

Quality Enhancement in the Indian Education System: Role of NEP 2020

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Quality Enhancement in the Indian Education System: Role of NEP 2020

By : *Prof. Divya Nath, Prof. Dinesh C. Sharma, Prof. Kishor Kumar, Prof. Deepti Bajpai*

Editorial

India has needed and has been striving for transformation in education for a long time. Transformation in this context refers to critical thinking among students and scholars, universalization of thought, thinking outside the box, decolonization of mindset and policy, internationalization of education, particularly higher education, multidisciplinary knowledge, holistic learning, multiway interaction between industry and academia, flexibility of time and courses, student and learning-centric approach, teacher accountability, involvement in lifelong learning, and qualitative research. All of the above is needed to develop thinking skills, hands-on learning, interactive environments, integrated pedagogy, and competency-based learning.

The earlier educational system was primarily concerned with teaching and producing outcomes. The grades received were used to evaluate the students. This method of development was unidirectional. However, the new educational strategy emphasizes the value of a multidisciplinary approach. It attempts to promote the student's overall growth. A new education policy envisions the creation of a new curriculum and educational system that will support pupils at their various learning stages. To ensure that everyone, from urban to rural areas, has access to education, changes must be made to the current educational system. In achieving SDG Goal 4, quality education will help achieve sustainability.

The current educational methods must be reviewed in the light of the challenges posed by the global economy, as technology improvement, fast globalization, and unheard-of phenomena like the COVID-19 pandemic will affect the nature of labor in the future. The Ministry of Education recently revealed National Education Policy 2020 (NEP), which aims to build a more diverse, united, and productive country, represents a revolutionary change. The NEP results from a lengthy effort aiming to achieve 100% Gross Enrolment Ratio (GER) by 2030. The goal of the policy is to usher in a time when individualized, research-based learning centers on the needs of the individual child.

The nature of educational institutions needs to be made more independent, leading to autonomy with accountability, where education is regulated rather than controlled and managed. Before setting the standards higher, their practical side should be understood. Since we are resolving to implement this policy completely by 2030, each target will have to be implemented properly in the right perspective with full understanding and dedication.

The New Education Policy 2020, spearheaded by Prof. Krishnaswamy Kasturirangan and approved by the Indian Parliament, gives wings to all of the above aspirations. The first pillar of democracy did his work wonderfully. Now it is the responsibility of the second pillar of democracy to execute and implement this policy objectively. The focus, therefore, shifts to the educational institutions, their leaders (Vice Chancellors/Directors/Principals/Education officers, etc.), and all the stakeholders. The policymakers understood the importance of this fact, so they wrote that the biggest role in its implementation would be that of teachers. The first task is to ensure both flexibility and accountability in their work culture with changes in national and regional structures in line with education policy. We must step outside our comfort zones. They should take a leadership role in the struggle for global change because exceptional individuals transform the lives of others, and we all know that education is the most powerful weapon to bring change. All institutions must achieve excellence in imparting education. They have been continuously doing their self-evaluation, but at the same time, they should go through the process of external evaluation from time to time. This assessment should be conducted so that it does not affect any institution's teaching and research work. A key

element of the policy is inclusive digital education. India would be able to benefit from its youthful population if investments were made in the educational system and all states worked together to accomplish the policy's ambitions. By establishing a strong educational system, India will make significant progress toward becoming a global knowledge superpower. The new policy places a strong emphasis on doing away with rote learning and memorization of theory to score high in tests. In order for pupils to meet the high requirements of global learning, it intends to move the emphasis toward skill development, self-discovery, experiential learning, etc. Board examinations won't be valued as highly as they have been in recent years. Board exams will be "easier" since they will focus more on basic talents and capacities rather than months of study or memorization. A progress card will now represent a student's overall evaluation. A multidimensional report card will be produced that reflects in great detail the development and individuality of each learner in the cognitive, emotional, and psychomotor domains. Self-evaluation, peer evaluation, and instructor evaluation will all be included on the progress card. As far as possible, such a system should be developed in the evaluation grade so that a new metric of showing high and low does not follow students' evaluations in earlier times. Through this policy, we are hoping and striving to evolve a continuous evaluation system among the students so that the shortcomings of the previous system can be done away with.

The Indian government has created a New Education Policy to implement the proposals by 2030. The current educational policy, which was last put into effect in 1986, has undergone a full transformation. Instead of employing rote learning techniques, it emphasizes the child's self-capabilities and concept-based learning. The following are the changes to the New Education Policy's structure that the policy aims to redesign. School curricula and pedagogy are divided into a new "5+3+3+4" design to make schooling relevant to the needs and interests of students at different developmental stages, including a "Foundational Stage" (five years), a "Preparatory Stage" (three years), a "Middle Stage" (three years), and a "High Stage" (four years, covering grades nine, 10, 11, and 12). By 2025, "universal basic literacy and numeracy" is the goal for primary schools. A National Mission on Foundational Literacy and Numeracy will be established by the Ministry of Human Resource Development to accomplish this.

The same standards, benchmarks, and procedures will be used to evaluate and accredit public and private schools, except those administered, assisted, or controlled by the federal government. By 2030, there should be 100% gross enrollment ratio for pre-kindergarten through secondary education. (GER is defined as the ratio of the official population to the overall enrollment in education, regardless of age, in a certain school year, represented as a percentage.) According to the policy, achieving universal participation in education will require monitoring students' academic progress to make sure they are enrolled, attending class, and have access to opportunities to re-enroll or make up missed work. The student's mother tongue or a local or regional language must be used as the medium of expression until at least fifth grade, but ideally until grade eight or beyond. The "three-language formula," which requires that two of the three languages taught in schools be indigenous to India, will still be used. The goal of the policy is to create a national standard for Indian Sign Language education. To ensure that all girls and transgender students receive an equal and high-quality education, the Indian government must establish a "Gender-Inclusion Fund." The central government's programs for aiding female and transgender pupils, such as provisions for restrooms and cleanliness, conditional cash transfers, and bicycles, shall be implemented by the states through the use of this fund. States will be able to support "community-based" interventions, thanks to the fund. The strategy recommends building "school complexes", including a secondary school and other institutions that provide lower-level education, such as Anganwadi centers, within a range of 5 to 10 kilometers. With such a complex, "more efficient implementation, coordination, leadership, administration, and administration of schools in a cluster" will be possible. This policy states that all educational institutions must be subjected to the same requirements for audit and transparency as "not-for-profit" companies. If the institution has a surplus, it must put it back into the education industry. According to the policy, all "higher education institutions" (HEIs) must strive to be multidisciplinary by the year 2040. Every district must have at least one interdisciplinary HEI by the year 2030. The initiative seeks to raise the higher education gross enrollment ratio from 26.3% in 2018 to 50% in 2035. For students who have completed a three-year bachelor's program, the higher education system may provide two-year master's programs; one-

year master's programs for students who have completed a four-year undergraduate curriculum; or five-year combined bachelor's and master's programs. Programs for master's degrees must end. The policy states that "high-performing" Indian colleges should be encouraged to establish campuses abroad. The establishment of certain universities in India would also be promoted, for example, those that rank among the top 100 universities worldwide. A national research foundation must be set up to enable "merit-based but equitable" peer-reviewed research financing. According to the program, the federal government and the states must collaborate to raise public investment in education from its present level of 3 percent of the GDP to 6%.

A nation must create a comprehensive national education policy to meet this criterion because education is a crucial and essential component of any society's or nation's overall growth. An important step in this approach is the New National Education Policy, 2020, authorized by the Indian government. The way this new educational policy is put into practice will determine its effectiveness. India has the youngest population among all nations, and it is safe to say that giving these children access to high-quality educational opportunities will be crucial to India's future. Necessary changes in the assessment and accreditation process are also called for so that all institutions can easily get it done and move sequentially towards betterment.

The present book is an attempt to highlight the importance of and the metrics needed, to effectively implement the provisions of the New Education Policy 2020, to achieve its objectives of bringing back the quality and glory of the Indian education system which our country was known the world over, during ancient times.

Editors

All 31 research papers included in the book were checked for plagiarism using Urkund software and were accepted for publication only after being found eligible, according to the norms decided by the Institutional Academic Integrity Panel of the College.

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1.

Paradigm Shift in U.P. Higher Education System as a Result of Implementation of NEP-2020

Prof. Dinesh C. Sharma*

Ms. Sumbul Zehra**

Prof. R. K. Chaturvedi***

Introduction

In the leadership of our Prime Minister honorable Narendra Modi and chairmanship of Kasturirangan ji we got a new education policy after waiting a long period of 34 years. In making this policy nearly 2.5 lakhs Gram Panchyats, 6600 Blocks, 676 districts were involved in consultation process and all kind of people were involved in education dialogue. Now national education policy is in existence and main focus is that all stakeholders should implement it, so we can achieve the goal. Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developed India, higher education significantly contributes towards sustainable livelihoods and economic development of the country.

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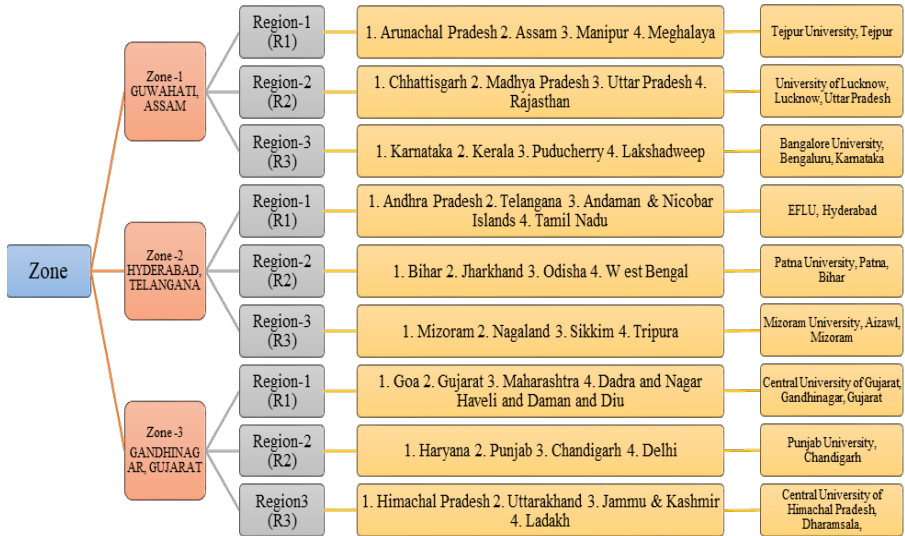
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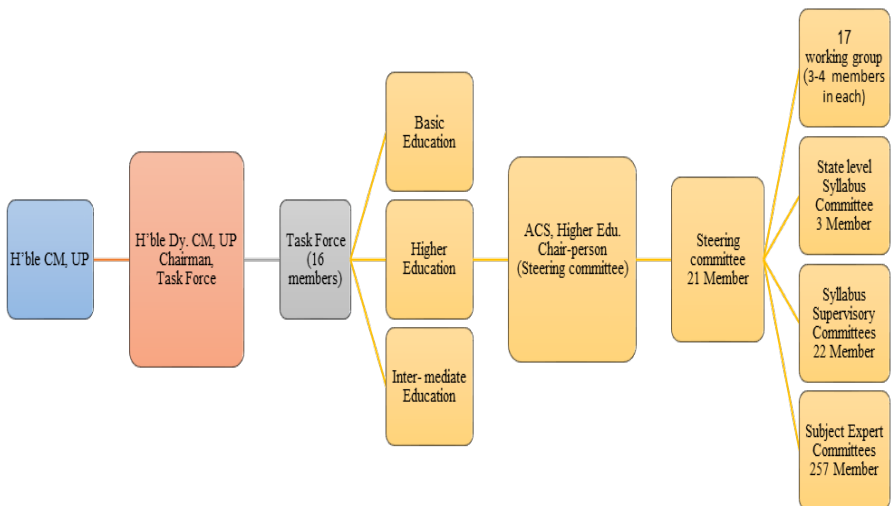
The main objective of new education policy is Internationalization of Indian education system with Indian values, ensure employment and world class research. The new education policy has an international mindset with an Indian heart. NEP-20 focuses on development of skill and values with the education, for the purpose of developing holistic individuals, so we have to identify set of skills and values incorporate it at each stage of learning from say School stage to higher education. It is also focus on Knowledge creation and innovation in education as a result of which we can achieve 5 trillion economy goal set by our prime minister.

Uttar Pradesh became the first state to implement the NEP-2020 at ground level from the session 2021-22. U.P. Chief Minister Honorable Yogi Adityanath constituted a task force in the chairmanship of Dy. C.M. and Higher and Madhyamik Education Minister Dinesh Sharma. He constituted Steering Committee for Higher, Inter and Basic education. Higher education Steering committee headed by Mrs. Monika Garg, IAS, ACS, Higher Education as its chairmen and 18 members consist of VC, Ex.VC, Professors and teachers from state university, private universities and colleges of U.P. in August 2020. Higher education Steering committee conducted more than 40 virtual meetings during COVID period and finalized the framework for the implementation of NEP-2020 from session 2021-22. Syllabus is the way to implement objective of NEP-2020 at ground level, for this Mrs. Monika Garg, ACS did a tremendous work and frame a state level syllabus committee with five Supervisory committees consist of 25 members for Arts, Science, Commerce, Management and Teacher Education. Supervisory committees framed subject experts committee for each subject which consisted of 257 eminent academic experts from different stakeholders. In addition to subject, various committees were framed by ACS higher education for NCC, Skill course, Research etc.

Implementation of NEP-2020 at Central



Committee Structure for the Implementation of NEP-2020 in U.P.



National education policy-2020 envisions a complete overhaul and re-engineering of the higher education system to overcome the challenges faced by Indian education in last

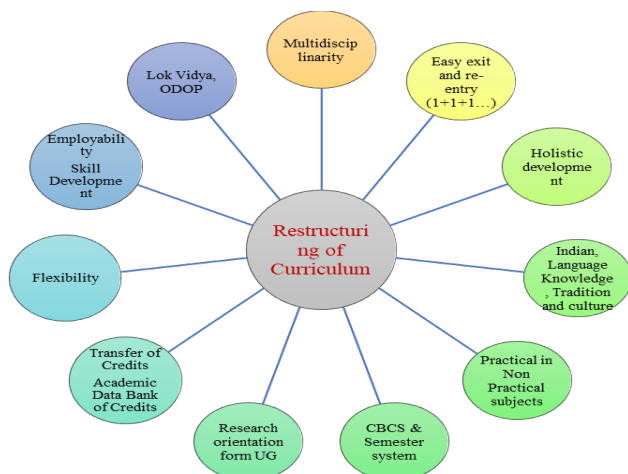
70 years. NEP-20 aims to-

- ❖ Attract the best brains in teaching and research through merit appointment and career progression based on teaching, research and service.
- ❖ Both UG-4 year and PG students can go for Ph.D, But M.Phil is discontinued.
- ❖ Common norms for public and Private HEIs.
- ❖ Deliver high quality higher education with equity and inclusion.
- ❖ Develop large multidisciplinary University and colleges, with at least one in or near every district. Standalone HEIs and professional education institutes will evolve into multidisciplinary HEIs.
- ❖ Ensure higher education research to disadvantaged and underprivileged students.
- ❖ Ensure the social status of teacher in Indian society.
- ❖ Established National Research Foundation to promote good quality research in university and colleges.
- ❖ Fee fixation within Broad Regulatory frame work.
- ❖ Form a single regulator for all higher education except Medical and law, Higher Education Commission of India.
- ❖ Increase GER to 50% by 2035.
- ❖ Integrate vocational, teacher and professional education
- ❖ Integrated 5 years bachelor's and Master's Programme
- ❖ Multiple Entry/exit, So student can study as per their requirement and situation.
- ❖ Passing out existing affiliation system in 15 years.
- ❖ PG Programme of 1 and 2 year duration.
- ❖ Promote traditional arts/Lok Vidya.
- ❖ Promote Indian language, culture, values and education system in each step of education.
- ❖ Provide academic and administrative autonomy by appointment of an independent board of governors (BoG). All functions of HEIs are controlled by BoG.

- ❖ Provide education across India that of a medium of instruction or program in local/ Indian languages.
- ❖ Provide Graded autonomy at academic administrative and financial level to ensure institutional autonomy.
- ❖ Public investment in education sector to reach 6% of GDP.
- ❖ Revamping curriculum, pedagogy, evaluation and examination system.
- ❖ Set up National Education Technology Forum (NETF) to ensure the use of ICT in every step of higher education, develop Divyangjan friendly education software's, develop e-Contents in regional language, develop virtual lab.
- ❖ Setup National institutes for Pali, Persian and Prakrit
- ❖ Setup Special Education Zone (SEZ) for disadvantage regions.
- ❖ UG Programme of 3 and 4 years duration. 4th year of UG Programme dedicated for research.

The NEP-20 will setup Indian education system on international platform and setup a new standards and milestone in education system, which will be followed by world, So we can say in future, the world will follow us, not we follow the world. NEP-20 will be helpful to established India as a “world guru”.

Restructuring of curriculum to implement NEP-2020 at ground level- Curriculum is a tool to implement NEP-2020 objects at ground level.



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Six New Compulsory Courses Implanted for the Holistic Development of Students

- ❖ One course of TWO credits each in first six semesters.
- ❖ Number of Lectures in each course: 30.
- ❖ Continuous Internal Evaluation: 25%.
- ❖ End Semester University Exam (75 MCQ, 2 hours): 75% (One fourth negative marking).

Semester	Title of the Course	Unit 1	Unit 2	Unit 3	Unit 4
I	Food, Nutrition and hygiene	Human dietary requirements		1000 Day's Nutrition	Community Health Concept
II	First aid and health	First Aid		Basic Sex Education	Mental Health
III	Physical Education & Yoga	Physical Education		Yoga & Meditation	Sports
IV	Human values and Environment Studies	Universal Human Values		Basics of environment	Environment conservation
V	Analytical Ability and Digital Awareness	Problem Solving & Decision Making (For Competitive Exams)	Analytical Ability & Logical Reasoning (For Competitive Exams)	Computer Basics, Use of MS WORD & EXCEL	Web surfing Cyber security
VI	Communication Skills and Personality Development	Personality & Personal Grooming	Interview Preparation & Group discussion	Body Language and behavior	Art of Good Communication

Comparison Before and After Implementation of NEP-2020 in U.P

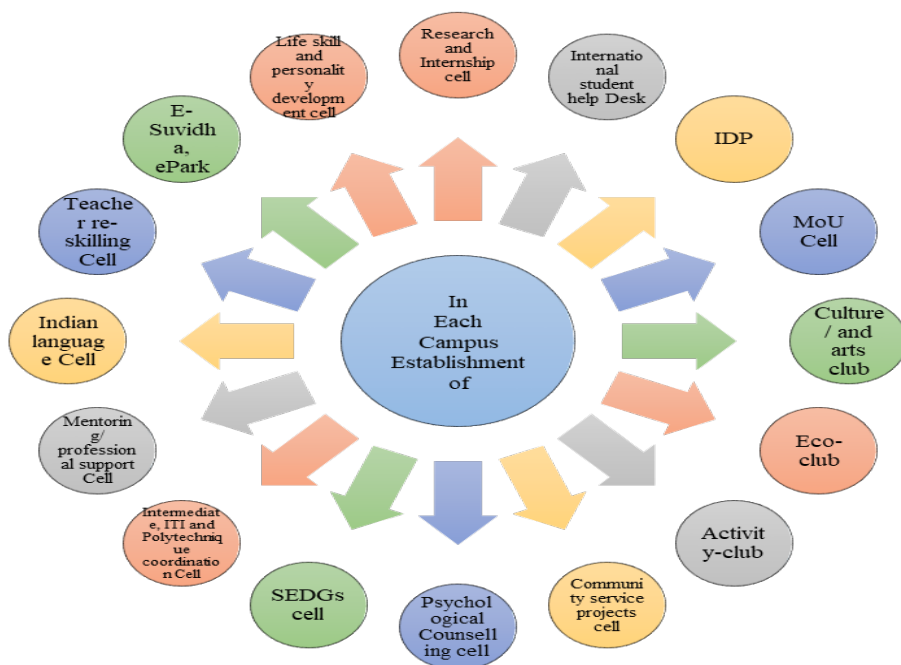
Title	Before NEP-2020	After NEP-2020 implementation
Pattern of education	Exit-after 3 year (UG) and 2 year (PG)	Exit-Yearly After 1 Year- Certificate After 2 Year- Diploma After 3 Year- UG Degree (BA, BSC, BCom etc.) After 4 Year- UG Degree with research After 5 Year- PG (MA, MSc, MCom etc.) After 6 Year- PGDR After 7-8 Year-PhD
	Annual	Semester at all level UG to PG
	CBCS at UG Level in some universities	In all UG/ PG programmes, Choice Based Credit System (CBCS) has been introduced
	No Credits	Credits accumulated and used by students for exits
Liberty to choose subjects	No liberty, BSc (Bio) student have to choose. Zoology, Botany, chemistry.	Step taken to break the boundaries of faculty. Student can choose and change their subjects at any level. The degree awarded in the faculty (BA, BSc, BCom, BED, BBA etc.) in which student collect 60% credits form major subjects. If he/she unable to get 60% credits from any faculty. He/she will get a degree of BLE (Bachelor of liberal education) as per UGC guidelines. So now in UP there is complete liberty to choose a combination of subjects/ courses and option for earning Bachelor of Liberal Education.
Indian Culture, values and tradition contribution of Indians	Not in all subjects	In each subject in first year, first semester, first unit has been dedicated to the contribution of Indians to the concerned subject, Indian culture and tradition and Indian knowledge system. A compulsory co-curricular course is also introduced on human values
Utilization of study of all years	If Student not complete 3 years of course, study of 2,3rd year waste.	No wastage, Student exit at any year after earning required credits Even no wastage of any paper of subjects. Credits of all the papers which are passed by students are accumulated and they can be use by student at the time of exit.
		Each student have to learn Skill course in first 4 semester. Skill oriented part of subject is highlighted for exit in certificate and diploma level. In many subjects, each year exit point has been assigned a specific specialization, to enhance employability. Lok Vidhya, Local traditions (Notanki, Ragni etc.) can be used as skill

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Vocationalization of education Or Skill oriented education	Skill not included in Higher education	In subjects where there was no practical so far, compulsory practical courses have been added. For skill development, in languages also, compulsory courses on translation, script writing, computer typing, blog writing etc. have been added
Research	No Research at UG and PG	To develop research orientation in a student, research project has been made compulsory at UG level. At PG level it has been brought into every semester.
Evaluation	Only marking system	Credit system
CIE	No (Continues Internal Evaluation) CIE at UG	25% CIE in each paper at each level
Exit and re-entry	Exit after 3/2 year and limited re-entry option	Multiple exit-entry allowed at yearly basis.
Online education	No option to use credits of online course for traditional degree	Online credits allowed upto 20%. Students can earn 20 % credits by online courses. By Online students can earn subjects of their choice, which are not available in college.
Early completion of degree	Not possible	It's possible If a student accumulate required credits for a degree before three years, He can complete his/her degree in two years By using online courses, a student can complete his/her 3 year degree course in 2 Years. He/she can do some other work in 3rd year and gets degree after three years.
Multidisciplinary Approach	No Multidisciplinary Approach, Students are limited to their faculty	Multidisciplinary mandatory. Boundaries of faculties are broken
Holistic development of students	Not included	Six compulsory co-curricular course are introduced for each semester for overall development of students
Multiple college at a time	Not possible	Possible in nearby college, by clustering of HEIs and by blended learning with conditions
NCC as a subject	No option	NCC certificate marks/grade can be used as Minor paper. NCC syllabus allowed as an alternative of minor
Transparency, Change of HEI, Credit stores and transfer	No such facility	A centralized online portal ABACUS-UP is developed for all stakeholders of HEIs of UP to ensure all activities in time bound manner at one place. In comparison of ABC of central government, ABACUS-UP allows transfer of students among all Universities and colleges, whereas ABC restricts the credit transfer between universities (degree awarding HEIs) through DigiLocker only. By ABACUS-UP students easily migrate between colleges, opt subjects for multidisciplinary, exit and re-entry

Initiatives to address Digital divide	No such facility	eLearning Park in 120 GDC(24x7) eSuvidha Kendra PPP mode State Online education Policy Digital Library (24x7) eContent in Hindi & English Mobile / Tablet to all HEIs students Preloaded Tablets for Library Pilot project for paperless education to protect mother earth.
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For Proper and Timely Implantation of NEP-2020, State Government Issue Guidelines to Established Various Cells in HEIs of U.P.



