



# Relevance of in-service training programs from the perspectives of English language teachers

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**Abstract:** *The new global education goal, Sustainable Development Goal 4 (SDG 4), is central to the Education 2030 Agenda and calls for "inclusive and equitable quality education and promoting lifelong learning opportunities for all." Achieving this goal is essential for realizing all global development goals, and focusing on teacher education is crucial. UNESCO highlighted the importance of teachers and teacher education in 1966, providing recommendations and guiding principles. India, a country renowned for its rich history and diverse culture, has experienced a transformative shift with the introduction of its National Education Policy. NEP recommends 50 hours of capacity building program for teachers. In-service training programs are beneficial for the teachers. Quantitative method and qualitative methods were used to analyse the perceptions of the teachers about the usefulness of In-service Teacher training program. Open ended and close ended items were used in questionnaire administered on sample of 80 English language teachers teaching at secondary level. The findings of the present study depict that the perspective of teachers towards in-service teacher training is positive and they find it useful for their professional development*

**Key Words:** *In-service Training, Professional Development, Continuing Education and Language Education.*

## 1. INTRODUCTION:

**“To this end, the greatest asset of a school is the personality of the teacher.” - John Strach**

The topic of quality has become central to many debates in education. Over the past decade, the Government of India has primarily focused on increasing access to education. However, there is growing concern about the deficiencies within the classroom, which has sparked national debates on education. Questions have been raised about whether teachers are adequately trained to meet the ever-increasing demands of both national and global communities for better educators. Much of the discussion about in-service teacher training in India highlights severe inadequacies, with many teachers feeling ill-prepared to conduct their classes due to insufficient, ineffective, or irrelevant training. Despite various agencies and organizations raising the issue repeatedly, a concerted effort seems to be lacking. It's high time that the matter is recognized as critical to achieving quality education for all. SDG 4 includes indicators for measuring teacher-related development. Section 4.c.1, for example, specifies indicators such as the "percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary, and (iv) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training), pre-service or in-service, required for teaching at the relevant level in a given country." This underscores the urgent need to strengthen teacher training to meet India's international commitments. Evaluating and restructuring the current teacher education system is vital to meet these goals.

Before the adoption of the National Policy on Education (NPE) in 1986, teacher training in elementary education was primarily provided at the national and state levels by institutions such as NCERT, NIEPA, and SCERTs. Similarly, in adult education, support was given by the Central Directorate of Adult Education at the national level and by State Resource Centres (SRCs) at the state level. Below the state level, elementary teacher education institutions existed, but



their activities were mostly limited to pre-service teacher education. The physical, human, and academic resources of most of these institutions were insufficient even for their limited role. They often employed teaching practices that were not aligned with those they recommended to future teachers. Additionally, there were broader issues, such as outdated curricula.

The National Policy on Education called for further expansion and significant qualitative improvements. Therefore, decentralized support became necessary (Restructuring and Reorganisation of Centrally Sponsored Scheme on Teacher Education, 2012). The NPE and its Plan of Action proposed adding a third district-level tier to the support system in the form of District Institutes of Education and Training (DIETs). These institutes were expected to provide wider quantitative coverage and better qualitative support, being closer to the field and more responsive to its challenges and needs. Founded in the late 1980s and early 1990s, DIETs are expected to play a crucial role in India's efforts to achieve Universal Elementary Education of quality. Block Resource Centres, Urban Resource Centres, and Cluster Resource Centres were also established to provide continuous academic support to schools through teacher training, monthly meetings for academic consultations, and more. These sub-district academic support institutions are expected to work closely with DIETs to support schools in improving the quality of elementary education. Additionally, a curriculum framework for teacher education was introduced in 1998, serving as a guiding document that addressed various aspects of teacher education, including context, concerns, and social philosophy. This framework was further discussed and revised in the National Curriculum Framework for Teacher Education (NCFTE) in 2009.

