



IMPLEMENTATION PHASE OF NEP 2020: AN OUTCOME-BASED APPROACH

PROF. (DR.) DIBYENDU BHATTACHARYYA¹ | SUBRATA HALDER²

¹ DEPARTMENT OF EDUCATION, UNIVERSITY OF KALYANI, KALYANI, NADIA, WEST BENGAL.

² PH.D. RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, UNIVERSITY OF KALYANI, KALYANI, NADIA, WEST BENGAL, INDIA.

ABSTRACT:

The National Education Policy 2020 (NEP-2020) of India envisages a transformational paradigm shift in the design, delivery, and evaluation of higher education curriculum. This paper undertakes a qualitative documentary analysis to examine the reality and practices of curriculum implementation under NEP-2020, with special emphasis on the Tridimensional Model of learning — Academic, Skill, and Experiential axes — in a 1:2:3 credit-weight ratio. Drawing from the University Grants Commission (UGC) Curriculum and Credit Framework, the National Credit Framework (NCrF), Standard Operating Procedures (SOPs) for operationalization, and comparative international educational systems (South Korea, Japan, Germany, USA, and China), this study investigates how merging curriculum design with productive skill education can yield Output-Based Education (OBE). The paper presents the Componential Flexible Curriculum (CFC) model proposed by Bhattacharyya (2024) and applies it to the Philosophical Perspectives in Education course as a demonstrative case study of tridimensional pedagogical architecture. Findings reveal critical gaps between policy intent and implementation practice, especially in credit-hour evaluation (wherein 1 credit hour = 1 mark, yielding 120 total marks rather than 100), assessment ratio calibration, and institutional readiness. The study concludes with recommendations for faculty capacity-building, institutional restructuring, and policy-aligned curriculum reform.

KEYWORDS:

NEP-2020, TRIDIMENSIONAL CURRICULUM, ACADEMIC-SKILL-EXPERIENTIAL MODEL, NCRF, COMPONENTIAL FLEXIBLE CURRICULUM, SKILL DEVELOPMENT, HIGHER EDUCATION INDIA, QUALITATIVE DOCUMENTARY ANALYSIS, UGC CREDIT FRAMEWORK, OUTPUT-BASED EDUCATION.

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1. INTRODUCTION

Education has always been the cornerstone of civilizational progress, and in the contemporary global knowledge economy, the ability to translate academic learning into productive skills has become the defining competency of 21st-century citizens. India, with the largest youth population in the world, stands at a critical crossroads: with approximately 93% of its workforce engaged in the unorganized sector and only 4.7% having undergone formal skill training (National Skill Development Policy, 2009), the imperative for a comprehensive educational transformation has never been greater.

The National Education Policy 2020 (NEP-2020) represents the most ambitious educational reform in India since the Kothari Commission of 1964-66. It envisions a holistic, multidisciplinary, and skill-integrated educational ecosystem that dismantles rigid disciplinary silos,

promotes experiential learning, and aligns education with the demands of the 21st-century workforce. Central to this vision is the National Credit Framework (NCrF), which introduces a three-dimensional framework — Academic, Skill, and Experiential Learning — as the organizing axis of educational credit allocation.

This research paper investigates the curriculum implementation phase of NEP-2020, critically analyzing the gap between policy articulation and ground-level practice. It proposes a corrective framework for credit-hour evaluation, asserting that 1 credit hour should equate to 1 mark, yielding a total of 120 marks per course (4 credits x 30 marks), distributed in the ratio of Academic : Skill : Experiential = 1 : 2 : 3. Through the lens of the Componential Flexible Curriculum (CFC) model and a case demonstration from the Philosophical Perspectives in Education course, this paper offers a rigorous,

research-based roadmap for NEP-2020 implementation.

2. BACKGROUND OF THE STUDY

India's educational landscape has undergone successive reforms since independence, each reflecting the socio-economic imperatives of its era. The Kothari Commission (1964-66) laid the philosophical foundations for a national system of education; the Ramamurthy Committee Report (1990) emphasized the need for vocationalization; and the National Policy on Education 1986 (revised 1992) attempted to bridge formal schooling with life skills. However, a persistent and structural disconnect between academic credentials and occupational competencies remained unaddressed.

NEP-2020 confronts this disconnect head-on by mandating the integration of vocational education at all levels, introducing multiple entry and exit points, establishing the National Academic Credit Bank (ABC), and mandating internships, apprenticeships, and experiential learning as non-negotiable components of degree programmes. The University Grants Commission (UGC) subsequently operationalized these mandates through the Draft Curriculum and Credit Framework for Undergraduate Programmes (2022) and Postgraduate Programmes (2023).

Simultaneously, the Ministry of Skill Development and Entrepreneurship (MSDE), through schemes such as PMKVY 4.0, SANKALP, and the National Skill Development Mission (NSDM-2015), has been working to build a parallel skilling ecosystem. The challenge — and the opportunity — lies in merging these two trajectories: the academic-formal and the skill-vocational, into a unified, tridimensional curriculum framework.

This study is situated at the intersection of these two policy streams, employing a documentary analysis methodology to unpack how the NCrF tridimensional model can be operationalized realistically in Indian higher education institutions, with the Philosophical Perspectives in Education course as the primary illustrative case.

3. RESEARCH QUESTIONS

This study is guided by the following research questions:

1. What is the theoretical basis for replacing Bloom's three-domain taxonomy with the Tri dimensional credit model of the NCrF in Indian teacher education under NEP-2020?
2. How does the mapping of Cognitive → Academic, Psychomotor → Skill, and Affective → Experiential reshape Bloom's taxonomy and the NCrF curriculum structure?
3. How does the NCrF rule 1 credit = 30 hours lead to a 120-mark evaluation system for a 4-credit course, and how can the 1:2:3 (Academic: Skill: Experiential) ratio be applied?
4. How can the Tri dimensional approach be applied in the course Philosophical Perspectives in Education across all six units for UG and PG programmes?

5. What lessons can India learn from international education models for integrating the Academic, Skill, and Experiential axes in a national qualification framework?

4. REVIEW OF RELATED STUDIES

A review of existing literature reveals a growing body of scholarship on NEP-2020 implementation, skill integration in higher education, and curriculum flexibility. Key themes and representative studies include:

4.1 NEP-2020 AND OUTCOME-BASED EDUCATION

Bhattacharyya and Halder (2025) in University News establish the tridimensional approach's architecture: Academic Axis (Flexibility), Skill Axis (Multidisciplinarity), and Experiential Axis (Field Activity), integrated through Integrity. The CFC model (Bhattacharyya, 2022) provides the structural delivery mechanism. Ministry of Education (2020) provides the overarching policy mandate for OBE as a shift from content to competency.

4.2 BLOOM'S TAXONOMY AND RECONCEPTUALISATIONS

Bloom et al. (1956) established the three-domain taxonomy. Anderson and Krathwohl (2001) revised the Cognitive Domain. Krathwohl, Bloom, and Masia (1964) elaborated the Affective Domain (Receiving-Responding-Valuing-Organising-Characterising), which this paper reconceptualises as the Human Development Experiential Axis. Simpson (1966) and Dave (1975) developed the Psychomotor Domain, reconceptualised here as the Competency-Based Skill Axis. Singh (2018) critiqued reductive Bloomian application in Indian higher education, demonstrating examination questions overwhelmingly target lower cognitive levels.

4.3 INTERNATIONAL SKILL-CURRICULUM INTEGRATION

Renold et al. (2016) demonstrated that countries with strong industry-education linkages consistently outperform on graduate employability. Darling-Hammond (2017) documented effective international teacher education universally combining theoretical preparation (Academic), clinical practice (Skill), and reflective field experience (Experiential) — isomorphic with the tridimensional model. Kumar and Sharma (2020) identified the theory-practice gap in Indian teacher education, directly addressed by the Skill and Experiential Axes.

4.4 NCRF AND CREDIT FRAMEWORK

UGC (2022, 2023) published Draft Curriculum and Credit Frameworks for UG and PG programmes. UGC (2024) published NCrF SOPs establishing the tridimensional credit architecture. NCTE (2021) published the ITEP Curriculum Framework incorporating tridimensional principles consistent with the Bhattacharyya model.

5. RESEARCH GAPS

Despite a rich body of literature on NEP-2020, skill education, and curriculum reform, five significant research

gaps have been identified:

1. **Credit-Mark Equivalence Gap:** No existing published study has specifically examined the practical implications of the NCrF principle that 1 credit hour = 30 hours of learning and its translation into a 120-mark evaluation framework per 4-credit course. The logical chain — 1 credit = 30 hours → 4 credits = 120 hours → 120 marks — has remained unarticulated and unapplied in institutional practice.
2. **Tri dimensional Ratio Implementation Gap:** The Academic:Skill:Experiential ratio of 1:2:3 has been articulated in the NCrF SOPs but has not been empirically tested or operationalized in any published curriculum model for teacher education or humanities courses. The present study partially fills this gap through the EDN-MJR-401 case.
3. **Philosophical Perspectives and Skill Integration Gap:** No study has systematically mapped 21st-century skills (4Cs, IMT, FLIPS) to the content of philosophy of education courses, unit by unit, within the NCrF's Tri dimensional architecture. This is the most granular gap identified.
4. **Faculty Capacity and Tri dimensional Pedagogy Gap:** While faculty training is universally identified as a challenge, no study has developed a specific Tri dimensional faculty development programme aligned with NCrF's three axes and the CFC model.
5. **Componential Flexible Curriculum Validation Gap:** While the CFC model has been theoretically proposed (Bhattacharyya, 2022, 2024) and applied (Bhattacharyya, 2025), no empirical longitudinal study has tested its effectiveness — in terms of student learning outcomes, faculty satisfaction, and institutional transformation — in Indian higher education settings.

