuous professional development and lifelong learning will become essential for mathematics teachers in the future.

The successful implementation of NEP 2020 can create mathematics classrooms that are more interactive, meaningful, and student-friendly, helping learners develop both academic knowledge and practical life skills.

17. Conclusion

Mathematics teacher education in India is undergoing significant transformation under the guidance of the National Education Policy (NEP) 2020. The policy reflects the influence of modern learning theories and promotes conceptual understanding, critical thinking, experiential learning, collaboration, and technology integration. The contributions of educational thinkers such as Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner, David Kolb, and B. F. Skinner continue to shape modern mathematics pedagogy.

The shift from memorization-based learning to understanding-based education represents an important step toward improving the quality of mathematics teaching and learning in India. However, the success of these reforms depends on effective teacher preparation, continuous professional development, adequate infrastructure, and institutional support. A successful mathematics teacher today is not merely someone who can solve mathematical

problems but someone who can inspire students to think critically, apply knowledge meaningfully, and develop confidence and interest in mathematics. Mathematics education should not only prepare students for examinations but also help them become logical thinkers, responsible citizens, and effective problem-solvers who can contribute meaningfully to society and national development.

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PARENTAL SUPPORT ENHANCING CAREER ASPIRATIONS: MOVING FROM PRESSURE TO PARTNERSHIP

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Abstract:

A child's parents serve as their first and primary educators. Child growth happens both at home and in school. Events at home have an impact on events at school, and vice versa. The school, like the home, cannot meet all the demands of a growing child. A child's opinions, both favourable and unfavourable, on education in general are greatly influenced by their family and home. A youngster cannot succeed at school without the support of their parents at home. The first and most fundamental social unit is the family, and parents are a child's first teachers. Students who actively participate in extracurricular and school-related activities do better. Additionally, this involvement raises their school attendance and lowers their dropout rate. School accomplishment will also lessen delinquency in students.

Introduction:

A child's parents serve as their first and primary educators. Child growth happens both at home and in school. Events at home have an impact on events at school, and vice versa. The school, like the home, cannot meet all the demands of a growing child. A child's opinions, both favourable and unfavourable, on education in general are greatly influenced by their family and home. A youngster cannot succeed at school without the support of their parents at home. The first and most fundamental social unit is the family, and parents are a child's first teachers. Students who actively participate in extracurricular and school-related activities do better. Additionally, this involvement raises their school attendance and lowers their dropout rate. School accomplishment will also lessen delinquency in students.

Hill and Tyson (2009) did a meta-analysis based on 50 published studies on

parent involvement in middle school and found that parental involvement was positively associated with students' achievements. Shatkin and Gershberg (2007) found that parent participation in school governance can foster activism around school issues and lead to significant improvements in school performance.

Although there is an impressive body of literature supporting positive associations between parent involvement and student achievement, there is evidence to suggest a more complex picture of this relationship (Hill & Tyson, 2009; McNeal, 2012). Several research have found that parental involvement has no significant effect on achievement or adjustment (Harris & Goodall, 2008; Lee & Bowen, 2006)

Parental support being a powerful influence on a child's academic performance and lifelong success. While schools play an important role in education, the foundation for a child's learning journey begins—and is continuously shaped—at home. From setting expectations to creating an emotionally supportive environment, parental involvement has far-reaching effects on how children approach their education.

According to the Harvard Family Research Project, parental engagement is one of the strongest determinants of student achievement, ranking alongside teacher quality and socioeconomic status.

Ballantine (1993) proposed in their study that home variables like socioeconomic status are directly related to student achievement. In their study, they found that one-half to two-thirds of student achievement has a direct link with socioeconomic status. They further contended that some other home factors also directly influence student achievement. These factors include the family structure of the student, the social class of the family, the environment at home, the parenting style, the interaction between mother and child, the effect of the mother's job status, the involvement of parents in school decisions and activities, the parents' aspirations, the support from parents, and the number of children in the family. Also, it is argued that children who make their own decisions and create their educational plans without much support from parents or little involvement are more likely to drop out.

Secondary education is a pivotal stage in a young person's life, shaping their academic paths and personal development. Adolescents growing into youth, if guided properly, will channel their boundless energy for the well-being of society and ultimately of the nation as well. Maximum utilisation of

this precious resource can be possible by providing love, care, mutual respect, and support from parents, a good nurturing environment at home, and the concern and trust of all. Children brought up in such an environment feel secure and optimistic. Further, the encouragement of parents boosts and makes them mentally alert, enabling them to think better about their future goals. Parental support plays an important part in facilitating success during this critical period. Parents can significantly influence their children's motivation, engagement, and overall well-being by fostering a positive and nurturing environment.

Objectives of the study:

1. To determine the level of parental support among secondary school students.
2. To find out the relationship between parental support and career aspiration of secondary school students.

Hypotheses of the study:

1. There is no significant relationship of parental support among secondary school students.
2. There is no significant relationship between parental support and career aspiration of secondary school students.

Sample of the study:

A sample size of 350 students and parents were selected across six districts in Nagaland.

Analysis and Interpretation of Data:

Objective – 1: To determine the level of parental support among secondary school students.

Range of Raw Score	N	Percentage	Grade	Level of parental support
75 and above	311	88.9%	A	High Support
0 – 74	39	11.1%	B	Low Support

From the table and figure, it reveals a clear division in the parental support experienced by the students. The majority of the population of 311 parents, or 88.90%, scored 75 or higher on the parental support measure towards secondary school students, and only 11.10% have low support. A

smaller portion of the population of 39 parents, or 11.10%, scored between 0 and 74, which is categorised as low support.

The table reveals that a strong majority of the students perceive a high level of parental support, while a much smaller group perceives low parental support. This shows a heavily skewed distribution, with high parental support being the dominant characteristic within the sample.

Objective – 2: To find out the relationship between parental support and career aspiration of secondary school students.

Coefficient of Correlation between parental support and career aspiration of secondary school students

Variables	N	R	Sig at 0.05 level
Parental Support	350	0.122	Significant
Career Aspiration			

The coefficient of correlation between parental support and career aspiration of secondary school students is 0.122, which is positive and significant at the 0.05 level, thus indicating a positive and significant relationship. Therefore, the hypothesis formulated as –there is no significant relationship between parental support and career aspiration of secondary school students, is rejected. Thus, we can conclude that there is a positive relationship between parental support and career aspiration.

Discussion:

Based on the results, the majority of the parents (89%) demonstrated high parental support towards their children. Only a few of the parents (11%) demonstrated low parental support. The study was to determine the level of parental support, and thus it may be concluded that the level of parental support towards secondary school students is high.

The relationship between parental support and career aspiration indicates a weak but positive correlation. The correlation analysis suggests that there is a significant relationship between parental support and secondary school students' career aspiration. It indicates that as parental support level increases, the career aspiration level of secondary school students also increases. Similar findings can be summarised from the study of Assefa

(2025), Osaro (2024), Gupta and Bashir (2017), and Muniappan and Vijayalaxmi (2018).

Educational Implications:

According to the findings, 89% of the students perceive a high level of parental support, which indicates that parents are keen on their children's learning and achievements. Schools should offer workshops related to parent-student goal settings. By involving parents in the academic planning process, educators may guarantee that the student's support system is consistent both at home and in school.

Schools should move beyond traditional parent-teacher meetings and utilise more digital platforms to keep parents updated on student progress in real time, also sharing positive reinforcements and milestones.

In order to empower parents as co-educators, because parental support is limited, schools should organise workshops for parents to be equally an integral part of the child's academic life. Schools should ensure that parents are communicated with about their child's interest so that unrealistic aspirations are not developed and their children's aspirations are paved in the right direction.

Schools should implement structured outreach programmes for parents to capitalise on the positive correlation between home support and student literacy.

Since parental support is a moderate predictor for career aspiration of students, schools should organise career guidance programmes and invite parents to be a part of them. Parents should also be made aware of their children's strengths and weaknesses in order for them to take a keen interest in the holistic development of their child. Strong parental support reduces student anxiety and improves emotional regulation.

Conclusion:

The findings revealed that when parents provide continuous emotional and instructional support, students not only improve their skills but also acquire a sense of self-efficacy that directly influences their professional outlook. Parents should foster emotional safety towards their children because the fear of failing is neutralised by unconditional support. Partnership involves asking open ended questions rather than giving answers. This leads to

internalising the decision-making process and building belief in their own ability to succeed.

This study affirms that a student's career path is not forged in the classroom alone, but it is through parental support that transforms academic milestones into a lifelong pursuit of purpose.

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**INSTITUTIONAL EROSION AND LINGUISTIC TRANSITION:
AN INVESTIGATION INTO MOTHER TONGUE INSTRUCTION
AND THE RISE OF NAGAMESE IN DIMAPUR, NAGALAND
(2024 –2026)**

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The educational landscape of Nagaland, particularly within the commercial and urbanized hub of Dimapur, is currently navigating a period of profound structural and sociological change. As the state moves through the mid-point of the decade, the implementation of Mother Tongue Instruction (MTI) as mandated by the National Education Policy (NEP) 2020 faces a confluence of systemic barriers. This investigation examines the multi-faceted crisis of teacher education, the shifting linguistic loyalties of urban students, and the compensatory role played by digital and religious institutions in the preservation of heritage.

The Institutional Crisis: ITEP Rollout and the NCTE Personnel Deficit

The transition to the Integrated Teacher Education Programme (ITEP) represents the most significant overhaul of teacher training in India since the late 20th century. By 2030, the four-year ITEP is intended to be the mandatory minimum qualification for all school teachers, a move designed to ensure that educators are equipped with multidisciplinary expertise and pedagogical depth. However, in Nagaland, the path toward this objective is obstructed by a significant institutional vacuum within the National Council for Teacher Education (NCTE) and a resultant shortage of licensed language teachers.

Regulatory Stagnation and the National Vacancy Crisis

The effectiveness of ITEP is intrinsically linked to the regulatory health of the NCTE. Recent parliamentary reviews have exposed an alarming state of administrative decay within this statutory body. As of 2025, the NCTE has not conducted any permanent recruitment of teaching or non-teaching staff since 2019. This has led to a situation where nearly 47% of all sanctioned posts are vacant, forcing the organization to rely on short-term contractual consultants to manage the nationwide transition to ITEP.

NCTE Administrative Vacancy Profile (June2025)	Total Sanctioned Posts	Percentage of Vacancy
Group A (Senior Leadership/Policy)	123 (Total Agency)	54%
Group B (Mid-level Administration)	123 (Total Agency)	43%
Group C (Support and Technical Staff)	123 (Total Agency)	89%

Source:

The implications of this vacancy crisis for Nagaland are severe. The state requires a specialized cadre of teachers who are not only certified in elementary pedagogy but also formally licensed to provide instruction in the state's 17+ recognized tribal languages.¹ The absence of permanent recruitment at the federal level has trickled down to the state, where District Institutes of Education and Training (DIETs) struggle with a lack of trainers and faculty.³ This creates “licensing bottleneck” where teachers in Dimapur may possess local linguistic proficiency but lack the NCTE-recognized certification required for permanent appointment under the new ITEP guidelines.

The State of ITEP in Nagaland Schools (2024–2026)

In Nagaland, the Department of Higher Education and the State Council of Educational Research and Training (SCERT) are in the process of aligning collegiate education with the provisions of NEP 2020. However, current data indicates that teacher education enrollment remains concentrated in traditional two-year B.Ed. programs rather than the newer four-year ITEP format.

Teacher Education Enrollment Trends in Nagaland (2024-25)	Institution Type	Total Enrolled	Female Students	Male Students
State College of Teacher Education (SCTE), Kohima	Government	96	64	32
Mokokchung College of Teacher Education	Government	97	76	21
Bosco College of Teacher Education, Dimapur	Private	200	173	27

Source:

The transition to ITEP is currently in a state of “transitory extension. “The NCTE has extended the application deadlines for the 2026-27 academic session multiple times, acknowledging the difficulties institutions face in shifting from standalone B.Ed. colleges to multidisciplinary higher education institutions. For the primary schools of Dimapur, this means that the mandated supply of ITEP-qualified language teachers is unlikely to materialize before the 2026-2030 window, leaving the current MTI implementation to be handled by a mix of contractual teachers and existing staff who may not have received specialized training in mother-tongue pedagogy.

Socio-Linguistic Dynamics: The Phenomenon of ‘Linguistic Flight’

In the super-diverse urban environment of Dimapur, the implementation of MTI is being undermined by a statistical and sociological trend known as ‘Linguistic Flight.’ This refers to the rapid abandonment of tribal languages in favor of English or ‘Alternative English’ within the school system, driven by parental aspirations and the perceived economic utility of the English language.

The Aspirations of the Urban Middle Class

Dimapur, as the economic gateway to Nagaland, hosts a population that is increasingly detached from the monolingual rural village structures. In this context, English is viewed as the primary vehicle for social mobility, access to global information, and competitive employment. Research indicates that many parents in Dimapur perceive mother-tongue instruction as a potential hindrance to their children’s academic future. This has led to a significant migration of students from government schools, which are more strictly bound by MTI mandates, to private institutions that often prioritize English as a marketing strategy.

The ‘Alternative English’ Escape Hatch

To accommodate students who are unable or unwilling to study in their tribal mother tongues, the Nagaland Board of School Education (NBSE) provides ‘Alternative English’ as a subject. Data from the 2024-2025 period suggests that enrollment in Alternative English is burgeoning, particularly in urban primary schools where classrooms are composed of students from multiple different tribal backgrounds (e.g., Ao, Sumi, Lotha, and Angami).