The Scheme for Restructuring and Reorganization of Teacher Education was revised again in March 2012, aiming to integrate teacher education with overall educational development in the states, in line with the Right to Education (RTE) Act. It emphasized expanding the capacity of teacher education institutions, particularly in underdeveloped states in the East and North-Eastern Region (NER), and addressing the issue of a large number of untrained teachers. The scheme also aimed to expand institutional capacity to provide in-service training for secondary school teachers under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and to link elementary teacher education with the higher education system (Centre for Civil Society, 2015). Following the National Policy on Education (NPE) of 1986, efforts have been made to establish institutions such as District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs), and Colleges of Teacher Education (CTEs) to provide in-service education for primary and secondary school teachers. In India, currently there are a total of five hundred and fifty-five functional DIETs across thirty-five states and union territories of India. The Sarva Shiksha Abhiyan (SSA) aims to provide quality education to all children aged 6 to 14 across the country. The program emphasizes enhancing teachers' capabilities through regular training programs. It includes provisions for up to 20 days of annual in-service training for each teacher. SSA also offers 30 days of induction training for newly recruited teachers to familiarize them with the SSA program and address specific state or district priorities in quality education. Additionally, 60 days of training are provided for teachers who have not undergone pre-service training.

The National Council for Teacher Education (1998) has identified ten competencies to ensure teachers are professionally adept. These include contextual, conceptual, content, transactional, educational activities, competencies for developing teaching-learning materials, evaluation, management, and competencies related to working with the community and other agencies. Teachers have received training on content and methodology to develop competencies in teaching different subjects. They have also been trained to use activity-based methods in the classroom. The National Education Policy 2020 (1) in India represents more than just a transformation in the learning experience; it signifies an innovative shift in how teachers and educators are prepared to meet the demands of 21st-century education. NEP 2020 addresses various aspects of education, including teacher training, school curriculum, higher education, vocational skills, and much more. Here's how NEP is shaping the future of teacher training:

- ❖ **Multidisciplinary Approach:** One of NEP's key features is its emphasis on an interdisciplinary approach to teacher training. This approach aims to equip teachers with a broad knowledge base across various subjects, moving away from traditional, segmented domains.
- ❖ **Continual Professional Development:** NEP promotes lifelong learning among teachers, encouraging them to continuously enhance their skills and knowledge. This is facilitated through online resources, teacher workshops, and ongoing professional development opportunities to ensure they remain updated.
- ❖ **Accentuating Practical Training:** Recognizing the importance of practical experience, NEP advocates for hands-on classroom training during teacher preparation programs. This allows aspiring educators to gain valuable insights into real-world teaching scenarios.



- ❖ **Technological Integration:** In alignment with the digital era, NEP underscores the integration of technology in teacher training. Teachers are now being trained to effectively utilize digital tools and resources to enhance their teaching methodologies.
- ❖ **Inclusivity and Equity:** Teacher training under NEP focuses on inclusive and equitable education, preparing educators to meet the diverse needs of all students. This includes strategies for differentiated instruction and support for students with special needs.
- ❖ **Standardisation and Accreditation:** NEP aims to standardize teacher training programs and accreditation processes to ensure all educators meet a high level of competence and quality in their training.
- ❖ **Student-Centred Teaching:** NEP encourages a shift towards student-centred teaching approaches, enabling educators to tailor their methods to the individual learning needs and styles of their students.

The NEP not only redefines the roles of teachers and learners but also emphasizes the pivotal role of educators in shaping the nation's future. By modernizing teacher training, the National Education Policy 2020 is paving the way for a brighter and more progressive tomorrow. In the coming years, we can expect a new generation of educators to emerge from NEP-aligned programs, equipped with the skills, knowledge, and enthusiasm needed to lead the nation towards educational excellence and advancement.

**2. LITERATURE REVIEW:** In-service training is very crucial for teachers in terms of maintaining their teaching effectiveness and achievement of goals of education. But the suitable teacher training is rarely provided being provided through various agencies of Teacher Education. There are a lot studies that have been conducted abroad and in India. Some of these are being described for highlighting the background of the study as under:

- ❖ **Salam (1970)** studied in-service training for 70 primary school teachers in Quilon (Kollam) District. Both trainers and trainees had positive attitudes towards the programs, finding one-month trainings effective and recommending they occur every three years. However, teachers preferred not to have these programs during summer vacations. The study highlighted the necessity of in-service training to stay updated with educational advancements, calling for better planning, evaluation, and motivation for teachers to participate in more programs.(2)
- ❖ **Kurup (1974)** explored secondary school English teachers' opinions on in-service training in Kerala. The study revealed teachers expected benefits from these programs and were eager to enhance their knowledge and skills. It emphasized the need for more in-service training, along with effective planning, evaluation, and follow-up monitoring.(3)
- ❖ **Samuel (1979)** investigated the experiences of 300 Hindi teachers in Kerala who attended in-service education programs. The study identified difficulties faced by teachers and assessed program effectiveness. Consistent with Salam's findings, a one-month duration was effective and welcomed, with teachers suggesting training every three years. They were not interested in attending courses during vacations and holidays, and recommended incorporating modern teaching methods like project work, micro-teaching, team teaching, heuristic methods, and the Dalton Plan into future programs.(4)
- ❖ **Barham et al. (1980)** conducted an extensive study of teacher training programs in Jamaica, utilizing historical documentation, statistics, and questionnaires. The study stressed the importance of adapting in-service training to meet the needs of teachers in non-traditional settings. It concluded that teachers should be equipped to work in both formal and informal environments and recommended higher standards in appointment and salaries to attract better teachers.(5)
- ❖ **Wolff et al. (1994)** observed that in-service training programs often produce insufficient results, particularly when aimed at helping teachers earn additional degrees. While such programs contribute to professional status, teaching standards, and career advancement, they frequently lack practical connections to classroom practice and ongoing support, limiting their impact on instructional quality. As a result, teaching methods remain largely unchanged, negatively affecting teaching effectiveness and student learning. Recent evaluations of social studies instruction in Nigeria have also revealed disappointing outcomes.(6)
- ❖ **Melford (1999) and Ajala (2000)** highlighted significant weaknesses in teacher education programs at Nigerian universities. They noted that teaching practice within faculties of education is poorly structured and supervised, with limited opportunities for students to engage in microteaching. These shortcomings in instructional strategy exposure are primarily attributed to inadequate teaching and learning facilities, unmotivated lecturers, and overcrowded classrooms. (7)



- ❖ **Jarvis et al. (2003)** designed and evaluated an in-service training program, developing a test to assess schoolteachers' knowledge and understanding over two years. The study found that in-service teachers need a deep understanding of interrelated concepts beyond the children's National Curriculum requirements, as a lack of this understanding could lead to misconceptions that hinder children's learning. The study stressed the urgent need for in-service training to develop a more conceptual approach to teaching science at the primary level.(8)
- ❖ **Gnawali (2010)** argued that the country's teacher training program is ineffective in imparting teaching methodology knowledge to teachers. Rahman, Abdullah, and Rashid (2011) cited a study by Way and Holden (2009) involving 1200 K-12 teachers, which revealed a demand for more training to improve their capacity to teach financial education due to students' difficulties in financial management. (9)
- ❖ **Cheung, Y.L. (2013)** studied "The Impact of an In-service Professional Development Course on Writing Teacher Attitudes and Pedagogy". The researcher examined how an in-service professional development course impacted the teaching attitudes and practices of writing teachers who participated. The researcher argued that the course equipped the teachers with valuable skills for teaching writing and positively transformed their attitudes towards their teaching practice. It was suggested that teachers should engage in ongoing professional development to enhance the quality of their teaching.(10)
- ❖ **Katmana, A. K., and Tutkun, Ö. F. (2014)** explored primary school teachers' perspectives on the effectiveness of in-service training programs. The study included 120 teachers from formal primary schools, with data gathered through the "Determination of Teachers' Views Related to the Effect of In-Service Training Programs on the Teaching-Learning Process Survey." Key findings indicated that teachers generally viewed in-service training as beneficial for advancing the education system, offering practical applications, and supporting their professional development. Participants valued in-service training for promoting professional growth, facilitating new teacher adaptation, and improving skills. They also emphasized the need to tailor training to specific needs and improve teacher-parent communication (11)

**3. OBJECTIVES :** To study the suitability of in-service teacher training programs from the perspectives of English Language teachers.

