



## **Students Perception towards Teaching Competencies with specific respect to the National Education Policy 2020**

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### **Abstract:**

There has been considerable interest in determining the extent of impact teacher's personality factors exert on effective teaching and learning. Scholars like Beehler (2000) believed that not too many individuals possess the combination of personality traits, dedication and imagination necessary to ensure effective teaching. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. Referring to the National Education Policy 2020, the teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Along with teachers, students' participation in the instructional process is critical and their perception presents methodological challenges. The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students' understanding and achievement. It is thus important to also know the perception of students towards competencies of teachers in lines with the announcement of National Education Policy 2020 identifying the role of effective competencies among teachers. This paper attempts to find the essential teaching competencies from several researches carried out and differentiates it into personal and professional competencies. This identification will help to further understand the perception of students towards teacher's quality, thus supporting the view of importance of teaching competencies as per the NEP 2020. This paper is useful to researchers pursuing study of NEP 2020 and its implantation among HEI's and to understand the stakeholder point of view, as a student.

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### **Introduction:**

The work of the university teacher has a great impact on development of knowledge and cognition in each society. It is very demanding work that requires professional competences and continual enhancing professional knowledge, social competencies, and also ability to develop them, ability in scientific research what is connected also with ability to transfer the science results to students in such a way to understand them and were inspiring for their future development (Kraváková, Lukáová & Búgelová, 2011). Tokaríková points out the existence of a bipolar view on the university teacher's profile: "There are a variety of specific skills that are needed for education of large and small groups, and facilitation and preparation of the necessary materials (layouts). On the one hand, there is a school that requires the teacher works out more and more publications. On the other hand, there are students who require a high level of teacher's presentation skills, abilities and art as to attract intention," (2013, p. 2998). In terms of the university's overall development, attention needs to be paid to the proper definition and, in particular, to the systematic development of the competences of university teachers (Hartley, Hilsdon, Keenan, Sinfield & Verity, 2011). A professional teacher should possess essential competencies that develop as a result of changing needs of our educational community. Educational institutions are mainly assessed based on the quality of teaching. It is expected that the faculty of an educational institution should be highly competent to enhance the teaching learning experience. Faculty members are the assets of an educational institution as a result the competency levels of faculty will have direct influence on the performance of students in higher educational institutions. As a result, faculty members should have the requisite qualification and inculcate several competencies for their professional development and also for the benefit of students. There has been considerable interest in determining the extent of impact teacher's personality factors exert on effective teaching and learning. Scholars like Beehler (2000) believed that not too many individuals possess the combination of personality traits, dedication and imagination necessary to ensure effective teaching. This assertion has led to many studies today, like in the case of Wang & Fwu (2007) , opined that, there would be no good education without good teacher quality, and for teaching effectiveness is the core mission of schools. The importance of teacher characteristics in realizing educational goals and objectives in any educational system cannot be over emphasized. Teacher characteristics are the instructional behaviours exhibited by the teacher towards goal attainment. These characteristics are the

combination of peculiar qualities, traits, mental or moral nature/strength and status that make one person or group different from another. Successful teachers' characteristics are those that have been found by empirical researches to be related to improved achievement by students in the cognitive, affective or psychomotor outcomes of education (Offorma, 1994).

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the „foundational capacities“ of literacy and numeracy and „higher-order“ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Referring to the National Education Policy 2020, the teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

Along with teachers, students“ participation in the instructional process is critical and their perception presents methodological challenges. The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students“ understanding and achievement. Allport (1968) described perception as the way people judge others with whom they are in contact. Thus, the students“ perception of the teachers“ characteristics could influence their attitude toward mathematics or any other school subject. Students more often than not judge their teachers in such areas as the teachers“ knowledge of the subject matter, communication ability, the choice of appropriate teaching method and the general classroom management skills. A teacher who is rated high on these indices in the perception of the students is likely to enjoy the confidence, respect and admiration of his students.