In such super-diverse settings, it is logistically impossible for a single school to provide MTI for every student's specific mother tongue, making English the default medium of instruction despite the policy ideals of the NEP 2020.

Linguistic Domain Conflict in Dimapur Schools	Primary Medium	Status/Function
Formal Instruction	English	Official medium, required for higher education
Peer Interaction	Nagamese	Lingua franca, used across tribal lines
Foundational Literacy (Policy)	Tribal Language	Mandated by NEP2020, often symbolic
Elective Subjects	Alternative English	Popular alternative for linguistically diverse students

Source:

The “Linguistic Flight “is not merely a choice of subject; it is a fundamental shift in identity. For the youth of Dimapur, the “mother tongue” is increasingly defined not by ancestral lineage but by the language of the immediate urban environment.

Nagamese as the Primary L1 for Urban Youth

While policy and institutional focus remain on tribal language and English, the lived reality of Dimapur is dominated by Nagamese. Originally a pidgin based on Assamese used for trade, Nagamese has undergone a rapid process of civilization and stabilization, becoming the primary first language (L1) for a significant portion of the urban youth.

Civilization and Structural Stabilization

Evidence from the 2024–2026 period confirms that Nagamese is no longer just a “market language “but a sophisticated creole with its own phonological and grammatical rules. It features 34 phonemes, including 6 vowels and 28 consonants, and has begun a process of formal codification. The release of the Nagamese Bible in 2018 marked a watershed moment in this evolution, providing standardized spellings and word meanings that have enhanced the language's prestige.

Domination of the Domestic and Religious Spheres

In urban settings, particularly in households where parents belong to different tribes, Nagamese is often the only shared language. Consequently,

children in Dimapur are increasingly growing up as monolingual or dominant Nagamese speakers. This shift is reflected in the church, a domain where tribal languages once held absolute sway. Today, English and Nagamese are increasingly used in sermons and Sunday schools to accommodate the younger generation's lack of proficiency in their ancestral dialects.

The rise of Nagamese creates a paradox for MTI: if the actual “mother tongue” of an urban child is Nagamese, then instruction in an ancestral tribal language (which the child may not speak) becomes, in practice, instruction in a foreign language. This complicates the foundational learning goals of the NEP 2020, as the linguistic distance between the child's L1 (Nagamese) and the school's MTI (Tribal Language) may be as vast as the distance to English.

Assessment Policies: The ‘Liberal’ Masking of Linguistic Erosion

A critical component of the 2024–2026 educational land scape in Nagaland is the use of ‘liberal’ assessment policies in tribal language subjects. These policies often serve too be scureastark decline in actual linguistic proficiency among students.

Internal Assessment and the 30:70 Split

The assessment framework for primary and secondary education in Nagaland is heavily weighted toward internal marks. Typically, students are evaluated on a 30:70 basis, where 30 marks are derived from internal tests, assignments, projects, and attendance, while 70 marks come from the end-semester examinations.

Assessment Component	Weightage	Nature of Evaluation
Internal Assessment	30%	Class tests, assignments, seminars, group discussions
End-Semester (External)	70%	Standardized written examinations
Pass Percentage	40-45%	Varies by institution and program level

Source:

In the context of Naga tribal languages, there is documented pressure on educators to ensure high pass rates to maintain the perceived success of heritage programs. This often leads to “liberal” grading in the internal assessment portion, where students are awarded high marks for participation and co-curricular activities regardless of their actual literacy or communicative competence in the language.

The Impact on Proficiency Documentation

The consequence of this liberal grading is a statistical mirage. While official school records may show high scores in tribal language subjects, secondary research involving interviews with teachers and community leaders reveals that many students cannot construct complex sentences or read advanced texts in their mother tongues. This “liberal” assessment policy effectively stalls the urgency of language revitalization by creating a false sense of security regarding the status of endangered dialects.

Digital Interventions: Churches and NGOs as Guardians of Language

In the absence of a robust institutional framework for MTI, the responsibility for language preservation has shifted toward civil society. Religious institutions (Churches) and non-governmental organizations (NGOs) are increasingly utilizing digital platforms to bridge the gap between traditional or acknowledge and the modern digital world.

The Role of the Church in Digital Preservation

The Nagaland Baptist Church Council (NBCC) and other tribal church bodies have been instrumental in using digital media to promote indigenous languages. With the youth increasingly spending time on social media, churches have moved their linguistic outreach to platforms like YouTube and WhatsApp.

1. **Digital Liturgy and Media:** Many churches now live-stream sermons in tribal languages and share digital hymnals. This provides a formal domain where the mother tongue remains vibrant, countering the trend of “Linguistic Flight” in secular schools.
2. **Cultural Continuity:** The church’s insistence on using the vernacular for ritual and scripture translation has inadvertently created a “digital archive” of linguistic structures that might otherwise have been lost among urban youth.

NGO Initiatives and the DIKSHA Platform

Several NGOs and community-based organizations have spearheaded the development of e-content for language learning. A notable example is the collaboration between SCERT Nagaland and various agencies to populate the DIKSHA (Digital Infrastructure for Knowledge Sharing) platform with content for the foundational stage.

Digital Language Preservation Initiative	Lead Agency/Platform	Key Features
NECTAR Project	World Bank/SCERT	Digital instructional materials for 20,000 teachers
DIKSHAE-Content	GoI/SCERT	Development of indigenous content for foundational stages
NagalandDictionary.com	Community-Driven	Online documentation of 17+ tribes with pronunciation guides
Phom Language Cell	Yingli College/NGO	Digital dictionary and translation initiatives

Source:

The use of Artificial Intelligence (AI) in folklore preservation is another emerging trend. Research highlights the role of AI-enabled multimedia story telling on YouTube, where traditional Naga folktales are transformed into engaging video content. These initiatives aim to capture the oral tradition's essence while presenting it in a format that appeals to the “digital native” generation of Dimapur.

Synthesis and Conclusion: The 2026 Horizon

The period from 2024 to 2026 is a defining era for the linguistic future of Nagaland's urban youth. The findings of this investigation suggest a significant disconnect between the aspirational goals of the NEP 2020 and the logistical, administrative, and sociological realities of Dimapur.

The institutional collapse of the NCTE's recruitment policy has left Nagaland without a consistent supply of licensed language teachers, just as the ITEP transition reaches its critical phase. This administrative failure has exacerbated the “Linguistic Flight” to English, as the formal education system struggles to provide high-quality MTI in a super-diverse environment.

Furthermore, the rise of Nagamese as a primary L1 for the youth signals a permanent shift in the state's linguistic ecology. While liberal assessment policies may hide the erosion of tribal dialects in official statistics, the actual proficiency of the next generation is in rapid decline. In this vacuum, the digital efforts of churches and NGOs represent the most viable hope for the preservation of heritage, yet these efforts must be better integrated into the formal school curriculum to be sustainable.

The success of language policy in Nagaland by 2026 will depend not on the rigid enforcement of mother-tongue mandates, but on a pragmatic acknowledgment of the state's multilingual reality—where Nagamese serves

as a bridge, English as a tool for mobility, and digital innovation as the primary archive for ancestral voices.

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A COMPARATIVE STUDY OF ONLINE LEARNING PLATFORM USE AND METACOGNITIVE SKILLS AMONG SECONDARY SCHOOL STUDENTS.

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ABSTRACT:

This study investigates the relationship between the use of online learning platforms and metacognitive skills among 300 secondary school students in Golaghat district, Assam. The data were collected through the Metacognitive Skills Inventory of Gupta & Suman and a researcher-made Online Learning Platform Questionnaire employing a descriptive survey design. Pearson's correlation and t-tests were used for analysis. The results showed no significant relationship between online learning platform use and metacognitive skills. Additionally, no significant gender differences were found in either variable. The findings suggest that using online platforms alone does not enhance students' metacognitive regulation unless supported by guided instructional strategies.

Keywords: online learning, metacognition, secondary students, digital platforms, gender differences

INTRODUCTION:

In the 21st century the society is going through rapid changes and challenges in all the spheres. The changes brought around by the development of new technology can be witnessed in all aspects of our lives including the dissemination of knowledge, business practices, political involvement, social interaction, media and entertainment and so on. With the advent of modern technology new methods of teaching like using ICT tools, audio visual methods were already there in vogue. But with the unprecedented changes brought about by the outbreak of COVID 19 pandemic in the later part of the year 2019 which interrupted and almost halted the normal process of learning and education, making online learning platforms the only way to keep the education system going, these platforms started becoming part and parcel of the education system. John Flavell (1979) coined the word "metacognition," which he describes as awareness and knowledge of one's mental process. It functions as an internal guide, allowing individuals to become aware of their

cognitive processes and employ cognitive talents to learn. This concept is generally divided into two main aspects: awareness of one's cognitive abilities and the capacity to regulate those abilities. Thus, metacognitive skills involve being conscious of what one knows and being able to understand, regulate, and adapt one's own thinking processes. The integration of technology and the internet has greatly enhanced student-centred learning, allowing for the sharing and expansion of knowledge through various digital tools. Online learning involves using internet-based platforms to support and enhance the learning experience by giving learners access to a range of services and resources (Ehlers & Pawlowski, 2006).

Effective engagement in online learning scenario places significant responsibility on the learners for self-regulation and autonomy. According to Broadbent and Poon, students using online learning platforms should assume the responsibility to manage their time, set timely goals and evaluate their understanding and progress without the constant presence of a teacher. This independence can lead to enhancement of metacognitive skills if the learning environment supports reflective practices and also provide a timely feedback mechanism. (Broadbent and Poon, 2015) For secondary school students, the transition from traditional learning practices to online learning can prove to be both an opportunity and a challenge as well. According to the studies by conducted by Azevedo et al. and Yilmaz, although the use of digital tools and platforms helps many students to foster stronger metacognitive strategies, there is a risk of some students struggling without adequate scaffolding. (Azevedo, 2013; Yilmaz, 2017) Metacognitive skills are essential life competencies, especially for students aiming to learn effectively (Singla, 2023). These skills support learners to tackle complex and abstract tasks such as advanced biology content, through the application of strategic thinking and efficient problem-solving methods. To thrive in this globalized, knowledge-driven age, it is necessary for the students to develop metacognitive regulation abilities, including systematic planning for learning, self-monitoring (through purposeful strategies to manage and understand information, as well as correcting mistakes), and self-evaluation (Moritz & Lysaker, 2018). These capabilities further assist individuals to critically filter information and navigate the job market more effectively in a competitive and free-market environment (Prasojo & Adinugraha, 2023; Cretu, 2017). A study conducted by Tripathi, V., and Tiwari, S. (2023) to examine the relationship between metacognitive skills and academic achievement of

mathematics students reveals that the majority of secondary-level students had an average level of metacognitive skills. Another study conducted by Devika and Rajni Singh (2019) to investigate the effect of metacognitive skills on listening skills, as well as levels of understanding such as assumed and attained, theoretical knowledge application, and listening skill performance learning in engineering students suggests a five-step AWARE concept of Metacognitive Skills to assist students become more aware of and reflect on their learning.

Basic statistics regarding online education:

- a) **Wide Range of Online Courses:** Now a days, learners have access to a large variety of online courses at their fingertips. Starting from business disciplines such as entrepreneurship, marketing, finance, and leadership to creative areas including photography, literature, filmmaking, and fine arts; there are practically limitless options to choose from. Whether it is professional areas like coding, language learning, music, or culinary arts or any traditional course, there's a online course for every discipline.
- b) **Degrees at Every Level:** Online education spans all academic levels, including undergraduate, postgraduate, and even doctoral programs. This means that individuals can now earn degrees regardless of their age or their location, eliminating the need to attend traditional, in-person institutions.
- c) **Growing Acceptance of Online Degrees:** Employers and educational institutions both are increasingly recognizing online degrees. There are many companies in the market which now accept the online degrees during their hiring process, and colleges also value them in admissions. Possession of an online degree can even offer a competitive advantage by reflecting a unique set of skills.
- d) **Global Access to Top-Tier Education:** One among the key benefits of online learning platforms is its capability to reach learners worldwide, it has global reach. Students can enrol themselves in various courses offered by leading learning institutions including Harvard, Stanford, Oxford, Yale, along with different programmes developed by companies like Google and IBM from anywhere. Online learning platforms such as Coursera, Khan Academy, and Udemy provide access to a wide variety of courses, either created independently or in partnership with universities and companies.

- e) **Early Beginnings:** The origin of the idea of online learning dates back to the 1960s when the University of Illinois introduced a system of computer-based education to improve the literacy of its students. They connected computer terminals in a classroom enabling students to access course-related instructional resources while listening to recorded lectures simultaneously.
- f) **Innovative Teaching Methods:** Online learning platforms apply creative and interactive teaching methods to enhance the quality of learning. These methods include recorded lectures, discussions, demonstrations, games, animations, and videos. Such engaging techniques make learning more enjoyable and help students grasp concepts more effectively in a comfortable home based learning environment.
- g) **Financial efficiency:** Another major strength of online learning is its affordability compared to traditional education. Without the need for commuting, housing, or other campus-related expenses, students only require a computer and internet access to study from home, significantly reducing overall costs.
- h) **Rising Dependence on Online Learning:** A significant number of individuals now fully depend on online education. According to the data provided by National Centre for Education Statistics (NCES) in the year 2021, the number of undergraduate students enrolled in at least one distance learning course was around 9.4 million while around 4.4 million students participated in distance learning courses exclusively. Distance learning in this context makes use of one or more technological tools to reach students virtually.
- i) **Relevance in Modern Careers:** Online education plays a crucial role in career development today. Online credentials like Coursera certificates are widely recognised and regarded as credible and are frequently highlighted on professional networking platforms such as LinkedIn.