6. THEORETICAL FRAMEWORK

This study is grounded in three intersecting theoretical frameworks:

6.1 BLOOM'S TAXONOMY RECONCEPTUALISED (PRIMARY FRAMEWORK)

The foundational theoretical contribution is the qualitative reconceptualisation of Bloom's three-domain taxonomy for NEP-2020. The classical framework provides the domain structure; the reconceptualisation provides the NEP-aligned content, methodology, and assessment for each domain. The diagram (Figure 1) is the visual expression of this framework, showing three triangular pyramids: Bloom's three domains on the left; the intermediate reconceptualised domains in the centre; and the NCrF three axes on the right, connected by bidirectional arrows indicating structural equivalence.

6.2 OUTCOME-BASED EDUCATION (OBE) THEORY

Spady (1994) established that OBE requires all curricular and pedagogical decisions to be driven by clearly defined, measurable outcomes. In NEP-2020 context, OBE is expressed through Programme Outcomes and Course Learning Outcomes spanning cognitive (academic), psychomotor (skill), and affective/experiential dimensions. The 120-mark framework, with equal marks across the three axes (40:40:40), is the evaluative expression of OBE's commitment to all three Bloomian domains.

6.3 CONSTRUCTIVIST LEARNING THEORY

Vygotsky's (1978) sociocultural constructivism and Dewey's (1938) experiential learning provide the epistemological foundation for the Skill and Experiential Axes. Knowledge is not passively received but actively constructed through meaningful engagement, collaborative inquiry, and real-world problem-solving — precisely what the Skill Axis (4Cs, IMT, FLIPS) and Experiential Axis (Trained-Proficient-Expert-Master) facilitate. Dewey's 'learning by doing' is the philosophical ancestor of the Experiential Axis.

6.4 HUMAN CAPITAL THEORY

Schultz (1961) and Becker (1964) established that investment in education and skill development yields measurable returns in individual productivity and national economic output. The 120-mark framework, with equal weighting of Academic, Skill, and Experiential learning, represents a more complete investment in human capital than the conventional 100-mark, academically-biased framework. India's potential \$1.97 trillion GDP loss by 2028 from skilling gaps (NSDC, 2019) underscores the urgency of this investment rebalancing.

7. THEORETICAL PERSPECTIVES

7.1 BLOOM'S TAXONOMY: THE CLASSICAL FRAMEWORK

Benjamin S. Bloom and collaborators (1956) introduced the Taxonomy of Educational Objectives, classifying educational goals into three domains: the Cognitive Domain (intellectual knowledge), the Affective Domain (attitudes, emotions, and values), and the Psychomotor Domain (physical skills and coordination). Revised by Anderson and Krathwohl (2001), the Cognitive Domain's hierarchy — Remember, Understand, Apply, Analyse, Evaluate, Create — became the dominant framework for curriculum design globally. However, its application in Indian higher education has been reductive, collapsing affective and psychomotor domains into marginal considerations while privileging cognitive recall (Singh, 2018).

A QUALITATIVE REPLACEMENT OF BLOOM'S TAXONOMY INTO NEP-2020 TRI DIMENSIONAL FRAMEWORK

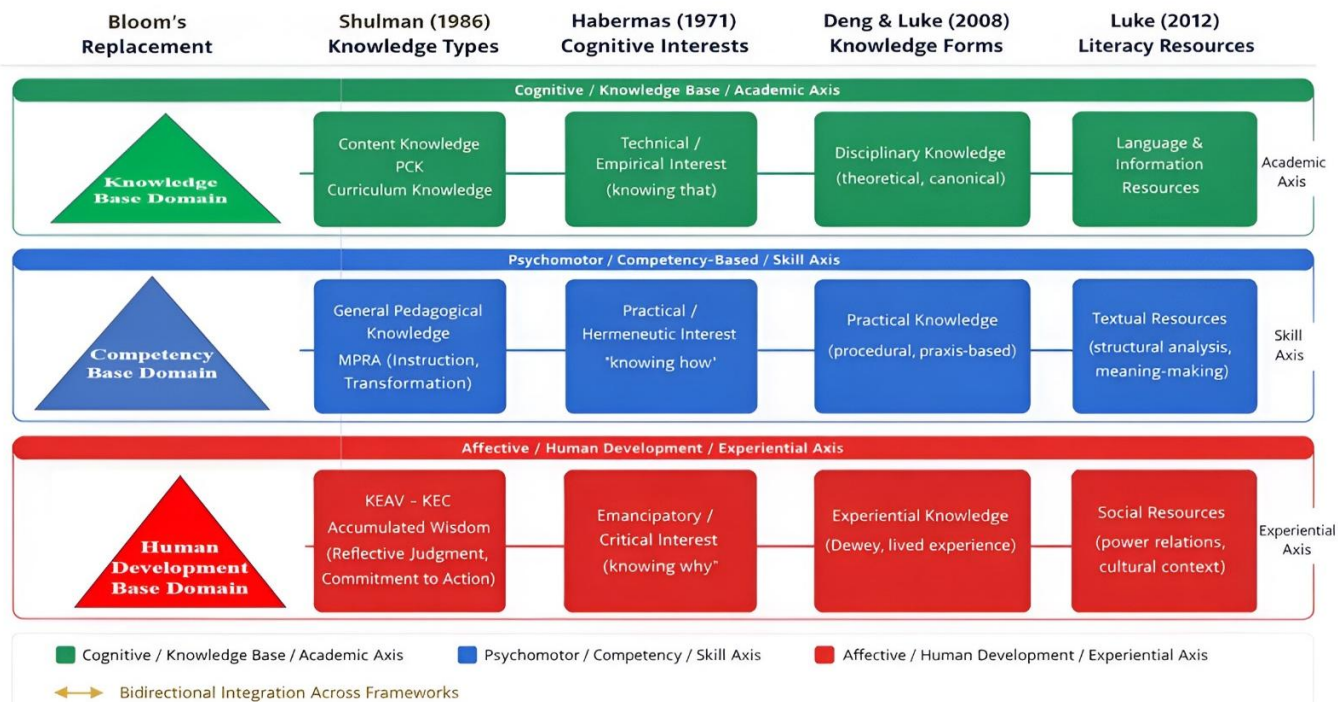


FIGURE: A QUALITATIVE REPLACEMENT OF TAXONOMY OF BLOOM INTO TEACHER EDUCATION AND CURRICULUM IMPLEMENTATION PHASES

The diagram above presents the central theoretical innovation of this paper: a qualitative replacement of Bloom's three classical domains with the NCrF

tridimensional axes. This is not a revision of Bloom but a qualitative translation appropriate to the Indian NEP-2020 policy context:

Bloom's Domain	Classical Function	NEP-2020 Reconceptualisation	NCrF Axis	Hours/Credit	Bloomian Verbs → NEP Outcomes
Cognitive Domain	Intellectual knowledge, recall, analysis, synthesis	Knowledge-Based Domain: theoretical understanding, conceptual depth, disciplinary mastery	Academic Axis (Flexibility)	1 Credit = 15 Hours	Remember→Recall; Understand→Explain; Apply→Demonstrate; Analyse→Evaluate; Create→Design
Psychomotor Domain	Physical and procedural skills, coordination, dexterity	Competency-Based Domain: vocational readiness, technical skills, 21st-century competencies (4Cs, IMT, FLIPS)	Skill Axis (Multidisciplinary)	1 Credit = 30 Hours	Imitate→Practice; Manipulate→Apply; Precision→Perform; Articulation→Integrate; Naturalisation→Master
Affective Domain	Attitudes, values, emotional engagement, ethics, professional identity	Human Development Domain: professional identity, ethical sensitivity, community engagement, social responsibility	Experiential Axis (Field Activity)	1 Credit = 45 Hours	Receive→Observe; Respond→Participate; Value→Commit; Organise→Internalise; Characterise→Embody

This reconceptualisation is qualitative because it does not merely rename Bloom's categories but transforms their epistemological status. The Affective/Experiential Axis, long marginalised in Indian educational assessment, is foregrounded as the domain requiring the greatest investment of time, effort, and institutional commitment (45 hours per credit vs 15 hours for Academic). The 1:2:3

time-investment ratio (Academic: Skill: Experiential) reflects the epistemological character of each Bloomian domain: Cognitive learning requires minimum time; Psychomotor development requires double the engagement for practice; Affective learning demands triple the commitment for authentic community-embedded action.

Dimension	NCrF Axis	Credit Allocation	Weight Ratio	Marks (out of 120)	Nature
Academic	Cognitive / Knowledge Base	2 Credits	1 (part)	40 Marks (33.3%)	Written examination, Lectures, Seminars, Readings, Examinations
Skill	Psychomotor / Competency-Based	1 Credit	2 (parts)	40 Marks (33.3%)	21st Century Skill Activities: 4Cs, IMT, FLIPS
Experiential	Affective / Human Development	1 Credit	3 (parts)	40 Marks (33.3%)	Field proficiency rubric, Field Work, Community Projects, Proficiency Levels
TOTAL	Tridimensional NCrF Model	4 Credits	1:2:3	120 Marks	Output-Based Education

Bloom's classical tridimensional framework of Cognitive, Affective, and Psychomotor domains — and their NEP-2020 reconceptualisation as the Academic Axis (Knowledge Base Domain), Experiential Axis (Human Development Domain), and Skill Axis (Competency Domain) — remarkable convergences emerge. These convergences reveal that Western epistemological traditions and Indian educational policy speak the same structural language, even when employing different terminology.