## **TEACHING COMPETENCIES AND ITS INFLUENCE ON STUDENTS**

*Competence* (in terms of professional competence) can be defined as a summary of the key professional and personal skills/talents and behavioural patterns that an individual needs to have and demonstrate in order to successfully accomplish the defined professional goals and perform the relating professional tasks, duties and responsibilities (Blašková, 2011, p. 108). Competence can be defined as the capabilities of superior performers (Gibb, 2008, p. 56). Competence is defined as the proven ability to use knowledge (and) skills. It is also described

in terms of responsibility and autonomy (Quendler et al., 2013). A different view can be applied to what is known as the general human competence, which, to a certain extent, reflects all of the human efforts within an organisation. For example, Plamínek & Fišer see the human competence as the summary of achieved performance (i.e. human work) and of the generated potential (i.e. human resources). Lin, Xie, Jeng & Huang (2010) [9], viewed teacher quality as „teachers engaging in educational tasks, with a given behaviour, and being able qualified to conduct teaching activities, which could arouse students“ interest in learning, and enhancing students“ learning achievements. This assertion is true because a good teacher ought to possess certain teaching characteristic (qualities) that would influence the pupils“ study habit. Ko (2003) [8] concluded that teacher quality is a general word for teacher cultivation, professional qualification and abilities. Wu (2003), teachers“ personality trait must go with knowledge, abilities and morals. Hart (2000) researched on students' perception of teachers' personality and its effect on their academic achievement and concluded that teachers“ personality projection significantly influences students“ academic achievement. For eg. Adams' (1974) study has shown that the incorporation of humour in the teaching process purportedly improves students“ perception of the teacher, reduces students“ anxiety, presents a truer to life picture of the subject and eventually improves students' performance. Kagan (1992) reiterated that students always bear in memory their days as students and impressions of good teachers. Wade and Moor (1992) stated that teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students.

Thus based on the National Education Policy 2020, it is imperative to not only understand the competencies of teachers and their perception towards the policy but it is also helpful to understand the thoughts of students towards their perception on quality of teachers with respect to their competencies.

**Research Objectives:**

1. To find out the competencies which are perceived by students for quality teachers
2. To identify the professional competencies of teachers from literature review studied
3. To identify the personal competencies of teachers from the literature review studied
4. To classify the most perceived teaching competencies by students

### **Discussion on Literature Review:**

Krešimir Pavlina, Mihaela Banek Zorica, Ana Pongrac in their paper "Student perception of teaching quality in higher education" (2011), presented longitudinal research that examines how students perceive certain teaching quality characteristics which are measured by teaching assessment surveys conducted by the University of Zagreb. The competencies were grouped into Teacher Expertise, Teaching competence and Personal Qualities. Teacher expertise consisted of gives good examples and exercises, in teaching shows good knowledge of subject matter, answers question expertly. For students, answers questions expertly characteristics is the most important. Among teaching competences were: Teaches course content clearly and self-explanatory, clearly defines course goals and student duties, have good communication skills, creates pleasant working atmosphere, lectures have good structure and time is rationally used, lectures are interesting and dynamic, raise the quality of teaching by use of, modern technology. Students rated teach course content clearly and self-explanatory- most important among teaching competencies. Among Personal qualities were: regards students properly and respectfully, motivated for work and consciously fulfils his obligations out of which teacher regards them properly and respectfully has been considered most important. In the research paper, Competences and Competence Model of University Teachers by Martina Blašková, Rudolf Blaško, Alžbeta Kucharíková, they analyse the professional-personal profile of university teachers and the competences they should have. The study also presents outcomes of a questionnaire-based survey conducted with a sample of 686 students of the University of Žilina, the Slovak Republic. The competences examined were: Moral and ethical; Role model; Technical (expert); Mature personality; Scientific; Critically thinking; Acclaimed author's; Excellent teaching; Communication; Motivation. Freeman's (2000) study also found that common dimension which students often use as yardstick in perceiving and relating with their teachers include: Instructor's ability to relate material quality, Teacher's ability to relate material quality, Fairness to the feedback and evaluation procedure and the degree of instructor-student rapport. He also found that some students would place relatively greater importance in associating with a teacher because of the teacher's personal appearance. He concluded that the neat and smart appearance of a teacher is an important value in the whole process of teacher evaluation since it affects students' academic achievement. Veldman and Peck (1963) also found that friendly, cheerful, knowledgeable are the characteristics which are always looked up by students in a teacher.