Government of India, under the Digital India initiative has introduced programmes such as SWAYAM, Swayamprabha, National Digital Library, Shaala Darpan, e-Pathshala, Online Labs to promote digital literacy and to include those who have previously remained outside the reach of the digital revolution and thus have been unable to participate in the mainstream knowledge economy. A key focus of the campaign is the incorporation of

information and communication technology (ICT) within the education system, thereby enriching the teaching and learning experience for millions.

RATIONALE OF THE STUDY:

In recent years, online learning platforms have become integral to higher education, especially in light of the COVID-19 pandemic that compelled educational institutions to shift from traditional, face-to-face instruction to digital modes. This paradigm shift has brought about a profound change in how students access and process information, manage their time, and engage in self-directed learning. Metacognitive skills, which encompass the ability to plan, monitor, and evaluate one's learning, are particularly crucial in an online setting, where students often study independently and must be proactive in their approach. Secondary education is a pivotal stage where students are developing the necessary skills for independent learning, problem solving, and self-regulation. The influence of online learning platforms on their metacognitive skills is a relatively under-researched area which actually holds significant potential for improving educational practices. With the rise in the use of digital technologies in online learning in institutions of higher learning globally, research on the use of metacognitive strategies is necessary considering its relevance and importance for ensuring students' success in online learning

OBJECTIVES:

1. To study the relationship between online learning platform and metacognitive skills of secondary school students.
2. To study the variation in online learning platform usage across male and female students secondary school.
3. To study the difference of metacognitive skills between male and female students of secondary school.

HYPOTHESES:

1. No significant relationship exists between online learning platform and metacognitive skills of students secondary school.
2. No significant gender difference exists in the usage of online learning platform among secondary school students.
3. No significant difference of metacognitive skills between male and female students of secondary school.

DELIMITATIONS OF THE STUDY:

1. The study is mainly confined to the Golaghat district of Assam only.
2. The study is confined to 300 secondary school students of class 11th only.
3. The study is restricted to gender (male & female).

METHODOLOGY AND DESIGN OF THE STUDY:

Population and Sample: The study employs descriptive survey research design. In the study the population covers students of secondary school enrolled in the schools of Golaghat district of Assam. A total of 300 data points were collected from eight schools, representing both government and private institutions. The sample includes four government schools located in urban areas and four private schools situated in rural areas. Firstly, Golaghat district of Assam was taken for the study. Secondly, investigator randomly selected 8 schools from Dhansiri sub-district. Thirdly, out of these institutions investigator selected 300 secondary school students. In this way investigator employed multi- stage random sampling method to collect the data.

Tools used: The first tool was the “Metacognitive Skills Inventory,” developed and standardized by Madhu Gupta and Suman (2017). This inventory consists of 42 items which are categorized under four dimensions: planning, implementation, monitoring, and evaluation. The planning dimension includes 12 items, implementation includes 9, monitoring contains 11, and evaluation consists of 10 items. Each item is accompanied by a five-point answer scale: strongly agree, agree, undecided, disagree, and strongly disagree. Respondents who pick “Strongly Agree” receive 5 points, while “Agree” earn 4, “Undecided” earn 3, “Disagree” earn 2 and “Strongly Disagree” earn 1 point. Items that are either answered multiple times or left unanswered receive a score of zero.

The investigator developed a custom questionnaire of 25 items to evaluate online learning platforms, covering five key dimensions including: (1) interest and engagement, (2) usage, (3) learning productivity, (4) health-related factors, and (5) psychological aspects. Each of the dimension includes five statements. Responses were rated on a five-point Likert scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). For the positively worded items, scores were assigned ranging from 5 to 1, while the negatively worded items were reverse scored ranging from 1 to 5.

5. There are 14 positively framed items and 11 negatively framed items in the questionnaire.

Data Collection: For data collection, eight different institutions in the Golaghat district of the state Assam were selected. The Head of the Department of Education at the Central University of Punjab issued an authorization letter, enabling the investigator to seek permission from the respective school principals to gather data from their institutions. Upon visiting each school, the investigator respectfully requested permission to carry out the data collection process from the principals of each institution. The principals were welcoming and supportive. The investigator then provided a brief overview of the research topic and explained the procedures for completing the rating scale to the students. Data were collected using a tool designed to assess the influence of online learning platforms on the metacognitive skills of secondary school students. The students were informed that there were no correct or incorrect answer and were encouraged to select the options that best reflected their own views. They were also assured that the information gathered would be utilized solely for the purposes of research and would be kept confidential.

Statistical Techniques used: The investigator has used descriptive and inferential statistical techniques to analyse and interpret the study's hypotheses. The investigator also used co-efficient of correlation and t- test.

DATA ANALYSIS AND INTERPRETATION:

The first objective of the study was to examine the level of online learning platform of secondary school students. In the present study, data was collected from 300 students studying in class 11. The data analysed on online learning platform levels of secondary school students.

$N=300$

$M=82.62$

Standard deviation=7.31

Level of online learning

High= $M+1\text{standard deviation}=82.62+1*7.31=89.93=89$ and above

Low= $M-1\text{standard deviation}=82.6-1*7.31=75.29=75$ and below

Moderate= $M\pm 1\text{Standard deviation}=76$ to 88.

FINDINGS AND DISCUSSION:

Table 1: Relationship between Online Learning Platforms and Metacognitive Skills

Variable	Df	r	Level of Significance
OLP	298	.106	Not Significant
MCS			

Table 1 shows that obtained 'r' value of online learning platform and metacognitive skills is .106. The obtained value is less than the table value at 0.01 level of significance. So, the null hypothesis is not rejected. It implies that no significant relationship exists between online learning platform and metacognitive skills of secondary school students.

Table 2: Gender Differences in Online Learning Platform Usage

Gender	N	M	SD	SEM	df	t	Remarks
Male	122	82.7131	8.3116	0.7525	298	0.174	Not Significant
Female	178	82.5562	6.5931	0.4942			

The study of Table 2 shows that the mean scores of male and female secondary school students on the use of online learning platforms are 82.7131 and 82.5562 respectively. The standard deviation for male students is 8.3116 and for female students is 6.5931. When these mean scores were subjected to a t-test for checking the significance of the difference, the calculated t value was found to be 0.174 with 298 degrees of freedom.

The critical value of t at 0.05 level of significance for 298 degrees of freedom is 1.96. Since the calculated t value (0.174) is less than the critical value, it indicates that the difference in mean scores between male and female students is not statistically significant.

Hence, the null hypothesis which states that "There is no significant difference in the online learning platform scores of male and female secondary school students" is not rejected. This implies that both male and female students make use of online learning platforms similarly, and no significant role is played by gender in their usage levels.

Table 3: Gender Differences in Metacognitive Skills

Group	N	M	Ó	SED	Df	T
Male	122	164.77	14.80	1.34	298	1.721
Female	178	161.76	14.96			
Remarks	Not Significant at 0.05 level					

Table 3 indicates that the mean scores on metacognitive skills of male and female students were found to be 164.77 and 161.76 respectively. The standard deviation values were 14.80 for males and 14.96 for females. When the mean scores were subjected to a t-test to examine the significance of the difference, the calculated t value was found to be 1.721 with 298 degrees of freedom. The critical value of t at the 0.05 level of significance for 298 degrees of freedom is approximately 1.97. Since the calculated t value (1.721) is less than the critical value, and the p value is greater than 0.05 ($p = 0.086$), the difference in mean scores between male and female students is not statistically significant.

Hence, the null hypothesis which states that: “There is no significant difference in metacognitive skills between male and female students.” is not rejected. Therefore, it can be interpreted that male and female students do not significantly differ in their metacognitive skill levels.

Thus after careful analysis and interpretation of the objective and hypotheses of the study, the investigator arrives at the findings that there is no significant relationship between online learning platform usage and metacognitive skills among secondary school students, there is no significant difference in the online learning platform scores of male and female secondary school students and there is no significant gender differences in the metacognitive skill levels among the students.

CONCLUSION:

Based on the analysis conducted on a sample of 300 secondary school students, the study aimed to find out the influence of online learning platform on the metacognitive skills of secondary school students. The findings revealed that majority of the students demonstrated a moderate level in both skill areas including online learning platform usage and metacognitive skills. While most students possess moderate levels of online learning platform and metacognitive skills, the absence of significant differences across demographic factors highlights the need for educational interventions that are inclusive and universally accessible. Thus, based on the findings of the study, several recommendations are proposed below to enhance the metacognitive skills of secondary school students through the effective use of online learning platforms,:

1. Strategies to Enhance Student Motivation and Engagement Online
2. Adoption of Collaborative Teaching Approaches

3. Implementation of Targeted Academic Intervention Programmes
4. Teacher Training in Metacognitive Integration for Online Learning
5. Design of Interactive and Metacognition-Oriented Online Platforms
6. Promotion of Parental Involvement and Digital Literacy
7. Student Orientation for Effective Online Learning Practices
8. Ensuring Equitable Access to Digital Infrastructure
9. Establishment of Continuous and Reflective Feedback Systems
10. Integration of Blended Learning Models for Enhanced Outcomes

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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RELEVANCE OF MAHATMA GANDHI EDUCATIONAL PHILOSOPHY IN THE CONTEXT OF NEP 2020

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Abstract

This paper examines the relevance of Mahatma Gandhi's educational philosophy in the context of the National Education Policy (NEP) 2020. Gandhi believed that education should not be limited to reading and writing but should help in the overall development of a child's body, mind, and spirit. His concept of Nai Talim emphasized learning by doing, vocational skills, moral values, self-reliance, and education through the mother tongue. NEP 2020 reflects many of these ideas through its focus on holistic education, skill development, experiential learning, multilingualism, and value-based education. This paper highlights the similarities between Gandhian educational principles and NEP 2020 and shows how Gandhi's ideas continue to be relevant in contemporary Indian education.

Keywords: Gandhian Educational Philosophy, Nai Talim, National Education Policy 2020, Holistic Education, Mother Tongue, Experiential learning, Value – Based Education, Vocational Education.

INTRODUCTION

Mahatma Gandhi's ideas about education were simple but profoundly powerful. He believed that education should not be limited to reading books, passing examinations, or gaining degrees. According to Gandhi, the true purpose of education is holistic development of an individual. He viewed education as a means to develop self-reliance, moral values, good character, and social responsibility. Gandhi famously defined education as "an all-round drawing out of the best in child and man's-body, mind, and spirit" (Sharma, 2014).

For Gandhi, literacy was not the ultimate goal of education but only a tool to achieve a higher purpose. He believed that education should prepare individuals for practical life by enabling them to earn a livelihood while also guiding them toward moral and spiritual growth. Thus, he identified two important aims of education: the immediate aim, which focused on vocational efficiency and self-support, and the ultimate aim, which emphasized self-

realization and the development of truth, non-violence, and character (Pandey, 2016).

Gandhi expressed his educational ideas through his scheme of Nai Talim or Basic Education introduced in 1937. Nai Talim emphasized learning by doing, craft-centred education, productive work, dignity of labour, use of the mother tongue as the medium of instruction, and harmonious development of the head, heart, and hand. He believed that education should be closely connected with life, society, and the local environment so that children become responsible and productive citizens.

In the present time, the National Education Policy (NEP) 2020 aims to transform the Indian education system by making education more holistic, flexible, skill-oriented, and value-based. The policy promotes experiential learning, vocational education, multilingualism, critical thinking, and the integration of Indian Knowledge Systems. Many of these ideas strongly reflect Gandhian educational philosophy and show the continuing relevance of his vision in contemporary education.

2. Core Tenets of Gandhi's Educational Philosophy

2.1 Nai Talim: Education for Life

Gandhi believed that true education must go beyond mere literacy. His Nai Talim system rested on three fundamental principles.

- **Productive Work Integration:** Education must be inseparable from useful manual labour such as agriculture, spinning and handicrafts. Learning by doing was central, not supplementary.
- **The Three H's (Head, Heart, Hand):** Intellectual development, moral and emotional growth, and practical skill must develop together in every child.
- **Mother Tongue as Medium of Instruction:** Learning in mother tongue ensures deeper comprehension, cultural rootedness, and intellectual growth(Goswami,2013).

2.2 Craft-centred Education

Local handicraft was the core of Gandhi's basic education. The craft was the prime subject through which knowledge of other subjects were communicated. It served as the bridge between the child and the practical world (Saiyidain,1947). Gandhi emphasized craft-centred education because it would make education self-supporting. Since it was impossible to educate

all citizens and provide them government jobs, craft-based learning could create employment opportunities and make people self-sufficient. It would also break down barriers between manual and intellectual workers, increase productive capacity, and help students use their leisure time profitably.

2.3 Character Building and Moral Values

For Gandhi, education was fundamentally a moral enterprise. The ultimate goal was not to produce skilled workers but to develop individuals of character-people committed to truth, non-violence, and service to humanity (Pandey, 2016). He envisioned education as a tool for social and economic transformation, aiming to usher in a non-violent, non-exploitative and socio-economic order. He believed that “man is neither mere intellect, nor the gross animal body, nor heart or soul alone”. A proper and harmonious contribution of all three is required for making the whole man.