LEE SHULMAN'S KNOWLEDGE BASE OF TEACHING (1986)

Lee Shulman, an American educational psychologist, proposed in 1986 that the knowledge base of a teacher comprises seven core categories: Content Knowledge (CK), General Pedagogical Knowledge (PK), Curriculum Knowledge (CuK), Pedagogical Content Knowledge (PCK), Knowledge of Learners and their Characteristics (KoLC), Knowledge of Educational Context (KEC), and Knowledge of Educational Ends, Aims, and Values (KEAV). He later added Accumulated Wisdom as an eighth dimension. He also formulated the Model of Pedagogical Reasoning and Action (MPRA), a cyclical six-phase process of Comprehension, Transformation, Instruction, Evaluation, Reflection, and New Comprehension.

JÜRGEN HABERMAS'S KNOWLEDGE-CONSTITUTIVE INTERESTS THEORY (1971)

Jürgen Habermas, the German philosopher and sociologist, argued in 1971 that all knowledge is constituted by three fundamental human interests: Technical (Empirical/Analytical), Practical (Hermeneutic/Historical), and Emancipatory (Critical). Technical interests produce objective, instrumental knowledge aimed at control and prediction — the 'knowing that' of Ryle's taxonomy. Practical interests produce interpretive, communicative knowledge through hermeneutics — 'knowing how' to

navigate social and historical meaning. Emancipatory interests produce critical, self-reflective knowledge that liberates from ideological domination — 'knowing why' things are as they are.

ZONGYI DENG AND ALLAN LUKE'S CONCEPT OF KNOWLEDGE BASE (2008)

Zongyi Deng and Allan Luke proposed in 2008 a tripartite conceptualisation of the teacher's knowledge base: Disciplinary Knowledge, Practical Knowledge, and Experiential Knowledge. Disciplinary Knowledge refers to canonical, theoretical knowledge of established academic disciplines — the forms and structures of scholarship. Practical Knowledge is procedural, derived from practice, and focused on the application of knowledge in classroom and professional contexts. Experiential Knowledge, rooted in Dewey's pragmatist philosophy, locates knowledge in human experience — it is lived, situated, and transformative.

ALLAN LUKE'S CRITICAL LITERACY AND THE FOUR RESOURCES MODEL (2012)

Allan Luke's contributions to critical literacy extend the knowledge base framework into the socio-cultural domain. He defines critical literacy as the ability to analyse, critique, and transform power relations embedded in texts and communication. His Four Resources Model identifies the linguistic, informational, textual, and social resources students and teachers must develop to become critically literate.

The four theoretical traditions — Shulman, Habermas, Deng-Luke, and Luke's critical literacy — exhibit profound structural and conceptual similarities when examined against the tridimensional framework. These convergences are not accidental; they reflect a deeper consensus about the epistemological architecture of professional knowledge in teaching.

COMPARATIVE MAPPING: WESTERN THEORIES AND TRIDIMENSIONAL AXES

Domain / Axis	Shulman (1986)	Habermas (1971)	Deng & Luke (2008)	Luke - Critical Literacy (2012)
Cognitive / Knowledge Base / Academic Axis	Content Knowledge, PCK, Curriculum Knowledge	Technical / Empirical Interest ('knowing that')	Disciplinary Knowledge (theoretical, canonical)	Language & Information Resources

Psychomotor / Competency / Skill Axis	General Pedagogical Knowledge, MPRA (Instruction, Transformation)	Practical / Hermeneutic Interest ('knowing how')	Practical Knowledge (procedural, praxis-based)	Textual Resources (structural analysis, meaning-making)
Affective / Human Development / Experiential Axis	KEAV, KEC, Accumulated Wisdom (Reflective Judgment, Commitment to Action)	Emancipatory / Critical Interest ('knowing why')	Experiential Knowledge (Dewey, lived experience)	Social Resources (power relations, cultural context)

7.2 SKILL AS A MULTIDIMENSIONAL CONSTRUCT

Noe, Hollenbeck, and Gerhart (2015) define skill as the level of performance of an individual on a particular task or the capability to perform a job well, comprising both technical and behavioural elements. Bhattacharyya (2024) extends this definition through a mathematical formulation: Skill = $\Sigma(\text{Competency})_n$, where $n \rightarrow \infty$, capturing the infinite and cumulative nature of skill acquisition. Skill development encompasses productive capabilities acquired through formal, non-formal, informal, and on-the-job learning settings.

7.3 THE 21ST CENTURY SKILLS FRAMEWORK

The CBSE 21st Century Handbook (2020) classifies skills into three broad domains: Learning Skills (the 4Cs: Critical Thinking, Creativity & Innovation, Collaboration, Communication), Literacy Skills (IMT: Information Literacy, Media Literacy, Technology Literacy), and Life Skills (FLIPS: Flexibility, Leadership, Initiative, Productivity, Social Skills). These three domains form the operational backbone of the Skills Axis in the Tridimensional Curriculum Model.

7.4 CURRICULUM AS A STRUCTURED POLICY INSTRUMENT

A curriculum is a structured plan that outlines the scope and sequence of educational experiences, learning objectives, instructional materials, assessment methods, and instructional strategies (Bhattacharyya, 2024). Merging skill into the curriculum aligns with NEP-2020's broader goals of transforming the education system to meet the needs of the 21st century and contributing to India's socio-economic development. Without a structured curriculum, educators may struggle to deliver skill-based education in a systematic and coherent manner.

7.5 THE COMPONENTIAL FLEXIBLE CURRICULUM (CFC) MODEL

The Componential Flexible Curriculum (CFC), proposed by Bhattacharyya (2024), is an educational model that breaks down the curriculum into modular components, allowing for personalized and adaptable learning pathways. It operates through a sequential development chain:

Componential Flexible Curriculum → Proportionality of Curriculum → Transactional Flexibility → Evaluative Potential → Holistic Development

Key characteristics of the CFC include: Modularity (rearrangeable learning modules), Personalization (student-centered progression), Adaptability (responsiveness to workforce needs), Interdisciplinary Connections (breaking subject silos), Continuous Improvement (evidence-based updates), Technology Integration (EdTech for personalized learning), Competency-Based Learning (mastery over content coverage), and Inclusivity (accommodation of diverse populations). The CFC model operates through three structural parts:

- **Part 1 — Componential Flexible Curriculum:** Students choose components aligned with personal and professional goals; emphasis on vocational integration; flexibility for diverse backgrounds.
- **Part 2 — Transactional Phase Based on Credit Structure:** Implementation through teaching,

learning, and assessment. The tri-dimensional model is applied: skill-based courses are merged; field-based activity is given priority; multidisciplinary is emphasized.

- **Part 3 — Assessment and Evaluation:** Comprehensive evaluation framework including field activity assessment, skill demonstration and portfolio work, and content-based validity through continuous assessment.

8. METHODOLOGY OF THE STUDY:

This study employs a Qualitative Documentary Analysis (QDA) methodology, a systematic procedure for reviewing and evaluating documents — both printed and electronic — to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009).

Documents were analyzed through the following analytical lens:

[Document Collection] → [Preliminary Screening] → [Content Analysis] → [Cross-Document Synthesis] → [Framework Development]

9. POLICY PERSPECTIVES: SOPS AND TRIDIMENSIONAL MODELS

ARCHITECTURE

The National Credit Framework (NCF), operationalized through the UGC's Standard Operating Procedures (2024),

9.1 THE NCF: A THREE-DIMENSIONAL

introduces a three-dimensional credit architecture for all levels of education. The credit integration framework operates through integrity — unifying academic, skill, and experiential learning as a cohesive whole:

- 1 Academic Credit = 15 Hours of learning engagement
- 1 Skill Credit = 30 Hours of competency-building activity

- 1 Experiential Credit = 45 Hours of field-based, community-engaged practice
- Average 30 Hours per integrated credit across all three dimensions

On average, 30 hours of engagement equate to one integrated credit, ensuring balanced representation of all three dimensions. The NCrf mandates the following annual parameters: 1,200 hours of learning per year; 40 credits per year (maximum 44–48); 20 credits per semester; average 30 hours per credit.

- NCrf Principle: 1 Credit = 30 Hours (average of Academic 15 hrs + Skill 30 hrs + Experiential 45 hrs)
- 4-Credit Course: 4 Credits × 30 Hours/Credit = 120 Learning Hours
- Equitable Standard: 1 Learning Hour = 1 Mark
- Therefore: 4-Credit Course = 120 Marks (NOT the conventional 100 marks)
- Distribution (1:2:3 weight ratio applied as equal marks due to proportional time investment):
- Academic Axis (Cognitive): 2 Credits × 15 hrs = 30 hrs → 40 Marks
- Skill Axis (Psychomotor): 1 Credit × 30 hrs = 30 hrs → 40 Marks
- Experiential Axis (Affective): 1 Credit × 45 hrs = 45 hrs → 40 Marks
- TOTAL: 4 Credits | 105 hrs avg engagement | 120 Marks

Axis	Bloom Domain	Credits	Hrs/Credit	Total Hrs	Weight Ratio	Marks (of 120)
Academic Axis	Cognitive (Knowledge-Based)	2	15	30 hrs	1 part	40 Marks (33.3%)
Skill Axis	Psychomotor (Competency-Based)	1	30	30 hrs	2 parts	40 Marks (33.3%)
Experiential Axis	Affective (Human Development)	1	45	45 hrs	3 parts	40 Marks (33.3%)
TOTAL	Three-Domain Integration	4	—	120 hrs	1:2:3	120 Marks

The Skills Axis is measured through the National Skills Qualifications Framework (NSQF) with levels ranging from 1.0 to 8.0, corresponding to educational qualifications from basic literacy to post-doctoral expertise. The Experiential Learning Axis is measured through four proficiency levels: Trained (Credit Point X1, up to 1 year), Proficient (Credit Point X1.33, 1-4 years), Expert (Credit

Point X1.67, 4-7 years), and Master (Credit Point X2, over 7 years).