#### **4. RESEARCH METHOD / METHODOLOGY :**

The study was designed to investigate the perception of English language teachers of Delhi Government schools about the effectiveness of in-service training program. In the present study, researchers developed a perception scale regarding in-service teacher training. After discussions with experts some criteria were developed and careful scrutiny of the criteria was done from the developed criteria of the experts. Based on the experts' comments on the criteria' content, validity and clarity, 20 criteria were retained. Therefore, to gain insights in the perceptions of teachers towards in-service teacher training, the teacher perception scale was developed.

The teacher perception scale contains five point Likert scale with 20 criteria. All the criteria were given options using Likert scale type of responses, namely: Strongly Agree; Agree; Undecided; Disagree; Strongly disagree. The teacher responded by choosing the alternative against the criteria. Though no time limit was assigned for recording responses on the Performa, teachers were asked to complete it as soon as possible. The study has taken care of confidentiality of the respondents. For the study consent from the participants before participating in the study was taken.

The criteria for perception of teachers towards in-service teacher training are:

- ❖ In-service Teacher Training updates teachers' professional knowledge and skills.
- ❖ In-service Teacher Training increases the effectiveness of the education system.
- ❖ In-service Teacher Training gives a platform/space for exchange of ideas and best practices with other educators.
- ❖ In-service Teacher Training facilitates teachers' pedagogical needs.
- ❖ In-service Teacher Training aids the teachers in meeting the educational needs of their learners.
- ❖ In-service Teacher Training enhances teachers' ability to design various activities in the classroom.
- ❖ In-service Teacher Training helps teachers to be aware of the latest changes in the field of education.
- ❖ In-service Teacher Training helps to identify gaps in the curriculum.
- ❖ In-service Teacher Training enhances the morale and motivation among teachers.



- ❖ In-service Teacher Training increases teachers' competency in using ICT.
- ❖ In-service Teacher Training refreshes the theoretical knowledge of the teachers.
- ❖ In-service Teacher Training helps the teachers to select and use appropriate teaching and learning materials for their lessons.
- ❖ In-service Teacher Training enables the teachers to design effective learning outcomes.
- ❖ In-service Teacher Training helps the teachers to investigate current educational problems.
- ❖ In-service Teacher Training helps the teachers to cope with challenges in educational reforms and curriculum innovations
- ❖ In-service teacher training supplements and complements Pre-service training.
- ❖ In-service Teacher Training enables teachers understand the reason behind pupils' errors.
- ❖ In-service Teacher Training enhances the confidence among the teachers towards their profession.
- ❖ In-service Teacher Training helps in adopting new evaluation techniques in the classrooms.
- ❖ In-service Teacher Training increases teachers' information on classroom management.

The final draft covered the following dimensions of perceptions of the English language teachers about the relevance of in-service Teacher training program:

- **General information about Secondary School Teachers**
- **Perceptions of the English language teachers about the relevance of in-service Teacher training program.**

The table 3.04 given below describes the dimension-wise distribution of Criterion included in the questionnaire meant for secondary school teachers teaching English language:

❖ **Table 3.02: Describing the Dimensions of Questionnaire for TGT English**

DIMENSIONS	CRITERION NUMBER	TOTAL NUMBER OF CRITERIA
KNOWLEDGE ENHANCEMENT	1,7,11,20	4
SKILL ENHANCEMENT	6,10,12,13,14,17,19	7
USEFULNESS	2,3,4,5,8,16	6
BEHAVIOUR MODIFICATION	9,5,18	3
<b>Perceptions of the English language teachers about the relevance of in-service Teacher training program.</b>		<b>20</b>

The tools used by the researcher were validated properly and their reliability was also ensured. This is the descriptive survey design of research. The design of Study followed with the data collection and qualitative and quantitative analysis of the data. The data was collected with the help of questionnaire having closed and open-ended items. The data collected was analysed qualitatively and quantitatively as well.

- ❖ **Population and Sample:** The population for the present study comprised of all the English Language teachers working in the schools of Directorate of Education. For the selection of sample, simple random sampling technique was used. The target population for the study consisted of 80 Trained Graduate English Teachers from 30 schools of Directorate of Education, GNCT of Delhi. The sample consisted of (56 Females and 24 Males) who had participated in in-service training programs conducted by SCERT, Delhi.