2.4 Truth and Nonviolence.

A unique feature of Gandhi's philosophy was the application of truth and non-violence in training the child (Saiyidain, 1947). His scheme intended to eliminate class and communal hatred and avoid exploitation. He saw untruth and violence as leading to bondage, with no place in education.

2.5 Development of creativity and critical thinking.

Gandhi emphasized “learning by doing,” which stimulates the mind to think creatively and critically. His emphasis on work culture from the initial stage was meant to enable students to start producing while learning. The primary aim was to utilize head, heart, and hand rather than concentrating on reading and writing alone.

2.6 Collaborative and community -centered learning

Gandhi saw education as a lifelong process that cultivated cooperation, tolerance, and responsibility (Sharma, 2014). Craftwork helps children acquire collaborative learning skills and realize the value of honest labour. Education, in his view, was deeply embedded in the community, with students learning through direct engagement with their social and physical environment.

2.7 Self Reliance and Dignity of Labour

Gandhi wanted the basic education system to be self-supporting

making individual self-sufficient so they could earn their own living without depending on others. He criticized an education system that produced only clerks and government workers and instead wanted students to learn practical skills for earning a livelihood, especially in villages. Gandhi also believed that schools should function as self-supporting institutions, where teachers and students together engage in productive work that contributes to the school maintenance while developing dignity of labour, responsibility, and cooperation among learners (Shing, 2017).

2.8 Social Service and Inclusive Education

Gandhi believed that education must be directed towards service to humanity (Gupta, 2022). He advocated for free and compulsory education for all boys and girls between the ages of seven and fourteen. He was deeply committed to breaking caste barriers and ensuring that girls, women, and marginalized communities had equal access to learning. His vision was rooted in “Sarvodaya”-the welfare of all.

3. Overview of National Education Policy 2020

The National Education Policy (NEP) 2020, approved on 29 July 2020, replaces the 1986 National Policy on Education. Dr. K. Kasturirangan chaired the committee that drafted the policy. The policy aims to position India as a global knowledge superpower and is divided into four parts: school education, higher education, other key areas of focus, and implementation strategies (Ministry of Education, 2020).

The Key features of NEP 2020:

- **Curricular Restructuring 5+3+3+4:** Replaces the 10+2 system, covering foundational (3–8 years), preparatory (8-11 years), middle (11- 14 years), and secondary stages. (14-18 years).
- **Foundational Literacy and Numeracy:** Prioritizes reading, writing, and arithmetic in early years, with the goal of achieving universal foundational literacy by Grade 3.
- **Multidisciplinary Approach:** Removes rigid boundaries between arts, science, and commerce, allowing students to choose subjects across disciplines.
- **Vocational Education Integration:** Introduces vocational subjects from Class 6 onwards, including internships.

- **Mother Tongue as Medium:** Recommends instruction in regional languages until at least Class 5, and preferably till Class 8.
- **Holistic Assessment:** Shifts from rote memorization to continuous, competency-based evaluation.
- **Flexibility in Higher Education:** Multiple entry and exit points with appropriate certifications, credit transfer systems, and discontinuation of the M.Phil. course.
- **Indian Knowledge Systems (IKS):** Integration of traditional sciences, yoga, Sanskrit, Ayurveda, and indigenous knowledge into the curriculum.
- **Inclusivity:** Gender inclusion funds, special education zones for disadvantaged regions, and expanded access for children with disabilities.
- **Technology Integration:** Extensive use of digital tools, online education, and AI-based resources.
- **National Assessment Centre (PARAKH):** Standardized and holistic student evaluation.

4.Relevance of Gandhian Educational Philosophy to NEP 2020

4.1 Holistic Development

Gandhi believed that education should ensure the complete development of a child's personality -physical, intellectual, emotional, moral and spiritual. He criticized education systems that focused only on textbook knowledge and examinations(Gupta,2005). Similarly, NEP 2020 promotes holistic and multidisciplinary education. It gives equal importance to academics, arts, sports, vocational education, yoga and co-curricular activities. The policy aims to develop creativity, critical thinking, communication skills, and emotional well-being among students.

Thus, both Gandhi and NEP 2020 emphasize all-round development rather than mere academic achievement.

4.2 Vocational Education and Learning by Doing

Gandhi's Nai Talim emphasized "learning by doing." He believed that practical work and craft should form an integral part of education. Manual labour was not inferior but essential for personal and social development(Gupta, 2005). NEP 2020 reflects this idea by introducing vocational education from Class 6 onwards and encouraging internships,

skill-based activities, gardening, pottery, carpentry, coding, and other practical experiences. The policy's emphasis on experiential learning and practical knowledge closely align with Gandhi principle "learning by doing".

4.3 Mother Tongue as Medium of Instruction

Gandhi strongly advocated the use of the mother tongue in education, particularly at the primary level. He believed that children understand concepts more effectively when taught in their own language and that foreign-language instruction creates unnecessary barriers to learning (Sharma, 2014). NEP 2020 recommends the mother tongue or regional language as the medium of instruction until at least Class 5, and preferably till Class 8, while also promoting multilingualism (Ministry of Education, 2020). The policy promotes multilingualism and the preservation of Indian languages. This reflects Gandhi's belief that language plays a crucial role in effective learning and cultural rootedness.

4.4 Character and Value-Based Education

For Gandhi, the primary aim of education was character building. He believed that values such as truth, non-violence, honesty, compassion, simplicity, and self-discipline should form the foundation of education (Saiyidain, 1947). NEP 2020 reflects this by integrating ethics, constitutional values, empathy, and social responsibility into the curriculum (Ministry of Education, 2020). The policy emphasizes life skills, emotional intelligence, and environmental education- all aligned with Gandhian philosophy.

4.5 Self-Reliance and Entrepreneurship

Gandhi's concept of education for self-reliance was rooted in the principle of Swadeshi-local production and self-sufficiency (Prabhu & Rao, 1967). He wanted students to be producers, not just consumers of knowledge. NEP 2020 aligns with this through its focus on entrepreneurship education, vocational hubs, and skill development centers (Ministry of Education, 2020). It encourages students to become job creators rather than job seekers. Thus, NEP 2020 carries forward Gandhi's vision of self-reliant education.

4.6 Inclusivity and Equal Opportunity

Gandhi strongly supported education for all, especially marginalized communities, women, and economically weaker sections (Goswami, 2013).

NEP 2020 reflects this commitment through its emphasis on inclusive and equitable quality education. The policy gives special attention to socio-economically disadvantaged groups, children with disabilities, tribal communities, rural learners, and gender equality. By promoting equal opportunities, NEP 2020 seeks to create a more just and democratic educational system (Ministry of Education, 2020).

4.7. Integration of Indian Knowledge Systems

Gandhi respected India's traditional systems of knowledge and criticized colonial education for alienating learners from their culture and roots (Kumar, 1993). NEP 2020 revives this perspective by promoting Indian Knowledge Systems, including yoga, classical arts, traditional sciences, indigenous practices, and cultural heritage (Ministry of Education, 2020). The policy aims to combine cultural rootedness with global competence, thereby strengthening national identity while preparing learners for the modern world.

4.8. Community Engagement and Social Responsibility

According to Gandhi, education should not remain confined to classrooms but should contribute to the welfare of society. He believed that schools should cultivate social responsibility, cooperation, and community service among students. NEP 2020 also emphasizes community participation, service learning, and active citizenship (Ministry of Education, 2020). Through such initiatives, learners are encouraged to become socially conscious and responsible citizens who contribute positively to national development.

4.9 Promotion of Democratic and Constitutional Values

Gandhi viewed education as a means of developing responsible democratic citizens. He believed that education should promote values such as equality, cooperation, tolerance, truth, justice, and non-violence. NEP 2020 similarly seeks to develop constitutional values, ethical reasoning, critical thinking, and respect for diversity among learners (Ministry of Education, 2020). The policy aims not only to prepare students for employment but also to nurture informed and responsible citizens in a democratic society.

4.10. Women's Education and Empowerment

Gandhi strongly supported women's education and opposed social

evils such as child marriage, untouchability, and gender discrimination. He believed that the progress of society depends greatly on the education and empowerment of women. NEP 2020 also gives significant importance to gender inclusion and women's empowerment by improving girls' access to education, increasing female participation in higher education, and ensuring equal opportunities in leadership and professional roles (Ministry of Education, 2020).

5. Conclusion

The National Education Policy 2020 represents more than a policy document -it is philosophical return to the wisdom of India's educational heritage, with Gandhian principles serving as its moral compass (Ministry of Education, 2020). The alignment between Nalim Talim and NEP 2020 is not coincidental. It reflects a shared understanding that education means the cultivation of capable, compassionate and cultural rooted individuals who can contribute meaningfully to society.

By incorporating Gandhian ideals into NEP 2020, India has the opportunity to build an education system that is rooted in Indian ethos yet globally competitive-one that produces not just literate individuals, but truly educated human beings. Gandhi's emphasis on experiential learning, moral development, and community engagement offers a timeless framework for shaping the future of education in India (Tilak, 2002).

The journey from Nai Talim to NEP 2020 spans over eight decades, but the destination remains the same: an India where every child receives an education that nurtures their body, mind, and spirit, and prepares them to build a just, equitable, and humane society.

As Gandhi himself said: "Education which does not mould character is absolutely worthless"

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LANGUAGE TEACHING IN MULTICULTURAL CLASSROOM

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ABSTRACT:

In the current educational context, multiculturalism is widely acknowledged as a fundamental value, while language teaching plays a pivotal role in promoting cultural understanding, empathy, effective communication, and social interaction among learners. Language teaching in multicultural classroom has evolved beyond the mere transmission of novel information or knowledge but it has become an important medium for intercultural communication. As a result, multicultural education has become an integral and predictable component of modern educational system, though teaching language in multicultural classroom presents several challenges for language teachers due to the diverse backgrounds, languages, and learning styles of the learners. This study presents the various dimensions of language in multicultural classroom.

KEYWORDS: Language teaching, Multicultural classroom, Nature, Aims, Challenges, Strategies.

INTRODUCTION:

Language is usually thought of as a means of communication but it is not merely a vehicle for communication because language is also viewed as the gateway to culture, tradition, values, and identity, projecting the dynamic and evolving nature of society. It serves as an intermediary through where individuals convey ideas, preserve cultural heritage, and promote mutual understanding and empathy within diverse community. As such, today, where multiculturalism is widely embraced, it is fundamental for both educators and learners to appreciate and acknowledge the significance of language teaching in a multicultural classroom to create an awareness of linguistic and cultural diversity promoting mutual respect, inclusivity and effective intercultural communication. National Education Policy (NEP) 2020 emphasizes on a continued commitment to linguistic inclusivity and the advancement of multilingual education in India. It also strives to provide an

education system that acknowledges India's vast cultural variety while preparing students to be global citizens by encouraging multilingualism, incorporating indigenous knowledge systems, and supporting cultural festivities. As such, integration of language education into the students' cultural environments is important to reach a wider audience, recognising the real-world diversities. Furthermore, by comprehending the dynamic nature of language teaching, it will enable the learners to appreciate diverse perspective of individuals in multicultural classroom.

SOME FUNDAMENTAL CONCEPTS:

Language teaching is the process of systematically facilitating the learners to acquire proficiency on the four skills of language – listening, speaking, reading and writing, to develop the ability to comprehend and interpret meaning, to use language appropriately in context and language teaching encompasses cultural nuances as well.

Multicultural classroom: The term multi means 'many', culture refers to a set of beliefs and practices whereas classroom is a learning space where teaching and learning takes place. So, multicultural classroom refers to the learning environment that fosters cultural pluralism and acknowledges the students from diverse cultural, linguistic, religious, economic, social and cultural background to increase educational equity for all students.

NATURE OF MULTICULTURAL CLASSROOM

Following are some of the natures of multicultural classroom:

- 1. Diverse in nature:** Multicultural classroom is diverse in nature because it comprises of students from a wide range of backgrounds including different races, cultures, ethnicities, religions, languages, castes, tribals, and communities. So, the classroom consists of learners from varied backgrounds.
- 2. Linguistically diverse:** Multicultural classroom encompasses learners with different linguistics background. Learners from different culture often speak **home language, regional language, second language etc.**, so a multicultural classroom *frequently* becomes linguistically diverse as well.

3. **Culturally diverse:** Multicultural literally means the presence of multiple cultures, so cultural diversity is built into the concept. In such a classroom, students may differ in traditions and customs, beliefs and values, social norms and communication styles, family backgrounds and lived experiences.
4. **Dynamic in nature:** A multicultural classroom is called **dynamic** because it is constantly changing and active where social and cultural exchange take place, students and teachers learn from each other and adapt to new cultural insights and ways of thinking.

AIMS OF LANGUAGE TEACHING IN MULTICULTURAL CLASSROOM:

Language teaching plays a pivotal role in the multicultural classroom by fostering communication skills, cultural awareness, and social interaction among learners. As such, the aims of language teaching extend beyond linguistic competence to include the promotion of intercultural understanding and inclusive learning. Some of the aims of language teaching in multicultural classroom are:

1. **Effective Communication Development:** A multilingual classroom is a great place for students to try out their real-world conversation skills. So, in such type of classroom, the primary aim of language teaching is to develop the ability to communicate effectively. It involves training learners in listening, speaking, reading and writing, (LSRW) which are four core language skills. Through language teaching, students learn to express ideas clearly, understand others and participate in social and academic interactions within culturally diverse environments.
2. **Building fluency through practice and patience:** Communicating fluently in a multilingual classroom means not only speaking so that a teacher can understand, but speaking so that everyone can understand. As such, many communicative activities are incorporated into the lesson plans and students from distinct linguistic backgrounds are grouped together for practice. Students also learn to be patient with each other's linguistic limitations, as they learn that while problems may not be the same for each group, each group has its own problems.