9.2 UGC UNDERGRADUATE CREDIT FRAMEWORK (2022)

The UGC Draft Curriculum and Credit Framework for Undergraduate Programmes (2022) specifies the following credit distribution for UG programmes:

Sl.	Course Category	Min. Credits 3-yr UG	Min. Credits 4-yr UG	Bloomian Alignment
1	Major (Core)	60	80	Primarily Cognitive/Academic
2	Minor Stream	24	32	Cognitive + Psychomotor
3	Multidisciplinary	09	09	All Three Domains
4	Ability Enhancement Courses (AEC)	08	08	Cognitive + Affective
5	Skill Enhancement Courses (SEC)	09	09	Primarily Psychomotor/Skill
6	Value Added Courses	06-08	06-08	Primarily Affective/Experiential
7	Summer Internship	02-04	02-04	Affective + Psychomotor
8	Research Project / Dissertation	—	12	All Three Domains

	TOTAL	120	160	Integrated Tridimensional
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9.3 UGC Postgraduate Credit Framework (2023)

For Postgraduate programmes, the UGC (2023) mandates five types of flexibility: Disciplinary Flexibility (enrolling in online programmes, pursuing dual PG programmes), Selective Flexibility (selective course choices), Explorative Flexibility (all-round development), Alternative Flexibility

(online PG programmes accessible alongside work), and Multiple Flexibility (Multiple Entry and Exit Points). The 2-year PG programme requires a minimum of 80 credits distributed across four semesters with provisions for coursework-only, coursework-plus-research, and research-only tracks.

IN ACCORDANCE WITH THE NHEQF, THE LEVELS FOR THE PG PROGRAMME

Sr. No.	Qualifications	Level	Credits	Credit Points
1.	P.G. Diploma	6	40	240
2.	1-Year PG after a 4-year UG	6.5	40	260
3.	2-Year PG after a 3-year UG	6.5	40 + 40	260
4.	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40 + 40	280

MARKS FRAMEWORK — PROGRAMME LEVEL

Programme	Semesters	Courses/Semester	Credits/Course	Marks/Course (Corrected)	Semester Total	Programme Total
P.G. in Education (2-year)	4 (teaching)	5 Core	4	120	600	2,400
U.G. Education Honours (3-year)	6	5 Core	4	120	600	3,600
U.G. Education Honours (4-year)	8	5 Core	4	120	600	4,800

10. IMPLEMENTATION PERSPECTIVES: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

10.1 THE TRIDIMENSIONAL SYLLABUS: A CASE OF EDN-MJR-401

The course Philosophical Perspectives in Education (Course Code: EDN-MJR-401), offered in Semester I of the

2-year PG in Education programme, exemplifies the tridimensional pedagogical architecture. It is a 4-credit course at NCrf Credit Level 6.0 (UG4/PG1), encompassing six units of philosophical content taught through three parallel axes.

10.2 THE TRIDIMENSIONAL PEDAGOGICAL ARCHITECTURE

Parameter	Details
Course Code & Title	EDN-MJR-401 Philosophical Perspectives in Education
Programme	M.Ed. / P.G. in Education (2-Year) U.G. Education Honours
NCrf Level	6.0 (UG4/PG1) Coursework/400/6.0
Credit Structure	Academic: 2 Credits Skill: 1 Credit Experiential: 1 Credit Total: 4 Credits
Marks (120)	Academic Axis: 70 Marks Skill Axis: 30 Marks Experiential Axis: 20 Marks Total: 120 Marks
Bloom's Reconceptualisation	Cognitive→Academic Axis Psychomotor→Skill Axis Affective→Experiential Axis
Student Groups	6 Groups of 20 Students (120 total); each group assigned one of 6 Units
Hours Distribution	Academic: 15 hrs (common for all 120) Skill: 30 hrs/group Experiential: 45 hrs/group

10.2.1 ACADEMIC AXIS (15 HOURS TOTAL)

Content delivery is mandatory for all 120 students. The Academic Axis covers foundational theoretical concepts across all six units, establishing a shared vocabulary and baseline knowledge before students diverge into

specialized groups. This axis corresponds to 2 credits and 40 marks (Academic marks: 40 of 120 total, per the corrected framework).

10.2.2 SKILLS AXIS (30 HOURS PER UNIT)

Each student group (20 students) focuses exclusively on

their assigned unit, spending 30 hours developing 21st-century skills mapped to their philosophical content. Skills are organized across three sub-axes:

- Learning Skills — 4Cs (10 Hours): Critical Thinking, Creativity & Innovation, Collaboration, Communication
- Literacy Skills — IMT (10 Hours): Information Literacy, Media Literacy, Technology Literacy
- Life Skills — FLIPS (10 Hours): Flexibility, Leadership, Initiative, Productivity, Social Skills

10.2.3 EXPERIENTIAL AXIS (45 HOURS PER UNIT)

Each student group advances through NCrf Experiential Learning Proficiency levels applied to their assigned philosophical unit:

- Trained Level (10 Hours): Acquiring foundational practical knowledge and observing demonstrations
- Proficient Level (10 Hours): Applying philosophical concepts in simulated educational environments
- Expert Level (10 Hours): High-level analysis, independent evaluation, and troubleshooting complex educational scenarios
- Master Level (15 Hours): Exceptional skill demonstration, creating original pedagogical frameworks, and mentoring peers

Axis	Hours	Scope	Faculty	NCrf Basis
Academic Axis	15 Hours (Total)	Foundational theory for all 6 units — mandatory for all 120 students	Common Faculty	1 Academic Credit = 15 Hours
Skills Axis	30 Hours per Unit	21st Century skills (4Cs + IMT + FLIPS) mapped to unit content	Faculty A	1 Skill Credit = 30 Hours
Experiential Axis	45 Hours per Unit	NCrf Proficiency Levels: Trained → Proficient → Expert → Master	Faculty B	1 Experiential Credit = 45 Hours

10.3 Semester-wise Marks Distribution (2-Year PG Programme in Education)

programme, applying the 120-mark framework (1 credit hour = 1 mark, total 4 credits x 30 hours = 120 marks):

The following table presents the corrected marks distribution for Semester I and II of the PG Education

SYLLABUS MATRIX	
NCrf Credit Level: UG4/PG1: 6 Skill Level: 6.0: PG, UG + Exp, Dip + Exp, 12th + Exp	

SEMESTER-I — MARKS DISTRIBUTION

Course Code	Course Title	Course Level/NCrf	Academic (Credit)	Experiential (Credit)	Skill (Credit)	Credit Value	Academic (Marks)	Experiential (Marks)	Skill (Marks)	Total Marks
EDN-MJR-401	Philosophical perspectives in Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-402	Sociological perspectives in Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-403	Psychological perspectives In Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-404	Quantitative, Qualitative and Mixed research in Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MNR-405	IKS vis-à-vis Education	Coursework/400/6.0	2	1	1	4	70	20	30	120

EDN-VAC-449	Centrally framed	Value added/400/6.0					Gradation based evaluation			
TOTAL						20	350	100	150	600

SEMESTER-II — MARKS DISTRIBUTION

Course Code	Course Title	Course Level/NCrF	Academic (Credit)	Experiential (Credit)	Skill (Credit)	Credit Value	Academic (Marks)	Experiential (Marks)	Skill (Marks)	Total Marks
EDN-MJR-451	Contemporary issues in Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-452	Qualitative and Quantitative data analysis	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-453	Educational Technology	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-454	Teacher Education	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-MJR-455	Educational Management, Administration and Leadership	Coursework/400/6.0	2	1	1	4	70	20	30	120
EDN-VAC-449	Centrally framed	Value added/400/6.0					Gradation based evaluation			
TOTAL						20	350	100	150	600

10.4 UNIT-WISE CONTENT OVERVIEW: TRIDIMENSIONAL IMPLEMENTATION

The six units of EDN-MJR-401 encompass the breadth of philosophical traditions relevant to Indian education:

UNIT: I

ACADEMIC AXIS — COMMON FOR ALL STUDENTS

Unit-I: Nature of Indian Philosophy (2.5 Hours / ~4 Sessions)

a) Meaning, Nature and Scope of Indian Philosophy: Meaning, Nature and Scope, Relationship of Education and Philosophy, Aspects of Philosophy: (Epistemology/Vidya),

Reality (Metaphysics/Darshan), and Values (Axiology/Daya).

b) National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education.

Skills Axis: (21st Century Skills)

Content Focus: Epistemology (Vidya), Metaphysics (Darshan), Axiology (Daya), and National Values (Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom).