**5. FINDINGS:** After analysing the data it can be summarized that most of the teachers are aligned with the objectives of in-service teacher training. 84 % of the teachers strongly agreed that teacher training updates teachers' professional knowledge and skills. 91 % agreed that in-service teacher training increases the effectiveness of the education system. 94% teachers find in-service training program as a platform for exchange of ideas and best practices. 85% teachers believed that it facilitates teachers' pedagogical needs and 83% teachers had a belief that it helps in meeting the educational needs of their learners. 94% teachers agreed that INSET enhances teachers' ability to design various



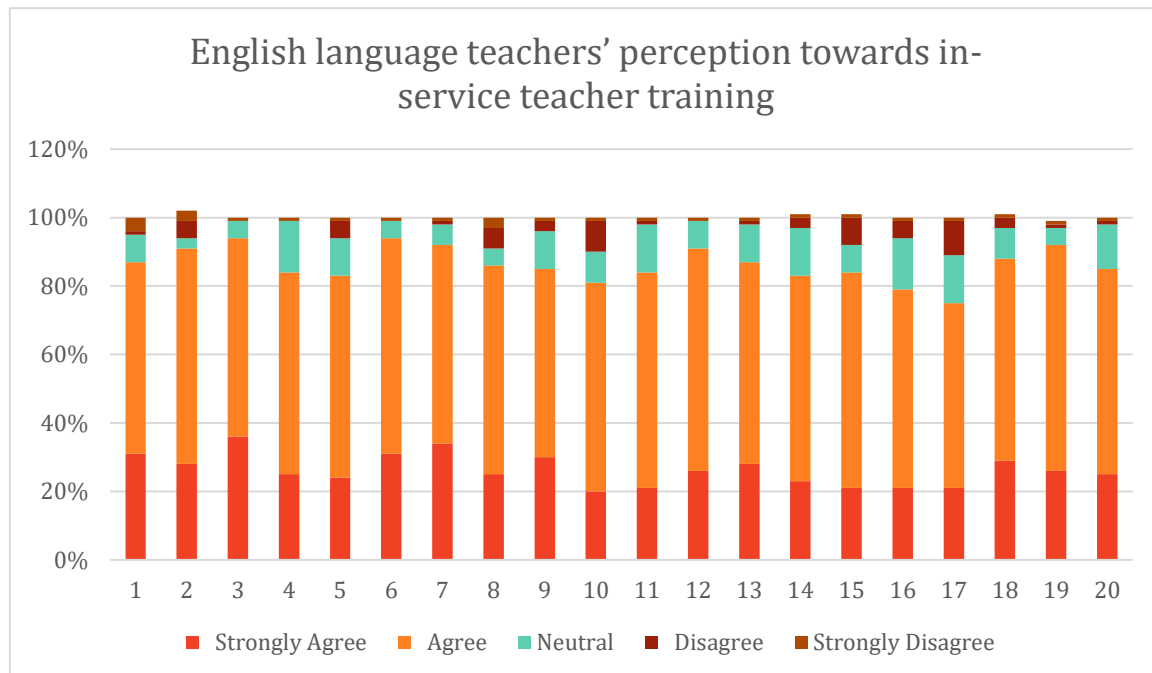
activities in the classroom. Most of them were also of the firm opinion that it makes them aware of the latest changes in the field of education. It is very important for a teacher to identify the learning gaps. As after identification only corrective measures can be taken, 86% agreed to it that INSET helps in identifying learning gaps. 85% teachers feel that INSET leads to enhanced morale and motivation of teachers. 81% teachers agreed that INSET enhances their competency in ICT. 84% teachers agreed that INSET refreshes the theoretical knowledge of teachers. 91 % teachers agreed that in-service teacher training helps to select and use appropriate teaching and learning materials for their lessons. 87% teachers agreed that in-service teacher training enables them to design effective learning outcomes. 83% teachers agreed that in-service teacher training helps them to investigate current educational problems. 84% teachers agreed in-service teacher training helps the teachers to cope with challenges in educational reforms and curriculum innovations. 79% teachers believed that in-service teacher training helps the teachers to cope with challenges in educational reforms and curriculum innovations. INSET keeps the teachers abreast of the latest innovations in the field of education. 79 % teachers believed that in-service teacher training supplements and complements pre-service training. Pre-service teacher training is the training provided to student teachers before they have undertaken any teaching. 75 % teachers agree that in-service teacher training enables teachers to understand the reason behind pupils' errors. It is very important for the teacher to understand the errors and reasons behind it as it will help them to rectify them. 88% teachers agreed that in-service teacher training enhances the confidence among the teachers towards their profession. Having confident teachers is the need of the hour. 92% teachers agreed that in-service teacher training helps in adopting new evaluation techniques in the classrooms. Evaluation is different from measurement of marks. Evaluation does not only deal with formal academic performance, rather it is concerned with student's formal academic performance. 85 % teachers agreed that in-service teacher training increases teachers' information on classroom management. Various techniques for classroom management are part of INSET curriculum.