3. **Cognitive Development:** Language teaching shapes cognitive abilities by enhancing memory, problem-solving skills and critical thinking. It enables learners to process information, reason logically and develops intellectual discipline. In multicultural classrooms, exposure to diverse linguistic and cultural perspectives further broadens students' intellectual understanding and encourages analytical thinking.
4. **Awareness of socio-cultural dynamics:** Language and culture are deeply interwoven and hence cannot be separated. Teaching language in multicultural classroom will impart knowledge about the culture, traditions and values associated with that language. This promotes cross-cultural understanding and tolerance, which are essential in globalized world.
5. **Personality Development:** Effective communication skills contribute self-confidence and personal development. Language teaching helps students to articulate thoughts, participate in discussions and express themselves creatively, which builds self-esteem and leadership qualities. In multicultural settings, this also promotes social inclusion and collaborative learning.

CHALLENGES FACED BY THE STUDENTS IN A MULTICULTURAL CLASSROOM:

There are several interconnected challenges in language teaching in a multicultural classroom that may affect students' academic performance, participation, and overall learning experience. Some of the major challenges are as follows:

1. **Language and Communication Barriers:** Students in multicultural classrooms often possess varying levels of proficiency in the language of instruction. This may create difficulties in understanding lessons, expressing ideas effectively, and communicating with peers and teachers, thereby affecting classroom interaction and learning outcomes.
2. **Cultural and Language Conflicts:** Learners from diverse cultural backgrounds may experience conflicts between their native cultural values and linguistic diversity and those of the dominant classroom environment. Such situations can lead to confusion regarding personal

identity, language barriers, emotional stress, and pressure to adapt or assimilate into unfamiliar cultural and linguistic norms. Furthermore, language barriers may lead to misunderstandings and even escalate to critical incidents.

3. **Prejudice and Discrimination:** Multicultural classrooms may sometimes become spaces where students encounter stereotypes, bias, racism, or discriminatory attitudes from peers or even educators. These experiences can negatively influence students' emotional well-being, self-esteem, academic engagement, and classroom participation. Complementary or pejorative stereotypes may also illustrate an unfair preference for one culture over the other. In that milieu, words are not merely descriptive but become judgmental as well.
4. **Social Exclusion and Isolation:** Cultural differences and misunderstandings may lead certain students to feel excluded or marginalized within the classroom setting. As a result, they may avoid collaborative activities, group discussions, and social interactions, which can hinder both language development and social integration. Acculturation stressors and language barriers may also dim the initial enthusiasm, lead to frustration, anger, and elevated stress levels, and feelings of isolation
5. **Anxiety and Lack of Participation:** Some students may feel hesitant or lack confidence in participating actively in classroom discussions due to fear of making mistakes, linguistic limitations, or cultural differences. This participation anxiety can restrict opportunities for language practice and effective learning.

CHALLENGES FACED BY A TEACHER IN A MULTICULTURAL CLASSROOM

Multicultural classroom provides opportunities to incorporate diverse cultural perspectives and experiences into the teaching–learning process, thereby promoting intercultural understanding and cooperation among learners. However, language teaching in multicultural classrooms can also be both demanding and complex for teachers. They have to deal with number of hindrances and difficulties while dealing and enhancing number of varied multicultural classes. Some of the major challenges faced by teachers are as follows:

1. **Diverse Learning Styles:** Students from different cultural backgrounds often possess varied learning preferences and approaches. While some learners may prefer interactive discussions and collaborative activities, others may rely more on observation, memorization, or individual learning methods. This diversity requires teachers to adopt flexible and inclusive teaching strategies to meet the needs of all learners.
2. **Language Barriers:** In multicultural classrooms, teachers frequently encounter students with different levels of proficiency in the language of instruction. These linguistic differences may create difficulties in communication, comprehension, and classroom interaction, making the teaching process more challenging.
3. **Inadequate Resources:** There is not adequate use of teaching assistants, translators, and intercultural mediators to support migrant students' academic and social integration holistically in many institutions. Also, curriculum design for multilingual/multicultural classes is considered as one of the problematic areas in diverse classrooms. There is a significant lack of appropriate materials, despite some great efforts. Hence, teachers cannot attend to and support every student in his/her home language.
4. **Lack of common language:** Language teaching in multicultural classroom becomes a challenge for the teacher. There is absence of a common language or lingua franca in many multilingual classrooms and learners being representatives of different cultures, they have their own systems of values and beliefs as well as norms of behaviour. This may lead to conflicts among the students and with the teachers sometimes.
5. **Negative Attitudes towards Multilingualism and Diversity:** In some cases, teachers may encounter negative attitudes or stereotypes related to multilingualism and cultural diversity. Such perceptions can create barriers to effective teaching and may contribute to an unsupportive or discouraging classroom atmosphere. It is therefore essential for teachers to promote positive attitudes toward linguistic and cultural diversity within the classroom.

Despite these challenges, multicultural classrooms offer

valuable opportunities for teachers to encourage inclusivity, intercultural awareness, and collaborative learning, thereby enriching the overall educational experience for both teachers and students.

STRATEGIES TO FOSTER MULTICULTURAL AWARENESS IN LANGUAGE TEACHING

A multicultural classroom consists of learners from diverse linguistic and cultural background. Each bringing different language experiences to the learning process. Effective language learning teaching in a multicultural setting focuses on meaningful interaction, scaffolding and real life language speaking, reading and writing skills with confidence and accuracy. Following are some strategies in which teachers can foster multicultural awareness in language teaching:

- 1. Conceptual basis of multicultural communication:** Multicultural communication is embedded in culturally responsive pedagogy, which validates the cultural background of the learners. Intercultural communicative competence transcends linguistic code so that cultural interpretation can be incorporated where students are expected to interpret and negotiate meaning across cultural contexts. Such an approach positions language classrooms as spaces for linguistic exchange and arenas for fostering intercultural understanding and reducing bias (Suparlan, 2002). Interpreting this, it becomes clear that language education cannot be separated from cultural education, as both are intertwined in shaping communicative practices. Hence, it is crucial for the teachers to integrate cultural awareness into language teaching, addressing norms of politeness, translanguaging, turn-taking, and socio-cultural meanings.
- 2. Implementation of Communication Strategies:** Teachers should adapt varied strategies such as avoiding unnecessary jargon, slowing speech, simplifying instructions, showing empathy, using culturally familiar examples, integrating home languages, employing non-verbal cues and scaffolding communication to meet the needs of diverse learners. Using code-mixing and code-switching, home languages, can bridge linguistic gaps, and enhance comprehension, empathy and emotional connection in multilingual classrooms. Non-verbal communication, such as gestures and spatial arrangements, also plays a pivotal role, though it carries the risk of misinterpretation if cultural

differences are not considered. This indicates that effective language teaching requires a flexible and adaptive pedagogical approach, where teachers remain conscious of cultural dynamics and responsive to students' diverse backgrounds.

3. **Constructive language approach:** Constructivism emphasizes the dialogic nature of learning; as a result, teachers should incorporate activities requiring communication and exchange of opinion and ideas. Accompanying the learner's home language with the target language will also help to avoid errors promoting inclusivity while teaching and learning. Constructivist approach can thus facilitate language learning by giving students meaningful tasks, and by providing language practice that is interesting and authentic. By providing situations where the students create their own knowledge, students are encouraged to experiment freely with the language. Moreover, because student errors are viewed as part and parcel of interlanguage under the constructivist approach (Krashen 1982), students are not under any pressure to produce the 'correct' language. This helps to bring down their inhibitions and the students experiment more freely with the language.
4. **Use of multimodal teaching aids:** Multiple modes help learners with different language background understand better. In a multilingual or multicultural setting, not all learners understand instructions or concepts in the same way when they are presented only through speech or text. Multimodal teaching addresses this challenge by presenting information in **multiple ways at the same time**, making learning more accessible and meaningful. Example, using audio clips for pronunciation, videos for conversations and pictures for vocabulary.
5. **Interactive and learner centered methods and approaches:** Interaction increases exposure and confidence in using the language hence, **interactive and learner-centered methods and approaches** in language teaching must be emphasized as it focuses on making students active participants in the learning process rather than passive listeners. In these methods, students learn language by **using it in meaningful interaction**, which increases both exposure and confidence. A suitable example will be Communicative Language Teaching, this will encourage students to **actively use the language**,

increasing exposure, improving fluency, and building confidence through meaningful communication.

- 6. Group and collaborative activities:** Group work with mixed cultural backgrounds helps students interact, cooperate, and appreciate diversity. Knowledge creation is interactive, dialogic and dynamic. In multicultural classrooms, group work brings students into **direct interaction with peers from different cultures**, allowing them to communicate, share ideas, and learn new perspectives. This interaction naturally improves their **language skills**, especially speaking and listening, because students must express themselves clearly and understand others. Meaning making activities such as designing and pursuing research and projects, role playing, debates and discussions, problem solving, case studies, portfolio creation, portfolio evaluation, writing and performing songs, plays, creating charts, tables, graphs, maps, the use of mind-maps, etc, will promote **cooperation and teamwork**, as students learn to work together despite.

Using these strategies helps learners from diverse linguistic backgrounds develops effective language skills in an inclusive classroom.

CONCLUSION

A multicultural classroom definitely comprises of individuals, belonging to different strata of society, in which there is a blend of students from various cultures to form a diverse learning environment. A teacher ought to be well acquainted with the cultural variety and recognize that every learner brings a distinct cultural and linguistic identity into the classroom. While teaching language in a multicultural classroom with such diversified structural peculiarities, to address effectively the respective needs of learners, a teacher is required to improvise his/her methods and approaches of teaching by way of the best of his/her creative and managerial acumen. As such, teachers should take into deliberation language teaching tactics while interrelating in a multicultural context. Language cannot be detached from one's culture, and teaching it entails more than structured grammar rules or vocabulary items. By appreciating, acknowledging and valuing these identities, language teaching becomes a bridge that connects diverse perspectives rather than an impediment that excludes them. This is the central purpose of integrating language teaching into multicultural classroom to create

a classroom that projects the world's diversity whilst equipping students to navigate it with empathy, responsiveness, and confidence.

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TRANSLATION AND ITS SIGNIFICANCE IN UNDERSTANDING LITERATURE

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Abstract

In general terms Translation means converting a text from one language to another. Translation plays an important role in today's globalized and multilingual societies. It is used as a means of communication, as an effective mode of learning and practicing what is learnt. Translation is known to have the strongest effect on people when it comes to language learning. Although English is considered to be a global language yet people opt to interact and communicate in their own native language. The various applications of it can be seen in the field of education, tourism, business, technology, science, literature and many more.

Key Words: Translation, literature, literary sector, non-literary sector, reconstruction, transcreate, linguistically, source language, target language.

Introduction.

'Translation' means communication of meaning from an original language text to another through an equivalent target language. Translation has its origin in the early Mesopotamian civilization. It will not be an exaggeration to call the present era, an era of translation.

Translation is one of the most effective ways of building cross cultural bridges. A pooling and sharing of knowledge is made possible only when special efforts are made to cross language boundaries. The best tool employed for this purpose is translation. Translation is a faculty that brings us closer to alien cultures and societies not only through literatures but also through films and other electronic media in the form of subtitling and dubbing. In a country such as India where there are multiple languages, each a rich storehouse of knowledge and literary traditions. Translation calls for a lot of creativity because to translate inevitably means the reconstruction of a text. With adequate sensitivity and knowledge of the cultures of both the languages, ie, the source language and the target language, the translator becomes a mediator who creates the scope and means to transfer the meaning and experience of the 'original' text into another language. Translation is not merely a technical skill, but also an art form, not subservient to the original.

Significance of Translation in understanding Literature.

Translation has become a social necessity and as it has begun to cater to the demands and needs not only of the cultivated elite but of the common man too. The interdependence at several levels, individual, societal, and national, and growing needs for cross cultural transfer have brought translation to the very centre of communication globally. In order to cope with the explosion of knowledge and to understand one another and to appreciate different thought and different life style, translation has become a vital, crucial literary activity. Human beings have the unique power of language and perceptiveness.

Literary sector.

Language is the medium of exchange of ideas. Man creates many scriptures to provide stability to society through language. The adjective 'creative' has been added to it to underline the intended form of literature. Creative literature refers to all kinds of literature that empower and refine literature in which fiction, novel, story, drama, one-act play, epic, essay, sketch, travelogue, reporting, auto biography, free verse poetry and memoirs etc. are included. The interest of people to get and understanding of contemporary literature, of other languages is increasing. Man is dreaming of the realization of Vishwamanav's (worldwide accessible human being) imagination of world literature. That's why today the demand for literary translation is increasing all over the world.

Non-Literary Sector

The knowledge of man's acquired and accumulated knowledge is available in the form of pain-oriented and knowledge-oriented literature. Under the field of non literary sector comes science, space science, technology, legal justice, administration, republic, humanities, social science, commerce, packing, industry, business, art, advertising, computer problem, media etc. Non-literary translation is useful for the intellectual development of an enlightened human minds, while translation of creative literature is important and useful for enriching and refining its extremes.