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A

Learning Skills: 4Cs (10 Hours)

- Critical Thinking (2.5 Hrs): Seminar on "Vidya vs. Darshan". Students critically evaluate how the Indian concept of Epistemology differs from Western definitions.
- Creativity & Innovation (2.5 Hrs): "Axiology in Action" workshop. Students design an innovative classroom layout that physically embodies the values of Equality and Freedom.
- Collaboration (2.5 Hrs): Group project to draft a "Modern Student's Constitution" mapping national values (Democracy, Secularism) to everyday classroom rules.
- Communication (2.5 Hrs): Oral defense presentations where students argue for the necessity of Socialism and Justice

in current educational funding models.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Students learn to navigate academic databases to source peer-reviewed journals discussing the historical evolution of the Indian Constitution's educational mandates.
- Media Literacy (3.5 Hrs): Analyzing contemporary news media to identify how educational policies reflect (or fail to reflect) constitutional Secularism and Liberty.
- Technology Literacy (3 Hrs): Utilizing digital mind-mapping tools (e.g., Miro, XMind) to visually map the relationship between Metaphysics, Epistemology, and Axiology.

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): "Curriculum Pivot" exercise. Students are given a rigid traditional lesson plan and must instantly adapt it to prioritize democratic student choice.
- Leadership (2 Hrs): Rotating chairing of debates on "The Role of the Teacher in a Democratic Society."
- Initiative (2 Hrs): Students independently identify a deficit in constitutional values within their own campus and propose a localized intervention.
- Productivity (2 Hrs): Time-boxed sprint to produce a functional framework integrating Axiology (Daya) into standard STEM subjects.
- Social Skills (2 Hrs): Role-playing conflict resolution between teachers and administration using principles of Justice and Equality.

Experiential Axis: Trained → Proficient → Expert → Master

Trained Level (10 Hours): Observation and Comprehension

- Activities: Students undergo training on identifying explicit and implicit philosophical values in existing school textbooks. They observe recorded classroom sessions and log instances where constitutional values are actively promoted or hindered.

Proficient Level (10 Hours): Guided Application

- Activities: Working in pairs, students rewrite standard lesson plans to explicitly include Indian Axiological principles (Values). They conduct micro-teaching sessions (15 minutes each) demonstrating how to teach abstract concepts like "Secularism" to middle-school students.

Expert Level (10 Hours): Analysis and Evaluation

- Activities: Students are given real-world case studies of educational inequalities in India. Using the lens of Metaphysics (Reality) and Constitutional Justice, they must write a policy brief diagnosing the philosophical root of the problem and evaluating current governmental interventions.

Master Level (15 Hours): Creation and Mentorship

- Activities: The group collaboratively builds an entirely original, 4-week interdisciplinary curriculum for secondary schools titled "The Democratic Classroom." This curriculum must seamlessly integrate Indian Epistemology with Constitutional values. They will present and defend this curriculum to a panel of external educators, acting as educational consultants.

UNIT-II: INDIAN SCHOOLS OF PHILOSOPHY AND THEIR EDUCATIONAL IMPLICATIONS

UNIT: II

ACADEMIC AXIS — COMMON FOR ALL STUDENTS

a) Orthodox (Astika) Schools of Philosophy: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya).

b) Heterodox (Nastika) Schools of Philosophy: Buddhism, Jainism, and Charvaka in terms of Knowledge

(Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

SKILLS AXIS: (21ST CENTURY SKILLS)

Content Focus: Orthodox (Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta) and Heterodox (Buddhism, Jainism, Charvaka).

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A

Learning Skills: 4Cs (10 Hours)

- Critical Thinking (2.5 Hrs): Comparative debate: The Materialism of Charvaka vs. the Spiritualism of Vedanta.
- Creativity & Innovation (2.5 Hrs): Designing a "Yoga-integrated" daily timetable for high-stress secondary schools.
- Collaboration (2.5 Hrs): Jigsaw learning groups. Small sub-teams master one Orthodox school (e.g., Nyaya) and teach it to the rest of the group to build a complete philosophical matrix.
- Communication (2.5 Hrs): Developing and delivering a TED-style talk on the relevance of Buddhist mindfulness in the modern attention economy.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Researching primary translations of Upanishadic texts and distinguishing them from secondary commentaries.
- Media Literacy (3.5 Hrs): Analyzing how "Yoga" and "Vedanta" are commodified and represented in Western digital media versus their authentic philosophical roots.
- Technology Literacy (3 Hrs): Creating an interactive digital timeline tracing the historical schism between Orthodox and Heterodox schools using timeline software.

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): Adapting a Jainist (Ahimsa-focused) pedagogy to a physical education/sports curriculum.
- Leadership (2 Hrs): Leading the cohort in a structured Nyaya-based logical argumentation session.
- Initiative (2 Hrs): Organizing an outreach presentation for peers on the logical fallacies identified by the Nyaya school.
- Productivity (2 Hrs): Rapidly drafting a comparative matrix of Epistemology across all 9 schools.
- Social Skills (2 Hrs): Empathy-building workshops based on Buddhist principles of compassion (Karuna) in classroom management.

Experiential Axis: Trained → Proficient → Expert → Master**Trained Level (10 Hours): Observation and Comprehension**

- Activities: Students learn the foundational syllogism of Nyaya logic. They observe how different schools define "valid knowledge" (Pramana) and participate in guided reading sessions of translated foundational texts.

Proficient Level (10 Hours): Guided Application

- Activities: Students construct their own logical arguments using the 5-step Nyaya syllogism to resolve common educational debates (e.g., standard testing vs. holistic evaluation). They also design a physical classroom space aligned with Vaisheshika atomistic theories.

Expert Level (10 Hours): Analysis and Evaluation

- Activities: Students critically evaluate modern STEM education through the lens of Charvaka (empirical materialism). They write analytical essays contrasting how a Mimamsa traditionalist and a Buddhist progressive would design a modern university's assessment criteria.

Master Level (15 Hours): Creation and Mentorship

- Activities: "The Neo-Gurukul Project." The group designs a comprehensive blueprint for a modern, technology-enabled school that bases its entire pedagogical framework on a synthesis of Yoga (discipline/psychology) and Vedanta (ultimate reality/ethics). They must produce a 30-page manifesto and present a functional prototype of their educational model.

UNIT-III: MODERN CONCEPT OF PHILOSOPHY & POST MODERNIZATION**UNIT-III:****ACADEMIC AXIS — COMMON FOR ALL STUDENTS**

a) Pre-Modernization of Philosophy: Buddhism, Jainism and Islamic tradition with special reference to their philosophical aspects and educational implications.

b) Post-Modernization of Philosophy: Analysis, Logical

analysis; Logical positivism and Positive relativism with respect to their educational implications.

Skills Axis: (21st Century Skills)

Content Focus: Pre-Modernization (Buddhism, Jainism, Islamic traditions) and Post-Modernization (Logical analysis, Logical positivism, Positive relativism).

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A**Learning Skills: 4Cs (10 Hours)**

- Critical Thinking (2.5 Hrs): Deconstructing the shift from Absolute Truth (Pre-Modern) to Positive Relativism (Post-Modern) and its impact on teacher authority.
- Creativity & Innovation (2.5 Hrs): Designing a "Post-Modern Curriculum" that abandons grand narratives in favor of localized, student-driven micro-narratives.
- Collaboration (2.5 Hrs): Group investigation into the integration of Islamic educational traditions (Maktabs/Madrasas) with modern secular educational requirements.
- Communication (2.5 Hrs): Crafting a persuasive policy memo advocating for the use of Logical Positivism in formulating exact, measurable learning outcomes.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Sourcing and evaluating academic papers that critique Post-Modernism in education.
- Media Literacy (3.5 Hrs): Analyzing social media algorithms through the lens of Positive Relativism (how personalized feeds create subjective realities for students).
- Technology Literacy (3 Hrs): Using data analytics tools to apply Logical Positivism (which demands empirical verifiability) to track and measure student performance metrics.

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): Navigating extreme cognitive dissonance by arguing for a Pre-Modern orthodox view in the morning, and a Post-Modern relativistic view in the afternoon.
- Leadership (2 Hrs): Facilitating a seminar on the epistemological crisis of "Fake News" using Post-Modern philosophy.
- Initiative (2 Hrs): Developing a rubric that measures student performance without using standard numerical grading, based on Post-Modern critiques of standardization.
- Productivity (2 Hrs): Compiling an annotated bibliography of 20th-century analytical philosophers.
- Social Skills (2 Hrs): Managing diverse, relativistic viewpoints in a group setting without forcing consensus, practicing true post-modern tolerance.

Experiential Axis: Trained → Proficient → Expert → Master**Trained Level (10 Hours): Observation and Comprehension**

- Activities: Tracing the historical transition. Students analyze historical documents from Islamic traditions and early Buddhist universities (like Nalanda) and compare them with the manifestos of 20th-century Logical Positivists (e.g., the Vienna Circle).

Proficient Level (10 Hours): Guided Application

- Activities: Applying Logical Analysis to language. Students take ambiguous mission statements of modern universities and rewrite them using the strict linguistic criteria of Logical Positivism to eliminate metaphysical ambiguity.

Expert Level (10 Hours): Analysis and Evaluation

- Activities: Evaluating the danger of Positive Relativism in modern classrooms. If all truth is relative, how does a teacher grade an essay? Students write a rigorous philosophical defense of either standardized testing (Positivism) or qualitative portfolio assessment (Relativism).