Self-concept of students becomes high when teacher is more social and willing to extend emotional support to students. Etuk N. Etuk<sup>1</sup>, Maria E. Afangideh<sup>1</sup> & Asukwo O. Uya<sup>1</sup> in their paper, "Students' Perception of Teachers' Characteristics and Their Attitude towards Mathematics in Oron Education Zone, Nigeria" sought to find out the relationship between how students perceive their teachers' in respect of knowledge of Mathematics content, communication ability, use of appropriate teaching strategies and teachers' classroom management skills and students' attitude towards mathematics. Findings show that when the students' perception of their teachers' characteristics is low, students' attitude towards mathematics tends to be negative. Knowledge of Subject Matter is one of the competencies which was highlighted in the paper. Fennema and Frank (1992) agreed that teacher's knowledge of the subject matter is an indicator of teachers' teaching effectiveness. Muijs and Reynolds (2002) posited that teaching effectiveness of the teacher is hampered if he/she is not versed in the contents to be taught. Communication Ability is the second competency considered as the part of the study. Uya (2011) asserted that the effectiveness of any educational system depends to a large extent on the effectiveness of the communication system being adopted. And that the teacher has the capability to change the attitude of another person if there is trustworthiness, belief and validity of what he says. To a large extent the effectiveness of any classroom interaction is determined by the competency of the teacher to initiate and sustain communication between and among his/her students. (Ahmad, 2009). Umoren (2001) in a research on methods of teaching suggested that the ability of the teacher to impart knowledge so depends greatly on the method he applies during the teaching learning process. Where the method is defective, the students stand to lose as they hardly benefit from lessons. According to Uya (2008), for teacher to be able to ensure order and enhance classroom learning, they have to possess necessary pedagogical skills which have to be systematic and methodical. They have to explore and make good use of their knowledge of instructional skills/strategies, whether the method adopted falls within the spectrum of mass or individualized instructional methods. (Umoh, 2005). Esu (2003) opined that teaching, by its nature requires a variety of methods to facilitate teaching/learning in the class and to develop the child's knowledge and understanding to the maximum. The next competency discussed is Classroom Management Skills. Byrne, Hattie and Fraser (2001) observed that students will perform best in a controlled atmosphere that is conducive to academic and social needs of the students. Udofot (1995) explained that while the classroom serves as a theatre stage for learning, the prevailing management and discipline are strong