Socio-Cultural Coordination

The civilization and culture of human societies of the world are different. Society has its own distinct civilization and culture. For instance

there is difference in the civilization and culture of the English, Chinese, Russian, German and Japanese and Portuguese society but today people of these different societies are familiar with each other's civilization and culture through translation. Translation has made it possible to get acquainted with the civilization and culture of other society (whether it is rural or urban, regional or urban, indigenous or foreign). The introduction of each cultural ideas, food, ritual and festival, fasting, worship-recitation, costumes and social rules and regulations is possible only through translation. Today, the spread of communication media is bridging the distance between countries and influencing each other through social and cultural activities. In such a situation, it would be unfair to say that translation is not an important means of sociocultural coordination.

Bridge of National and Social unity

In a multiprovincial nation like India, it is natural to find diversity due to the presence of multilingualism. As a result, it has become our need to promote national and social unity by establishing unity in diversity. From Kashmir to Kanyakumari, translation is most useful in the development of the understanding of the stream of unity that flows in the midst of diversities surrounded by different language speakers. Translation frees us Indians from attachment to' and narrow feelings like regionalism and communicates a high sense of unity and equality among them. The tradition of literature composed in Indian languages inaugurates the fact that basically all languages have emotional unity. While Goswami Tulsidas wrote 'Ramcharit Manas' in North India, Shankardev in Assamese, Kamban in Tamil, and Etchan in Malayalam glorifying Rama. Similarly, where Surdas portrayed Krishna's Balla Leela and Raas Leela in North India, Kanaka Das in Kannada, Chandidas in Oriya, Jagannath Das Bangla, Narsi Mehta in Gujarati, and Potanna in Telugu were also exhorting the glory of Krishna. People of one region can understand the society, literature and culture etc. of another only through translation. Translation alone can bridge the distance between them. With this, the rift of linguistic diversity can also be ended. Emotional unity helps to protect humanity, welfare of mankind and promotion of tolerance which is possible through translation.

Prestige and dissemination of human values.

Translation is an important source for the prestige and dissemination

of this human value. In the Indian context, ‘Mahabharata’ as a text glorify human values. But the language used in this text is Sanskrit and Awadhi. A person unfamiliar with these languages will be unaware of the essence of the text. This is why translation is needed. Today ‘Mahabharata’ is translated into many languages. Due to which Indian human values are being integrated abroad. Similarly, the Bible and the Quran has been translated into most of the languages of the world. For Buddhist philosophy, the propagation of religion has been fruitful only through translation. Today Buddhism has been widely spread in China, Sri Lanka, Japan and East Asia. Today, translation is the only tool that can be used in different countries for the prestige and dissemination of human values in every part of the world.

Modern Ideological Exchange

The exchange of ideas of literary and cultural heritage to different nations has happened only through ‘translation’. The usefulness and relevance of translation is very important for today’s ideological exchange. In order to prove the universality of the history of Indian literature composed in different languages of India and also to convey its new ideas to others in that context, one has to take the support of translation. Translation has proved to be effective in changing human cognitive and affective sensibilities in the world, whether it is a matter of change in social or political ideology. Today, the state-of-the-art researches being done in the country and abroad can be spread only by translating its conclusions, values, nation-specific concepts and concepts for the benefit of the human community and the general public. Through translation, intellectual and emotional closeness is increasing among countries, ideas are being exchanged, contacts are increasing. The Egyptian revolution which lasted for eighteen days and in which so many people came out on the streets against President Mubarak and got full support from other countries outside the country, was also told through translation in all the countries through news channels.

Role of Translation in the Study of Comparative Literature

Study and research are the pinnacle achievements of the cognitive field. Every country is proving itself to each other’s cognitive, scientific and creative literature. With this, a new dimension of comparative study of each other’s literary, social and scientific material has opened up. Therefore, through comparative study at the national and international level, it becomes

possible to compare different literary works. Through comparative literature, it is possible to identify and express the unity of literature. Comparative study of literature and comparative research is possible only through translation. It is only through translation that new dimensions, new contexts and new directions are controlled in the comparative study of literature. It is only through translation that the vehicle of comparative study writers like Maxim Gorky, T.S Elliot and Ezra Pound can be compared. In this context, it can be said that literary translation is necessary to provide a comprehensive perspective to comparative study, otherwise Aristotle, Plato, Socrates, Dante, Shakespeare, Rabindranath Tagore, etc. probably would not be known to the world except their country or their region.

Translation as a Technical Expertise

Translation essentially implies transference of material from one language to another. Since each language carries within itself its own culture and temper, the process of translation demands that the translator be adequately equipped with

- (i) the knowledge of what is called the source language as well as the target language and
- (ii) knowledge of the culture of each of the language, ability to comprehend the source language and then find appropriate equivalent words/phrases in the target languages. There are two approaches to translation - the product approach and the process approach. Earlier translations were done keeping the product i.e. finished translation in mind. The focus was how far the textual material in source language has been replaced by the target language equivalents whereas the process approach urges the translators to understand the nuances, the culture the language and the grammar of the source language and then produce their work i.e. the translated text. The translator has to understand the context and the culture within which certain words are used and then work out a way to translate them in a suitable manner. This may require not just lexical meanings from dictionaries but also research into the cultures of the source and target languages. Translation then, expands the knowledge sphere for humanity and makes room for diversity of cultures through understanding and accommodation of diverse of cultures.

Translation as part of the curriculum.

Multilingualism is increasingly becoming a significant phenomenon all over the world. Knowing more than one language increases the scope for wider communication. At the same time, the growing interest in the maintenance and revival of many languages among speakers provides an additional impetus for the development of multilingualism. This suggests a rethinking of the purpose, function, and methodology of teaching languages in developing world contexts, building on the ways that local communities use multilingualism to address power relationships inherent in local-global configuration. In this context, language-educators have a crucial and demanding role. In India the study of two or more languages is essential. No person can confine herself or himself to a single language even for a day. In schools, however, we study languages as watertight compartments. While conversing we may begin the sentence in one language and end it in another but in the classroom we emphasise exclusivity and purity. Education needs to be rooted in the physical and cultural soil of the child. We must bridge the gap between experienced reality and pedagogical practice by recognizing that although it is important to know the individual features of every language, it is also essential in our multilingual context to look at them comparatively. This can be achieved by introducing students to translation as a creative activity. Translation activity also helps in adding new literature (content, forms, trends) and new linguistic expressions and styles/registral varieties to the stock of the language (and its literature). Societal learning is an asset and the formal curriculum is greatly enriched by integrating with that. There is a celebration of plurality and an understanding that within a broad framework plural approaches would lead to enhanced creativity. The National Curriculum Framework 2005 states that 'India is a multicultural society made up of numerous regional and local cultures. People's religious beliefs, ways of life and their understanding of social relationships are quite distinct from one another. All the groups have equal rights to co-exist and flourish, and the education system needs to respond to the cultural pluralism inherent in our society. To strengthen our cultural heritage and national identity, the curriculum should enable the younger generation to reinterpret and re-evaluate the past with reference to new priorities and emerging outlooks of a changing societal context. The term 'culture' is understood here in the wider sense, relating to all the vital aspects of human behaviour, manifested in linguistically and otherwise. A change in the culture of a society is a movement toward

elaboration i.e. sophistication and expansion. Speaking linguistically, it means enabling society to talk more and more, and talk sensibly, coherently and effectively. With a call for greater participation in development processes, educators are expected to cater to students from diverse cultures. Current pedagogical debates in translation studies make translation less teacher centric which can be achieved by conducting workshops, involving professional translators and using real life situations. We must aim to move from ‘translation competence’ to ‘translator competence’ (Donal C Kiraly, 2003). Creativity and critical thinking abilities can facilitate progress of learners from autonomy to authenticity to expertise.

Creative Endeavours and translation

To translate inevitably means reconstruction of a text. Translation therefore calls for a lot of creativity to first decode an existent text for its comprehension and internalization, and then recode it into a new text in another language. The new text is a recreation that has to stand in total autonomy, free of the “original” text and complete in itself. Translation, it is said, is really a rebirth. The linguistic transformation implies to a large extent a cultural transformation too. Just as a lot can be lost in translation and a lot can also be gained in translation. Each language bears within itself its own cultural baggage. That is why when the source text is translated into another language, it is necessary that the culture of the target language be negotiated. Translation is a cross-cultural transmission skill, a creative endeavour to build another linguistic structure to accommodate and contain what is otherwise quite foreign. Translation is not a matter of words only: it is a matter of making intelligible a whole culture. Translation is not merely a technical skill, but also an art form, not subservient to the original. The translator thus has to be equipped with adequate preparation and creativity along with linguistic skills to be able to transcreate a text. The process of translation then brings one into a very intimate relationship with at least two languages. The role of translation for language learning is immense.

Conclusion.

In the words of Anthony Burgess (1984) ‘Translation is not a matter of words only: it is a matter of making intelligible a whole culture.’ Translation continuously weakens the fences between languages, brings out their similarities and finds points of convergence amongst differences. The aesthetic

sensibility or world literature can be enjoyed only through translations. For example, Rabindranath Tagore's Geetanjali for which he won the Nobel Prize, was originally written in Bangla. His work received worldwide recognition because it was translated into English and most languages of the world. Translation allows us to tap the rich knowledge base that exists in different languages and cultures of the world. India's multilingualism and multicultural ethos can be celebrated in the real sense of the word by understanding and appreciating its diverse literatures and this is being done through translation. Thus, cultural dialoging through translation will facilitate nation building and preservation of cultural diversity.

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THE TRANSFORMATION OF INDIAN CLASSROOMS THROUGH CONSTRUCTIVIST PEDAGOGY

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Abstract

The transformation of Indian classrooms through constructive pedagogy has shifted education from a teacher-centered approach to a student-centered learning process. Constructivism emphasizes learning by doing, active participation collaborative learning and the role of teacher has greatly changed. Technology also plays an important role in making learning more interactive and meaningful. However, challenges such as lack of resources, insufficient teacher training, large classrooms, and exam oriented practices affects its implementation. Despite these challenges, constructivist pedagogy helps create a more engaging and effective learning environment in Indian classrooms.

Keywords: constructivist pedagogy, student-centered, teacher-centered, learning by doing, active learning, role of teacher, role of educational technology, classroom transformation.

INTRODUCTION

Education is the cornerstone of national development and social progress. For decades, Indian classrooms largely relied on rote memorization, textbook-based instruction, and examination-oriented teaching, where students often played the passive recipients of knowledge. However, the demands of the 21st century require learners who can think critically, solve problems creatively, collaborate effectively, and apply knowledge in real-life situations. This has led to a gradual transformation of Indian classrooms from traditional teacher-centered environments to learner-centered spaces rooted in constructivist pedagogy. Constructivist emphasized active participation, experiential learning, inquiry, and collaboration, enabling students to construct their own understanding through meaningful experiences. As a result, modern classrooms are increasingly becoming spaces of exploration, creativity, and lifelong learning.

SHIFT FROM TEACHER-CENTERED TO STUDENT-CENTERED.

In the traditional classroom, the teacher was the central figure in the teaching-learning process, responsible for delivering knowledge and directing all classroom activities. Students are expected to follow instructions, complete assigned tasks, and demonstrate learning primarily through examinations. Opportunities for discussion, inquiry, and independent thinking were often limited.

With the adoption of constructivist pedagogy, this approach has gradually changed. Learning is now viewed as an active process in which students construct knowledge through exploration, collaboration, and real life experiences. Instead of being passive recipients of information, learners actively in discussions, problem-solving activities, and project work. Consequently, the teacher's role has evolved from that of a knowledge provider to a facilitator and guide who supports students in their learning journey.

This shift has made classrooms more interactive, engaging, and learner-centered, fostering critical thinking, creativity, and lifelong learning skills.

LEARNING BY DOING: THE CORE OF CONSTRUCTIVISM

The central principle of constructivist pedagogy is learning by doing, which emphasizes active participation in the learning process. Rather than acquiring knowledge solely through lectures, students learn by engaging in meaningful activities, exploring ideas, and applying concepts in real-life situations. This approach helps learners develop a deeper understanding of the subject matter.

- 1) Experiential learning:** Experiential learning refers to learning through direct experience and reflection. Students gain knowledge by actively participating in activities, experiments, field visits, and practical tasks rather than merely studying theoretical concepts.
- 2) Projects-based learning:** Project-based learning involves students working on projects that address real-world problems or questions. Through research, planning, and presentation, students develop critical thinking, creativity, and team work skills.
- 3) Inquiry-based learning:** Inquiry-based learning encourages students to ask questions, investigate issues, and discover answers on their

own. It promotes curiosity, problem-solving abilities, and independent thinking.

- 4) **Collaborative learning:** collaborative learning involves students working together in groups to achieve common learning goals. Through discussion, cooperation, and sharing of ideas, student learn from one another and develop communication and social skills.
- 5) **Real-life application:** Real-life application connects classroom learning with everyday situations. By applying knowledge to practical problems and real-world contexts, students gain a deeper understanding of concepts and recognize their relevance beyond the classroom.

ROLE OF TEACHERS IN THE NEW CLASSROOM

Teachers truly shape the future of our classroom and therefore, the future of our nation. In traditional classrooms, teachers were often viewed as the sole source of knowledge and authority. However, in a constructivist classroom, their role has undergone a significant transformation.

Today, the teacher acts as a facilitator, mentor, and a guide rather than merely transmitter of information. Instead of dominating the learning process, teacher creates opportunities for students to explore, question, and construct their own understanding. They provide the necessary support, resource, and learning experiences that help students achieve their academic and personal goals.