Suggestions

S.N.	Objective of NEP	Possible solutions, suggestions to achieve objective of NEP
1, 2	Curriculum/ Syllabus revision to achieve goals of NEP-20	Internationalization of syllabus (So credit transfer between Indian and abroad HEIs possible) Involvement of Local industry/ business in Skill syllabus. Include Indian language, culture, knowledge, tradition and vidya as a part of curriculum.
3	Muti-disciplinary HEIs (with 3000 enrollment)	Muti-disciplinary higher education cluster or hub developed By joining 2-3 college of low enrolment as a cluster Cluster research hub (expertise wise)

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4	Vocationalization of education Or Skill oriented education	<p>HEIs identify and include skill part of subjects or identify local skills, which are likely to generate among students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter manual operations</p> <p>Mandatory internship/ Apprenticeship by local industries and body. As CSR activity</p> <p>Credit for local skill based projects or work.</p> <p>Involved skilled (may be not educationally qualified) in skill training or project. For example a farmer can trained students in Aquaculture.</p>
5	Graded autonomy of HEIs on the basis of NAAC accreditation	<p>On the basis of NAAC IInd cycle or more grade, Graded autonomy started, For example-</p> <p>B++ Grade -Autonomy in syllabus, admission upto UG Courses and Skill Courses syllabus and admission, examination.</p> <p>A Grade- B++ Grade benefits + Autonomy in syllabus, admission upto PG Courses</p> <p>A+ Grade - A Grade benefits + Autonomy in all kind of exam and admission and resrach</p> <p>A++ Grade - Complete autonomy with degree awarding status</p>
6	NAAC accreditation	<p>Mandatory NAAC accreditation for all eligible HEIs with in timeframe</p> <p>Minimum benchmark - Smallest college who get NAAC grading</p> <p>Recognition and Reward for Higher CGPA HEIs every year, For example, two highest CGPA HEIs, Principal and Coordinator can be honoured on “teachers day” every year.</p> <p>Responsibility should be fixed</p> <p>Hold increment/DA of HEIs (All employees) who are not completed their IInd or subsequent cycle grading within time, until they complete their NAAC</p> <p>HEIs allow to charge an accreditation fees, that can be used for payment of accreditation fees only, OR state govt. give accreditation fee for public funded HEIS</p>
7	Use of ICT in Higher education and research	<p>Establishment of State Technology Education Forum (SETF) by involving technology friendly faculty.</p> <p>Single platform for all HEIs of state for transparency, timely admission and examination, migration of credits,</p> <p>Higher education dept. function as nodal agency and an agency hired by global eTender on the basis of per student charge.</p> <p>Financial arrangement for portal and software arranged on the basis of student number, 50-200Rs/fees can be charged as a part of student fee, HEIs directly transferred this fee to</p>

		<p>the agency.</p> <p>All data and software is the property of HED,UP and after every 5 year re-eTender done for selection of agency, to control the monopoly of one agency.</p> <p>Expert knowledge sharing- system developed, so the student of one HEIs can participate in the online class of other HEIs, and attendance automatically transferred to the HEI of student enrolment by software.</p> <p>Eco-friendly, paperless education</p> <p>Solar Grid and Internet connectivity in all HEIs</p> <p>Digitalization of all office work, admission and exam related work. Ensure transparency and Save environment paper</p> <p>Online Training of faculty</p> <p>Online class as option, choose by students at the time of admissions</p> <p>Credit transfer of online courses</p> <p>UID biometric based Student and faculty attendance, to control Student: Teacher ratio and increase GER. Online attendance should be counted</p> <p>Student debit/credit card- To buy device on instalments</p> <p>Digital devices with the help of CSR or donations or Student credit card.</p> <p>HEIs allow to charge an ICT fees, by this they develop IT infrastructure and Wi-Fi campus.</p>
8	<p>Student Credit/Debit card</p> <p>Or</p> <p>Student Smart Card</p>	<p>MoU signed with a bank to issue “Student Credit/Debit card” to all enrolled students of the state every year.</p> <p>No cash transition in HEIs</p> <p>This card will used to pay fees in HEIs and other purpose.</p> <p>Students can use their credit limits to purchase a digital device for their education.</p> <p>Scholarships transfer to this account</p> <p>Used for Educational loan or small job loans</p> <p>This card can be integrated with digital documents (educational, Caste, Income etc)</p>
9	Teacher dignity	<p>Teachers are assigned only education related work</p> <p>If they are assigned non-educational work, in specific situation (Election etc.), No one who is getting lower pay than teacher will direct them.</p>
10	Research	<p>Setup State Research council (SRC) –in line with National Research Council</p> <p>Representation of all type of faculty (Rural to urban, College to university) in SRC.</p> <p>Grass root innovation cell in all HEIs</p> <p>Plagiarism cell in each HEIs, without which no publication can be done in any HEIs</p>

12 Quality Enhancement in the Indian Education System: Role of NEP 2020

		Research as a part of teaching Funding for reference through CSR Industry collaboration research Monetization of research by faculty allowed
11	GER	Increase GER 50% by 2035 Both online and offline system of teaching used to achieve target of GER. At the time of admission students have the option to choose mode of teaching (online class, Blended class, in-campus class). As a result of this not only enrolment increase but “Dropout rate” decrease and “pass out ratio” (Ist year to Final year) increases. Within the same infrastructure more students can be enrolled Student: Teacher ratio can be mentioned. Married girls, poor working students can take their classes
12	IDP by each HEI	IDP develop by each HEIs with short term and long term goals to achieve targets of NEP-20
13	Selection procedure	No regularization of temporary faculty. Only direct requirement by concerned body.
14	Autonomy given to HEIs should be monitored	Appoint “District Higher Education officer” for proper and timely monitoring as per Govt. guidelines.
15	Affiliation system	Present affiliation system abolished and Two type of college exists as per NEP Autonomous degree-granting College, Constituent college of a university

Conclusion

NEP-2020 provide education of international pattern with Indian mindset and values. It aims to develop our youth as self-dependent with moral values and social harmony. After complete implementation of NEP-2020, not only Indian students get best education, but India will be became a popular destination for foreign students.

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2.

Indigenous Knowledge System: With Special Reference to NEP 2020

Prof. Kishor Kumar*

Education, knowledge and wisdom are the real strengths of every citizen in every sphere of civilized life. The power of the nation lies in its reflective citizens, through whose combined efforts the nation becomes a living entity, not just a geographical entity. Education enables humanity. Focusing on the development of information, marketable skills, suitable attitudes, and an overall personality will be helpful within a holistic education paradigm. NEP is committed to implementing such a system of education. The first education policy of the twenty-first century in India is called “National Education Policy 2020,” which calls for overhauling and revising every area of the educational system, including its governance and regulation. Building on India’s traditions and value systems, it aims to establish a new system that is in line with the developmental aspirations and goals of 21st-century education, particularly

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SDG4. The global education development agenda reflected in the United Nations Goal 4 of the 2030 Agenda for Sustainable Development, adopted by India in 2015.

Critical thinking, often known as universalization of thought or thinking outside the box, is the cornerstone of higher education. As per Nelson Mandela (South African anti-apartheid activist who served as the first president of South Africa) said that 'Education is the most powerful weapon to bring the changes', so it's a master key for all the solutions. Teachers and students must leave their comfort zones and should take a leadership role in the struggle for global changes because exceptional individuals transform the lives of others. Students must realize that there are endless possibilities for every individual. Our parents, universities, academic institutions, teachers and mentors do not provide us anything from outside, rather they provide us such an environment in which students can develop their infinite abilities, competencies and skills in more objective manner. I must quote a very famous saying of Swami Vivekananda (Universal Spiritual Guru) 'Education is the manifestation of perfection already in the human being. All young students are truly the seed of unlimited potential and energy. It's the duty of teachers to provide all the environment, inspiration to the students to flourish well, to make them a universal citizen in true sense. NEP 2020 giving us all the conceptual/ principles but now need to implement it in more appropriate manner and teacher must play most crucial role in it.

We were transformed by knowledge and experience, which gave us the ability to be imaginative and creative. We can build a better society that meets our goals when we combine our imagination and ingenuity. We have an ingrained sense that things ought to be handled in a more impartial and respectable manner when we encounter ironic circumstances. With the right education, attitude may be developed, and we all eventually begin to feel hopeful about the situation of the world. I used to refer to this generation as the Renaissance generation. Typically, everyone agrees that good instructors, mentors and teachers turn out good students. Although it's true, good teachers typically have good students as well. I can gladly state that students from every institution along my study journey

have made a significant contribution.

Since the goal of education is to broaden our viewpoints, the key to effective conversation both inside and outside of the classroom is dialogue's quality. Qualitative Dialogue/Interaction work wonders, it may be with your friend, parents or your mentor, we should never confine our learning with our discipline, faculty or subjects. As students, we must comprehend that knowledge is fundamental and that every subject intersects with others in some way. Metaphysics could be related to physics too. NEP 2020 realized this whole truth, So, multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge is the core objective of NEP 2020 Regarding the significance of dialogue once more, I'd like to point out that communication between the east and the west was a major factor in the European Renaissance of the fourteenth and fifteenth centuries in Europe. Renaissance is all about critical thinking and innovation. The first one teaches us what is morally right and bad. The second one gives us the creative freedom to find the most effective answers to the issues. So, the concept of Renaissance is very relevant in every sphere of life and renaissance is also the concept of justification and humanism. Now we need one more renaissance, this can help us live up to the standards of a postmodern society. War, neo imperialism, gender bias and discrimination, apartheid activists and NEP 2020 giving us a path to achieve that.

Decolonization of mind and academic system is another objective of this policy. The Indian knowledge system produced many great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. Orientalists from all over the world appreciate our ancient wisdom. India is

a civilizational state, its civilization and culture is very ancient and unique. The NEP 2020 realized Indian pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) as the highest human goal.

In India, there is complete unification with diversity. Western academics and residents are astonished to learn how such diversity and harmony can coexist in one nation. The Constitution of India officially recognizes 22 languages, besides this facts India that is Bharat has more than 121 languages and thousands of dialects, and every language has great literature. Hindi, Sanskrit, Pali Prakrit, Bangla, Tamil etc. are prominent in nature but every language of India has unique heritage. The NEP discusses offering elementary education in all local tongues. NEP 2020 also emphasizes on making Indian knowledge tradition curricula in various fields. This diversity is not limited with language only, India has huge diversity in spirituality (six school of thoughts and many more way), geographically and socio-religious too. Because of this, numerous colonial historians have maintained that India is a collection of castes and communities rather than a nation. They lacked the knowledge necessary to accept a nation with such diversity. To justify their exploitation also provided a theory, which is known as *Whiteman's Burden Theory*, according to this theory, some European nations are under pressure to civilize nations in Asia, Africa, etc. They were attempting to provide his bad activities the ideal disguise. The British claimed that if they depart and leave India, the Indians won't be able to rule it properly at the height of the Indian freedom struggle. Ironically, they provide a misleading narrative that Indians are ignorant of statecraft in accordance with their limited perspective. How to run state? They forgot that Indus valley civilization existed in India 5000 years ago, A great architecting where two or more roads intersect at an angle, In addition, India was engaging in a great deal of trade with other contemporary civilizations at the time. They developed institutions like city management. Thus, statecraft and public institutions in India have a lengthy history. Against this western colonial mindset NEP also decolonizing the Indian education and knowledge system effectively. Now days when we Indians are celebrating the '*Aazadi Ka Amrit Mahotsav*'(Nectar Festival of Freedom after 75 years of Independence), the whole

world can see how academic environment has been progressing day by day in India.

As a concept or principle, NEP 2020 is a great and accurate draft. As an Indian, we are best policy makers, but our implementation is falling behind. It is natural to encounter difficulties and challenges in implementing the best principles. The first challenge is economic resources. This policy talks about spending 6 percent of GDP on education & research, it should be in reality. The whole world is realizing this, and maximum expenditure is being made on education and research. There are so many vacant post of Vice Chancellor, Director, Principal, Professor, Faculty and staff in Central Universities, State Universities, Colleges and other institutes. The recruitment should be done in a time bound and honest manner. Transparency in selection motivates an individual to do better. Less administrative work should be assigned to teachers so they can focus on improving the quality of their lessons and their research. The NEP 2020 takes these appalling conditions of teacher education, recruiting, deployment, and service conditions accountable for the lack of teacher quality and motivation rather than blaming teachers for the poor learning results in Indian classrooms. NEP 2020 has implemented structural improvements in recognition of the “power of the teacher” that will assist “teaching” in becoming a desirable career for bright and gifted young minds.

The new National Education Policy, or NEP, has been adopted by the Union Cabinet, and the Ministry of Human Resource Development (MHRD) has been renamed the Ministry of Education. On July 29, 2020, Ramesh Pokhriyal ‘Nishank’ and Union Minister Prakash Javadekar made the announcement at the National Media Center. The purpose of the name change is to better define the ministry’s mission. The 2020 National Educational Policy is now available. It is noteworthy to know that the current National Education Policy, which supersedes the one created in 1986 and last changed in 1992, was prepared by a group led by former ISRO Director K Kasturirangan. The draught policy was published last year and has since undergone multiple revisions, the most recent of which was to make it ready for an educational system appropriate for the Covid-19 period.

While expressing my gratitude for the same, I would like to express my congratulations to all of the nation's kids, teachers, and parents because this move has been long overdue. The National Education Policy puts the emphasis back on education and learning under the legendary leadership of Hon'ble Prime Minister, Shri Narendra Modi ji. Consequently, it would be advantageous for the Ministry of Human Resource Development (MHRD) to become the Ministry of Education (MoE). India will progress toward the enhancement of Shreshth Bharat and become a "superpower of knowledge."

Students are maintained as the policy's "focal point" for the first time. The policy adheres to the three tenets of equity, quality, and access while reflecting: *The five "Is" of Indian, Internationalism, Impactful, Interactive, and Inclusiveness*. By implementing the strategy, we will alter education for students by enabling them to adopt 21st-century capabilities at both the secondary and postsecondary levels. We will follow the motto "**Niti se Ranniti**" as instructed by the *Hon. Prime Minister*; this will be our main concept. For us, the application of the policy is vital on every page and in every phrase. In order to ensure that the policy is executed in its spirit and intent, through the coherence in planning and synergy across all bodies involved in education, the implementation plan is briefly discussed in Chapter 27's "Implementation" Paragraphs 27.1 to 27.3. A progressive implementation of the policy is planned. For the implementation of NEP 2020, a thorough implementation strategy will be created in conjunction with all States and UTs. The adoption of the new education policy will be considered as a fresh illustration of "collaborative federalism." Since we think that teachers are the key to implementing NEP 2020, we requested suggestions on how to move the National Education Policy implementation process forward from all school teachers and principals around the nation.

The NEP Emphasizes the Need for Teacher Preparation, How is this Going to be Done?

The importance of teacher preparation is emphasized prominently in the New Education policy, which honors *Acharya Devo Bhava's* legacy. The next generation's teachers will be

developed through teacher education, which is essential. The abilities of reforming, transforming, and performing will be made available to the teachers. In order to keep up with the demands of the twenty-first century, teacher training will necessitate not only interdisciplinary perspectives and knowledge but also the development of dispositions and values as well as practice under the most qualified mentors. Therefore, a redesign of teacher education is necessary. To that end, interdisciplinary institutions will provide a 4-year integrated stage-specific, subject-specific Bachelor of Education program. The NCTE will cooperate with NCERT to develop a brand-new, comprehensive National Curriculum Framework for Teacher Education, or NCFTE 2021. A 4-year integrated B. Ed degree program that covers a wide variety of knowledge content and pedagogy and incorporates substantial practical training in the form of student teaching at neighborhood schools will be the minimum degree requirement for teaching by 2030. Strict action will be taken against unreliable independent institutions for teacher education (TEIs). These steps will assist us in producing the best teachers and positioning ourselves as world leaders.

The Implementation of NEP 2020 will Depend Heavily on Teachers

An educator creates people. He is the cornerstone of all education and, by extension, of the entire human race's past, present, and future civilizations. According to John Adams "No nation reconstruction is possible without the active cooperation of the teacher." The goal of the procedure is to socialize and humanize each individual citizen throughout their entire existence, from conception to death. It is institutionalized and formal for a set amount of time, but it is also lifelong and tailored to each individual's environment, aptitude, aspirations, and other factors. It is best carried out outside of the institutional setting since it is more meaningful and satisfying. Education is a process that helps people become more knowledgeable and empowered so they can live better, more fulfilling lives. The Education Commission, which was in charge of overseeing education policy from 1964 to 1966, firmly believed that "the quality, competence, and character of teachers to be the most critical factor impacting the quality of education and its

contribution to National development.” Citizens build a country, teachers shape citizens, and teacher-educators create teachers. The adage “Teacher is the maker of nation” by Chanakya is true. Therefore, having competent teachers is crucial for the country’s growth, and good teachers can only be developed if we have a good system of teacher education and committed, effective teacher-educators. The teacher is appropriately referred to as a country builder. Teachers have showed us the right path on which great men have built our nation through their tenacity, love, and sacrifice. Our loving professors shape our character and personality and guide us in the appropriate path that takes us to our goal. Teachers are the foundation for thriving national growth and a society that is truly prosperous with knowledge. Although the importance of knowledge and a skilled society with goals and visions for the prosperity of a country cannot be overstated, it should be kept in mind that information cannot be attained if it is not sought out and obtained with the aid of the instructor. This is why everyone should make an effort to learn as much as they can and recognize the value of teachers in assisting us and future generations in becoming competent and morally upright individuals. Knowledge acquired without a mentor/teacher’s direction is like a blind man trying to walk without a cane. Because of this, teachers must show a strong level of devotion to the obligations that have been placed upon them. The teacher serves as a judge and assigns grades. He distinguishes between children based on their intellectual and frequently social abilities in order to prepare them for the social and professional responsibilities they would eventually play. It is impossible to overstate the significance of the teacher as a builder of nations. A successful teacher must be a lifelong learner, have a good moral code, be highly motivated, and be able to come up with engaging lesson plans that engage their students. The professors’ excellent deeds are wonderful; as a result of them, we will develop into knowledgeable individuals who will benefit society, religion, and our country.

How Encouraging Educational Leadership Can Serve as a Catalyst for Putting NEP 2020’s Suggested Reforms in Place in our Educational System

When it comes to reforming education, the NEP makes a tremendous effort to overhaul the educational system, from

terminology and institutional frameworks to functionality. The new NEP proposed a “5+3+3+4” structure to correspond to the learner age groups of 3–8 years (foundational stage), 8–11 years (preparatory), 11–14 years (middle), and 14–18 years (secondary), which marked a significant departure from the 1986 policy, which pushed for a 10+2 structure of school education. Free breakfasts in government schools, vocational education beginning in Class 6 with internships, and the proposed restructuring of the board exams have been the key initiatives for school education as a purpose for establishing fundamental reading and numeracy. Additionally, the regulation suggests that kids up to Class 5 be instructed in their native languages or regional vernacular. The NEP has recommended numerous modular leadership programs for educational leaders like teachers leaders and school headmasters. Workshops, online learning opportunities, and platforms will all be a part of these programs so participants may keep up their leadership and management development. A total of 50 hours of Continuing Professional Development (CPD) modules encompassing the leadership, management, and pedagogic components of their professions would be required of leaders each year. The importance of collaboration among schools that are close to one another in proximity is also highlighted by recommendations for reorganizing schools into complexes. This is done in an effort to break down the isolation that occurs between the schools as a whole and school leaders as individuals. New structures and procedures will need to be developed in order to guarantee the implementation of the 37 suggestions outlined in the NEP 2020. There will be an expansion of positions and obligations. It is obvious that good change management is required. And the leaders with more power are the ones who can make the educational system change. Effective school leaders are essential for starting and maintaining any system-wide change. They are crucial in promoting all kinds of educational innovations and aiding in the mobilization of teachers’ energies and capacities. Learning new ideas and concepts on a constant basis is a component of effective leadership. In the process of bringing about and managing change, the implementation of these novel concepts is equally crucial. When a leader has a view or the “capacity to see”—where to start—they can map their path toward development. Once a clear beginning point has been

established, having access to suggested next steps would make it easier for the leader to continue forward. The improvement path is made clearer by ongoing checks and observations that serve as a reminder to either implement course corrections or keep forward with a plan.