Master Level (15 Hours): Creation and Mentorship

- Activities: Developing a "Post-Modern Pedagogical Toolkit." The group creates a comprehensive training manual for in-service teachers on how to teach in a "post-truth" era. The toolkit will include practical strategies for fostering analytical thinking and managing subjective truths in diverse, multicultural classrooms, culminating in a professional development workshop delivered to peers.

UNIT-IV: PROBLEMS AND BUILDING OF PHILOSOPHY**UNIT: IV****ACADEMIC AXIS — COMMON FOR ALL STUDENTS**

a) Problems of Philosophy: Problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning with respect to their philosophical aspects.

b) Building a Philosophy of Indian Education: Main issues of development of education in India.

SKILLS AXIS: (21ST CENTURY SKILLS)

Content Focus: Problems of Philosophy of Education (concept, aim, curriculum, teaching/learning) and Building a Philosophy of Indian Education.

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A**Learning Skills: 4Cs (10 Hours)**

- Critical Thinking (2.5 Hrs): Identifying the core philosophical contradictions between India's economic aims (creating a workforce) and its cultural/spiritual aims (holistic development).
- Creativity & Innovation (2.5 Hrs): Brainstorming "Schools of 2050" — projecting current developmental issues into the future and innovating preventative curricula.
- Collaboration (2.5 Hrs): Forming "think tanks" to tackle specific problems: one group tackles curriculum bloat, another tackles rote learning, another tackles equitable access.
- Communication (2.5 Hrs): Drafting and performing a mock parliamentary debate on the National Education Policy (NEP 2020) through a purely philosophical lens.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Accessing and analyzing government reports (Kothari Commission, NEP) to extract underlying philosophical assumptions.
- Media Literacy (3.5 Hrs): Critiquing documentary films that highlight the systemic problems of Indian education (e.g., rural vs. urban divides).
- Technology Literacy (3 Hrs): Utilizing collaborative cloud tools (Google Workspace/Notion) to build a shared, live database of "Problems in Indian Education."

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): Adapting proposed philosophical solutions when presented with sudden budget cuts or policy changes (simulated crisis management).
- Leadership (2 Hrs): Taking charge of a "Curriculum Overhaul Committee," driving consensus among differing pedagogical views.
- Initiative (2 Hrs): Conducting independent ethnographic interviews with local school teachers to gather qualitative data on teaching problems.
- Productivity (2 Hrs): Using Agile methodologies to rapidly prototype a localized syllabus for an underprivileged demographic.
- Social Skills (2 Hrs): Stakeholder management roleplay: balancing the demands of parents, government, and students when building an educational philosophy.

Experiential Axis: Trained → Proficient → Expert → Master**Trained Level (10 Hours): Observation and Comprehension**

- Activities: Diagnostic mapping. Students map the theoretical aims of education against the practical realities of Indian classrooms. They review syllabus structures from various state boards to identify philosophical inconsistencies.

Proficient Level (10 Hours): Guided Application

- Activities: Problem-solving labs. Students are assigned specific problems (e.g., "The disconnect between vocational training and academic learning") and must apply a structured philosophical framework to propose actionable, classroom-level solutions.

Expert Level (10 Hours): Analysis and Evaluation

- Activities: Critical evaluation of the "Aim" of education. Students conduct a comparative analysis of how "success" is defined in urban elite schools versus rural government schools, utilizing sociological and philosophical lenses to evaluate equity and justice.

Master Level (15 Hours): Creation and Mentorship

- Activities: Drafting the "New Indian Philosophy of Education." Synthesizing the problems of curriculum, teaching, and learning, the group will author a comprehensive policy document. They will defend their new Philosophy of Indian Education in a formal symposium, demonstrating how their framework actively solves the developmental issues identified in the Trained and Proficient stages.

UNIT-V: WESTERN SCHOOLS OF PHILOSOPHY**UNIT: V****ACADEMIC AXIS — COMMON FOR ALL STUDENTS**

a) Ancient Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

b) Modern Western Schools of Philosophy: Existentialism, Essentialism, Humanism, Progressivism, Marxism in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

SKILLS AXIS: (21ST CENTURY SKILLS)

Content Focus: Ancient (Idealism, Realism, Naturalism, Pragmatism) and Modern (Existentialism, Essentialism, Humanism, Progressivism, Marxism).

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A**Learning Skills: 4Cs (10 Hours)**

- Critical Thinking (2.5 Hrs): Comparing the deterministic nature of Marxism with the radical freedom of Existentialism in an educational context.
- Creativity & Innovation (2.5 Hrs): Designing a "Naturalistic" learning environment (à la Rousseau) within a concrete urban setting.
- Collaboration (2.5 Hrs): Building a unified lesson plan that utilizes Pragmatism (learning by doing) to teach complex scientific principles.
- Communication (2.5 Hrs): "Philosopher's Pitch": Students must sell the concept of "Essentialism" (back-to-basics) to a board of modern, progressive educators.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Sourcing primary texts from Plato (Idealism), Aristotle (Realism), and Dewey (Pragmatism).
- Media Literacy (3.5 Hrs): Analyzing modern EdTech advertisements to uncover whether they are fundamentally Pragmatic, Essentialist, or Marxist in their underlying philosophy of who controls knowledge.
- Technology Literacy (3 Hrs): Creating an interactive website that categorizes educational software based on the Western philosophical school it best aligns with.

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): Transitioning seamlessly from facilitating a highly structured, teacher-centric Essentialist lesson to a chaotic, student-centric Existentialist discussion.
- Leadership (2 Hrs): Leading a Socratic seminar (Idealism) on the concept of universal truths.
- Initiative (2 Hrs): Proposing a Humanistic approach to peer-to-peer conflict resolution on campus.
- Productivity (2 Hrs): Organizing a fast-paced "Philosophy speed-dating" event to review all 9 Western schools efficiently.
- Social Skills (2 Hrs): Fostering group cohesion while debating the inherently divisive concepts of Marxist class

struggle in education.

Experiential Axis: Trained → Proficient → Expert → Master

Trained Level (10 Hours): Observation and Comprehension

- Activities: Epistemological mapping. Students outline the fundamental differences in how Idealism (ideas are reality) and Realism (matter is reality) define knowledge, and how this dictates whether a teacher uses lectures (Realism) or dialogues (Idealism).

Proficient Level (10 Hours): Guided Application

- Activities: Pedagogical Roleplay. Students must conduct 20-minute micro-teaching sessions. One must teach a math concept as a Pragmatist (practical application), another as an Essentialist (rote memorization and discipline), and another as a Humanist (focus on student self-esteem).

Expert Level (10 Hours): Analysis and Evaluation

- Activities: The Marxist Critique. Students analyze their own university's administrative and financial structure using Marxist educational philosophy, evaluating issues of capital, labor (teaching), and the commodification of the degree. They also evaluate how Progressivism attempts to solve these issues.

Master Level (15 Hours): Creation and Mentorship

- Activities: "The Synthesized School Design." Students must design a high school model that successfully integrates the practical utility of Pragmatism, the individual freedom of Existentialism, and the holistic care of Humanism. They will produce a detailed curriculum map, disciplinary policy, and architectural layout for this school, presenting it as a master thesis project.

UNIT: VI

ACADEMIC AXIS — COMMON FOR ALL STUDENTS

a) Indian Philosophers: Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Rishi Aurobindo Ghosh, M. K. Gandhi, J. Krishnamurthy and Savitribai Phule.

b) Western Philosophers: Educational Philosophy of J.J. Rousseau, J. Dewey, Bertrand Russell, A.N. Whitehead, Paulo Freire, Wollstonecraft and Nel Noddings.

Skills Axis: (21st Century Skills)

Content Focus: Indian (Vivekananda, Tagore, Aurobindo, Gandhi, Krishnamurthy, Phule) and Western (Rousseau, Dewey, Russell, Whitehead, Freire, Wollstonecraft, Noddings).

A. SKILLS AXIS (30 Hours) — Facilitated by Faculty A

Learning Skills: 4Cs (10 Hours)

- Critical Thinking (2.5 Hrs): Analyzing the contrasts between Gandhi's "Nai Talim" (craft-based, rural) and Aurobindo's "Integral Education" (spiritual, cosmic).
- Creativity & Innovation (2.5 Hrs): Designing a modern syllabus based on Nel Noddings' "Ethics of Care."
- Collaboration (2.5 Hrs): The "Meeting of Minds" project. Students collaborate to script and act out a fictional roundtable discussion between Savitribai Phule, Paulo Freire, and Mary Wollstonecraft on the topic of marginalized education.
- Communication (2.5 Hrs): Crafting and delivering a fiery, Freirean "pedagogy of the oppressed" speech targeting a modern educational injustice.

Literacy Skills: IMT (10 Hours)

- Information Literacy (3.5 Hrs): Researching the historical context that birthed Rousseau's "Emile" and Wollstonecraft's "A Vindication of the Rights of Woman."
- Media Literacy (3.5 Hrs): Producing a podcast series where students "interview" historical philosophers about 21st-century educational issues like AI and online learning.
- Technology Literacy (3 Hrs): Using video editing software to create a short documentary comparing Tagore's Shantiniketan with Dewey's Laboratory School.