As guides, teachers adapt their teaching strategies according to the needs, abilities, and learning styles of individual students. They promote critical thinking, creativity, collaboration, and problem-solving skills, ensuring that learning becomes meaningful and relevant.

As mentors, teachers encourage, motivate, and support learners in developing their abilities and interests. They help students overcome challenges, build confidence, and become independent learners.

Thus , in the modern constructivist classroom, the teacher is not merely an instructor but a facilitator of learning who empowers students to take ownership of their educational journey.

TECHNOLOGY AS A TOOL FOR CONSTRUCTIVIST LEARNING

In a constructivist classroom, technology serves as a powerful tool that support active, collaborative, and student-centered learning. It enable

learners to explore ideas, construct knowledge, and engage with real-world problems in meaningful ways.

- 1) Smart classrooms use interactive boards, multimedia presentations, and digital resources to create engaging learning experiences. They encourage students to participate actively, visualize concepts, and learn through exploration.
- 2) Online learning provides students with access to a variety of resources beyond the classroom. It promotes self-directed learning, allowing learners to explore topics, conduct research, and learn at their own pace.
- 3) Digital tools such as educational apps, e-books, simulations, videos, and e-books help students investigate concepts, solve problems, and collaborate with peers. These tools make learning more interactive and support inquiry-based learning.
- 4) Blended learning combines face-to-face instruction with online learning experiences. It provides flexibility and encourages students to take greater responsibility for their learning while benefiting from teacher guidance and peer interacting

Thus, technology enhances constructivist learning by fostering inquiry, collaboration, creativity, and active engagement, making the classroom more dynamic and learner-centered.

CHALLENGES IN IMPLEMENTATION

Despite its numerous benefits, the implementation of constructivist pedagogy in Indian classrooms faces several challenges.

- 1) Many schools and colleges have overcrowded classrooms, making it difficult for teachers to provide individual attention and facilitate interactive learning activities.
- 2) The education system still places significant emphasis on marks and board examinations. This often encourages rote learning rather than critical thinking, creativity, and problem-solving.
- 3) Many teachers have been trained in traditional teaching methods and may lack the necessary skills and confidence to implement constructivist approaches effectively.

- 4) Insufficient access to smart classrooms, internet connectivity, digital devices, laboratories, and learning materials can hinder the successful adoption of constructivist practices.
- 5) Unequal access to technology, especially between urban and rural areas, creates disparities in learning opportunities and limits the effectiveness of technology-supported constructivist learning.

CONCLUSION

The transformation of Indian classrooms through constructivist pedagogy marks a significant shift from passive learning to active knowledge construction. As classrooms evolve into spaces that nurture curiosity, creativity, and independent thinking, students are better prepared to face the challenges of an ever-changing world. Constructivist pedagogy envisions education as a process of discovery rather than mere transmission of information. By embracing this vision, Indian education can cultivate not only knowledgeable individuals but also responsible, innovative, and lifelong learners who will contribute meaningfully to society.

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BUILDING A FUTURE-READY INDIA UNDER VIKSIT BHARAT 2047: TECHNOLOGY, SKILLING, AND THE MULTIDISCIPLINARY MANDATE OF NEP 2020

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Abstract:

This study evaluates how the vision of **Viksit Bharat 2047** and the **National Education Policy (NEP) 2020** align to champion multidisciplinary education and transform India's human capital. As India marches toward its centenary of independence, structural shifts are required to transition the country into a **\$30 trillion global superpower**. By dismantling rigid academic silos, NEP 2020 builds a flexible, technology-driven workforce capable of navigating Industry 4.0.

Integrating fresh data from the Press Information Bureau (PIB), NITI Aayog, and national employability indexes, this paper focuses on three pillars:

1. The adoption of disruptive technologies and Digital Public Infrastructure (DPI).
2. The radical upskilling of youth to close the industry-academia gap.
3. The systemic transition toward a holistic, flexible learning ecosystem.

Key Words: Viksit Bharat, Technology, Multidisciplinary, Skill Education, NEP 2020.

Introduction

The **Amrit Kaal** (the 25-year lead-up to 2047) represents a historic demographic window for India. With over **54% of its population below the age of 25** and more than **62% in the working-age group (15–59 years)**, the country possesses an unparalleled demographic dividend. However, realizing a “Viksit Bharat” requires empowering this demographic with 21st-century skills.

The National Education Policy (NEP) 2020 framework drives this shift from rote learning (“what to think”) to critical inquiry (“how to think”). Achieving a \$30 trillion economy demands a massive surge in industrial productivity, manufacturing shares, and structural economic capacity—all of which rest upon the foundations of modern knowledge systems.

Need and Significance of the Study:

The significance of this study lies in its role as a strategic cornerstone for India's societal, economic, and educational transformation during its *Amrit Kaal* (the 25-year lead-up to 2047). It addresses the urgent requirement to convert India's massive demographic dividend—with over 54% of its population under 25—into a highly skilled, future-ready workforce capable of driving a \$30 trillion superpower economy.

Objectives

This study aims to create a platform for educators, policymakers, research scholars, industry leaders and other stakeholders to:

1. Understanding the different views of the intellectuals on Multidisciplinary Education.
2. Identify strategies for the effective ground-level implementation of National Education Policy 2020.
3. Evaluate the role of disruptive technologies in scaling quality education.
4. Recommend a roadmap for “Bharat” to turn out to be the “Skill Capital of the World.”
5. Discuss curriculum adaptation, assessment practices, and integration of technology in multidisciplinary classrooms.
6. Generate actionable recommendations for policy reforms, curriculum design, and educational planning.

Research Methodology

1. Research Design and Approach

- **Evaluative and Analytical Framework:** The study is designed to evaluate the alignment between the strategic vision of *Viksit Bharat 2047* and the institutional mandates of the *National Education Policy (NEP) 2020*.
- **Multidisciplinary Lens:** The methodology integrates viewpoints across four distinct dimensions—Educational, Technological, Sociological, and Psychological—to formulate a human-centric policy roadmap.

2. Data Collection and Sources

The study employs a secondary data-driven approach, integrating fresh, updated quantitative and qualitative metrics (up to the year 2026) from authorized national repositories:

- **Government Frameworks & Releases:** Data and strategic roadmaps from the **Press Information Bureau (PIB)**, **NITI Aayog** (e.g., *DPI@2047 framework*), and the **Ministry of Education**.
- **National Operational Metrics:** Employment and enrollment data gathered from national indexes like the **India Skills Report** (Wheebox) and the **Skill India Programme** metrics.

3. Core Pillars of Analysis

The research methodology evaluates the contemporary landscape by focusing heavily on three core analytical pillars:

1. **Technology Adoption:** Measuring the growth and economic contribution of Digital Public Infrastructure (DPI) platforms like the Academic Bank of Credits (ABC) and SWAYAM.
2. **Upskilling Models:** Tracking changes in the National Employability Rate and analyzing restructured skilling outlays (e.g., PMKVY 4.0, Future Skills Prime).
3. **Ecosystem Transition:** Evaluating Higher Education Institution (HEI) expansion data, gender parity shifts in STEM, and research democratization infrastructure like the One Nation One Subscription (ONOS) scheme.

The Multidisciplinary Mandate: Breaking Academic Silos

Modern socioeconomic and environmental challenges cannot be solved through a single lens. NEP 2020 addresses this by fostering “**T-shaped**” professionals who combine deep domain expertise with broad, cross-disciplinary collaboration skills.

Institutional Growth and Access

Data from the Ministry of Education highlights massive growth in India’s Higher Education Institutions (HEIs) to support this cross-disciplinary approach:

- **HEI Expansion:** Total HEIs increased by **13.8%**, growing from 51,534 in 2014–15 to 58,643 in 2022–23, and surpassing **70,683** by mid-2025.
- **University Proliferation:** The number of universities grew by **59.6%**, scaling from 760 to 1,213 (2022–23) and hitting **1,334** by 2025.
- **Enrollment Surges:** Total student enrollment rose by **30.5%** to reach **4.46 crore**.

Gender Parity and Inclusive STEM Research

Equally vital to the multidisciplinary model is gender inclusion. Female enrollment grew by **38.4%** (reaching 2.18 crore). Crucially, women now represent a significant portion of STEM courses, with enrollment rising **23%** from 35.14 lakh to **43.03 lakh**.

To strengthen both core and interdisciplinary research across these expanding fields, the government launched the **One Nation One Subscription (ONOS)** scheme. Backed by a **₹ 6,000 crore allocation (2025–2027)**, ONOS grants students, faculty, and scientists nationwide unified access to over 13,000 e-journals from 30 top international publishers, effectively democratizing research infrastructure.

Technology and Skilling: Fueling Industry 4.0

The digital landscape is rewriting the nature of employment, requiring swift integration of academic training with real-world applications.

Digital Public Infrastructure (DPI)

Tools like the Academic Bank of Credits (ABC) and the SWAYAM platform are democratizing educational access. According to NITI Aayog's *DPI@2047* framework, Digital Public Infrastructure contributed **0.9% to India's GDP in 2022**, and is projected to skyrocket to **4.2% by 2030**, serving as a core multiplier for non-linear economic growth.

Employability and Restructured Skilling Models

Targeted skilling initiatives have directly improved domestic youth readiness:

Indicator / Initiative	Recent Metrics & Trends (Data up to 2026)
National Employability Rate	Rose from 46% (2020) to 56.4% (2026) (<i>India Skills Report</i>).
Skill India Programme (SIP)	Restructured with an ₹ 8,800 crore outlay, merging PMKVY 4.0, PM-NAPS, and JSS.
PMKVY 4.0 Reach	Trained 28.17 lakh candidates across 36 distinct sectors.
FutureSkills Prime	Over 33 lakh registered users , expanding access to emerging tech training.
Vocational School Integration	Active in 25,140 schools , introducing skill pathways to 35.5 lakh students .

Furthermore, the establishment of the **National Research Foundation (NRF)** and specialized **Centers of Excellence in AI** ensure that technological advancements translate directly into localized, indigenous market solutions.

- **“Building a Future-Ready India under Viksit Bharat 2047”** serves as a essential cornerstone for societal transformation by coordinating the pillars of technology, skilling, and the multidisciplinary mandate of NEP 2020. At its core, this study benefits society by reimagining human capital; it creates a shift from a fragmented educational approach to a holistic, multidisciplinary model. This certifies that the next generation of citizens possesses not only technical proficiency but also the critical thinking, ethical grounding, and creative problem-solving skills necessary to navigate an increasingly complex global landscape. By fostering a profound understanding of these intersections, the study assists bridge the gap between traditional academic knowledge and the practical demands of a modern economy.
- Additionally, this study directly addresses the digital divide, advocating for the democratization of knowledge through updated technology. By bringing together policymakers and educators to discuss digital infrastructure, the initiative promotes social equity, ensuring that high-quality education and skill development are accessible to rural and marginalized communities. This inclusivity is needed for achieving the vision of “Viksit Bharat,” where development is not confined to urban centers but reaches the last mile. As technology becomes the Great Equalizer, society benefits from reduced socio-economic disparities and magnifies upward mobility for millions of aspiring youths.
- From an economic perspective, this study acts as an impetus for national prosperity and global competitiveness. By aligning vocational skilling with the evolving needs of Industry 4.0, it prepares a workforce that is agile and future-proof. This alignment brings down unemployment and underemployment, transforming India’s “demographic dividend” into a tangible economic powerhouse. A society equipped with specialized skills and a multidisciplinary outlook is more expected to foster innovation and entrepreneurship, leading to job creation and a higher standard of living. Ultimately, this study builds a resilient social fabric where empowered individuals contribute to a

self-reliant, sustainable, and technologically advanced nation by 2047.

- By treating technology as the “Great Equalizer,” this framework closes the rural-urban digital divide. Initiatives like *Vidyanjali*—which has onboarded over **8.44 lakh schools** and engaged **5.62 lakh volunteers**—bring community mentorship directly to marginalized groups. Aligning vocational training with Industry 4.0 addresses underemployment and converts demographic potential into tangible upward social mobility.
- From a Sociological standpoint, this study offers critical data for crafting more inclusive public policies that target socially and Economically Disadvantaged Groups (SEDGs). It helps policymakers understand how technology can either bridge or widen social divides, leading to more nuanced interventions in digital equity and rural infrastructure. This ensures that the “Viksit Bharat” vision remains ingrained in social justice and equitable growth. Simultaneously, the inclusion of Psychology ensures that policy is not merely focused on economic productivity but also on the mental well-being and cognitive resilience of the citizenry. By advocating for the integration of Social-Emotional Learning (SEL) into national policy, this study ensures that the future-ready Indian citizen is prepared with the emotional intelligence and psychological fortitude to thrive in a rapidly changing, technology-driven world. Ultimately, these four disciplines converge to produce a human-centric policy roadmap that balances technological advancement with social stability and individual fulfillment.

Educational Implications:

- Enhanced awareness among educators, policymakers, and researchers about inclusive education aligned with NEP 2020 and Viksit Bharat 2047.
- A repository of best practices, case studies, and research findings for dissemination.
- Policy briefs and actionable recommendations for improving multidisciplinary education in schools and higher education.
- Networking and collaboration among institutions, NGOs, and civil society organizations.
- Strategies for teacher training, curriculum reform, and technology integration to support all learners.