As per my view NEP 2020 highlights the importance of a teacher's role in the education system and Nurturing children to become problem solvers must be one of the major focuses of teachers in India. The NEP is especially concerned with moral and intellectual and skill education of young people with the spirit of entrepreneurship, international understanding and social harmony, peace and patriotism.

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3.

Digital Learning Technology: Higher Education Transforming Pedagogical Style

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Smt. Vidya Singh**

Introduction

The article engages to the sector by outlining some of the theoretical aspects as well as offers recommended suggestions for effectively integrating digital technologies into teaching and learning which causes no concern about the pedagogical style of teaching. The higher education to have professionals who are well versed in the field of digital economy as well as education. However, this alone is not the aim of India alone but on a global level every country is striving towards digital literacy. Nowadays digital literacy levels at all well versed with technology from a very tender age spheres of educational sector such as primary, secondary, higher secondary and graduate level would eventually prepare a base for the students from the beginning^[1]. As per, author debates that the role of digitalization is to make

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sure the quality of education is improved and not diminished. However, having said that the technology is growing faster and every month, year or decade we see a huge change in the entire concept and methods. For example, a decade ago DVD's were used for educational files and videos, now they can be streamed online because of the faster quality of internet. Cell phones have come into a major role play where most of the information are available on the go and fingertip and apparently cellphones are also advancing every year in terms of technology. It is therefore very interesting to note the use of technology is done in order to raise the education quality and standard however with technologies getting older fast and new technologies or version taking over the old makes it practically impossible for the teachers or the organizations to stick to one form or mode of digital technology for a longer period of time and thus often seen that due to financial lacking many organizations still run the same old model or version of technologies which are now regarded as outdated and the students are forced to learn via same old principles thus creating a rift and compelling the educator or teacher or trainers continuously to change their pedagogical style as per the technologies changes and adoption into the education industry. The implementation of digital technologies in higher educational activities itself proves the educational institutions are preparing their students for digitally learned workforce of the future. Digital learning itself comprises of a wide variety of programs and instructional methods, which has evolved into a new model of education with aspects like renewed infrastructure, professional teachers and subject developments, syllabus modification, digital textbooks, white boards, doc cams, projectors, software's and applications like Moodle, Panopto and Visible Body as well as digital libraries. The integration of information and communication technology (ICT) in education has opened a broad new way for the students to access huge amount of information available over internet and also from various digital libraries.

To overcome this factor as to how analyze and evaluate the students, the teachers have to often try new things or experiment with the style or approach of teaching or training. In the haste to compensate the digital technologies equally with their skills the teachers have always been considered as the first end recipient

and a medium of technology deliverers into education. As, they have to train themselves first with these technologies and then simultaneously apply their pedagogical styles in collaboration with the technology to instruct the students and make sure they happen to understand, learn and perform with the same. It is not hidden fact that education has come a long way and so has teaching by embracing, adopting to new technologies, concepts and methods such as from type writers to computers and from notebook writings to Learning Management Software type of platforms. According to ^[2] it is very crucial to ascertain the impact of the new technologies on the students and their response in adapting to or with it. The teachers have a job of understanding the learner's capabilities and accordingly utilize the digital tools to the style of teaching. It is never a good way to force the technology on the learner and in the meantime completely overlooking the pedagogical style that the learner was or is used to. There is however, a constant argument that if the students are not exposed to new digital tools how will they learn! However, it can be answered in many ways that the students entire aim is to get educated via the means of digital tools and whilst doing so he/she needs to get educated with the digital tools itself. Here, again making the teachers switch the styles and switch it fast. Having, said this is only possible since the educators and learners where aware of these digital technologies in some way or the other, since online education is already very old and prominent, platforms like SKYPE were used before for long distance meets and software's like Panopto, were already used to record lectures which can be viewed later and Learning Management Software (LSM) like Moodle have made the transition easier if not complicated and tiresome. The debate is about how efficiently the teachers can merge their pedagogical style with the changing technology ^[3]. This balancing of pedagogical style with the technologies has always been a challenge for the teachers. However, as stated above it is very necessary to understand which digital technology merges well with the pedagogical style and how can the teacher maximize the acquired knowledge from it. This is also helpful when it comes to the understanding of the impact of external and brokering parameters that behave on the objective of acquiring digital means in the process of learning among students in higher

education. There is one more factor in this sector and that is personal liking. For example, different students and teachers prefer different digital technologies accordingly and as per their grasping capability what they find best for them. Even the opinion on these digital technological tools differs from higher education students and teachers to primary or secondary grade levels as obviously the need and patterns are different.

Therefore, it is really important that the features of the digital technologies being adopted are unanimously supported and accepted by all the learning and the teaching pupils ^[3]. To understand this various researchers have adopted different number of models and theories on the Acceptance of Information Technologies which is (IT), The Theory of Reasoned Action (TRA), The very popular Technology Acceptance Model (TAM), Theory of Planned Behavior (TPB), Decomposed Theory of Planned Behavior (DTPB), Uses and Gratifications Theory (UGT), Unified Theory of Acceptance and Use of Technology (UTAUT), Innovation Diffusion Theory (IDT), Expectation-Confirmation Theory (ECT) and others.

Materials and Methods

Information and communications technology (ICT) is used to refer to the convergence of audiovisual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management. ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distance learning. ICT also includes analog technology, such as paper communication, and any mode that transmits communication ^[4]. However, it is not necessary to infuse whatever technologies available into the form of teaching and if the contemporary pedagogical style is much easier, faster, and simpler for the students it should not be pressed under by the load of digital technologies by the teachers or the institutions. As widely as it is argued that digital

technologies in education poses new challenges for both teachers as well as students, the fact can never be overlooked these digital technologies have been widespread popular and continue with its form. According to author, the digital technology in the higher education sector has progressed very fast and is being well anchored. Despite the complications these digital tools might tag along with them, they have still managed to create a great space for themselves in the education sector. During the current “Pandemic Covid-19” almost all the educational institutions were forced to go “ONLINE”. Platforms, like Moodle, Talent type LMS (learning management Software), became more popular and so did the video conferencing platforms like ZOOM or WEBEX meetings GOOGLE Meet and so on. Again, an instant change and the teachers were expected to learn from it as soon as possible since they have to teach the students in return and guide them. The 21st century today demands an educational structure which caters to the demands and skills of the new generation in this digital age. Digital technologies are basically considered as chargers of the lives of 21st century citizens. Educators and course designers have understood the incremental educational as well as training and instructional potential of these digital technologies and have constantly been finding ways to harness it effectively. This particular article focuses on theoretical aspects that can be utilized towards properly harnessing the potential of digital technologies in education that eventually the end user that is, students are able to grasp without feeling the loss of the contemporary style of learning or loss in understanding. It, further also focuses that the pedagogical style is being affected or not whilst the teachers or the trainers get along to use them in their daily life. The increased stress on the use of digital technologies as a mode of instruction or teaching in educational institutions has left the teachers in a jiffy to understand whether the pedagogical style or approach or the digital tools are the reasons for student’s performance. The teachers again have to mold their styles according to the online meets and take exams and quiz and test and even graduate defense presentation during these times. There is evidence that, to be effective in education, ICT must be fully integrated into the pedagogy. Specifically, when teaching literacy and math, using ICT in combination with Writing to

Learn^[5] produces better results than traditional methods alone or ICT alone^[6].

Figure-1
List of Recently Used Common Gadgets



The United Nations Educational, Scientific and Cultural Organization (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance, and administration. UNESCO takes a holistic and comprehensive approach to promote ICT in education. Access, inclusion, and quality are among the main challenges they can address. The Organization's Inter-sectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science^[7].

Figure-2
Graphic Design of ICT



Teachers are required to use ICT for both teaching and administration in today's educational institutions. When it comes to technology adoption, they also act as change agents in their schools. Teachers employ technology in two ways [8], one of which is to achieve the same traditional aims in the same settings without having to drastically alter classroom activities. The second method involves using technology into the classroom to break down barriers, connect students to real-world activities, and assist them in becoming self-sufficient learners. Teachers' views regarding teaching and learning are likely to influence how they use technology. Educators' views have the power to influence their teaching methods and classroom behavior.

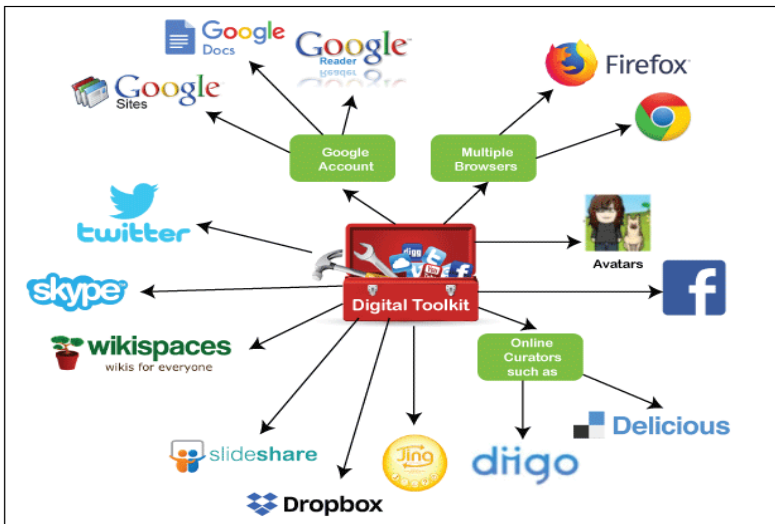
ICT Tools Used During Learning Process

There are many benefits to using ICT to teach literacy. ICT tools stand for Information Communication Technology tools. The ICT tools means to digital infrastructures like computers, laptops, printers, scanners, software programs, data projectors, and interactive teaching box. The ICT devices are the latest tools, concepts and techniques used in student-to-teacher, student-to-student interaction for example: clicker devices, mobile applications, flipped classroom) for information and communication technology.

To unlock the potential of technologies to use in the classroom, we need to do the following:

- ❖ Establish a starting point for the ICT learning of each student and integrate formative evaluation into key learning areas like literacy and numeracy in a primary school.
- ❖ Planning for progress in ICT learning progress in the learning curriculum of the Australian curriculum.
- ❖ Evidence-based on ICT learning along with the subject learning.

*Figure-3
Different ICT Digital Toolkit*



ICT allows the teacher to produce and modify resources quickly and easily. It allows access to a wide range of information in various formats, and interactive whiteboards (IWBs) have become essential tools in the classroom.

These ICT tools for teaching and learning are the best in the primary classroom for the following reasons:

- ❖ These ICT tools for learning are affordable - you probably have them in your classroom or school already.
- ❖ They are generic - this means that they are widely available and commonly used by both students and teachers.
- ❖ Content-free - this type of software challenges children intellectually.
- ❖ Children in control of technology - the ICT becomes a tool for learning in a variety of different ways and the demands
- ❖ Develop student ICT capability and ICT literacy - this is amplified when you support and scaffold ICT learning in key learning areas.

Figure-4
Different ICT Tools used for the Learning



ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active

collaboration of students and the simultaneous acquisition of technological knowledge. Furthermore, ICTs are of great help in developing discernment.

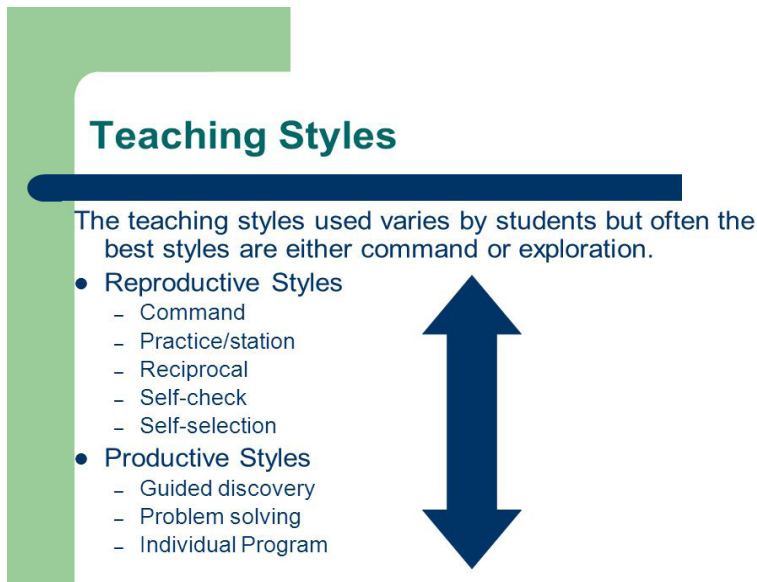
Advantages of ICT

- ❖ Cost Effective
- ❖ Automation
- ❖ Bridging the cultural divide
- ❖ Creation of new jobs
- ❖ Educational resources for teachers
- ❖ Upgraded Classrooms
- ❖ ICT in education promotes student engagement and knowledge retention
- ❖ ICT promotes E-learning or online learning

According to ^[9], ICT play a mediating role in educators' acceptance of educational technologies. This involves framing how they arrive at such academic decisions such as lesson planning, implementation system, and evaluation approaches, as well as processes for ICT incorporation in the classroom. Advances in ICT have resulted in a variety of benefits, including new means of communication, function, and learning. They are particularly beneficial to universities in providing comprehensive and efficient training to students who will become technological specialists in the near future. Furthermore, experts claim that the usage of ICT stimulates and engages pupils, making it one of the learning engines in education. Studying strategies are important in academic advancement since each student learns in a different way. Because students are constantly exposed to technology, they incorporate it into their studies in a variety of ways. The creation of questionnaires, such the research undertaken by ^[10], that examines potential teachers' ICT competencies. The study's findings ^[11] suggest that in order to teach and do research, faculty members require ICT training. The perspectives of students on ICT are significant because they influence how they use technology, which has an impact on their academic and professional performance.

Figure-5

Different Teaching Style Used by Teacher during Learning Process



A positive evaluation of ICT components does not guarantee that they will be employed in the learning process, but it is a solid starting point. In many aspects of social life, but particularly in education, information and communication technologies are becoming increasingly common and vital. As a result of having a point of contact, students' training has changed. As Cabero points out, ICT is becoming an important component in the educational sector, allowing us to undertake demanding formative activities that are not possible with traditional technological approaches^[12].

Pedagogical Style In Education

The modern teaching pedagogies involve five primary strategies to improve the learning experience of students in the class. These teaching styles advance the learning abilities of students by making them more involved and increase their interaction with their peers and educators. Pedagogy refers to the method and practices of a teacher. It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set. When people refer to the pedagogy of teaching, it means how the

teacher delivers the curriculum to the class. It is an acronym that refers to the four learning styles: visual, auditory, reading/writing preference, and kinesthetic. The five major pedagogical approaches are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning.

The following five steps can help you concretely implement critical pedagogy into your classroom.

- ❖ Challenge yourself
- ❖ Change the classroom dynamic
- ❖ Present alternative views
- ❖ Change your assessments
- ❖ Encourage activism

As per the author the reason why digital learning is gaining its popularity is because it caters an exclusive component that is the ability to personalize learning process through possible custom creation of learning channels for the learner. The structuring of multiple learning channels is not necessarily having to do with a learner in isolation, but rather a visible collaboration as well as giving an opportunity to the learner for constructing their own understanding and knowledge.

The channel designed should facilitate a learner to maneuver through the online course materials in such a way that it suffices its needs and at the same time promotes social interaction and in sharing of knowledge and individual experience.

For the modern day education, special training of staff is a must, because if the staff or teachers are trained they can further harness all the potential from the digital technologies adopted by the organization, school, college etc. On the basis of the skills as well as the understanding of the tutor's capabilities, the digital technologies are infused into the educational sector gradually.

As mentioned above the digital technology is designed in a way that it corresponds the contemporary or traditional pedagogical style. Usually, it is seen that, in the case of open education,

the teacher not only imparts the education by interpreting the information and knowledge in a much understandable manner and pattern, but also personally foresee the activity of the students to grasp this information. The teacher's role is not only limited to make the student understand the information but also to answer questions in real time arising by the curiosity or understanding.

Competency Development Model

A competency model is a collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and performance management. Competence development is the process of developing of one or more competencies, which happens through a learning and development process. The development of competences takes place through various forms of learning, both in a work environment and in private life. Each competency consists of five distinct elements, title, definition, sub-competencies, behaviors, and proficiency standards. These elements are discussed in the key below. SHRM's Competency Model distinguishes between four different career levels: early, mid, senior, and executive.

There are generally 5 steps in the competency development process.

STEP 1 – Understand Your Purpose

STEP 2 – Determine Your Approach and Project Team

STEP 3 – Gather Competency Data

STEP 4 – Build the Framework

STEP 5 – Implement Your Competency Model

Table-1
Competency Development Model

Customer Focus	Organizational Agility	Personal Excellence	Innovations	Permanent Growth & Development
Customer Focus	Change Management	Developing people's potential	Ideation	Vision
Networking	Project Management	Self Development	Innovation Management	Global Perspective
Building long term relationships	Team Building	Performance Management	Creativity	Openness for new approaches
Empathy	Organizational Skills	Individualization	Curiosity	Strategic Leadership

When mapped to learning opportunities, competency models enable your new hires to own their professional development and their ability to close those skill gaps so they can immediately begin their journey toward competency and skill proficiency. The SHRM Competency Model identifies specific behaviors that define proficiency at each stage of an HR professional's career. It serves as a resource to understand how you should be performing in your current career level as well as what you will need to know and do to succeed at the next level. Competency models that address organizational values, core competencies and leadership competencies should have no more than 5-7 competencies. If there are too many competencies assessment is less accurate because reviewers will lose focus and will not properly consider their responses. The digital learning model is designed in somewhere close in consideration with open style teaching and a graphical representation that will enable the learner to see their progress, while through the same graphical interface the teacher can monitor the statistical progress of an individual learner or an entire group.

Results

The analysis of the research experiment on the impact of digital technologies affecting the pedagogical style was carried out in the process of questioning, interview and observations

during class periods, seminars and examinations. Furthermore, it was also analyzed on context of Learning and understanding outcomes and examining the main ability growth. To analyze the impact of the adoption of digital technology on the pedagogical style, a questionnaire specifically designed according to theme was prepared and distributed to number of students enrolled in the higher education sector of the college. Further, interview was conducted with two teachers engaged in the designing of courses and teaching them. The analysis of the information gathered states that the majority of students find that prominent digital tools adopted are complicated and would prefer it to be changed to its simplest form. The use of ICT under the novel approach of the managing emotions and motivational processes, contributing to meaningful learning in students. On the other hand, ICTs offer enormous potential in terms of their application in the field of education such as the contributions of neuro-education. This is consistent with previous studies [8-10], which found that both perceived ease of use and perceived usefulness affect students' attitude towards using and intention to use distance learning. Therefore, in the following methods, this study varies from previous research. As Moodle is the main form of digital tool/technology in the college, where the author's research was carried out students reported that it is too complex for them to understand. Further, teacher's interview revealed that the adoption of digital technologies has hugely impacted their pedagogical style as they need to be constantly trained and learned with the latest versions or tools being incorporated in education. This was not the case before since teachers were only concerned with teaching but, now they have to design course, monitor performances, learn the digital technologies and teach the same to the students and use it to teach them at the same time.

Conclusion & Recommendations

The Digital Technologies in education does impact the pedagogical style as the tutor or teacher is compelled to constantly change to various new technologies and adapt to them accordingly. ICT tools for teaching and learning cover everything from digital infrastructures such as printers, computers, laptops, tablets, etc., to software tools such as Google Meet, Google Spreadsheets, etc. Further, adoption of digital

technologies is a costly affair. Not every educational institution is in the financial capacity to adopt it as technology keeps changing and up gradation of the Digital tools and devices is mandatory to facilitate new generation software's and programs. Also it can be concluded that there is teachers are not replace anyhow. In recommendation the author suggest that in the heist of implementing new technologies the organizations often tend to forget that the real outcome is education. As the analysis reveal that Students, find the current course design difficult to understand wants it to be changed.

In addition to data on student perceptions of utilizing ICT for digital learning, the Competency development model was verified in terms of educational sustainability. Theoretical and practical implications of the work were examined. The benefits of the Competency development model were highlighted in this article, along with fresh information on user adoption and the use of ICT for digital learning. In the twenty-first century, ICT plays a vital role in improving the quality of learning and study activities, not just for high school students, but also for university students. However, no prior study has looked at students' perceptions of ICT and their plans to use it for digital learning. Here, the Competency development model has been shown to be sufficiently robust to offer findings on the phenomena under investigation, namely, students' attitudes toward ICT adoption and plans to utilize ICT for educational purposes. This research contributes significantly by assisting researchers, practitioners, system developers, service providers, vendors, and academics in recognizing systematic research approaches for model validation in education sustainability, especially when modeling structural equations in the field of mathematics using ICT for digital learning.

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4.

Vocational Education in NEP-2020: Its Opportunities, Obstacles and Outcomes

Dr. Mamta Srivastava*

Introduction

Centre for Monitoring Indian Economy stated, “India’s total employment fell by a massive 13 to 390 million in June 2022 compared to 403 million in May, the lowest level since July last year. This is largely due to the decline of 8 million jobs in rural India on the back of sluggish monsoon followed by loss of 2.5 million salaried jobs.” (The Economic Times, July 7th 2022) In fact, India is a young country as nearly 40% of the Indian population is between 13 to 35 years and the literary rate is 74.04 (Census 2011) yet the data of unemployment brings a grey line on the forehead of the country.

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Statistical Profiles- Unemployment in India

Unemployment Rate			
Month	India	Urban	Rural
July 2022	6.80	8.21	6.14
Jun 2022	7.80	7.30	8.03
May 2022	7.12	8.21	6.62
Apr 2022	7.83	9.22	7.18
Mar 2022	7.57	8.28	7.24
Feb 2022	8.11	7.57	8.37
Jan 2022	6.56	8.14	5.83
Dec 2021	7.91	9.30	7.28
Nov 2021	6.97	8.20	6.41
Oct 2021	7.74	7.37	7.91
Sep 2021	6.86	8.64	6.04
Aug 2021	8.32	9.78	7.64

Source: Centre for Monitoring Indian Economy Pvt. Ltd.