Life Skills: FLIPS (10 Hours)

- Flexibility (2 Hrs): Adapting Krishnamurthy's anti-authoritarian, "school without walls" philosophy to a rigid, standardized testing environment.
- Leadership (2 Hrs): Emulating the social reform leadership of Savitribai Phule by organizing a campus awareness campaign on gender equity in education.
- Initiative (2 Hrs): Initiating a "Tagore-inspired" outdoor learning session for their peers.
- Productivity (2 Hrs): Synthesizing the core educational doctrines of 13 different philosophers into a single, accessible study guide for the whole cohort.
- Social Skills (2 Hrs): Practicing "Ethics of Care" (Noddings) in peer-review sessions, ensuring feedback is nurturing and relationship-building.

Experiential Axis: Trained → Proficient → Expert → Master**Trained Level (10 Hours): Observation and Comprehension**

- Activities: Biographical and contextual mapping. Students study the life events that shaped each philosopher's educational views. They map out the direct lineage of thought (e.g., how Rousseau influenced Dewey, who influenced Freire).

Proficient Level (10 Hours): Guided Application

- Activities: The "Philosopher-in-Residence" simulation. Students are assigned one philosopher and must spend a week answering all class prompts, writing emails, and designing lesson plans strictly in the voice and philosophy of that thinker.

Expert Level (10 Hours): Analysis and Evaluation

- Activities: Critical deconstruction. Students evaluate the limitations of these historical figures. For example, applying Bertrand Russell's logic and Whitehead's process philosophy to critique the romanticism of Rousseau or the spiritualism of Vivekananda in a hyper-technological modern age.

Master Level (15 Hours): Creation and Mentorship

- Activities: "The Praxis Intervention." Utilizing Paulo Freire's concept of Praxis (reflection and action directed at the structures to be transformed) combined with Phule's actionable social reform, the group will identify a real-world educational disparity in their local community. They will design, implement, and document a 2-week educational intervention (e.g., an adult literacy drive, or a marginalized youth mentorship program) explicitly grounded in the philosophies of their studied thinkers.

11. INTERNATIONAL PERSPECTIVES ON CURRICULUM AND SKILL INTEGRATION**11.1 SOUTH KOREA**

South Korea treats education as a national developmental priority, with its high university entrance rate historically producing a highly skilled workforce. For students not aspiring to university, Specialized VET High Schools and Meister High Schools provide quality vocational pathways. The South Korean government, in collaboration with the Swiss government, has been redesigning and modernizing vocational education through a network of vocational schools covering Carpenters, Auto Mechanics, Plumbers, Welders, Electricians, Boiler Mechanics, and Machine Operators. By 2017, 68.9% of graduates advanced to university, reflecting a successful dual pathway. South Korea's experience demonstrates that a high-performing academic system and a robust vocational pathway can coexist when structurally differentiated from the secondary level.

11.2 JAPAN

Japan's education structure operates through a (6+3)+3+4 model, with compulsory education covering elementary (6 years) and middle school (3 years). The curriculum is governed by the National Courses of Study (NCS), which allocates class hours across subject learning, moral education, integrated study, and special activities. Japan invests 5.5% of GDP in education. Teacher training involves pre-service university preparation followed by in-service agency training. The era of 'Relaxed Education' (1990s–2000s) emphasized individuality and autonomy (Zest for Living), but the 2008 reform — 'Schools that teach and make you think' — corrected the pendulum swing. Japan's GDP growth from 9.1% in 1950–74 through structured industrial development from Agriculture to Light Industry to Heavy and Chemical Industry illustrates how disciplined curriculum policy drives economic advancement.

11.3 GERMANY

Germany's educational system is distinguished by its Dual System of Vocational Training (DST, 2016), combining

theoretical instruction in vocational schools with on-the-job training in industry. Key policy milestones include: the Skilled Labour Initiative (2016) expanding apprenticeships; the Higher Education Pact (HEP) enhancing university capacity; the Vocational Training Pact (VTP, 2018) integrating digital tools and increasing permeability; and Vocational Schools 4.0 (2017) for future-readiness. Germany mandates external evaluation on a five-year cycle covering providers, management, individual staff, and parents — providing feedback on pedagogical processes. Germany's commitment to giving greater equivalence between General and Vocational studies through the Vocational Training Act directly mirrors India's aspiration in NEP-2020.

11.4 UNITED STATES OF AMERICA

The American Curriculum Guide (2021) is anchored by Common Core Standards that consistently challenge students to expand knowledge and skills and prepare for higher intellectual engagement. Accreditation is mandatory for both private and public institutions. American higher education encompasses a continuum from Vocational Technical Institutions and Community Colleges to Bachelor's and Master's programmes, with

continuous vocational training available at all levels. The American educational structure's accommodation of multiple pathways — including Professional Schools leading directly to Doctoral Studies — provides a model for NEP-2020's Multiple Entry and Exit provisions.

11.5 CHINA

China's educational reforms since 1985 have undergone a paradigm shift from a Socialist model (1949-1975) emphasizing equal access and practical knowledge, to a Socialistic Market Economy model (1976-2000) producing entrepreneurs with advanced knowledge. The 1985 Decision on Structural Reform of Education emphasized establishing a vocational education system at different stages and creating linkages with regular secondary education. China's skilling evolution — from Agricultural Schools (1917) to Skilled Workers Schools (1950) to modern Specialized Vocational Institutes — provides a longitudinal model of how vocational infrastructure is built over generations. The 1992 Market Economy reform, gearing domestic production and international trade to the world market, required skilled human resources that China's structured vocational system was positioned to supply.

Country	Structure	Vocational Integration	Tridimensional Alignment	Key Lesson for India
South Korea	5+3+3+4; Specialized VET High Schools; Meister Schools	Dual pathway: University (68.9% progression) + high-quality VET; Swiss-assisted modernisation	Strong Cognitive/Academic + growing Psychomotor/Skill; Affective through school community culture	Quality VET as parallel pathway; Meister Schools as Skill Axis institutional model
Japan	6+3+3+4 compulsory base; National Courses of Study (NCS); 5.5% GDP education	Integrated: academic subjects + moral education + special activities; 'Zest for Living' philosophy	Balanced Cognitive-Affective; NCS integrates all three domains; small-group Psychomotor support	Curriculum autonomy within national standards; moral education as Affective/Experiential Axis model
Germany	Dual System: 3 days Berufsschule + 2 days industry; Vocational Schools 4.0 (2017)	Vocational Training Pact (2018); 5-year external evaluation cycle; Skilled Labour Initiative (2016)	Most complete Psychomotor/Skill Axis model globally; 60:40 Experiential:Academic time ratio	Dual System as blueprint for Experiential Axis; industry-partnership model for Skill Axis courses
USA	K-12 + Community College + University; Common Core Standards; mandatory accreditation	Vocational-Technical Institutions + Community Colleges; OBE standards-based; American Curriculum Guide 2021	Strong Cognitive emphasis; growing Psychomotor through STEM and CTE; Affective through service learning	Standards-based OBE framework; Community College model for flexible Skill + Experiential learning
China	9-year compulsory; Secondary VET schools; 1985 Structural Reform; 1992 Socialist Market Economy	Vocational Education Law; secondary-higher VET linkage; Agricultural Schools→Specialized Vocational Institutes	Socialist-to-market model mirrors India's academic-to-skill balance challenge; all three domains integrated structurally	Structural reform model; secondary-higher VET linkage; adult education for Lifelong Learning Axis

12. SUMMARY OF CONTEXTS

This study is grounded in four intersecting contextual streams that together define the implementation

landscape of NEP-2020's tridimensional curriculum model:

6. The NEP-2020 policy mandate for holistic, skill-integrated, multidisciplinary higher education, operationalized through the UGC Curriculum and Credit Frameworks (2022, 2023) and the NCrF SOPs (2024). This mandate is unprecedented in its comprehensiveness: it simultaneously addresses credit architecture, assessment philosophy, institutional flexibility, and the qualitative purpose of education.
7. India's skilling landscape, characterized by a massive workforce of 1.35 billion (93% unorganized sector), a 37-year demographic dividend threatened by a potential USD 1.97 trillion GDP loss if skilling does not accelerate (National Skill Development Policy, 2009), and a formal skill training penetration rate of only 4.7%. The transformation of this landscape requires a structural intervention at the level of curriculum architecture — precisely what the NCrF tridimensional model provides.
8. Comparative international best practices from South Korea, Japan, Germany, USA, and China, which collectively demonstrate that the most effective educational systems seamlessly integrate academic and vocational pathways within a coherent national qualification framework, supported by mandatory industry linkage, continuous teacher development, and flexible curriculum pathways.
9. Bhattacharyya's (2024) Componential Flexible Curriculum (CFC) model, which provides a theoretically grounded and practically operational framework for tridimensional curriculum design and implementation. The CFC's emphasis on Proportionality, Transactional Flexibility, Evaluative Potential, and Holistic Development constitutes the pedagogical operationalization of the NCrF at the course level.

13. FINDINGS

13.1 BLOOM RECONCEPTUALISATION FINDINGS

1. Finding 1 — Cognitive-Academic Alignment: Bloom's Cognitive Domain (Remember, Understand, Apply, Analyse, Evaluate, Create) maps precisely onto the Academic Axis, with higher-order cognitive skills corresponding to the deeper theoretical content engagement required at NCrF Level 6.0. The Academic Axis's 15 hours per credit reflects the relatively efficient time pathway to cognitive knowledge acquisition.
2. Finding 2 — Psychomotor-Skill Alignment: Bloom's Psychomotor Domain (Imitate→Manipulate→Precision→Articulation→Naturalisation) maps onto the Skill Axis, with the 21st Century Skills framework (4Cs,

IMT, FLIPS) providing specific competencies. The Skill Axis requires 30 hours per credit — double the Academic Axis — reflecting the greater time investment needed for competency development over knowledge acquisition.