determinants of successful learning and commensurate outputs. J. MuthianiMalechwanzil, HongdeLei1& LuWang in their paper “Students” Perceptions and Faculty Measured Competencies in Higher Education”, identified student perceptions. Students perceive good teaching as one that places more importance on learning outcomes such as; knowledge, skills, depth of lecture, teachers” feedback of their work, class notes and reading materials (Jalali, Islam, & Ariffin, 2011). According to Kettunen & Kantola (2007) the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective (Kettunen & Kantola, 2007). Their study revealed that students” perceptions of faculty were mainly concerned with teaching and student”s development (Braxton, Milem, & Sullivan, 2000). Monika R. Anderson, Jacqueline M. Ingram, and Brandie J. Buford, Roslinda Rosli, Michelle L. Bledsoe and Anthony J. Onwuegbuzie (2012) in their paper “Doctoral Students” Perceptions of Characteristics of Effective College Teachers: A Mixed Analysis” grouped competencies perceived by students for their teachers on basis of different researchers. Student evaluation of university teaching, (Sheehan, 1999) identified informative lectures, tests, papers evaluating, course content, instructor preparation, interesting lectures, and degree that the course was perceived as challenging as desired competencies among teachers. Students” perceptions of the evaluation of college teaching (Crumbley, Henry, & Kratchman, 2001) mentioned teaching style, presentation skills, enthusiasm, preparation and organization, and fair-ness related to grading as perceived competencies. (Spencer & Schmelkin, 2002) identified, demonstrating concern for students, valuing student opinions, clarity in communication, and openness toward varied opinions as perceived teaching competencies. Students” evaluation of teacher and instructional quality-Analysis of relevant factors based on empirical evaluation. (Greimel-Fuhrmann & Geyer, 2003) mentioned responsive to student questions and view-points, used creative approaches toward instruction, demonstrating a sense of humour and maintaining balance, and fair approach toward classroom discipline as teaching competencies. An investigation into excellent tertiary teaching: Emphasizing reflective practice (Kane, Sandretto, & Heath, 2004) in the paper mentioned perceived competencies as knowledge of subject, pedagogical skill, interpersonal relationships, research/teaching nexus, and personality. The perceptions of college students on teacher quality: A focus on teacher qualifications. (Okpala & Ellis, 2005) mentioned essential teaching competencies as caring for students and their learning, teaching skills, content knowledge, dedication to teaching, and verbal skills. Said Mkhdramine and Khadija Essafi in their paper “First year Student Perceptions of Teacher and Teaching Effectiveness a



new Approach in the Evaluation of Educational Process” identified effective teacher as having the competencies as good communicator, explains well, punctual, understanding, honest, dedicated, persevering, flexible, serious, smiling, has sense of humour, modest, patient, respects students, well presented, have strong personality, self-confident, approachable, accessible, model for students. Sherman and Blackburn (1975) argue that students prefer an entertaining performer rather than an effective educator; thus, teachers’ personality traits outweigh the importance of efforts devoted to teaching practices, further students often equate expressiveness with good teaching, as vocal skills and expressive movement (Murray & Lawrence, 1980), and as charisma and enthusiasm. Goldstein and Benassi (2006) students tend to evaluate perceived teaching quality in terms of the characteristics of teachers including their enthusiasm, presentation and clarity. Teacher Behaviours Checklist (TBC) Buskist et al., (2002) The former TBC measure 28 trait of personality of effective teacher: Accessible, Approachable, Authoritative, Confident, Creative and Interesting, effective communicator, Encourages and Cares for Students, Enthusiastic about Teaching and about Topic, Establishes Daily and Academic Term Goals, Flexible, good listener, Happy, Humble, Knowledgeable About Subject Matter, prepared, Presents Current Information, professional, Promotes Class Discussion, Promotes Critical Thinking, Provides Constructive Feedback, Punctuality/Manages Class Time, Rapport, Realistic Expectations of Students/Fair Testing and Grading, Respectful, Sensitive and Persistent, Strives to Be a Better Teacher, Technologically Competent, Understanding. ShobhaShankara, Gowtham Nb, T P Surekhab in their paper “Faculty Competency Framework: Towards A Better Learning Profession” highlighted that competencies are exceptionally important for a faculty member to excel professionally and to foster the spirit of life-long learning and innovation among students. The survey conducted among students and staff showed the competencies as: Comprehensive understanding of subject matter, Planning and execution of appropriate learning experience, identify prerequisites and knowledge of students, Professional development and Exhibit professionalism and Engaging in active research. Bhargava, Dr. Minaketan Pathy in the paper Perception of Student Teachers about Teaching Competencies (2011), made an effort to get a glimpse of student teachers’ preferred competencies. The personal competencies identified were Intelligent, Confident, Friendly, polite, patient, honest, intellectual, pleasant personality, energetic, positive attitude for weak students, love for students, helpful, healthy, kind, social, guide, approachable, patriotic, neat/smart dressing, humorous, not vindictive, promotes national integration. The