In villages, there is seasonal unemployment, which increases and decreases with harvesting and closure of seasonal machinery like sugar-milling for jaggery, mint milling, brick-furnace and other common occupations. In cities, the unemployment increases due to unskilled and untrained youth and mind-set of white-collar jobs. The researches reveal that the drop-out rate in education at 8th standard is higher than the drop-out at 10th and 12th level. It is a serious problem as the unemployment rate is 6.8 in July 2022. It provides a keen insight to fix the need of skill-development and proper training of the vocations. NEP-2020 gives an opportunity to Grade 6-8 students to have a hands-on experience of “vocational crafts such as carpentry, electric work, metal work, gardening, pottery making etc as decided by the States and local communities and as mapped by local skilling needs”. (NEP-2020 MHRD Document) It stresses upon the integration of mainstream education with vocational education as it assumes that fifty percent of school as well as college learners will have the exposure to vocational education by 2025.

Literature Review

As a worrying skill-gap impacts the employability in every sector, we need to rethink about the training and development of our workforce. The NEP 2020, with its focus on skill-development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generations (Anishka Srikrishna 2021). The NEP 2020 states that “beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated with higher education (Dr. Rekha Pathak 2021). The double-digit growth of India after its economic liberalization generated immense demand for a skilled workforce, which created tremendous employment opportunities, especially in sectors such as manufacturing and service (Agarwal, 2014; Mehrotra and Ghosh, 2014). However, economic growth did not translate into employment and instead resulted in the phenomenon of jobless growth, which implies that the growth rate of employment in the manufacturing sector remains negative (Dev, 2013). Along with jobless growth, India faces challenges such as job shortages combined with a rise in the number of unskilled labourers (Agrawal, 2012). It is also observed that a meagre number of people (7 per cent) in India’s labour force have higher education, compared to the USA (92 per cent), UK (52 per cent) and Japan (45 per cent) (Swaminathan, 2008). Further, if India fails to meet the challenge related to the need for a skilled labour force within the next decade, the outcome will be catastrophic and may override growth in non-agriculture production and a shortage of a skilled labour force, resulting in the replacement of labour with machines (Mehrotra et al, 2013). These circumstances highlight the immediate need for skill development in the economy. Therefore, the Indian government has initiated steps to formulate skill development initiatives through a qualification framework, namely, National Skill Development Policy, 2009 (Blumenfeld and Malik 2017) (Cabral and Rajib Lochan Dhar, 2019).

Objectives

- ❖ To observe the major Guidelines to run the Vocational Courses successfully in State Govt., Govt.-aided and Self-Finance Colleges.

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- ❖ To identify the challenges faced by the colleges at ground level.
- ❖ To bring forth the suggestions so that the objectives of vocational courses could be achieved.

Methodology

The present research paper includes the exploratory method based on survey, observations and discussions. The primary data is collected from colleges based at Aligarh through observations and discussions and secondary data is collected from students and teachers through survey.

Guidelines Given for Vocational Courses by Higher Education Uttar Pradesh

- ❖ Universities and Colleges will form the syllabus of Vocational Courses and they will be approved by Board of Studies and Academic Counsel.
- ❖ The syllabus of Vocational Courses will be prepared with the help of Skill Partner / Skill Development Council under the guidelines of National Skill Qualifications Framework (NSQF)
- ❖ The preference will be given to the courses, which are already being run by UGC / NSQF / Skill Development Council etc. so that students could get the assistance in internship and placement as well.
- ❖ The courses prepared by Chairperson / Faculty Members will own the ratio of 40:60 in Theory and Skill / Training / Internship and a Memorandum of Understanding (MOU) will be signed with the Skill Partner for example ITI, Polytechnic, Engineering College or Registered Enterprises at local level.
- ❖ During the Internship the student should be given the honorarium.

Challenges Faced by Institutions

In most of the Universities of Uttar Pradesh, the courses were designed by the Departments and got approved by Universities Academic Councils or respective authorities. The students were

also informed about approved MOOCs. In Dr. B.R. Ambedkar University Agra, 135 courses were designed by faculty members and got approved by university in the session 2021-22. Later on, the same courses were adopted and implemented by Raja Mahendra Pratap Singh State University, Aligarh. However, at practical level, the institutions faced many challenges in running these courses. Firstly, no budget was allotted by Govt. to run these vocational courses. It was left on the colleges as colleges have no source of income to spend on this head. For example, Dr. B.R. Ambedkar University and later on Raja Mahendra Pratap Singh State University decided Rs. 250/- per student as a fee for vocational courses and the institutions and the skill-partner will share fifty-fifty i.e., Rs.125/- each. Now the question pops out how the quality of the courses could be maintained.

Secondly, a huge number of students can not be trained together as it has been seen in the colleges, they have opted only three courses- one for B.Sc., one for B.Com. and one for Humanities. Hence, it was difficult to train a huge number of students in one class. It does not serve the purpose of the policy. Thirdly, the attendance should be compulsory. NEP-2020 states that the 75% attendance of a student should be compulsory yet it is seen in the institutions, that students are not attending these classes regularly. Fourthly, the students were not allotted vocational courses according to their choices as colleges did not opt many courses. Fifthly, the courses run by NSIC are costly and MOOCs are also unaffordable by some students.

Suggestions

After 10th or 12th class a big inequality is seen among the students, nearly 25 lacs students take admissions in technical colleges and 89,395 students take admissions in Medical -colleges and remaining students i.e., more than 20 lacs take admissions in Government, Government-aided and Self-finance colleges every year. Yet, a worrying gap is found among young students in their self-employability through skill-development. NEP-2020 has brought a ray of hope, it envisions a wide educational reform in higher education but what is seen by previous evaluations and critical observations that the policies are implemented and go in bags. It is wrong, the academicians should come forward

jointly and discuss the challenges and solve the hindrances. In this regard, a few suggestions given below are noteworthy to meet out the challenges.

- ❖ District NSIC centres should come forward to help in running these courses in the institutions at affordable fee structure.
- ❖ In one district, the same courses should not be adopted and implemented in all the colleges. The colleges should opt different courses so that the students from one college could join the other courses run by other colleges, only than the policy could be successful in spirit.
- ❖ Attendance should be taken seriously. Biometric attendance should be made compulsory for the students. In most of the colleges, it is seen, the students come only to take their examinations.
- ❖ If we want to train the work-force, the number of students should be limited in the classes so that they could be benefitted.
- ❖ A vocational course requires well-equipped labs and skilled trainers and to execute and sustain them, a financial assistance is required for the colleges; hence, it should be taken in notice by Govt.
- ❖ Coleridge said in 'The ancient Mariner'--

*'Water water every where
Not a drop to drink'*

These lines prove true in the reference of Indian Arts and Music. Everywhere, there is affluence of music but it has lost its Indian Classical note. NEP 2020 has laid emphasis on the encouragement of Indian Arts and Music, so, in these fields the vocational courses should be developed and popularised.

Conclusion

National policy on education in 1986 emphasised upon the removal of disparities and equality of educational opportunities, hence in 1992, it envisaged 'Common Minimum Program' and NEP 2020 aims at equitable access to the highest quality education and it is only possible if it develops the learners'

physical abilities, mental skills, spiritual and social values. In India, every young man aspires for white collar job. There is no respect for manual labour. It is a general thinking that carpentry, pottery making, gardening, auto-motor works don't require training and meant for uneducated people, This myth should be broken at middle level i.e. Grade 6 – 8 only as it is mentioned in NEP 2020 document.

Thus, the implementation of every educational policy becomes more significant when it comes in the hands of academicians, principals and administrators. It is their responsibility to work on over the challenges, at the same time, the officials of Higher Education should come forward with problem solving attitude, only then it could achieve the Sustainable Development Goal.

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5.

Strategies For Implementation of New Education Policy 2020: Special Reference to Higher Education

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Dr. Uma Joshi**

Introduction

The higher education system in India increased rapidly in the last 30 years. The functioning of Higher Education is believed to start as early as 1000 BC. During Vedic time, Education was freed from any external control of the political party. It was the king's duty to see that learned Pundits, followed their studies, and performed their duty of imparting knowledge without interference from any source whatsoever. The main characteristic of the ancient education system was Infusion of Spiritual & Religious Values, Character Formation, and Personality Development, complete realization of self for the liberation of the soul from the chains of life both present and

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future, and the Development of Civic Responsibilities and Social Values, pupil-cantered education, the medium of instruction was Sanskrit, Brahmacharya, Alms System, Practicability, curriculum focussed on Vedic knowledge, mathematics, astrology, Vedic grammar, arithmetic knowledge of gods, knowledge of the absolute, Plain Living and High Thinking, Academic Freedom, High place to Indian culture.

The modern education system came to India during colonial rule i.e., initially through the East India Company, followed by the British parliament and later under direct British rule. The first institution of higher learning set up by the East India Company in 1781 was the Calcutta Madrasa which was followed by the Asiatic Society of Bengal in 1784, Banaras Sanskrit College in 1791 and in 1800 Fort William College was established. When India became independent in 1947, a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. In the 1960s & 1970s, the government amplified its efforts to support higher education by not only setting up state-funded universities and colleges but also providing financial assistance to private institutions, subsequent to the creation of private aided/ grant-in-aid institutions. Post-1980s, the changing demands of the global economy, lack of foreign investment and political volatility, decreasing value of the currency, and an increased strain on government governance capacity, slowed the growth of state-funded higher educational institutions. Leading to an increased role of the private sector in the education system.

Post-Independence, India had three education policies. The first policy was framed in 1968, in which chief importance was compulsory education for children up to the age of 14. Then, the second NPE was introduced in 1986, a foremost stress of the second NPE was to remove the disparity between various social groups and cantered on the inclusion of disadvantaged groups. According to NPE 1986, the aim of education is threefold, namely, the overall development of the human resource, international co-operation, and peaceful co-existence, development of socialism, secularism, and democracy. The 1986 policy emphasized achieving uniformity of education across

social groups, not mainly focussing on the competitive global landscape, which became important with the beginning of the globalization of the Indian economy post-1991 reforms.

The NPE 1986 created a consortium of education and training human resources who contributed to the value chain nevertheless new NEP 2020 dreams of creating human resources who will create value commendations. The aim and objective of NEP 2020 are to achieve full human potential, development of a just and equitable society, and promote national development. The curriculum in the new policy is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resources to compete in the global market. The NEP 2020 has a significant focus on skill-based learning and employability arising out of it including a skill-oriented course in the secondary and post-secondary education system.

Key Feature of New Education System NEP 2020 with Special Reference to Higher Education

The Govt. of India formed a committee under the chairmanship of Krishnaswamy Kasturirangan, to develop the new National Curriculum Framework in line with the New Education Policy, NEP 2020. It substitutes a 34-year-old policy to develop a more inclusive, comprehensive, holistic and global policy to make India an intellectual center by the end of this decade. It will act as a guide for determining the syllabus of different classes, textbook contents, teaching and learning methods and practices. The National Education Policy envisages an education network entrenched in Indian principles that contribute to the changes in India by providing high-quality education to all who could compete globally. NEP 2020 objective is to identify the need to assess "higher order skills" such as creativity, problem-solving critical thinking, idea generation, and visualization. NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Also, 3.5 Crore new seats will be increased to Higher education institutions. The policy says that the center and states shall work together to increase public investment in education to 6 percent of the gross domestic product, from the current 4.43

percent.

Kumar, K., et al (2020) discussed roadmap of the National Education Policy 2020 can be a complete policy to transform future generations in India. They recognized the five founding pillars as access, equity, affordability, accountability, and quality to fulfill the UN sustainable development goal. They cited that NEP-2020 provides an inclusive framework from primary education to higher education, vocational & technical education, and a new pattern of online education.

The new policy NEP-2020 is a thorough amendment with less content but more skills for problem-solving, creativity for novelty, multidisciplinary and all-inclusive for unity and integrity. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development. It aims to transform India into a vibrant knowledgeable society and global knowledge superpower by making both school and college education more flexible, holistic, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. Salient features of NEP 2020 in Higher Education are:

- ❖ Holistic Multidisciplinary Education.
- ❖ Regulation mechanism in higher education.
- ❖ Rationalised Institutional Architecture.
- ❖ Motivated, Energized, and Capable Faculty.
- ❖ Teacher Education.
- ❖ Mentoring Mission.
- ❖ Financial support for students.
- ❖ Open and Distance Learning.
- ❖ Online Education and Digital Education.
- ❖ Technology in education.
- ❖ Promotion of Indian languages.
- ❖ Professional Education.
- ❖ Adult Education.

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- ❖ Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.
- ❖ Creating Academic Credit System.
- ❖ Multiple entries and exit options in degree courses.
- ❖ Discontinuation of MPhil Programs.
- ❖ Single regulator Higher Education Commission of India for all higher Education Institute of India.
- ❖ Common entrance exams for universities through NTA.
- ❖ Pedagogy in HEIs will focus on an increased emphasis on communication, research, and critical-analytical thinking.
- ❖ The Degree programs may contain offline teaching, Online teaching components, and ODL components with a 40:30:30 ratio model to achieve a global standard of quality.
- ❖ Collaboration with industries for internships and jobs to provide skill-oriented education system.
- ❖ Importance to research and innovation by organizing seminars, workshops, setting up incubation centre, promoting start-up etc.
- ❖ Evaluation will be done by a more comprehensive and continuous evaluation approach.
- ❖ Foreign universities to set up a college campus in India to increase the educational fund.

Strategies for Implementation of the Syllabus of NEP 2020

The implementation process of the National Education policy of a country includes stakeholders such as the government, universities, colleges, faculty members, students, aspirants, industry and parents of the country.

The topmost level of stakeholder is the **Central and State governments** as they plan, set standards, implement strategies meeting the financial need and resources, control, and monitor the whole education system. The unit cost of education should be lowered to increase the enrolment of undergraduates from 28% to 50% and postgraduates from 4% to 20%. The Government must formulate policies and more budget for innovation and

research-orientated activities. the NRF fund allocation should be based on the importance of an innovative research proposal than the institutional background of the applicant. Government should ensure more free seats in the higher education system and easy loan facilities for those students who opt for private education. Government should take inventiveness regarding, creating a world-class digital infrastructure with integrated digital material under a single National digital library. To maintain high excellence, high-technology facilities for each student in the nation through NETF, one or more e-learning platforms and online teaching platforms should be developed and made freely available to all educational institutions in the nation. Government should frame policies on providing merit-based scholarships and tuition loans to all eager students so they can pursue higher education regardless of their religion, caste, social background, or economic situation. The establishment of the Higher Educational Commission of India (HECI), a system free of corruption and lobbying, and the establishment of four verticals for regulation, accreditation, funding, and academic standards by excluding all office holders of current accrediting agencies/councils require a black ocean strategy. The Government should plan extra budget for college which are in sub urban and rural areas. Strategies should be planned to provide affordable and quality education for those students who are deprive from basic infrastructure, digital and ICT facilities, more competent faculty, incubation centres and research centres etc.

The second level of stakeholders are **universities and autonomous colleges**. They will create infrastructure, and provide quality, skill-oriented and holistic education. The university can adopt more sustainable, competitive strategies. The university should design a curriculum that is more job-oriented, skill-oriented and industry-based. Research curriculum and innovative ideas need to be emphasized to give students more analytic thinking. Through competitive and monopoly methods, universities should demonstrate their distinctiveness and competitiveness when presenting a successful interdisciplinary education model to students in higher education. Also, universities and Colleges should provide more developed digital platforms and other infrastructure

facilities to attract new generation students and to provide quality education. In order to attract more students, low-cost education should be provided without compromising the quality of education. They should collaborate with an industry partner to provide skill-oriented and vocational education to enhance their entrepreneurial skills. They should provide on-job training and internships to students. Universities and colleges should plan to publish journals and other research books for students and faculties in order to present developed new knowledge and new interpretations to the public society at a comparatively high speed.

The level of stakeholders will be **faculty, students and administration** and they will create innovative, employable, and entrepreneurial graduates. The core assets of any higher education institution are its highly motivated academic members. Faculty members ought to design a methodical annual plan to improve the academic outcomes of the courses they teach, take part in initiatives for faculty development, and work both individually and together on research projects and publications. Faculty members of higher education institutions must plan for continuous updating of their knowledge by participating in online and offline courses offered by various specialized agencies that offer MOOC, including SWAYAM, and receiving a certificate as proof. This is necessary to avoid obsolescence in the area of specialization. Collaborative research can boost their research skills and horizon. More involvement of UG and PG students in research-based activities such as doing projects, organizing seminars, and involve in publication writing.

Students in higher education institutions should adopt a strategy that maximizes gains while minimizing costs (both monetary and time-related). They should take up their interest courses as per choice-based credit system. They should take more research-oriented activities and skill-oriented activities for their futuristic development. They should acquire knowledge regarding multi-tasking skills, multi-field expertise, dual degrees, and intellectual properties like copyrights and patents.

The last level of stakeholder are **parents and other aspirants** as they will promote the benefit of the new

education system. They should become part of organizational decisions and take part in the progress of the university as a parent or alumni. They should also contribute in the development of their institution.

Conclusion

The brand-new National Education Policy (NEP) 2020 is a ground-breaking initiative. The goal is to make the educational system comprehensive, adaptable, multidisciplinary and in line with the demands of the twenty-first century. The goal of the policy appears to be great in many aspects, but the implementation is where success will ultimately be determined. The systematic implementation of the suggested policies through the development of multidisciplinary, degree-offering, autonomous higher education institutions with students from various disciplines at the undergraduate, graduate, and research levels need to be more intensified and goal-oriented. The strength and success of Nep2020 will depend on whether it is able to effectively integrate with the other policy initiatives of the government like Digital India, and Skill India programmes. Effective and time-bound implementation is one of the most challenging aspects of NEP 2020. The incorporation of skill-oriented courses and linkage with industries for jobs, digital learning, teachers training, infrastructure, and digital infrastructure all over India, especially in rural areas are still challenging and need to be addressed.

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6.

National Education Policy 2020: Issues and Challenges in Implementation of the Policy at School Level

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Introduction

Education is one of our fundamental rights. Our education system started since 5th century when Takshila, Nalanda and Valabhi Universities were spreading the fresh air of knowledge among the people. Charnakya, Padhini, Vishnu Sharma, Givaka, Henshang were the popular bright student of these universities who are the main source of ancient education. As we all know that education is that strong pillar of any country which leads economical, technological, political and social development. Indian parliament enacted Right of Children to Free and Compulsory Education, 2009 to provide free and compulsory education to the children of age between 6 to 14 years under

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the Article 21A. Each country set education policy according to their respective tradition, culture and conventions. India as a developing country requires a well- defined, well- planned and advanced education policy. Knowledge landscape is undergone rapid changes in a progressive and dramatic manner. Many unskilled works has taken over by the machine. Therefore, today is a heavy need of skilled workforce which cannot be possible without the secular and progressive education policy. Education policy should be focused on big data, machine learning, artificial intelligence, computer science; data science in conjunction with multiple branches of science, social science and humanities. All of us have to sudden face off the Corona Virus as a decade global pandemic which has taught us to be prepared mentally, physically, financially and scientifically. All of these we cannot think without a strong educational pillar. This pillar would be helps us for collaborative research in infectious disease management and development of vaccines. The number of global deficiencies like climate change, increasing pollution and population, decreasing natural resources and optimum allocation of resources, depletion of ozone layer are major challenges to which we have to face. In technological and industrial era there is emergent requirement of that education policy which focuses on not only learn but also how to learn, how to think critically and solve the problem, how to become creative, how to adopt, absorb and innovate from novel. We have to provide the platform for new learner which should be integrated, learner-oriented, enjoyable, experimental, and creative in short a pedagogical approach. The curriculum must include arts, culture, humanities, sports, games, language, literature, values and ethics which makes capable to learners to become rational, social, ethical, compensate and caring. There is a big gap between what we have learnt and what we should learn so to fill the gap there is requirement of major reforms in our education policy which focuses on from early childhood education to higher education with high quality, equality, integrity, affordability, accountability. Several initiatives have been taken by Ministry of Education, Ministry of Finance and University of Grant Commission like- PM e-vidya, Manodarpan Initiatives, National Foundation and Numeracy Mission, E-Basta, Diksha App, UDAAN, E-PG Pathshala, STRIDE, Study in India, National Digital Library, National Academic

Depository, E-Sanad etc. to facilitate the flexible education, to attract the abroad student to study in India and to accelerate the quality research in science, social science and humanities. India is fastest growing economy of the world which has largest young population. The most interesting thing is that 11% of total populations are unemployed and 30% of those populations are holder of undergraduate and post graduate degree. The reason behind this is the quality of education because quality of life and country determines upon the quality of education.

Hence government of India took a big step by announcing the National Education Policy 2020 (NEP 2020) which has replaced the old Education policy 1986 after a very long period i.e. 34 years. Prior to its two more education policy has been launched in the year 1968 and 1986. NEP 2020 is the roadmap to make the India a global education center. Government of India committed to spend 6% of total GDP as public expenditure on education. So, here we have to find out the answer of big question to how the government will implement the education policy among the several challenges. NEP 2020 mainly aims three major thematic developments are-

- ❖ Encourage the learners to face the real world by take the learning outside of the four walls of a classroom i.e. shift form content driven curriculum and start learning through route learning to applied learning. Application of 360 degree assessment strategy that includes not only mental assessment but also educational, physical and overall assessment of the students.
- ❖ Vocational skills, mathematical thinking, data science and coding i.e. all 21st century skills which will prepare the Indian students for future ready.

Sustainable Development Goal 4 (SDG4) 2030 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. For attainment of such big and tough goal there is requirement of reconfigured of whole national educational policy so that we can equate the step with step of other countries.

Objective of Study

- ❖ To describe the basic issues of NEP 2020 at school level.
- ❖ To explain the important challenges which the government has to face in implementing the NEP 2020.

Research Methodology

This study is the descriptive study. Secondary data has been collected for the purpose of the study. Data has been collected from the official website of ministry of education, published research papers, articles, newspapers and various others websites.