3. Finding 3 — Affective-Experiential Alignment: Bloom's Affective Domain (Receiving→Responding→Valuing→Organising→Characterising) maps directly onto the Experiential Axis, with the NCrF's Trained-Proficient-Expert-Master proficiency levels corresponding to the Affective progression from passive reception to internalisation and characterisation. The 45 hours per credit — triple the Academic Axis — reflects the depth of human development investment required.
4. Finding 4 — The 1:2:3 Ratio as Bloomian Logic: The 15:30:45 hour ratio is not arbitrary but reflects the epistemological character of each domain. Cognitive learning requires minimum time; Psychomotor development requires double for practice and application; Affective learning demands triple for authentic community-embedded action.
5. Finding 5 — The study also finds that several Western educational thinkers support a similar three-part structure of learning. Scholars such as **Shulman, Habermas, Deng and Luke** emphasize that effective education combines **knowledge, practice, and experience**. They also highlight that learning is not linear but interconnected, and that emotional and experiential understanding takes the longest time to develop.
6. Finding 6 — **Equal Value of Three Learning Dimensions**: Despite differences in hours and credits, the Academic, Skill, and Experiential components are equally important. Therefore, equal marks can be distributed across the three areas to ensure balanced evaluation of knowledge, practical competence, and personal development.

13.2 CREDIT-MARK FRAMEWORK FINDINGS

7. Finding 7 — The 120-Mark Justification: NCrF principle (1 credit = 30 hours) × 4 credits = 120 hours. At 1 hour = 1 mark: 4-credit course = 120 marks. The conventional 100-mark framework represents a 16.7% undervaluation of student learning investment.
8. Finding 8 — Credit allocation (2:1:1) and varying hour investment into (70 Academic :20 Experiential :30 Skill Axes per unit), though it may vary based on course and curriculum.
9. Finding 9 — Programme-Level Impact: A 5-course PG Education semester yields 600 marks (5 × 120) rather than 500 (5 × 100). The 2-year PG programme yields 2,400 total marks, providing more granular and differentiated student

assessment.

13.3 IMPLEMENTATION FINDINGS

- 10. Finding 10 — Full Unit Coverage: All 6 units of EDN-MJR-401 are fully implementable through the tridimensional framework, with specific Bloom-verb-aligned activities across Academic (15 hrs), Skill (30 hrs), and Experiential (45 hrs) axes.
- 11. Finding 11 — Group Differentiation Model: The 6-group model (20 students per group) enables simultaneous breadth (all 6 units covered across the cohort of 120) and depth (each group achieving 90 hours of engagement with their assigned unit).
- 12. Finding 12 — Bloom Verb Progression in Practice: Academic Axis activities progress from Remember (Unit I: define Indian philosophy) through Evaluate (Unit V: assess Western schools) to

Create (Unit IV: draft New Indian Philosophy). Experiential Axis progresses from Receiving (Trained: observe classrooms) through Characterising (Master: design and implement community interventions).

13.4 INTERNATIONAL FINDINGS

- 13. Finding 13 — Universal Tridimensional Structure: All five international models incorporate tridimensional learning integration. Germany's Dual System is the most structurally complete embodiment; Japan's NCS most comprehensively integrates the Affective/Experiential dimension.
- 14. Finding 14 — Time Investment Differential: Germany's 2-day industry/3-day school structure effectively implements a 60:40 Experiential: Academic ratio, approaching the NCrF's 45:30:15 hour ratio more closely than India's current practice.

FINDINGS IN TABLE:

Finding Domain	Core Finding	Policy Recommendation
Bloom Reconceptualisation	Cognitive→Academic; Psychomotor→Skill; Affective→Experiential — qualitative, not terminological change	Formally replace Bloom's taxonomy with tridimensional model in all Indian teacher education curriculum documents
Credit-Hour Mathematics	4 credits × 30 hrs/credit = 120 hrs = 120 marks (not 100)	UGC should revise all 4-credit course evaluation norms from 100 to 120 marks immediately
1:2:3 Mark Ratio	Engagement intensity differential (15:30:45 hrs) justifies 1:2:3 ratio expressed as equal marks (40:40:40)	Assessment rubrics must weight Skill and Experiential performance equally with Academic examinations
Full Unit Implementation	All 6 units of EDN-MJR-401 are tridimensionally implementable with specific Bloom-verb activities	Other PG/UG Education courses should adopt EDN-MJR-401 tridimensional syllabus as national template
International Alignment	Germany's Dual System and Japan's NCS most closely approximate NCrF tridimensional model	Study Germany's Vocational Training Pact (2018) and Japan's NCS for structural implementation guidance

Axis	Time Investment	Marks (120-mark framework)	Key Activities
Academic Axis	15 Hours (Foundational)	70 Marks	Lectures, Readings, Concept mapping, Examinations
Skills Axis	30 Hours/Unit (4Cs + IMT + FLIPS)	20 Marks	Seminars, Workshops, Projects, Presentations, Digital Tools
Experiential Axis	45 Hours/Unit (Trained-Master)	30 Marks	Observation, Micro-teaching, Case studies, Community projects
TOTAL	90 Hours/Unit (per group)	120 Marks	Integrated, Holistic Learning Experience

14. DISCUSSION WITH RELATED STUDIES

The findings of this study align with and extend the existing literature in several important ways.

14.1 ALIGNMENT WITH SHARMA AND JOSHI (2021)

Sharma and Joshi's finding that only 23% of universities had substantively restructured their curriculum despite

78% adopting NEP-2020 nomenclature is consistent with this study's identification of the gap between policy articulation and implementation practice. The CFC model proposed here offers a concrete structural solution to this gap by providing a course-level blueprint for

tridimensional curriculum design.

14.2 EXTENSION OF SINGH AND BHARGAVA (2020)

Singh and Bhargava's critique of Skill Enhancement Courses as peripheral add-ons is addressed by the tridimensional architecture, which integrates skill development as a co-equal axis with academic content rather than appending it as a supplementary module. The 30-hour/unit Skills Axis investment ensures substantive, not cosmetic, skill integration.

14.3 VALIDATION OF BHATTACHARYYA'S CFC MODEL (2024)

The operationalization of the CFC model in EDN-MJR-401 demonstrates its practical viability. The model's eight characteristics — modularity, personalization, adaptability, interdisciplinary connections, continuous improvement, technology integration, competency-based learning, and inclusivity — are all present in the tridimensional syllabus design.

14.4 DIALOGUE WITH RENOLD ET AL. (2016)

Renold et al.'s finding that countries with strong industry linkages consistently outperform others on graduate employability metrics supports this study's emphasis on the Experiential Axis, particularly the Expert and Master levels, which require students to engage with real-world educational environments and community-based projects. India's implementation of the NCrF's Experiential Learning Proficiency Levels mirrors the industry linkage models of Germany and Switzerland.

14.5 THE 120-MARK FRAMEWORK: A NOVEL CONTRIBUTION

The most significant contribution of this study is the articulation of the 120-mark evaluation framework, which has not been explicitly addressed in any prior published work. The logical chain — 1 credit = 30 hours, 4 credits = 120 hours, therefore 120 marks — is grounded in NCrF principles but has remained unapplied in practice. This study's recommendation that all 4-credit courses be evaluated at 120 marks, with the Academic: Skill: Experiential ratio set at 1:2:3 (weight basis), represents a theoretically coherent and policy-aligned reform.

15. CONCLUSION

This paper has undertaken a comprehensive qualitative documentary analysis of the curriculum implementation phase of NEP-2020, focusing on the Tridimensional Curriculum Model (Academic: Skill: Experiential = 1:2:3). The findings reveal that while NEP-2020 represents a landmark policy innovation, its implementation in Indian higher education institutions remains partial, fragmented, and in several critical dimensions, miscalibrated.

The most urgent miscalibration concerns the credit-mark equivalence: the conventional 100-mark framework is inconsistent with the NCrF's foundational principle that 1 credit = 30 hours of learning. A 4-credit course logically yields 120 learning hours and should therefore be evaluated at 120 marks. This corrected framework,

combined with a 1:2:3 weight ratio across Academic, Skill, and Experiential dimensions, provides a theoretically coherent and practically implementable blueprint for NEP-2020 aligned curriculum evaluation.

The case of Philosophical Perspectives in Education demonstrates that even traditionally academic, humanities-oriented courses can be successfully restructured into a tridimensional format, with each unit offering dedicated Academic content, Skills development activities (4Cs, IMT, FLIPS), and Experiential learning pathways (Trained-Proficient-Expert-Master), within the NCrF's proficiency framework.

International experience from South Korea, Japan, Germany, USA, and China confirms that the integration of academic and vocational learning within a coherent national qualification framework is the defining feature of high-performing educational systems. India, with its unique demographic dividend and structural skilling challenge, has the policy instruments — NEP-2020, NCrF, UGC Frameworks, MSDE schemes — to achieve this integration. What is required now is the political will, institutional capacity, and faculty readiness to move from policy aspiration to pedagogical reality.

The Componential Flexible Curriculum model, with its emphasis on modularity, personalization, and the Proportionality-Transactional Flexibility-Evaluative Potential-Holistic Development chain, offers a theoretically grounded and practically viable pathway for this transition. Future research should empirically validate this model through longitudinal institutional case studies, student learning outcome assessments, and faculty development programme evaluations.

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