**Table 1.1:** English language teachers' perception towards in-service teacher training

Category	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
Q 1	25	31%	45	56%	6	8%	1	1%	3	4%
Q 2	22	28%	50	63%	2	3%	4	5%	2	3%
Q 3	29	36%	46	58%	4	5%	0	0%	1	1%
Q 4	20	25%	47	59%	12	15%	0	0%	1	1%
Q 5	19	24%	47	59%	9	11%	4	5%	1	1%
Q 6	25	31%	50	63%	4	5%	0	0%	1	1%
Q 7	27	34%	46	58%	5	6%	1	1%	1	1%
Q 8	20	25%	49	61%	4	5%	5	6%	2	3%
Q 9	24	30%	44	55%	9	11%	2	3%	1	1%
Q 10	16	20%	49	61%	7	9%	7	9%	1	1%
Q 11	17	21%	50	63%	11	14%	1	1%	1	1%
Q 12	21	26%	52	65%	6	8%	0	0%	1	1%
Q 13	22	28%	47	59%	9	11%	1	1%	1	1%
Q 14	18	23%	48	60%	11	14%	2	3%	1	1%
Q 15	17	21%	50	63%	6	8%	6	8%	1	1%
Q 16	17	21%	46	58%	12	15%	4	5%	1	1%
Q 17	17	21%	43	54%	11	14%	8	10%	1	1%
Q 18	23	29%	47	59%	7	9%	2	3%	1	1%
Q 19	21	26%	53	66%	4	5%	1	1%	1	1%
Q 20	20	25%	48	60%	10	13%	1	1%	1	1%
<b>Total</b>	<b>420</b>	<b>26%</b>	<b>957</b>	<b>60%</b>	<b>149</b>	<b>9%</b>	<b>50</b>	<b>3%</b>	<b>24</b>	<b>2%</b>



Chart 1.1 English language teachers' perception towards in-service teacher training



**6. CONCLUSION:** On the basis of the findings of the study, the following conclusions can be drawn:

- ❖ The teachers of Directorate of Education, GNCT of Delhi have been attending in-service education and training programmes on a regular basis. This implies that teachers are constantly being refreshed, to up-date their knowledge and skills.
- ❖ Teachers have indicated that INSET programmes are beneficial for their professional development. It also addresses their needs.
- ❖ Teachers believe that INSET not only enhances the pedagogical competencies of the teachers but also increases the effectiveness of the education system.
- ❖ INSET upgrades the competencies of the teachers and motivates them, In fact due to regular attending of these programs they feel confident and competent to tackle latest changes in education.

**7. LIMITATIONS:** The study is a small-scale project undertaken primarily to focus on the Secondary level English language teachers of 30 schools of Directorate of Education (DoE),GNCT of Delhi. The sample includes 80 English language TGTs (Trained Graduate Teachers) teaching classes 6th to 10th only. It does not include PGT, English i.e. Post Graduate teachers teaching classes 11th and 12th and PRTs , i.e. primary teachers teaching English to classes 1st to 5th.

**8. RECOMMENDATIONS :** Based on the findings and conclusions, the following recommendations are made:

- ❖ As part of its professional development drive, SCERT and DIETs should find out the inadequacies of the teachers and plan in-service training content to meet those deficiencies.
- ❖ In-service training programs should be designed to develop the core competencies of teachers. It should be holistic in nature.
- ❖ Regular follow ups should be done to brush up the knowledge and skills of teachers.

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