professional competencies identified were Effective communication skills, punctual, disciplinarian, understands child psychology, decision making capability, prepares lesson before teaching, motivates students, takes leadership, good planner, command over language, updated knowledge, proper use of teaching skills, trained professional, dedicated, good manager, experience in teaching, impartial, creative, democratic, actively participates in co-curricular activities, courteous and respectful to parents, technology savvy. They found that Student teachers consider that a confident and an intelligent teacher can accomplish professional duties convincingly. Knowledge of psychological principles, being friendly and humorous help teachers motivate such students and encourage them to participate actively in the classroom/ school activities. Motivating students, creating personal rapport with them and generating conducive environment of learning entirely depend on personal competencies of a teacher. Student teachers have ranked knowledge of subject matter, communication skill, maintaining punctuality and discipline as foremost teaching competencies. Teacher should be a disciplinarian. Decision making capability is also a preferred competency of student teachers.

### **Findings and Interpretation**

The competencies identified from the research literature were segregated into personal and professional competencies. The repeating competencies from the papers were considered as one competency.

**57 identified Personal competencies were identified from the Literature Review carried out, which are;** Moral and ethical, Mature personality, Critical thinking, Friendly, Cheerful, more social and willing to extend emotional support, sense of responsibility, enthusiasm, openness toward varied opinions, interpersonal relationships, punctual, understanding, honest, dedicated, persevering, flexible, serious, smiling, sense of humour, modest, respectful, well presented, approachable, accessible, authoritative, confident, creative, Interesting, good listener, Happy, Humble, professional, Respectful, Sensitive, Persistent, Understanding, charisma, Intelligent, polite, patient, energetic, helpful, healthy, kind, social, guide, approachable, patriotic, neat/smart dressing, not vindictive, disciplinarian, decision making capability, takes leadership, good planner, command over language, good manager, creative, democratic

**56 Professional competencies were identified through the Literature Review which are;** gives good examples and exercises, good knowledge of subject matter, answers question expertly, Teaches course content clearly and self-explanatory, clearly defines course goals

and student duties, good communication skills, creates pleasant working atmosphere, lectures have good structure and time is rationally used, lectures are interesting and dynamic, raise the quality of teaching by use of modern technology, motivated for work, consciously fulfils obligations, Role model, Scientific, Excellent teaching, Motivation, ability to relate material quality, Fairness to the feedback and evaluation procedure, degree of instructor-student rapport, teaching methods, Classroom Management Skills, depth of lecture, class notes, reading materials, high level of engagement between students and teachers, course content, degree that the course was perceived, presentation skills, preparation and organization, demonstrating concern for students, valuing student opinions, responsive to student questions and view-points, used creative approaches toward instruction, maintaining balance, fair approach toward classroom discipline, dedication to teaching, explains well, entertaining performer, Enthusiastic about Teaching and about Topic, presents Current Information, Promotes Class Discussion, Promotes critical thinking, Punctuality, strives to Be a Better Teacher, identify prerequisites and knowledge of students, Professional development and Exhibit professionalism, positive attitude for weak students, love for students, understands child psychology, experience in teaching, impartial, actively participates in co-curricular activities, courteous and respectful to parents

### **Conclusion**

The research paper contributes to the identification of the most important teaching competencies focussed by researchers based on the perception of the students. In total 57 personal competencies and 56 professional competencies were identified from a literature review of national and international researches. The identified competencies can be used to prepare a competency model for teachers based on student perception. The key competencies can be used as a performance index for teachers with respect to students' expectations. Further studies can also be done based on this list to evaluate the competencies as per their level of importance. This paper thus gives us the perception of teaching competencies by students which can be compared to the teaching competencies defined by the National Education Policy 2020. Further research can be conducted in lines with understanding the similarity and diversions between both the competency lists. In lines with the National Education Policy 2020, this study forms a base from the student point of view towards teaching competencies and impact of teachers on Quality of Education.

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