Issues of Nep 2020 at School Level

NEP is based on how to make education enjoyable, equitable and inclusive. At school level the various recommendation of NEP are as follows:

1. **Early Childhood Care and Education (ECCE):** The Foundation of Learning – New education policy deals with the holistic development of the children at the age between 0-8 years. We all know that 85% of children's brain developed up to the age of 6 years. So it is important to start from very beginning. For this purpose early-childhood education institutions divided into four steps
 - (a) Standalone Anganwadis;
 - (b) Anganwadis co-located with primary schools
 - (c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools
 - (d) Stand-alone pre-schools

ECCE is mainly consists of that districts or area which are socio-economically weak. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be developed by the NCRET for the children up to the age of 0-3 and 3-8 years in two sub- frameworks. This curriculum includes stories, dance, arts, alphabets, numbers, puzzles, craft, videos, audios, drawing, painting, outdoor- indoor games, sports, etc. It also focused on social development of children like critical thinking, problem-solving, ethics, affective

domain, psychomotor domain, cognitive domain and language. ECCE goals have to attain no later than 2030.

2. Foundational Literacy and Numeracy: An Urgent and Necessary Prerequisite to Learning- Current governmental and non-governmental surveys indicate the serious numeracy and literacy crisis. It means large numbers of student are not able to even read and write basic terms, addition and subtraction with Indian numerals. The most preferred aim of the NEP 2020 to attained the Universal Foundational Literacy and Numeracy in primary school by 2025. Digital Infrastructure for Knowledge Sharing (DIKSHA) App has been launched by Ministry of Education which consists of high quality of resources on foundational literacy and numeracy. This app helps to bridge the language gap between teachers and students. Current pupil-teacher ratio mentioned in NEP 2020 is 30:1 and in socio-economically weak areas pupil-teacher ratio will be 25:1.

3. Curtailing Dropouts Rates and Ensuring Universal Access of Education at All Level- Sarva Shiksha Abhiyan converted in Samagra Shiksha Scheme and the Right to Education Act, 2009 helps in attracting students as well as parents to enroll and attained the school. Gross Enrollment Ratio (GER) of Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%. So it is the serious issue to enhance the GER at every stage. The aim is to attain the GER of 100% at school level by 2030.

4. Curriculum and Pedagogy in Schools: Learning Should be holistic enjoyable, integrated and engaging-

SECONDARY STAGE-	4	14-18 yrs.	CLASS 9, 10, 11 & 12
MIDDLE STAGE-	3	11-14 yrs.	CLASS 6,7 & 8
PREPARATORY STAGE-	3	8-11 yrs.	CLASS 3,4 & 5
FOUNDATIONAL STAGE-	5	3-8 yrs.	NURSERY, L.K.G., U.K.G., CLASS 1 & 2

Above table represents the NEP 2020 in very short and clear manner. 5+3+3+4 is the base on which the curricular framework will be design. Important features of holistic and enjoyable learning are given below-

- ❖ Holistic development of learners.
- ❖ Reduce curriculum content to enhance essential learning and critical thinking.
- ❖ Experiential learning.
- ❖ Empower students through flexibility in course choices.
- ❖ Multilingualism and the power of language.
- ❖ Curricular Integration of Essential Subjects, Skills, and Capacities.
- ❖ National Curriculum Framework for School Education (NCFSE).
- ❖ National Textbooks with Local Content and Flavor.
- ❖ Transforming Assessment for Student Development.
- ❖ Support for Gifted Students/Students with Special Talents.

5. Teachers- A qualitative and knowledgeable teachers shape the future of students as well as nation. So, Recruitment and Deployment process should be done carefully. Some important fact on which NEP 2020 emphasis that quality of teachers improves quality of education are as follows-

- ❖ Service Environment and Culture
- ❖ Continuous Professional Development (CPD)
- ❖ Career Management and Progression (CMP)
- ❖ Professional Standards for Teachers
- ❖ Special educators
- ❖ Approach to Teacher Education

6. Equitable and Inclusive Education: Learning for All – Equitable and inclusive education for all means every citizen of nation has the fundamental rights to get education. A student whether he/she belongs to scheduled caste or scheduled tribes, Other Backward Caste (OBCs), Socio-Economically Disadvantaged Groups (SEDGs), rural areas, urban areas, physically challenged, minorities, transgender each students have equal opportunities to gain education and come for schools.

- 7. Efficient Resourcing and Effective Governance through Schools Complexes/Clusters-** Due to the lack of proper resources and lack of areas within schools restricts the education of children. NEP 2020 aims to provide the efficient resources like sports equipment, science lab, computer lab, books, globe and playgrounds to all primary schools to attract the more enrollments in the school. Government has planned to establish the complexes/clusters to make the effective governance of the schools.
- 8. Standard- Settings and Accreditation for Schools Education-** At school level more centralized and conflict of interest is the reason behind the poor management and wrong accreditation of schools. For this purpose four authorities are established to regulates and accredits the schools-
- ❖ State Government- Policy making
 - ❖ Directorate of Education- Look after the Operation
 - ❖ State Council of Educational Research and Training (SCERT)
 - ❖ State School Standard Authority (SSSA)

Challenges in Implemetation of the Policy at School Level

- ❖ **Poverty-** India has secured 94th rank among 107 countries in Global Hunger Index which is in a serious category. A country where most of the people sleeps with empty stomach, how they can think about the good education. Poverty will become that road block on the success of NEP 2020 which can't be deniable. For the public as well as government both have to face this big challenge. At a school level children are too small to think their good and evil but at higher education they can easily continue their study with their minor effort if they wish. Due to the poverty children of rural areas are not even able to go to primary school because they have to go to farm/field with their parents. If they don't go than they stay at home to look after their older brother and sister. During the time of global pandemic students are connected with computer and mobile through internet. In rural area poor farmer

have either no mobile or if they have it is single mobile in whole family which demanded by each member. Then how students will attain the online classes. After 10:00 am their parents go for the farm threshing at the time when the online classes started.

- ❖ **Awareness and Ignorance of Policy-** Due to poor background lack of awareness will become the strong road block in the successful implementation of NEP 2020. Some people are unaware and some are ignoring this policy because they are not interested to be educated. They think that they are happy and satisfied who they are. Socio-economically disadvantaged groups will require more awareness programmed.
- ❖ **Studies in Local Language-** NEP 2020 recommend that teachers should teach in the mother tongue or local language of students. This will facilitate better understanding of foundational studies. On the other hand the big drawback of this scheme is that in higher education and professional education almost contents are available in English language. Abroad studies, technical studies, medical studies almost are in English language. Then how student will manage suddenly when they have to face the English language at each and every doorstep.
- ❖ **Recruitment of Teachers-** Teachers are more respected and honorable person of our society who truly shapes the future of any country. So teachers required to maintain their status at all levels. Recruitment of teachers is also a pressing issue in the implementation of teachers, staff and faculty. Teachers are recruited up to the age of 60 which is the age of retirement. An old faculty may not work with full enthusiasm in comparison of young teachers. Whereas our new education policy demands the well-educated, well-trained, innovative, creative, socialistic and enthusiastic teachers. In NEP 2020 it has mentioned that no any non-teaching activity will be taken by the teachers so that they can fully concentrate on the studies related activities. Whereas they have to devote more time into continuous professional development programmed rather than their working hour which may demoralized them.

- ❖ **Restructuring of Existing Education Policy-** Changing the mindset of two or more generation of parents, children, teachers, grandparents, etc. will become more challenging fact in implementing the NEP 2020. So it will be not simple to restructure the education policy. It takes too much long time, lots of capital, huge workforce, proper management and corruption free implementation to replace the existing policy with the new one. Indian educational system is divided into two parts government school and private school. Government schools are financed through government but not well developed whereas most of the private schools are established not for the education purpose but for the investing intention.
- ❖ **Re-Thinking Assessment-** The boards that organize the examinations of the students will have to re-think about their assessment parameters and accordingly recognize the textbooks and learning contents title. Formative assessment which was the base of assessment parameters is approximately absent. So this will be a great challenge at school level to set the new parameters of assessment.
- ❖ **Bottom-Up Approach-** In our society it has been mindset that we have to always adopt top- down approach. But in NEP 2020 we have to start from very beginning so we have to adopt bottom-up approach in all areas of life. There is a need to make strong pillar and root to shape the educational structure.
- ❖ **Funding the Policy-** In our new education policy it is aim to enroll 250 million students in schools by 2030. The PTR of 1:35 means 1 teacher on per 35 students. As per this aim India has to hire 7 million teachers to teach this huge student population. All the teachers have to passes the graduation and post-graduation with B.Ed. So there is a need of increasing the salary of teachers so that more students attract in this job.

Conclusion

NEP 2020 is like blossoms for India in which the world's largest workforce coming in upcoming years. Overall it is that what really India needs to empower its educational structure.

Every policy has good and evil side but we should focus on ultimate goal of the policy. In business term we often say that high risk high profit. Same condition applies in this policy. We have to change our mindset and to unite the whole population for the achievement of the desired goals within the stipulated time. If we will be able to overcome all the challenges and successfully implement the NEP 2020 at school level then we will easily achieve the stated goals at higher education. NEP 2020 is aspirational if it will implement successfully in an inclusive and foster manner then it will bring the world's largest educated workforce.

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7.

Indian Education System and NEP 2020

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India is a land of versatile knowledge which influenced every corner of the world by igniting the mind of the people. The world always admires Indian depth of knowledge reason, learning outcomes, wit, reflection and perception as well. Our old ancient centres of education, universities like Takshila, Nalanda, Ujjain were famous for the Ganga of knowledge that flows smoothly for imparting knowledge among the students. Many students came from all corners of the world take education from here of our cultural heritage from our old educational institute ashrams and later served their own nation.

However, with the passage of time we witnessed a gradual fall in our educational system. When the Mughals and Britishers invaded our country that time our system suffered too. During the Mughal reign education became religion oriented specially Islamic oriented, gender biased and conservative while the

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Britishers moulded it as per of their white dominance of superiority and discarded our old values by calling it old and obsolete. So basically our Indian education system has three main periods.

- ❖ Ancient Indian (Vedic, Post Vedic) education system
- ❖ Medieval Indian education system
- ❖ Modern Indian education system

Ancient Indian Education System: In vedic and post Vedic period education was given in ashrams or Gurukuls. Teachers who delivered education were called gurus performed whole of his duty with 'nishkaam karm yoga' who imparted practical and value based education by considering the different level of intelligence of each and every student. Task were given as per the interest and choice of the students. The Guru laid emphasis on practical uses of education, advancement of learning outcomes, new knowledge and enable the student for his means of livelihood. While impart to education he preached austerity and chastity of life to know the ethics and values of compassion charity, obedience, sacrifice, mercy honesty and all spiritual values. The students were tested on these parameters of values if he get pass in adopting of these values than he may allowed to live Grahast Ashram and accepted that he is ready to serve his nation and his society as well. Lord Rama and Krishna Sudama Pandavas and Korvas are of this ancient Vedic education system. Imparting education to all but knowing the different learning levels of each and everyone. The guru was the same but skills methods and strategies were different as per of the level of the students intelligence quotient. This time education is not confined into the walls of syllabus and strategies but it explores more and more in practically uses and experimentation. The students were innovative and ready to perceive new learning knowledge.

Medieval Education System: During medieval time education turns in its narrow space as the aim of imparting education is a kind of imparting religious preachings. It is the impact of Mughal invasion as the Mughal invaded our country so they moulded our education system too and imposed certain restrictions on this Vedic education system. They gave priority

of religious preachings especially Islamic education. Girls were denied to get education freely like boys. Our old ancient University were destroyed and people were forced to learn either Islamic education in madarsas or something that depict the valour of Mughals. Emperor like Aurangzeb Qutubuddin ebak, Mohammed bin Tughlaq are the example of the Muslim emperors who propagate Islamic agenda under the banner of education and learning outcomes. During this period we received many nobel learner scholars who got education into fullest sense and served the nation Through their pen many translated works were welcome during this time like from Urdu to Sanskrit and Sanskrit to Urdu or Hindi like Darashi koah's translation of Shrimad Bhagwad Geeta, Sher Shah Suri's translation and many women who tried their pen in writing books like Gulbadan Begum who penned the life and works of emperor Humayun. This period is some what conservative in its perception of learning outcomes. So medieval period witness that no focus on skills and learning outcomes or deliverance of methods or any program outcomes rather than Islamic agenda.

Modern Education System- The English people came to India for their business propaganda by establishing here East India company but they formed their Empire here. They utilised it for their own aim and start to govern us and our system too. They discarded our Vaidik value based education system by calling it old dead, fictitious and obsolete. As a cunning English man it was lord Macaulay who propagated his own agenda on the name of English education and again Charles Woods despatch are the cruel crucial example in the connection of white English dominance. Macaulay never ignored the importance of our regional languages but he made English as a main way to impart education so the other languages automatically suffered from the dominance of English. He made the policy in such way so that Indian may fight themselves to learn English and subjugate other languages. Later his policy worked and people created interest and look down their own medium and methods of education.

Though Macaulay's education policies paved the path of modern Indian education the NEP 1986 covers a wide range of facilities and offers various programs for primary level of

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education secondary level of education and higher level of education this policy is again frame in 1992 for the improvement and education to all this policy too wide to implement then then we hailed NEP 2020.

NEP 2020 is framed on the advice suggestions and recommendations of thousands of stakeholders who gave valuable suggestions for change. This policy brings revolutionary changes in Indian education system.

First time Academic Bank of credits established that keeps details of students credits this is landmark of this and NEP 2020.

Revolutionary changes in all the three stages primary level secondary level higher level Vocational courses and skill courses are on priority Focus on e-Learning courses Digital and distance education Divyang education.

Opportunities for all who may who have to leave under the cloud of uncertainty of his future may get his education in rest of the period by the help of academic Bank of credits by getting diploma, certificate or degree. These are the key benefits of NEP 2020.

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8.

NEP:2020 : Transforming Indian Higher Education through Research & Innovation

Dr. Virendra Kumar Singh*

Introduction

The National Education Policy 2020 (NEP-2020) approved by the Govt. of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous national policy on education, 1986. The policy is a comprehensive framework for higher education in India. The aim of the policy is to transform India's education system by 2035. The policy will fulfill the aspirations of the Indian youths as the current education system is failing to provide the knowledge and skill needed by the youths in a tech savvy world of 21st century.

The new education policy aims to transform India into a vibrant knowledge society and establish this nation as a global super power (Vishwa Guru) by making the higher education holistic,

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flexible, more open with multidisciplinary approach thus bringing out the inherent hidden potential qualities of Indian youths.

Complex Indian Higher Education System

Indian education system is the second largest system in the world after USA & China. It is a large and complex network of higher education system with archaic regulatory network functioning since colonial era. It has about 1000 universities, 45000 degree colleges and more the 15 lakhs schools providing education to more then 30 crore students in the country. India is a young nation with 65% of its population under the age of 35 years but access to higher education is still very low compared to USA & China. At present the gross enrollment ratio (GER) is 28% in India. NEP-2020 aims to increase it upto 50% by 2035.

Vision of NEP-2020 Towards Higher Education System

1. NEP: 2020 calls for setting up of a national mission on foundational literacy and Numeracy by MHRD. States will prepare and implement the plan for literary and numeracy skills among students, a necessary prerequisite to learning
2. NEP:2020 calls for consolidations of current 1000 universities and 45000 college and 15000 large, well-resourced vibrant institutions providing higher education.
3. All higher education institutions shall be categorized into three types of universities / Institutions.
 - ❖ Research Universities with focus on research only
 - ❖ Teaching Universities with research activity.
 - ❖ Autonomous Degree Colleges with focus on teaching only.
4. All higher education Institutions will become multi disciplinary Institutions in future with teaching programmes across wide disciplines and fields.
5. Mission Nalanda and Mission Takshashila launched to catalyze old Indian Gurukula education systems to provide holistic approach to the education process.
6. High Quality institutions in disadvantaged geographies of

India shall be a priority to increase gross enrollment ratio.

7. Substantial public investment on education including foreign investment to education sectors. Foreign Universities can establish its branches in India to provide the higher education.

Technology Enabled Education

India is a global leader in information and communication technology and also in other cutting edge domains such as space and satellite technology. The digital technology mission is helping to transform the entire nation in to a digitally empowered society. Quality education will play a critical role in this transformation process. Technology itself will play a crucial role in the improvement of educational processes and outcomes. The availability of smart phones, computers and internet is making education accessible to a student living in the remote area of the globe. Newer application such as artificial intelligence, augmented reality and virtual reality etc. are revolutionizing the concept of knowledge generation and transmission across the globe. But you need to tread with caution because you can buy a technology to assess the knowledge and information online but your critical thinking and creative behaviour will reward your holistic efforts in life.

Transformation through Research and Innovation

There is hardly 0.4% enrolment of students in higher education. Research in higher education institutions get low priority due to poor allocations of government budget, inadequate research facilities and lack of interest by the students taking research as a career. Recent data show that more students prefer to go abroad for doing research. About 60,000 patents were filed in 2021 in India out of which only 10% were from academic institutions as per patent office record. India's patent profile is ranked 45th in the world.

Quality research education requires good academic infrastructure, able teachers and flexible curriculum that provide a student opportunities to discover and explore new ideas for making a change happen in the world.

Startups and Entrepreneurship

There are about 70,000 startups and 100 unicorns in India by June 2022. Startups are the new growth engines of the Indian economy. India is the youngest startups nation of the world with 70% of its entrepreneurs below the age of 35 years. NEP-2020 shall provide innovation and entrepreneurial skills to the students in the college and universities to generate new ideas with better products & technologies. It will help in improving the quality of the industries, in knowledge and employment generation thus contributing to national growth and economy.

NEP-2020 provides the ecosystem to revitalize the research infrastructure and system in education (RISE) as announced by the Govt. last year. Atal tinkering labs and Atal incubator centers are being built under Atal innovation mission (AIM). for supporting entrepreneurship, research and innovation system in schools, colleges, universities, MSME sectors and research institutions.

Conclusion and Suggestions

Jon Dewey said “If we teach students today as we taught them yesterday, we rob them of their tomorrow. Resonance of his thought is reflected in the vision of new education policy. NEP – 2020 has come as a torch bearer at time when technology has started disrupting human activity in every sphere of the society at large. NEP-2020 is good in its intent and aims at making India a global knowledge superpower by aligning it to the needs of 21st century. If we want NEP – 2020 to succeed, the entire education system will need to have an adaptive approach to ensure the transformation of the education system and the society. This great nation is set to bring a significant change in the history at a time when we Indians are going to celebrate 75th anniversary of Indian independence.

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9.

Universalization of Education in India: Indian Education System with Reference to NEP 2020

Anubhuti Ityalam*

Introduction

Education is the base for economic growth as well as social transformation. Education in India faces challenges like urban-rural divide, equality in access, gender disparity, and caste based discrimination. India desperately needs world class schools, universities and well managed system for expansion and diversification of education. NEP 2020 can make significant impact on education with respect to policy making and its social implications.

NEP Vision and Pathway

The new Education policy aims at universalization of education by achieving 100% Gross Enrolment Ratio in preschool

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to secondary level by 2030 and increasing GER by 50% in higher education by 2035.

Elementary Education

The Brain development of child happens rapidly in early stage so the schooling pattern has been changed from 10+2 structure to 5+3+3+4 structure. The first five years is further divided between 3+2 pattern in which first 3 years will be given in Aanganwadi (preschool/balvatika) and the next 2 years will be in class 1 and class 2. Earlier the schooling starts at the age of 5 or 6 without preschooling. But now preschooling is included for strong base of Early Childhood Care and Education (ECCE). ECCE will focus on multifaceted play based activity for physical and motor development of the child making them school ready at the age of 6 years. Presently Aanganwadi provides services from health and nutrition to pre-school non formal education. But now they will be upgraded by high quality infrastructure and trained teachers. Parents will also be invited to participate and attend school program bringing education and communities together.

The school syllabus is reduced with sports integration for promoting physical well being. At secondary level of education students are given flexibility of choice of subjects. The separation between curricular & extra-curricular, arts & science and vocational and non vocational streams are eliminated.

NIPUN Bharat Mission

In NEP: 2020 formulated National /Initiative for proficiency in Reading with Understanding & Numeracy or NIPUN Bharat which emphasis need to involve learning accessible to local language resources (activities, games, stories). Its mission is to ensure Foundational Literacy and Numeracy (FLN) so that every child achieves learning in reading, writing and numeracy at the end of grade 3. It will replace rote memorization with critical thinking and activity based learning.

Higher Education

The structure of degree program has been also changed. Present 3 years degree program will be going to be 3-4 years with multiple entry and exits options. An Academic Bank of

Credit (ABC) digitally store the academic credits of students earned from various Institute. Research works are given more weightage at master level. Multidisciplinary Education & Research Universities (MERU) will be set up to attain the global standard in education.

Inclusive Education

The focus of NEP is on inclusion and equity in education. The ePathshala provides e-version of all NCERT books from 1 to 12. Also on its app Text To Speech is available for person with low vision. There are diagrams in Braille and text for courses. "Barrier-free access to education for all children with disability" is the provision in NEP 2020. For this technology-based tools and language-appropriate material will be made available. In addition all, the educational building must be wheelchair accessible and disabled friendly. In pandemic when educational institutes closed down which affected all students particularly those who were already vulnerable, the need of online contents were felt miserably. These developments provide learning environment in following years.

Conclusion

NEP has the potential to revamp the skills of the youth of our country and has all the right tools that are needed to be competitive at the global level. But its success depends on how smoothly it is implemented.

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10.

Teaching, ICT and National Education Policy: 2020

Dr. Richa Pandey*

Introduction

For Years, India has been the seat of Higher Education and Learning, particularly in the field of Science. This is because long back in the Vedic age, the Indian Scientist Aryabhata gave the world the concept of Zero. Similarly, many principles of Astrophysics and Maths was also given by Bhanabhatt, Ramanujan, etc. However, the ancient Gurukul System of Education was followed by traditional Indians which was a boarding system of Education or the traditional Classroom Teaching System. This has been practiced for many years until the arrival of the 21st Century which marks the epitome of Information, Communication and Technology Revolution.