Conclusion

This study, “**Building a Future-Ready India under Viksit Bharat 2047: Technology, Skilling, and the Multidisciplinary Mandate of NEP 2020**” marks a critical juncture in the national dialogue on education. Over the course of this platform, we have collectively moved beyond recognizing the imperative of multidisciplinary education to rigorously exploring the mechanisms and innovations required for its successful realization.

Ultimately, the commitment forged here is to ensure that no child is left behind. By fostering a culture of collaboration, continuous monitoring, and impact assessment, and by deeply integrating the principles of gender equity and social inclusion, we are collectively empowered to translate the visionary ideals of NEP 2020 into an equitable, accessible, and truly inclusive educational reality for India’s future. The work begins now to implement the strategies discussed and realize the goal of an empowered, educated nation.

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THE IMPACT OF SOCIAL MEDIA ON B.ED. COLLEGE STUDENTS' ACADEMIC PERFORMANCES IN NAGALAND

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ABSTRACT:

The rapid advancement growth of the social media platforms has significantly transformed the way student communicate, access information, and spend their time. Whereas these platforms provide opportunities for learning, and information sharing, the excessive and unregulated use of social media has raised serious concerns about students' academic performance. Many students spent their time to social media activities such as chatting, browsing, gaming and content consumption. This often leads to neglect study time, lack of concentration and poor time management reduce academic engagement. There is a concern that the misuse of social media is adversely affecting student academic performances. Therefore, the study seeks to examine the extent to which social media usage influences students' academic performance and to identify strategies for minimizing its negative effects while maximizing its educational benefits.

Key words: Students, Social media, students' academic performance, usage of social media, browsing, chatting and access information and impact etc.

Introduction:

In the modern digital era, social media has become an integral part of everyday life, especially among students. Platforms such as Facebook, Instagram, Whatsap, Twitter, (X) and YouTube have transformed the way people communicate, share information and access knowledge. With the rapid growth of internet connectivity social media offers many opportunities for learning and collaboration, it also raises concerns about its influence on students' academic performance. Through the social media influence many students use in different ways. Educational institutions and teachers also use social media to communicate with students, distribute learning materials and promote interactive environments. However, despite these benefits, excessive use of social media can negatively affect students' academic performance. The excessive engagement may reduce the time available for studying, completing assignments and focusing on academic tasks and poor time

management which can ultimately impact their academic performance. . The pressure to maintain an online presence and keep up with social trends may also affect students' mental well-being, which in turn can influence their academic motivation and performance. Moreover, social media can sometimes distract students during study hours or classroom learning. Notifications, messages and constant updates from social media platforms can interrupt student's attention and reduce their ability to focus on academic activities. In some cases, students may become addicted to social media, leading to reduce productivity and lower academic achievement.

Therefore, the impact of social media on students' academic performance is both positive and negative. The way students use social media largely determines whether it becomes a beneficial educational tool or a source of distraction. The understanding of this impact is important for educators, parents and students to promote responsible usage and maximize the educational benefits of social media.

Statement of the problem:

The rapid advancement growth of the social media platforms has significantly transformed the way student communicate, access information, and spend their time. The excessive and unregulated use of social media has raised serious concerns about students' academic performance. Many students spent their time to social media activities such as chatting, browsing, gaming and content consumption, often leads to neglect of their study time, lack of concentration and poor time management and impact academic engagement. In some cases, social media usage may also contribute to sleep deprivation and mental fatigue, further hindering academic performance. There is a concern that the misuse of social media is adversely affecting students learning outcomes. Therefore, this study seeks to examine the extent to which students' social media usage impact their academic performance and to identify strategies for minimizing its negative effects while maximizing its educational benefits.

Objectives:

1. To study the relationship between using of social media by student and their academic performance.
2. To identify the effects of social media on students' study habits.
3. To examine social media impact on students' academic performance.

4. To identify using of social media for educational purposes by students.

Hypothesis:

1. There is significant relationship between the frequency of using social media by student and their academic performance.
2. Social media usage has a significant effect on students' study habits.
3. Social media has a significant impact on students' academic performance.
4. Students have a positive attitude towards using social media for educational purposes.

Delimitation of the study:

The study covered only B.Ed. College students in Nagaland. This study is delimited to study the impact of social media on the academic performance of students. The research mainly focuses on how the use of social media platforms influences students study habits, concentration, time management and overall academic results.

Related literature review abroad:

Social media has become an integral part of student's daily lives, influencing their academic performance in both positive and negative ways. According to Kirschner and Karpinski (2010), excessive use of social networking sites like Facebook negatively affects student grades and study time. Similarly, Junco (2012) found that time spent on social media is often associated with lower academic achievements due to distraction and multitasking. Paul, Baker and Cochran (2012) highlighted that multitasking with social media during study hours leads to poor academic performance. However, some researchers highlight positive aspects. Tess (2013) observed that social media can enhance collaborative learning, communication and access to educational resources. AI- Rahmi and Othman (2013) also observed that social media supports knowledge sharing and improves academic among students. Thus, international studies suggest that social media has both positive and negative impacts, depending on how students use it.

Related literature review: India

In the Indian context, researchers also reflect similar trends. According to Kuppuswamy and Narayan (2010) found that social networking negatively influences students' academic performance due to addiction and reduced study time. Raut and Patil (2016) also reported that excessive use of social media

platforms distracts students from academic activities. However, on the positive side, Siddiqui and Singh (2016) highlighted that social media helps materials and improving communication skills among students. It also provides access to online learning resources and educational content. During the pandemic, Indian students increasingly used platforms like WhatsApp, Telegram, YouTube for online learning which contributed positively to their academic engagement.

Overall, both international and Indian studies suggest that social media has a dual impact on students' academic performance. While it can act as a valuable educational tool by promoting collaboration and access to information, it's excessive and unregulated use can lead to distraction, reduced study time and lower academic achievement. Therefore, the impact largely depends on how effectively students manage and utilize social media in their academic lives.

METHODOLOGY OF THE STUDY

Research Design

The study adopted a Quantitative Research design to collect and analyse numerical data.

Population of the study

The population of the study consists of 8 (Eight) B.Ed. College and 700 students approximately from 8 (Eight)) B.Ed. Colleges, Nagaland cover for the study.

Sample for the study: The sample for the study consist of 300 respondents from the target populations, the sample includes 230 students from five colleges and 70 students from three colleges. Simple random sampling is used to select the respondents for the study.

Research Tools: A self- constructed questionnaires (Google form) are used as research tools for collection of data.

Data Collection Method:

Data are collected through a structured questionnaire consisting of questions related to the study objectives on social media usage and academic performance.

Data analysis and interpretation:

The collected data are analysed using Quantitative Statistical Techniques with the help of SPSS/Excel. The data are systematically organized, classified and to ensure clarity and accuracy.

Statistical tools such as percentages mean and simple comparative analysis are used to examine the relationship between social media usage and students' academic performance. The data are presented using tables, charts and graphs for better understanding and visualization. The interpretation of data focus on identifying pattern and trend in students' use of social media and its impact on their academic performance.

Major findings of the study:**Objective: 1. Findings on the relationship between using of social media by students' and their academic performance:**

The study found that social media plays a significant role in students' academic performance. Most students use social media regularly and acknowledge that it influences their educational activities. While many respondents consider social media a useful tool for learning, communication, accessing academic information, excessive usage was have found to negative effects on study habits and academic achievement. A large number of students reported that spending too much time on social media reduces their productive, distracts them form studies and many contribute to lower grades.

Many respondents agreed that reducing social media use could improve their academic performance and that late night usage often leads to tiredness and poor concentration in class. Overall, the findings indicate that although social media offers educational benefits, excessive and uncontrolled adversely students' concentration, and classroom behaviour and affect academic success. Therefore, balanced and responsible use of social media is essential for maintaining good academic performance.

Hypothesis:

There is a relationship between the frequency of using social media by students' and their academic performances. The findings revealed a relationship between social media usage frequency and academic performance. Therefore, the hypothesis is accepted.

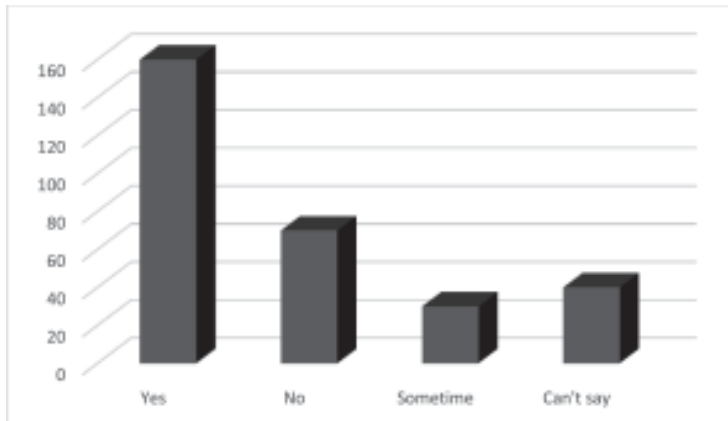


Figure: 1.

The relationship between using social media and student academic performance

Objective: 2. Findings on the effects of social media on students' study habits.

The study found that social media has a considerable effect on students' academic performance. Most respondents agreed that excessive use of social media negatively affects academic performance by reducing study time, concentration and interest in academic activities and distracts from their study. The findings also revealed that excessive social media usage contributes to wasting time and loss of interest in studies.

Despite these negative effects, some respondents acknowledge that social media can be beneficial when used for educational purposes and information sharing. Social media offers certain advantages, excessive and uncontrolled use has a predominantly negative impact on students' academic performance, concentration, study habits and well-being. Usage of social media has a positive or negative impact on students' academic performance.

Hypothesis: The social media has an effect on academic performance. The study found that social media affects students' study habits. Therefore, the hypothesis is accepted.

Effects of social media on students study habits.

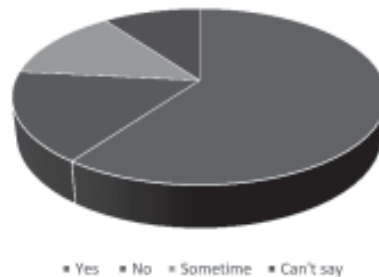


Figure: 2. Effects of social media on student's study habits.

Objective: 3. Findings on the impact of social media on academic performance:

The study found that social media has a significant impact on students' academic performance. While social media provides students with quick access to information, study materials, and opportunities to learn new things, excessive use many negatively affect concentration, study time and classroom attention. The findings also indicate that many teachers and parents are concerned about the influence of social media on students' academic activities. Therefore, social media plays both a supportive and challenging role in students' academic performance.

Hypothesis: Social media has an impact on students' academic performance. The findings indicated that social media influences academic performance. Therefore, the hypothesis is accepted.

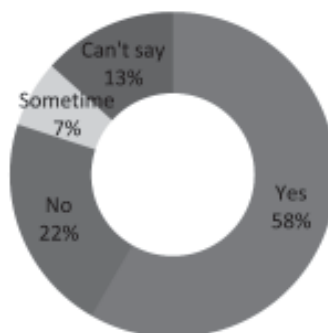


Figure: 3. The impact of social media on student's academic performances.

Objectives: 4. Findings on social media for educational purposes by students:

The study revealed that students generally have a positive attitude towards using social media for educational purposes. Most respondents considered social media a useful tool for accessing educational resources, preparing for examination, completing assignments and projects and improving communication between students and teachers. The findings also indicate that social media enhances student's engagement and facilitates the sharing of study materials.

However, respondents emphasized the importance of proper guidance and balanced use of social media to maximize its educational benefits. The findings suggest that social media is widely accepted as an educational tool among students, teachers, and parents. Therefore, social media can be effectively integrated into educational activities while maintaining appropriate supervision and discipline.

Hypothesis:

Students have a positive attitude towards using social media for educational purposes. The findings showed that students generally viewed social media positively as an educational tool. Therefore, the hypothesis is accepted.

Implications of the study

The findings indicate that social media has become deeply integrated into students everyday lives and plays a major role in influence their learning habits, academic activities, communication and behaviour. One of the major implications of the study is that social media can no longer be ignored in the field of education, as it has both positive and negative effects on students' academic performance. The study suggests that when social media is used wisely and for educational purpose, it can improve students 'knowledge, creativity, communication skills, and access to learning resources, educational videos, online discussions, digital notes, and academic groups available on social media platforms can support classroom learning and help students understanding subjects more effectively. Therefore, teachers and educational institutions should encourage students to make use of social media by integrating digital learning methods and guiding students towards educational content. The study also implies that schools and colleges should organize

awareness programme, workshops, and counselling sessions to educate students about advantages and disadvantages of social media and the importance of maintaining balance between online activities and academic responsibilities.

Conclusion

In conclusion, the study concludes that social media has a powerful influence on students' academic performance, and its effects can be both benefits and harmful depending on how it is used. Social media provided opportunities for learning, communication, information sharing, and academic support, but excessive and irresponsible use can lead to distraction, poor academic performance, lack of concentration, reduced study time, and addiction, like behaviour. The study finds that many students are highly influenced by social media in their daily academic and personal lives, making it essential to promote balanced and purposeful usage. The study therefore concludes that social media should not be viewed as a negative or positive factor, but rather as a tool whose impact depends on the user's behaviour and level of control. With proper guidance from parents, teachers and educational institutions, students can benefit from the educational advantages of social media while avoiding its harmful effects. The study finally emphasizes the importance of creating awareness, encouraging responsible digital behaviour and promoting educational use of social media to ensure better academic performance and overall development among students.

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