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Observation and Discussion

Education is the best tool in the world to spread the light of knowledge and Wisdom. It helps one to emerge enlightened and a winner from the darkness of ignorance, illiteracy and unawareness. The future of any Country lies in the hands of it's population, largely the youth. The Population Census 2021 (Ranganathan et.al, 2021) speaks of 67.45% of Population is youth that is in the age group of 15-64 years. This also represents the range with largest or maximum energy, vibrancy and excitement in the youth (Maximum Energy Phase). This Energy can be trapped for Nation Building Process through Human Resource Management which has become mandatory for a country like India. Education helps youth to gain meaning and direction to life in terms of achievements, aims to pursue and dreams to follow. Education paves way for a constructive pathway to lead a meaningful life. The Economic Survey 2021 speaks that Employment and Population share an inverse ratio and Employment in Public Sector is decreasing every day (Economic Survey and Population Census 2021). So to tackle unemployment, the Government of India in their policies lays stress on Self-Employment or Self Generation of Jobs through Start Up Programs or the Atma Nirbhar Bharat, Digital India Campaign, Nari Shakti Programs (Lockee, 2021) or Corporate based Schemes like Self Help Groups, Collaborative associations such as MoUs Memorandum of Understanding) between Universities and Industries, Cooperative Societies, etc. The Focus is also on development of skillful youth, to train them through Professional Training and help them turn Professionals so that they gain employment, livelihood and lifetime earnings, even if it means in the Private Sector. To achieve this aim, the Govt. of India in 2020 introduced the NEP (National Education Policy) which aims at transformation of Education, Research and Innovation at various levels in a stepwise manner (from Primary, Middle School, or Secondary, Higher Secondary and Intermediate levels or stages of Education top Graduation, Post Graduation and Doctoral of Philosophy and Higher order of Education).

The NEP 2020 that is National Education Policy 2020 which is the much needed recommendation on Education Sector as a

reformative document seeks to reorganize the entire Education level to 5+3+3+4 starting from the very beginning from the earlier 5+2+2+4 (Grey,2021). Besides, NEP 2020 suggests various Exit and Entry Levels for students at various levels. If a subject is of not much interest to the student, he can opt to leave it and go for a better option. Besides graduation, the student has to parallel study a professional course or a job oriented or a vocational course or a skill based course. NEP also talks of Multidisciplinary approach towards the subject. It promotes research beyond boundaries and correlating one subject to another. This helps a student to think on a wider scale (transboundary) and with a new approach. It breaks off the monotony of the Subject. Novel ideas, new thinking is a prerequisite to Research and Innovation. Besides, indigenous research has been encouraged and appreciated through the funding provided by National Research Foundation. Research in the field of Linguistics, Literature and Arts and those topics that are truly Indian and Desi (Ranjan et.al,2021) in Nature

The 21st Century, particularly the year 2021 witnessed the Corona Pandemic which has effected Education like any other field has been effected by Corona Pandemic across the World. Post Covid, a huge transformation is witnessed across the globe in the field of Education. Remote and Distance Learning suddenly has gained importance over Physical Institutional Learning (Work et.al,2020). Distance mode of Learning has become more popular. Education is no longer difficult to achieve across large distances. This is possible only through the use and application of ICT (Information and Communication Technology). This ICT has also influenced the Education Sector, particularly the Science Education.

Science Education till now meant only 'Chalk and Duster' method of training. Diagrams formed an important part of teaching and facilitated explanations. Besides, pictorial representations like charts, diagrams, Graphs, Geometrical Designs, etc all formed an important part of lecture. However, the same done through ICT like ppts, presentations, Statistics, etc. through Animations and Simulations helped understand the students better. Teaching became quick and effortless through Classrooms, Skype, Google Meet, etc. Online portals

for Information and Knowledge was sought after by students. OER's from Various Universities helped access to Lectures. MOOCS and NPTEL helped cheap and inexpensive Education to all. In this transformation, suddenly, Internet and Data became Important.

Other than this, ICT has also helped in evaluation of results, assignments and marks allocation, online tests, Artificial Intelligence and followed by skin or face identification, digital signatures, OMR's etc. Thus, the scenario of Examination and Evaluation and assessment has drastically changed. What has not changed is the 'teacher'. What needs to be done is the training of the Teaching fraternity for technology. Upgradation of teachers and bending their minds towards ICT is a must.

Conclusion

Amalgamation of the modern methods with traditional knowledge is the key to future in Education. Traditional knowledge in Science is rich and untapped. In Contemporary times, we need to blend the classes with technology for better understanding. Flexibility in teaching through flip model techniques and ICT can pave way for success in teaching methods.

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11.

How Strengthening Emotional Intelligence in Children Helps in Holistic Development

Dr. (Mohd.) Waqar Raza*

Introduction

EI has been broadly defined as a set of abilities related to recognising, comprehending, expressing, and managing emotions in oneself and others (Keefer et al., 2013). EI theory suggests that being highly skilled and feeling self-control over one's own motivation, behaviour, and social environment should enhance problem solving and goal achievement. EI has generated consistent empirical support for its positive relationship with well-being, occupational success, academic achievement, and health outcomes over the last two decades (Keefer et al., 2013; Malouff et al., 2014; O'Boyle et al., 2011; Perera & DiGiacomo, 2013). A person with a higher EQ can communicate more effectively, handle pressure more effectively, resolve conflicts, improve relationships, empathise with others, and overcome life's

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challenges more easily. Your EQ has a significant impact on the quality of your life with fruitful behavior and relationship. The way children handle and manage situations determines their success path because it directly influences the various choices they make. A person with a higher EQ will see many options that we might not have considered or thought of otherwise. Students with higher levels of emotional intelligence can better manage their emotions and be more empathetic to those around them. This will assist them in developing self-motivation and more effective skills, both of which are required for students to become more confident learners. Students who lack emotional intelligence, on the other hand, may become disengaged from school, negatively impacting their academic performance.

Components of Emotional Intelligence

Emotional Intelligence Involves

- ❖ **Emotional Literacy:** Helps the students in effective recognition of different feelings and their impact on others.
- ❖ **Managing Emotions:** The students become much more diligent in controlling their emotions efficiently.
- ❖ **Developing Empathy:** The kids with higher EQ learn to get more empathetic towards others; majorly their peers. Later this helps in understanding and sharing the feelings of others.
- ❖ **Intrinsic Motivation:** Pushing yourself to meet the goal you haven't seen.

The ability of a child to identify, evaluate, control, and express his or her emotions is referred to as emotional intelligence. Children with a high level of emotional intelligence use their feelings to identify and solve problems, communicate with others, and make decisions. Students who have higher levels of emotional intelligence can better manage themselves and interact with others. Furthermore, it assists them in developing improved self-motivation, more effective communication skills, and other essential skills that help students become more confident learners. Students who lack emotional intelligence, on the other hand, are often disengaged from school and perform poorly in the classroom. According to an American Psychological

Association report, students with higher EQ levels achieve higher grades and test scores than those with lower EQ levels. The current educational system places a greater emphasis on students developing a higher Emotional Quotient as well as increasing their IQ. The government's NEP 2020 focuses primarily on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation among students beginning in preschool. Ann Thomas, an educator and institutional strategist, discusses how it can be further nurtured to create a society of empathetic innovators.

“In order to raise empathizers or more aware children, I believe the first step is for parents to become more aware and emotionally intelligent. We must understand that every response for the child, every intelligent choice that the child makes, can be taught to them simply by my presence and nurturing. It is our responsibility as educators to prepare the child to be able. So, a teacher must truly connect with the student, be able to understand and identify the child's motivators, and nurture the child based on these motivators.” Ann Thomas, Educator and Institutional Strategist, agrees.”

Emotional intelligence is critical for ensuring holistic learning in children. A person with a higher EQ will see many options that we might not have considered or thought of otherwise. Furthermore, students with higher EQ can better control their emotions and be empathetic to those around them.

Holistic Development

Assume you are constructing a house. You create detailed plans for the study, specifying the size of the room, the location of the desk, and the size of the windows. You leave the rest of the house up to the architects. When the house is finished, the study will be fantastic, but the other rooms will be far less useful. While they function adequately, they are disconnected from the study you so carefully designed. Because you only focused on one room, the house does not feel like a home. It lacks the harmony you desired. Similarly, when we approach a child's education solely through academic abilities, that child does not develop the full set of skills required. They can read and write, but what

about expressing emotions and caring for their bodies? To some extent, such abilities develop naturally. However, children will not reach their full potential unless they receive an education that addresses all aspects of holistic development.

Simply put, holistic development refers to a person's social, emotional, physical, mental, and intellectual growth. Taking a holistic approach to education entails focusing on all aspects of a child's development, not just academic progress. Above all, it is about determining the child's overall well-being. Learning is impossible without happiness. Consider how your head would hurt if you had to learn about history. Or if you were tired but needed to find the square root of 529. Are you willing to learn? Most likely not. Children are no exception. They must feel healthy, safe, and cared for in order to learn effectively.

The Processes of Holistic Development

Holistic development encompasses three processes: biological, cognitive and social-emotional.

The biological process involves physical changes such as brain development, physical growth, and weight gain. It is the physical transformation of small people from children to adults.

Thinking, intelligence, and language skills are all part of the cognitive process. It is the process by which society's youngest members intellectually progress from simple to complex ways of thinking.

Personality, emotions, and interpersonal connections all contribute to the social-emotional process. It is the process by which an individual's behaviour progresses from childish to mature.

The three processes interact and influence one another, and none are mutually exclusive. A child, for example, responds to their parent's loving touch by feeling the sensation (biological), comprehending the intention (cognitive), and reacting positively (social-emotional).

Emotional and Social Development

In their first five years, children grow and develop rapidly in all four areas of development. These are motor (physical), communication and language, cognitive, social and emotional, and social and emotional.

Social and emotional development refers to how children learn about themselves, what they are feeling, and what to expect when interacting with others. It is the growth of the ability to:

- ❖ Form and maintain positive relationships.
- ❖ Feel, manage, and express emotions.
- ❖ Investigate and interact with the environment. It is critical to promote positive social and emotional development. This growth influences a child's self-esteem, empathy, ability to form meaningful and lasting friendships and partnerships, and sense of importance and value to those around him/her. All other areas of development are influenced by children's social and emotional development. Because they provide the most consistent relationships for their child, parents and caregivers play the most important role in social/emotional development. Children learn about relationships and emotions through predictable interactions with family members, teachers, and other adults.

Depending on your child's age, it is critical that you engage in quality interactions like these on a daily basis to nurture his or her social and emotional development:

Be affectionate and nurturing with your baby, toddler, and child: hold, comfort, talk, and sing to them.

- ❖ Playing games like "peek-a-boo" can help your baby experience joy in "give-and-take" relationships.
- ❖ Give your toddler responsive care, allowing them to practise new skills while still providing hands-on assistance.
- ❖ Encourage your child's development; assist him/her, but don't do everything for him/her, even if it takes longer or is more messy.
- ❖ Teach social and emotional skills like taking turns,

listening, and conflict resolution.

Children grow and develop rapidly in all four areas of development during their first five years. Motor (physical), communication and language, cognitive, social and emotional, and social and emotional are the categories. Social and emotional development refers to how children learn about themselves, what they are feeling, and what to expect when interacting with others. It is the growth of the ability to:

- ❖ Form and maintain positive relationships;
- ❖ Experience, manage, and express emotions; and
- ❖ Explore and engage with the environment.

Promoting positive social and emotional development is critical. This development has an impact on a child's self-esteem, empathy, ability to form meaningful and long-term friendships and partnerships, and sense of importance and value to those around him/her. The social and emotional development of children has an impact on all other areas. The degree to which emotional functioning serves the individual's adaptive and self-efficacious goals is a productive way to look at it. Emotional competence³ has been defined as a set of affect-oriented behavioural, cognitive, and regulatory skills that develop over time as a person grows in a social context. Individual factors such as cognitive development and temperament do influence emotional competency development. However, past social experience and learning, including an individual's relationship history, as well as the system of beliefs and values in which the person lives, influence emotional competence skills. As a result of the combined influence of our cognitive developmental structures and our social exposure to emotion discourse, we actively create our emotional experience. We learn what it means to feel something and act on it through this process. Social competence abilities:

1. Awareness of one's emotional state, including the possibility of experiencing multiple emotions, and, at higher levels of maturity, awareness that one may not be consciously aware of one's feelings due to unconscious dynamics or selective inattention.

2. Ability to discern and understand the emotions of others based on situational and expressive cues that have some degree of agreement as to their emotional meaning.
3. Ability to use emotion and expression vocabulary in terms commonly available in one's subculture, and at more mature levels, to acquire cultural scripts that link emotion with social roles.
4. Empathic and sympathetic involvement in the emotional experiences of others.
5. Ability to recognise that one's inner emotional state does not have to correspond to outer expression, both in oneself and in others, and at more mature levels, the ability to recognise that one's emotional-expressive behaviour may have an impact on another and to account for this in one's self-presentation strategies.
6. Capacity to cope with aversive or distressing emotions adaptively by employing self-regulatory strategies that reduce the intensity or duration of such emotional states (e.g., "stress hardness").
7. Recognition that the structure or nature of relationships is defined in part by both the degree of emotional immediacy or genuineness of expressive display and the degree of reciprocity or symmetry within the relationship; for example, mature intimacy is defined in part by mutual or reciprocal sharing of genuine emotions, whereas a parent-child relationship is defined in part by mutual or reciprocal sharing of genuine emotions.
8. 8. Capacity for emotional self-efficacy: The individual views her- or himself as feeling, overall, the way he or she wants to feel. That is, emotional self-efficacy means that one accepts one's emotional experience, whether unique and eccentric or culturally conventional, and this acceptance is in alignment with the individual's beliefs about what constitutes desirable emotional "balance." In essence, one is living in accord with one's personal theory of emotion when one demonstrates emotional self-efficacy that is integrated with one's moral sense.

The attachment relationship with caregivers is the starting point for a child's emotional life. If the caregivers consistently meet the infant's needs, the infant learns that the world is a safe place and that others are trustworthy and responsive. The infant's attachment to the caregiver is then secure. The caregiver-child relationship lays the groundwork for the development of emotional skills as well as the foundation for future social relationships. A safe attachment frees the child to explore the world and interact with peers. The child's developing ability to self-regulate is aided by affirmation that the world is responsive, predictable, and reliable. Denham and her colleagues⁴ discovered a positive relationship between security and preschoolers in a study of preschoolers. Furthermore, security of attachment to both mother and teacher related positively to emotion understanding and regulated anger.

A child who perceives the world as unpredictable, unresponsive, and/or hostile must expend enormous energy self-managing emotional arousal. Insecure attachment is linked to emotional and social incompetence, particularly in the areas of emotion understanding and regulated anger.⁴ Additionally, perceptions of an indifferent or hostile social world influence subsequent emotional responses and interpersonal behaviour. A child who has been abused, for example, may develop primary emotional responses such as anxiety or fear.⁵ As a means of self-protection, the child may exhibit aggressive or submissive behaviours, which may place the child at risk for future status as a bully or victim. Maltreatment-related cognitive-affective structures may promote emotional constriction or unusual emotional responsiveness, interfering with treatment. The development of emotional competence skills is a process in which a specific skill manifests differently at different ages. Emotion knowledge is more concrete in young children, with a greater emphasis on observable factors. Young children's emotion expression and regulation are less developed, necessitating more social support and reinforcement. Elementary school students improve their ability to self-report emotions and use words to explain emotion-related situations. As children grow older, their inferences about how others feel incorporate not only situational information, but also prior experiences and history. Older children can also understand and express more complex emotions

like pride, shame, or embarrassment. Identity, moral character, and the combined effects of adolescence. By adolescence, issues of identity, moral character and the combined effects of aspiration and opportunity are more explicitly acknowledged as significant by youth. Emotional competence skills do not develop in isolation, and their progression is inextricably linked to cognitive development. Insight into others' emotions, for example, grows in tandem with increasing awareness of one's own emotional experience, the ability to empathise, and the capacity to understand the causes of emotions and their behavioural consequences. Furthermore, as children learn about how and why people act the way they do, they improve their ability to infer what is going on emotionally for themselves.

Emotional Competence and Positive Development

Competent children and youth do not live problem-free lives, but they do have both individual and environmental assets that help them cope with a wide range of life events. Emotional competence skills are one set of resources that young people bring to life's many challenges. As with other domains of development, mastery of early emotional development skills, such as affective regulation, influences a child's ability to navigate future developmental challenges.

Conclusion

Emotional competence strengths can help children and adolescents cope effectively in specific situations while also promoting characteristics associated with positive developmental outcomes, such as feelings of self-efficacy, prosocial behaviour, and supportive relationships with family and peers. Furthermore, emotional competence acts as a protective factor, lessening the impact of a variety of risk factors. Individual attributes that may have a protective effect have been identified by research, and several of them reflect core elements of emotional competence, such as skills related to reading interpersonal cues, solving problems, executing goal-oriented behaviour in interpersonal situations, and considering behavioural options from both an instrumental and an affective standpoint.

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12.

Vocational Education and the NEP 2020

Varun Bharadwaj*

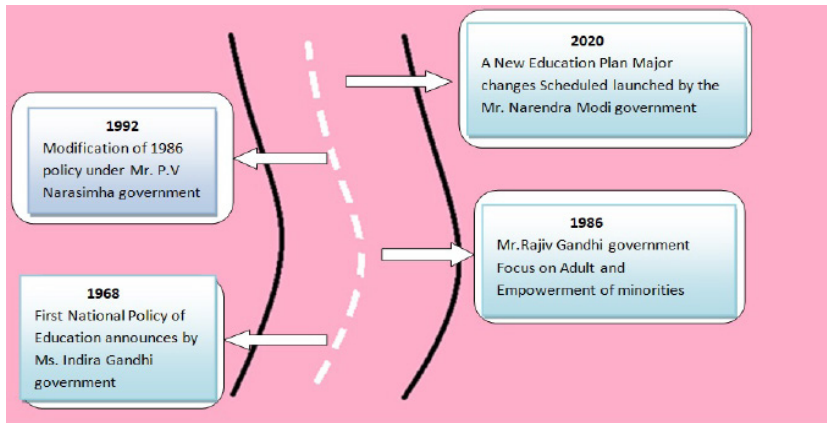
Introduction

We know that in ancient times the Indian's education system depended on the Gurukul system. As the time changed, the first education system was formed in 1968 with the objective of implementing the Kothari commission recommendation later on in 1986 was one of the best renowned policies of the post independence era of India, in 1992 a small amendment in 1986 policy.

After 34 years The National Education Policy of India 2020 which was approved by the union cabinet of India on 29 July 2020 with the vision of a new Education system of India. The main aim of this policy was to transform India's education system into a comprehensive framework of higher education as

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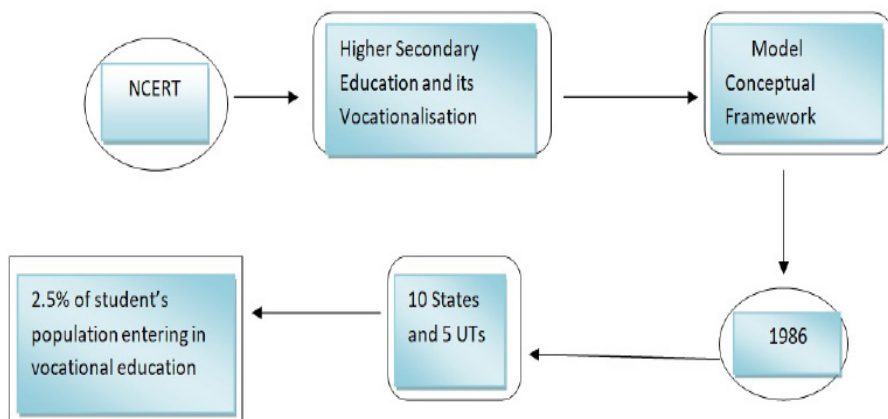
well as vocational training in both rural and urban India.



Vocational Education

As per the All India Council for Technical Education “Vocational Education also called career and technical education prepares learners for the jobs that are based in manual or practical activities, it is sometimes referred to as technical education as the learner directly develops expertise in a particular group of techniques or technology.

Vocational Education changes the perception of education. It changes the process of traditional education. Through the vocational education students learn more practical education of their area of field. Vocational education prepares people for a specific field. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade.



A. Some Vocational Education Examples

- ❖ Makeup and beautician training
- ❖ Cooking and baking classes.
- ❖ Jewelry designing courses
- ❖ Bike and car mechanic courses
- ❖ Woodworking and carpentry training

B. Why is Vocational Education Important?

Vocational Education is important due to the following reasons:

- ❖ It offers training for specific skills and jobs.
- ❖ It prepares you to take up a high paying job.
- ❖ It provides the much-needed skilled manpower to the industry.
- ❖ You can undergo vocational education with formal education.
- ❖ It helps you perform your job better.
- ❖ Reduced Unemployment in economy.
- ❖ Increase in Gross Domestic Product.
- ❖ World Class Productivity and quality.

C. Principles of Vocational Education

1. **Learning by Doing:-** It is the process of learning

through actions. This process of learning does not require any previous knowledge or understanding. By adopting this method, learner participates in new active; learn new skills and development practical knowledge on their area of field.

2. **Development of International Skills:-** Vocational education is best for both local teachers with international skills training.
3. **Development Entrepreneurial Skills:-** The main purpose of vocational education is development the self employment chance in the county through which the chances of unemployment will we decrease in future.
4. **Training in use of Hands:-** In the Vocational education trainer teaches learners by letting them actively apply their knowledge in real-world situations.
5. **Open to All:-** Vocational education open to all there should be no age limit and education limit.

D. Advantages of Vocational Education

1. Vocational Education Explore more practical knowledge to the students.
2. Vocational education is less expensive than Traditional Education.
3. No age bar in the vocational education.
4. Vocational education improve the quality and level of training.
5. Vocational education develop the skills of entrepreneur in the students.
6. Merit- based scholarship for the young men and women.
7. Alignment with domestic labour market demand.
8. Local teachers with international skills training.
9. Students centered education they using modern technologies in learning.

10. Certificate Program

11. Skillful experience

12. Career minded education

E. Disadvantages of Vocational Education

1. Narrow curriculum

2. Unsuitable medium of instruction

3. Lack of continuous education

4. Limited flexibility

5. Lack of institutions

6. Unsuitable medium of instruction

F. Indian Education System Down the Hole

Share of Indian students in vocational education is very low as compare to other development countries as per World Bank collection of development indicators, Percentage of Indian students enroll in vocational education were only 2.59% which are very low.

Country Name	Percentage Students enroll in 2020 on vocational education Program
India	02.59%
U.S.A	50.43%
Germany	74.32%
South Korea	96%

The Switzerland-based Institute of Management Development makes a world competitiveness ranking of major economics. India has been ranked at 43rd among the 64 counties in 2018 and in 2020 59th rank among the 64 countries. They have also said that youth unemployment increased from 10.4% to 23% in the last year.

G. Challenges Face by Vocational Education in India.

1. **Socio- Economic Background-** According to the National sample survey office data 24% Students from rural area

and 8.3% students from urban area enrolled in vocational education according this survey it is indicate that vocational education is not particularly preferred by the students and their parents, they belief that the employment through the mainstream education as compare with vocational education.

2. **Lack of Systematic Vocational Set-Up in India** – The organization structure of vocational education is not systematic. Vocational education is divided into the two parts in India theatrical and practical. Students give the interest in practical part but theatrical part give the more burden to the students with mainstream subject which give the negative impact on vocational education
3. **Non- Determination of Equivalence of Vocational Education** - No gives the equal weightage of vocational education as like a higher education degree in India.
4. **Lack of Equipment-** Today also in vocational education lack of modern infrastructure development, the learner does not learn high class practical knowledge due to poor equipment development.

National Education Policy 2020

The New Education policy was released under the government of India's Ministry of human resource development (MHRD) on 30 July 2020. With the vision of quality education for the youth, this is the first education policy to be released in the last 34 years in India. The policy was founded on the three pillars of Research, Innovation and Quality, with the objective of developing India into a knowledge super power.

A. *Objective of National Education Policy 2020*

1. **Learner Centric Teaching-** It focuses attention on what the students are learning, how the students are learning, under which condition students are learning.
2. **Developing Creativity-** The students learn creative and creating novel solutions for problems
3. **Developing Critical Thinkers-** Analyzing information

to get the best answer to a problem the main objective of National education policy is that the student will be the critical thinker they think innovative

- 4. Developing Multidisciplinary Thinkers-** The students are multidisciplinary in nature. They are independent to learn different fields of subjects like mathematics, science, arts but they learn specific things.
- 5. Discussion Based Teaching-** Learners will be self responsible for their education. Students are required to sit around a table and are tasked to find new information together, talk and ultimately think for themselves.
- 6. To Give Equal Emphasis on all Subjects-** The learner gives equal emphasis to all subjects. Students teach the entire subject with no hard separation between subjects like art, science and commerce.

B. Recommendation of National Education Policy 2020

1. No hard separation between arts science and vocational education.
2. Reimagining of vocational Education.
3. Inclusive, Interoperable, interdisciplinary and outcome based education.
4. Students design their own paths of study freely in secondary school.
5. Lok Vidya (important vocational knowledge development in India, accessible to students.)
6. Job market orientation with multiple exit and entry.
7. Technological development and enhance the entrepreneurship program.
8. Recognition of prior learning.
9. Full equity and inclusion.
10. Promoting multilingualism and the power of language.
11. Creativity and critical thinking.

12. Path flexibility

C. *Vision of the National Education Policy 2020*

- ❖ Transforming Indian Education system
- ❖ The curriculum and pedagogy of our institutions must develop a deep sense
- ❖ Quality education must be provide to our youth
- ❖ 100% Gross Enrolment Ratio in school education by 2030
- ❖ The current 10+2 system in the school will be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11,11-14 and 14-18 years respectively.

D. *Reimagining Vocational Education in National Education Policy 2020*

1. The main purpose of National Education policy is revision the educational structure to create a new system of education with the target of 50% learners through school and higher Education will know vocational education system.
2. Alignment with SDGs 4(Sustainable Development Goal 4) is the education goal it aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
3. Substantially increase the number of youth and adult who have relevant skills, including technical and vocational skills for employment decent jobs and Entrepreneurship.
4. Bachelor of vocational Education (B.Voc) 3 years undergraduate course which is focused on providing adequate skills for a candidate to hence the relevant skills relating to a profession.
5. For teachers lok vidya (Short term courses local artistes as master instructors in schools) program start.

E. *Way Forward*

- ❖ Vocational Education faces a lot of challenges in India but many Universities, colleges and schools of the nation give vocational education to the students to increase their potential for developing technical knowledge in the students.

- ❖ Universities, Colleges and schools face lots of challenges but they are trying to remove these challenges in future with the vision of enrolling million students in vocational education.

F. Challenges and their Over-Comes

Challenges	Over-comes
1. Society Perception and Attitude (Social economic background)	1. Organization of awareness programmers to change the perception and attitude of peoples 2. Distribution of brochures 3. Show the vocational education program videos
2. Vocational education with main course	1. Schools will offer Vocational Education from 6Th and craft centric. 2. Include Vocational education in Higher Education
3. Infrastructure Development	1. Helps the schools and College each other.
4. Professional Trained Teachers	1. Lok Vidya (Short term courses local artistes as master instructors in schools) 2. Maintain the relationship with Industries for providing technical knowledge to the students.
5. Ensuring proper funding	1. The Ministry of Education should persuade the Federal Government earmark adequate funding for Vocational Education Institute.

Conclusion

Vocational education plays an important role in enhancing the skills and ability of the students. According to today's scenario vocational education is very beneficial for the learners for facing the market competition. According to NEP 2020, Vocational Education gives students a broader choice for selecting their fields according to their interest and need. NEP 2020 endeavors to improve Vocational Education in India.

In National Education Policy 2020, Vocational Education launched Lok Vidya for teacher's development to boost the employability of the learners at all levels. Vocational Education and training focus on specific criteria for helping their learners to replicate them in different situations. Share of Indian students in vocational education is very low as compared to other developing countries. As per World Bank collection

of development indicators, Percentage of Indian students enrolled in vocational education was only 2.59% which is very low. Therefore, to promote Vocational Education, the Indian Government organizes various awareness programs to change the perception and attitude of peoples.

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13.

Multiple Entry and Exit Options in Higher Education: Boon or Bane

Rashidi Roquyiya*

Introduction

As is well known, education may help people reach the pinnacle of their profession. A just society must be created, success and all human potential must be realised, and national progress must be maximised. A nation's ability to leave its mark on the world stage depends on its level of education. The National Education Policy, 2020 was created in the 21st century and is one of many policies that were created after the government made numerous modifications to the educational system after independence.

In order for India to become a “Global Knowledge Super Power,” quality innovation, education, and research in every subject would serve as the pillars or foundation for this

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development. Therefore, a new education policy is required for this accomplishment. On July 29, 2020, the Union Cabinet finally approved the National Education Policy after 34 years. The Ministry of Education introduced the NEP 2020 with the intention of providing our country with high-quality education. This new National Policy on Education supersedes the previous one from 1986. The primary goals and objectives of this policy are to offer students a high-quality education and to promote their overall development. In this policy, referred to as the New National Education Policy, 2020, all the key issues have been covered. This policy delivers on a number of promises made to the country, including the provision of digital and technological educational tools for students with disabilities, equitable and inclusive online education, ensuring equitable use of technology, reimagining vocational education, and course structure renovation. This policy places a strong emphasis on education, which will result in long needed improvements in society. As soon as this policy is authorised, every institution will implement all new rules and regulations put forth by the federal government for the benefit of students. Students will select their own courses and subjects under this policy. Students have the freedom they deserve thanks to it.

National Education Policy (NEP) 2020 offers students the flexibility to leave a course after completing a year or two and get the corresponding certification. For instance, if a student leaves a course of four-year duration after one year they will get a certificate, for finishing it in two, they will get a diploma. While many academicians have welcomed the decision, some are not in agreement with it.

What MEES is all About?

In higher education, the Multiple Entry and Exit System (MEES) is the cornerstone of the new National Education Policy. The approach enables students to discontinue their education and pick it back up whenever they choose or decide it is worthwhile. According to the NEP 2020 draught, an undergraduate degree will be 3 or 4 years long with a variety of entry and exit points within this time frame, with the appropriate certifications — a certificate after completing 1 year in a discipline or field,

including vocational and professional areas, a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. If the student completes a demanding research project in the major area(s) of study as prescribed by the higher education institution, the 4-year programme may also result in a degree "with Research".

The HEI will have the freedom to provide a variety of Master's programme designs: For students finishing a three-year Bachelor's programme, there are three options: a two-year programme with the second year entirely devoted to research; a one-year Master's programme for students finishing a four-year Bachelor's programme with research; and a five-year integrated Bachelor's/program Master's with the option to exit at the end of the third year with a Bachelor's degree and enter a Master's programme in another HEI.

Objectives of Mees (As per NEP-2020)

The guidelines of the proposed multiple entry and exit option will serve the following objectives:

- ❖ Remove rigid boundaries and facilitate new possibilities for learners.
- ❖ Curtail the dropout rate and improve GER Offer creative combinations of disciplines of study that would enable multiple entry and exit points.
- ❖ Offer flexibility in curriculum and novel course options to students in addition to discipline specific specializations.
- ❖ Offer different designs of the Master's programme.
- ❖ Enable credit accumulation and transfer along with provision of evaluation and validation of non-formal and informal learning for the award of a degree and encourage lifelong learning; and
- ❖ Facilitate encashing credits earned when the learner resumes his/her programmes of study

Academic Bank of Credits (ABC)

With an adequate "credit transfer" mechanism, the Academic Bank of Credits (ABC), a national institution, will support the

academic mobility of students throughout the nation's HEIs and the flexibility of the curriculum framework. The system will allow students to select their own learning path in order to acquire a degree, diploma, or certificate while operating on the tenets of multiple entry and exit points and anytime, anywhere, and any level of learning. In order to achieve the desired learning outcomes, including improved creativity, innovation, higher order thinking skills, and critical analysis, ABC shall enable the integration of several higher education fields. By offering a wide range of course options for a programme of study, curricular flexibility, and creative and interesting course selections across several higher education disciplines/institutions, ABC shall significantly increase student autonomy. At the undergraduate and master's levels, students have a variety of admission and leave points. Through the facility provided by the ABC system in the "Academic Bank Account" opened for students across the nation to transfer and consolidate the credits earned by taking courses in any of the approved HEIs, it would facilitate credit accumulation.

The Academic Bank Account is maintained in the ABC and enables for credit redemption through the process of commuting accrued credits for the purpose of satisfying the credit requirements for the award of a certificate, diploma, or degree by the recognised HEIs. All credits earned up to that point in relation to a certificate, diploma, or degree will be debited and removed from the account in question upon collection of that certificate, diploma, or degree. To allow for the acceptance of multidisciplinary courses, credit transfer, and credit acceptance, higher education institutions (HEIs) that provide programmes with the multiple entry and exit system must register in the ABC.

Benefits of Multiple Entry and Multiple Exit System

This is a technique for reducing stress. The stress of following a course with the possibility of a zero-year loss in academic progress is probably going to be lessened. Students moving into a different course after taking the same one for two years are likely to find the transfer to be a huge benefit because they won't have to worry about losing a year or two of study time. After

paying a hefty cost and devoting considerable time to the course, a significant portion of students drop out after one or two years with little profit. Long-term value will come from awarding a certificate or diploma after one or two years. Students will have more freedom and flexibility to enrol in or withdraw from courses as they see fit. They will also have the chance to switch courses if they wish to study more about a different industry in preparation for a future profession. NEP 2020 includes increasing the Gross Enrolment Ratio in higher education as one of its goals. This action will lower student drop-out rates, particularly for those who wish to switch courses and want to re-enter as and when they see fit to pick up where they left off in order to finish their studies and receive a full-fledged college degree.

The Academic Bank of Credits (ABC) system will be used to hold the credits that the students earn during their first and second years. Students can thus use these credits for additional education at any moment if they wish to take a break from their study and resume it within a set time frame. Students won't lose any credits if they take a break from their study and then resume it thanks to the system. With this change, students will be able to create their own degrees. More freedom than ever before will be given to students to choose the major and minor courses they want to take. As only motivated students will complete the degree through a system with many access and departure points, this is likely to revolutionise India's higher education system. No one will be forced to finish the course by any means if they are not interested in continuing. With ongoing reforms in this direction, this ground-breaking decision will transform our higher education system into one that is more comparable to the global model. The multiple entry and exit system appears to be a highly beneficial modification in view of the aforementioned facts. However, a more thorough examination of the idea also uncovers a few practical problems. The following issues must therefore be resolved for the Multiple Entry and Exit System to be implemented successfully (MEES)

Concerns About Mees

Students may graduate with a certificate after one year, a diploma after two years, a bachelor's degree after three years,

or a bachelor's with research after four years. In order to apply this system, curriculum construction is a significant difficulty. What level of proficiency will a student have gained after one or two years in a degree programme? As a result, it is necessary to revise the curriculum in order to include the specialised abilities, knowledge, and skills necessary in a certain subject area.

Without the right direction, pupils may become confused and have doubts, which can create a chaotic situation. For students who are more prone to drop out owing to various reasons, it is necessary to promote and expand student support services at various levels. For students who are more prone to drop out for personal, social, emotional, cultural, economic, or any other cause, support services for students need to be promoted and enhanced at all levels.

What kinds of chances will exist for certificate and diploma holders in various fields at the same time when degree holders are having trouble getting employment? If a student has an early certificate or graduation that is not technically specialised, it may be difficult for them to get job. Should we be able to create a pool of effective entrepreneurs by granting certificates and degrees following the completion of a course lasting one or two years through a variety of entry and exit points? It is feared that early exit certificates may be used as a stamp of failure in the world of work.

When applying this approach, educational institutions must create an easy admissions process. Consider a scenario in which a certain university fixes the total enrollment for a degree programme. The situation is likely to deteriorate quickly. How should the problem be handled if, in accordance with the current system, 15 students opt to drop out in the second semester and approximately 25 students who departed years before are waiting in line to re-enter? It is obvious that this will disrupt the institution's infrastructure, including the required teacher-to-student ratio and other facilities. Everyone is also worried about the fact that many students who drop out of classes in the middle might not come back for unimportant reasons. In the absence of strong desire and appropriate direction, it must be ensured that a significant portion of students will not be

denied access to higher education. The development of a perfect price structure at the time of admission under the multiple entry option is necessary for this system to be implemented in its true spirit. It must be made sure that the system does not turn into a prime chance for private or other institutions to charge students who want to return to school expensive fees. Multiple Entry and Exit System (MEES), in summary, can be viewed as a significant reform aiming at making the higher education system more egalitarian and student-friendly. The deliberate implementation of this ground-breaking step would give students seamless mobility, ensuring their zero-year loss and giving them the chance to learn from anywhere, at any time. When adopting the MEES, educational institutions are likely to run into numerous problems. Determining the number of students to be admitted each year would be one of the major issues. Consider a scenario where a college's annual total enrollment for a degree programme is 30 students. The teacher-to-student ratio and the existing infrastructure will be disrupted if, by the second semester, 10 students leave and roughly 20 former students who dropped out years ago are in line to re-enter. Naturally, limiting the number of students is what is most likely to occur is to resume their studies each year.

Therefore, MEES would not guarantee entrance based on the preferences of the students, but rather on the requirements of the institutions. At the same time, only by adhering to reservation rules can multiple entry admission be granted in government institutions and universities. On the other side, private colleges would view this as an excellent opportunity to charge students who want to return to finish their studies exorbitant costs. The exaltation of the economically independent student life comes with some risks. A societal obligation is education. Governments take on the obligation of making education for everyone free and required because of this. The Jomtien Declaration on "Education for All" from 1990 was enthusiastically embraced and was actively pursued by world. Amartya Sen, a Nobel laureate, reminds us that government spending on education is an investment rather than an expense. MEES may seem like a student-friendly policy, yet it suggests that paying for one's education is a private matter. While no child from a wealthy family will leave college for lack of funds, MEES, if implemented, will lead to a distorted

educational experience for students from low-income families. Currently, numerous programmes like scholarships are in existence to assist students with higher education governments including India, with the conviction that education is a social responsibility.

Conclusion

Future students will benefit from the flexibility and many exit possibilities provided by the NEP 2020, which also focuses on digital education and offers a one-year master's programme. Students will have the opportunity to re-enter the programme from where they had left off, in the same or in a different school, even if they leave before finishing the programme in its entirety. Students who have been taking one course for two years and want to switch to another don't need to worry about missing a year or two of study time because of this. Additionally, it will enable students to determine while on the go what knowledge or skills they need to acquire. These alternatives help students plan their careers and deal with any unforeseen life events that can need a temporary break from their education at any time. This action is in line with the plan for an academic credit bank that may accrue credits in such circumstances. In India, where finding work is a major problem, many students are compelled to give up their aspirations of pursuing further education in order to find employment right away and support their families. With the multiple entry-exit option in undergraduate courses, this issue is somewhat mitigated.

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14.

NEP 2020: Expectations From Higher Education

Dr. Ramakanti*

Introduction

The first NEP was executed by India in 1968 and after that second one came long back in 1986 and current New Education Policy came under the leadership of Prime Minister Narendra Modi in 2020. It is planned accompanying the dream to revamp instruction scheme and lie down handbook for liberal learned country. The board that enabled the procedure to document the NEP 2020; was headed by erstwhile ISRO chief K Kasturirangan. During past 2 years, complete humanity has faced a challenging time which have brought drastic changes in their behavioural pattern, on account of COVID-19 pandemic. However, growth has to continue. After facing all “lockdowns/ curfews” and different kind of isolations, individual understands, in spite of all the limits/disadvantages and taboos, because existence is

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a dynamic and uniformly changing process and endurance is possible only for those who are the fittest. With transforming India or arising “New India”, the New Education Policy on instruction wanted reinvented and reimaged. Further as we move toward the more Technology bound practices and AI based society, the unskilled and semi-skilled jobs will be displaced by techno-skilled, mechanical, computer/mathematics and engineering-based jobs. The growing challenges of pollution, climatic changes, the basic needs crisis and, most importantly, the threat of an onset of pandemic diseases are demand the need for jobs in the physics, chemistry, biology, social sciences, and knowledge of infectious disease control system in integrated ways. All of this point to the need for an interdisciplinary teaching/learning process. It therefore seems reasonable to ensure that education involves less “content” and more thought processes, critical analysis and problem-solving approaches. Learners should become more creative, innovative, adaptable, and interdisciplinary thinkers. Pedagogy should aim to make education “more experiential, holistic, integrative, inquiry-based, exploratory, learner-cantered, discussion-based, flexible and, of course, fun.” The curriculum should develop all aspects and skills of the learner, including basic arts, crafts, humanities, games, sports and fitness, language, literature, culture, and values, in addition to science and mathematics.

Objectives of the Study

The National Education Policy 2020 has suggested many inputs to reform and sustain the quality of education for restructuring the New India. To cover the higher education structure, its challenges and opportunities provided in NEP, following objectives are framed-

1. To study and review the recommendations of the New Education Policy 2020 in general.
2. To study the vision of the National Education Policy 2020 in concern with higher education.
3. To find out the Role of Higher education confined in NEP and subsequently the expectations of Policy from higher education.

4. To frame out the suggestions for strengthening higher education and fixing the teacher's responsibilities.

Methodology

The nature of the present paper is a descriptive study. The content analysis has been done to understand the features of policy. This paper has been examined NEP documents from government websites as official evidence and also considered e-books, journals, websites, reports of different institutions, and few blogs as supporting documents.

Analysis of the NEP-2020

A. *The Vision of the Policy*

1. An education system rooted in the Indian spirit
 - ❖ This will directly contribute to transforming India, i.e. Bharat, into a just and vibrant knowledge society in the long run so that status of Vishva Guru will be achieved again.
 - ❖ Making India a global knowledge superpower by providing quality education for all.
2. Our institutions' curricula and teaching methods must inspire a deep respect for our students to the-
 - ❖ Fundamental Obligations and Constitutional Values and attachment to one's own country
 - ❖ A conscious awareness of one's role and responsibilities in a changing world.
 - ❖ To instil in learners a deep-seated pride in being Indian not only in thought, but in mind, heart, and actions too.
 - ❖ Develop supporting knowledge, skills, values and dispositions.
 - ❖ Responsible commitment to human rights and Sustainable Development Global well-being that reflects true global citizenship.

B. *Principles of the Policy*

The following core ideas apply to both the entire educational

system and the various institutions that make it up:

- ❖ Recognising, locating, and promoting each student's particular skills. To do this, parents and educators must be encouraged to support each student's holistic development in both academic and extracurricular areas.
- ❖ The primary priority should be for all pupils to master fundamental literacy and numeracy skills by grade three.
- ❖ Flexibility built into the learning process so that students can select their educational paths and programmes and, in turn, determine their own career paths based on their interests and talents. To avoid negative divisions between the arts and sciences, extracurricular activities and coursework, and academic and vocational streams, etc.
- ❖ To preserve the coherence and integrity of all information, education must be multidisciplinary and comprehensive, encompassing the social sciences, humanities, arts, and sports. Emphasis should be placed on conceptual comprehension rather than memorization of facts for tests.
- ❖ Morality, human values, and constitutional principles including justice, liberty, responsibility, pluralism, equality, and empathy; cleanliness; courtesies; a spirit of democracy; a spirit of service; a respect for public property.
- ❖ Promoting multilingualism and the value of language in both teaching and learning.
- ❖ Stressing the importance of developing life skills like resilience and teamwork.
- ❖ Regular focused formative assessment for learning as opposed to summative evaluation.
- ❖ Widespread use of technology in education, lowering barriers related to language, and expanding access.
- ❖ A rootedness and pride in India and its rich, various, old and up-to-date culture, information plans and habits.

C. Expectations From Higher Education

1. Creation of new, high-calibre universities and colleges

- ❖ **Aims:** To develop excellent, knowledgable, all-around,

skilled and creative people is the basic goal. To develop the human values like intellectual curiosity, sense of creation, ethical behaviour or morality, scientific attitude, and social bonding, the people have to study one or more specialised areas in depth. This would happen only when the strict boundaries of streams and specialisations get dissolved.

- ❖ To establish more Universities and Colleges for providing the opportunities to multidisciplinary undergraduate and graduate programmes and with the option of various local/Indian and other language as medium of instruction.
- ❖ Creation of a National Research Foundation to promote the research in basic culture.
- ❖ Through redesigned curriculum, pedagogy, and evaluation, opportunities should be provided to increased access, equity, and inclusion in all societies.
- ❖ Provision for Institutional and faculty autonomy should be exercised.
- ❖ Increased access, equity, inclusion should be done by rephrasing the curriculum, pedagogy and assessment processes.

2. Institutional Restructuring and consolidation

- ❖ By 2040, all HEIs will be interdisciplinary. Single stream HEIs must transition to multidisciplinary status, be phased out, or become a part of multidisciplinary HEI clusters.
- ❖ By 2030, every area will have at least one significant, interdisciplinary HEI.
- ❖ Gross Enrolment Ratio-GER will rise from 26.3% in 2018 to 50%. (2035)
- ❖ Universities will be reclassified as either Research-Intensive Universities (RIUs), which place equal focus on teaching and research, or Teaching-Intensive Universities, which put more of an emphasis on teaching while still conducting major research (TIU).

- ❖ Large interdisciplinary institutions that primarily award undergraduate degrees and concentrate on undergraduate teaching will be referred to as autonomous institutions. Concept of “affiliated colleges” should be rule out by 2035.
- ❖ The Inter-University Cooperation cell should be created to develop, engage and serve to all sectors of society, to support school education in various fields, and to provide training for teachers.
- ❖ Higher education institutions should have the provision to conduct Open Distance Learning and online programs after completing the required accreditation norms.

3. Holistic and multidisciplinary education

- ❖ All undergraduate programs, either professional, technical or vocational streams, shall be more holistic in nature. For example an engineer who is a purely technical person may learn some curriculum from humanities, and even arts soft skills and vice versa with others.
- ❖ The UG course is of 3 or 4 years’ duration, and has multiple exit options, with proper certification in any discipline either it be of professional, vocational or technical streams. Such as;
 - a. Certificate of Completion at the end of the first year
 - b. Diploma at the end of 2nd year
 - c. Bachelor’s degree after 3 years, an interdisciplinary degree after four years is desirable.
- ❖ The four-year course can be completed with a ‘research degree’ if a research project is carried out in a major if framed by the university.
- ❖ Academic credit bank for digital storage of learning achievements has to be made available from various universities for the authentication of university degrees
- ❖ Departments such as Economics, Education, Languages, Literature, Commerce and Business, Mathematics, Music and soft skills, Arts and culture,

Philosophy, Pure and Applied Sciences, Sociology, Sports, Translation and Interpretation are established in all Universities to promote holistic development of learners.

- ❖ Credit-based courses in community service, environmental education and value-based education should be an integral part of higher education for all.
- ❖ All undergraduate courses, whether vocational, technical or vocational, should be more global in nature. For example, a doctor who is engaged purely in knowledge of specific stream should be provided the opportunity to learn humanities, arts, and social skills, if does want and vice versa.

4. Optimal learning environment and support for students.

- ❖ HEIs and their faculty will have autonomy to innovate in terms of curriculum, pedagogy and assessment within a broad framework.
- ❖ CBCS shall be reinvented and revived. Assessment, including final, shall be decided by HEI with a criterion based grading system. The emphasis will be on the continuous and comprehensive evaluation.
- ❖ High-quality support centres, professional academic and career counselling for all Standardization, regulation and accreditation of ODL will take priority.

5. Internationalization

- ❖ Facilitate the entry of international students into Indian universities and all that it takes to plan India as a global study destination for affordable and world-class education
- ❖ Every university has an international office to take care of international students.
- ❖ Promote research/educational cooperation, lecturer/student exchanges and links with overseas universities on the one hand, and the opening of offshore campuses of top Indian universities abroad on the other.
- ❖ Best foreign universities are allowed to operate in India

by implementing a special legal framework.

6. Student Activity

- ❖ All facilities necessary for a comfortable, safe and quality education are provided. Various associations such as decent hostels, medical facilities, counselling centres, sports, arts, culture, eco, activities and community services will be established.
- ❖ Financial support especially for SC, ST, OBC and other SEDG students is supported by grants and sponsorships.

7. The Drive for Vocational Training

- ❖ Vocational training is gradually integrated into schools, colleges and other professional institutions.
- ❖ B.Voc courses (2013) will continue, but vocational courses will be integrated into all Bachelor courses (3 or 4 years).
- ❖ By 2025, 50% of learners should have access to vocational training.
- ❖ Universities offer vocational training either individually or in collaboration with industries / NGOs.
- ❖ “Lok Vidya”; traditional Indian expertise integrated to learn vocational training in ODL mode.
- ❖ A National Commission for Vocational Education Integration is established in the Ministry of Human Resources Development (MHRD).
- ❖ Indian Standards for Alignment with the International Standard Classification of Occupations (ISI).
- ❖ Inter-transfer between ‘general’ vocational training and Vocational training will be facilitated with the aid of lines of credit.

8. Technology Driven Education

- ❖ The National Educational Technology Forum (NETF), an autonomous organization, has created to provide a platform for the free exchange of ideas regarding the use of technology in learning, evaluation, planning, and management.
- ❖ Technology-based educational platforms such as

“DIKSHA / SWAYAM” are better for integrated Online and digital education.

- ❖ New circumstances and realities call for new initiatives. Whenever and wherever traditional, individualized forms of education are not possible due to recent epidemics/ pandemics, alternative forms of quality education must be used

The use of technology for online and digital education must properly address equity issues.

- ❖ To be an effective online teacher, teachers need proper training and development. A good teacher in a traditional classroom may not be a good teacher in an online classroom.
- ❖ Online assessment also requires a different approach, and conducting large-scale online assessments requires limiting the types of questions that can be asked in an online environment, in addition with networks and powers issues.
- ❖ Furthermore, if online education is not mixed with experiential, activity-based learning, then cannot be replaced by face to face education.
- ❖ Online Education Platforms and Tools - Existing e-learning platforms such as SWAYAM and DIKSHA will be enhanced to provide teachers with a structured, easy-to-use and rich set of supporting tools to monitor learning progress.
- ❖ Bridging the Digital Divide – People with severely restricted digital access are using existing mass media such as television, radio, and community radio extensively for television and broadcasting. Special focus on all Indian language content.
- ❖ Virtual Labs, Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAKHA will also be used.

9. Research

Promote quality academic research in all fields through the

new National Research Foundation (NRF)

- ❖ Establishing New NRF Goals: Establishing and Instilling a “Research Culture” in Universities.
- ❖ A Rotating Board of Directors (BOG) of Distinguished Researchers and Innovators.
- ❖ Areas of activity include-
 - a. Find peer-reviewed competitive funding proposals of all types and streams/fields
 - b. Initiate, facilitate and promote research at HEIs
 - c. Acts as a liaison between researchers and government agencies.

10. Changes in regulatory system of Higher Education

Under the umbrella of the Higher Education Commission of India (HECI), four major lines will be establishing to control four major areas, such as-

- ❖ The umbrella term known as the National Higher Education Regulatory Council (NHERC). It serves as a “single” point of control for all education, including teacher education except medicine and law.
- ❖ Accreditation – The National Accreditation Council (NAC) evaluates institutions based on basic infrastructure, public self-declaration, good governance, and results.
- ❖ Funding – Higher Education Grants Council (HEGC) funded/financed Use of transparent criteria.
- ❖ General Education Council (GEC) will frame the learning outcomes on the basis of specially formulated National Higher Education Qualification Framework.

All the four institutions, like their parent institutions, operate on the basis of transparency, public self-disclosure, and the use of technology to avoid human biases.

Conclusion

NEP 2020 is proposed to renovate education in India. It will utilize the cooperation of worldwide societies and their knowledge

will be employed. Moreover, higher education determined in Indian academies and colleges under NEP 2020 will combine ICT to suit the need of the New Bharat. On the part of the governance and policy planners, plenty of changes are required and expected to lead to the syllabus of university reorienting itself towards the global demand for taking on skilful youth on one hand and a graceful citizen of India on another hand. Thus, execution of NEP 2020 presents a great challenge. This will definitely bring an accountable present and creative changes in future generation. Higher educational organizations (HEI) will reach up to the extent of autonomy from the present system of dominant single planners. There will be generous atmosphere of autonomy to advance independence of academic transmit, opportunity of research and emphasis on change. NEP 2020 will present important thrust to skilling in India as it determines diversified effort and exit option to graduate and to pursue their higher education later at students' ease. Overall, NEP 2020 is a sound proposal for today's youth and well expected thinking and honest attempt to remodel Indian Educational structure. This policy focuses on points of unification of professional instruction in HEI for skilling and employment production, providing an open atmosphere for research and innovation, holistic approach in evaluation and accreditation, technology driven education and a meta-morphed teacher. NEP 2020 has wagered an actual roadmap for India as a "Vishva-Guru" if executed correctly.

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15.

Role of National Education Policy 2020 in Providing Quality Education

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Jayant Saraswat**

Introduction

Education is always a basic need for developed and developing societies whether it is formal or casual. In ancient times the education was basically for food and normal living in an area restricted to a population because no massive movements are to be needed for survival. In the modern times, the industrialization, civilization, scientific approach enhances the need of formal education for all to survive. In Indian context, the education basics are based on British pattern for a long. However, the difference in socialization level, civilization and other means created a need in change the policy from a long time. Now the government decided to change the policy made as per the need of modern time and as per the requirements of Indian society and youths for a brighter

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and developed India. This is called National Education Policy 2020 (NEP-2020). It is going to reform old education system as a whole in every aspect from primary to higher education and from student to teacher education in the coming years. The present article highlights the major regulations and conditions of NEP-2020 as well as a critical view on it. This is a new aspect, hence some literature and web resources are consulted which are acknowledged at the end.

In any nation, education has a decisive role in shaping the economy, social standing, technological advancement, and positive human behaviour. All existing educational institutions with the current nomenclature of affiliated colleges will either transform into multi-disciplinary, degree-granting autonomous colleges or become constituent colleges of their affiliated universities in accordance with the new education policy. The National Research Foundation is an independent organisation that provides grants to innovative researchers working in the fields of basic science, applied science, and the social sciences and humanities. With the ability to pick and choose between required and elective courses within and between disciplines, the educational system will evolve to become student-centered. The NEP-2020 is intended to steer the Indian higher education system away from an emphasis on lecturers and toward one on students, as well as from a focus on data to one on understanding, on grades to one on performance, on tests to experiments, on textbooks to textbooks, on rote memorization to research, and on selection to competency.

The focus of the strategy is on the first two years of college, and it encourages students to be creative in their course selections, combine courses in novel ways, incorporate career-focused education, and take advantage of a variety of certification options. In current era, certification is essential, and most degrees are either 3 or 4 years long. e. g. After one year, students will receive a certificate, after two years, an advanced diploma, after three years, a baccalaureate, and after four years, a bachelor with research. Credits acquired at various higher education institutions (HEIs) will be digitised and stored in an Academic Bank of Credit (ABC) that will allow for seamless credit transfer and accumulation toward a final degree. The National Testing

Agency (NTA) will administer a standardised test for entry into elite colleges and universities. We will identify leading MERNs as national role models for multidisciplinary education at the highest international levels. Under the new plan, M. Phil degrees will be phased out.

Investing in a country's higher education system is a wise move for the future of that country. For us, this means being better equipped to handle the social and economic shifts inherent in the digital era. Developing education both quantitatively and qualitatively to keep up with the needs of a growing population is crucial. There are calls for India to prioritise social and human development, particularly the advancement of women, as the country's economy improves. When women and girls are empowered, they are able to better advocate for their own human rights, end discriminatory practises, and break free from the limiting social roles and stereotypes that contribute to their oppression. An essential part of attaining gender equality is empowering women to pursue their own goals in areas such as education, health care, economic engagement, and personal development on an equal footing with men.

Except for the fields of medicine and law, all aspects of education in India would be governed by the National Commission for Higher Education (NHRC). The General Education Council (GEC) is in charge of establishing baseline standards, the Higher Education Grants Council (HEGC) provides financial support, and the National Accreditation Council (NAC) ensures that all schools meet rigorous standards. Improved Institutional Design: -Universities and colleges will expand into huge, well-resourced, dynamic multidisciplinary institutions that provide excellent instruction, research, and service to the local community. The term "university" can refer to a wide range of different types of educational institutions, from "research universities" to "teaching universities" and even "degree-issuing colleges" with their own unique pedagogical focuses.

- ❖ In conjunction with NCERT, NCTE will create NCFTE 2021, a National Curriculum Framework for Teacher Education. In the year 2030, a four-year Bachelor of Education (B. Ed.) degree will be the bare minimum for entering the teaching profession.

Support for SC, ST, OBC, and other SEDGs will be added to the National Scholarship Portal. To encourage private higher education institutions to increase the number of scholarships they offer, we will be providing incentives to do so.

Measures such as credit-based recognition of massive open online courses (MOOCs), online courses and digital repositories, financing for research, and enhanced student services will all contribute to this goal.

- ❖ The Ministry of Human Resource Development (MHRD) will form a dedicated group to develop educational technology (e.g., networks, software, and content) to support traditional and advanced learning.

It is anticipated that the establishment of the National Institutes for Pali, Persian, and Prakrit, as well as the Indian Institute of Translation and Interpretation (IITI), will significantly bolster the Sanskrit and other language programmes in higher education institutions.

- ❖ The integration of all forms of professional training into the university curriculum is inevitable. Even traditionally specialised universities like those in technology, medicine, the law, agriculture, etc., will want to broaden their academic offerings to include other fields.

The educational system in India has undergone periodic evolution, beginning with the vedic educational system and continuing up to the present day. Improvements to the educational system that take into account different pathways to achievement and are tailored to each communities' prerequisites for success. With 133 crores of people, India has the potential to develop rapidly. There are fundamental flaws in the schooling system that the government must address. If the government follows through on its promise to increase public spending on education by at least 6% of GDP and expand the NEP 2020, then those students will benefit economically, physically, and intellectually. If India is serious about putting the NEP 2020 into action, the country has the chance to become an independent superpower.

Conclusion

In India, there is a concerning disparity between the number of teachers and students. Therefore, it might be difficult to introduce mother languages into educational institutions for all subjects. due to the fact that it is already difficult enough to get a qualified instructor, let alone having to deal with the additional hurdle of acquiring native-language course materials. A nation's strength is bolstered by its educated citizens. This will determine the future of the country and its people. The positive effects of education on a nation and its people are not temporary but rather contribute to their continued prosperity for generations. In the current context, the function and significance of education simply cannot be disregarded. When the pre-independence period is compared to the post-independence period, the growth and development are plain to discern. After 34 years, the Indian government is finally updating its education strategy for the third time. Many of the suggested reforms in the new National Education Policy 2020 would have far-reaching consequences. By 2035, the National Education Policy (NEP) 2020 hopes to increase India's existing Gross Enrollment Ratio (GER) from its present 25% to 50% by providing a transdisciplinary and interdisciplinary liberal education to every aspiring student. Based on the advice of a panel of experts led by Dr. Kasturirangan, the ex-chairman of the Indian Space Research Organization, the new educational strategy has been formulated (ISRO). Among the hallmarks of the policy are a centralised governing body for all universities, flexible entry and exit requirements for degrees, the elimination of the Master of Philosophy degree, board exams with minimal stakes, and standardised admission exams.

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16.

New Education Policy 2020: A Search for Fostering Holistic Individual and National Development

Pradeep Kumar*

Introduction

Education is the most important building-block for a well-developed and progressive society which in turn manifests into a modern, advanced and knowledge economy. Education is very foundation for achieving full human potential, making an egalitarian and just society, and ensuring national development. India, since ages, has been known for its higher standard of education and it has accorded highest importance to knowledge and thought-creation. The education in ancient time was not limited just to acquire knowledge and learning required for leading a physical life but it was for unleashing the potential of a person in full capacity and liberation from all form of bondages and self-actualization (Nirvana). Due to this comprehensive and

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holistic approach, India had attracted scholars of repute and students from across the regions and society. India can boast of the most impressive and intellectual persons of that ages Aryabhata, Charaka, Susruta, Varahamihira, Maitreyi, Gargi, Apala, Ghosha, Bhaskaracharya, Brahamgupta, Chanakya, Panini, Gautama, Thiruvalluvar among others. But in recent centuries our education system collapsed and it became just a system making people literate and awarding degrees which in turn resulted into under utilization of human potentials.

The world is undergoing rapid changes in social, economic, geo-political and strategic level. The latest developments in knowledge landscape in general, and in disruptive technologies like artificial intelligence, machine learning, data mining, cloud computing, internet of thing in particular would transform the working paradigm significantly. Most of the unskilled jobs and repetitive tasks would be taken by machines leaving several jobless and outdated from future workforce. According to pwc survey jobs at risk due to automation are 38% in US, 35% in Germany, 30% in UK and 21% in Japan (pwc; p.30). however, as per World Economic Forum Report 85 million jobs may be displaced by the division of labour between human and machine, while 97 million new jobs may emerge as ‘jobs of tomorrow’ (The Future of Job Report, 2020). According to Deloitte “the jobs of future are expected to be more machine-powered and data-driven but they also likely require human skills in areas such as problem-solving, communication, listening, interpretation and design” (Deloitte Insights; p.3). Further, our education system was reeling under pressure from a lot of structural, procedural and implementation problems and was not in sync with the current demand of industry what to talk about the ‘jobs of tomorrow’. As per the ‘National Employability Report-Engineers 2016(NERE), by Aspiring Minds nearly 80% of graduating engineers are unemployable (Times of India). Apart from this the declining ethical and moral ethos of society raised a question mark on our existing educational system for its failure to imbibe societal and cultural values in the minds of students.

Further, Indian education system was suffering from a lot of dichotomies in form of streams like art, science, commerce, engineering, law etc; curricular and extra-curricular; academic

and vocational etc. This system had created the hierarchies in education system and some subjects and streams were considered more valuable than others making undue pressure on the minds of youngsters who was compelled to opt the subjects or streams due to parental and societal pressure and not out of their love and interest for the subjects. This leads to the clash of interest in the personalities of students and their psycho-emotional aspects were jeopardised. Thus, the gap between current state of learning outcomes and the required status of learning outcomes must be bridged through undertaking substantial reforms in apparatus of whole education system starting from early childhood care to higher education ecosystem and monitoring and coordinating system.

In view of above discussion, it was felt that a 34-year-old education policy might not be sufficient to meet out the challenges of 21st century and make human resources of the country to utilize their optimum potential. Thus, The National Education Policy, 2020 which is third education policy since independence after education policies of 1968 and 1986, is being implemented with an aim “to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social and economic background” (NEP 2020; p. 3). Apart from this this policy emphasises on holistic development of learners developing them capable of rational thought and action, possessing compassion and empathy, scientific temper and logical decision making with sound ethical and moral values.

Holistic development is a comprehensive landscape of education which aims to develop multiple facets and attributes of personality of a student. In simple words, holistic development involves the development and balance of mind, body and spirit. It essentially means the development of cognitive, mental, emotional, physical and social abilities of a person to face the demand and challenges of life. Thus, the concept of holistic development does not encompass only intellectual capabilities but it also strives for promotion of psycho-social competencies and positive mental health attributes like emotional competence, self-knowledge, resilience, empathy, and interpersonal skills.

The New National Education Policy strives to encompass multiple dimensions and multiple facets of education ranging right from early childhood care to higher education and research ecosystem through primary and secondary education system. It's a comprehensive vision document which seeks to transform our education landscape to unleash the full potential of our demographic dividend. The policy believes that education system should develop "good human beings with rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination with sound ethical moorings and values" (NEP 2020; pp. 4-5). The policy aims that education system should produce engaged, productive and contributing citizenry for building an equitable, inclusive and plural society. To achieve the above-mentioned goals the NEP laid the following principles/schemes to guide the education ecosystem and individual institutions.

Each student has been endowed with unique capabilities and there are individual differences among students. The theories of multiple intelligence recognise not only intellectual or cognitive intelligence but several other forms of intelligence. However, our current education system put undue emphasis on academic aspect of life and undermine the non-academic aspect of life. The NEP 2020 recognises the need of identifying and fostering the unique capabilities of each student for his/her holistic development in both academic and non-academic arena. The pedagogy and curriculum take care of individual differences and try to promote the unique attributes and capabilities of each learner according to his/her choices and interests. Thus, the new ecosystem of learning would facilitate the learners to expand their horizon to the fields and activities of their own choices and it would help them to excel.

The unique feature of NEP 2020 is adoption of Early Childhood Care and Education (ECCE), the foundation of learning. Several scientific studies state that most of the development of brain occurs prior to the age of 6 years. This indicates the significance of care and appropriate interventions for stimulating the brain in early years so that healthy brain development and growth may be ensured. Currently children from a few sections of society enjoys the opportunity of ECCE in

different play schools but a large section of children particularly from disadvantaged groups is deprived of such facilities. ECCE will remove such socio-economic externalities and enable them to participate and flourish in education system. ECCE consists of “flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning” (NEP 2020; p.7) to attain physical and motor development, communication and early language, literacy and numeracy development, cognitive development and socio-emotional-ethical development along with cultural-artistic development. ECCE would provide a sound foundation of learning and different sets of capabilities in early years.

Our current education system, most of students are lacking basic literacy and numerical skills according to their ages and standards. Several reports particularly ASER by Pratham have highlighted this deficiency. This indicates that we are in a learning-crisis. Due to lack of basic reading and writing skills and numerical abilities students often either remain poor performer or drop out the classes and schools. The New National Education Policy places the highest priority to foundational Literacy and Numeracy to all students by Grade 3. The policy states “enjoyable and inspirational books for students at all level will be developed..... in all local and Indian languages” (NEP 2020; p.9).

Undernourished and unwell students are unable to learn optimally as malnutrition impose learning impediments and physical constraints on the cognitive and physical development of a student. The New National Education Policy take care of this aspect too and provide appropriate interventions. It states “the nutrition and health of children will be addressed, through healthy meals and introduction of well-trained social workers, counsellors, and community involvement into schooling system” (NEP 2020; para 2.9, p. 9).

The National Education Policy 2020 provides students flexibility to choose learning trajectories and programmes according to their talents and choices. It takes care of drop out problem by two initiatives viz. the first is to provide effective and sufficient infrastructure and second suitable opportunities to catch up or re-enter in case of fallen behind or dropped out.

It envisages Open and Distance Learning (ODL) programmes by the National Institute of Open Schooling and State Open Schools.

Our current education system is divided among several disciplines, streams and faculties. There is no or little mobility among inter disciplines and streams. The New Policy envisages no hard separations of streams and disciplines, between academic and non-academic activities. It states “there will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘cocurricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams” (NEP 2020; para 4.9, p. 13). Multidisciplinary to ensure unity and integrity of all knowledge and eliminating the harmful hierarchies among disciplines has been sought in the NEP. The curriculum and pedagogy will be designed in consonance with making learning holistic, integrated, enjoyable, and engaging for all students.

Cognitive and problem-solving operations are of utmost importance in life. However, our current education system promotes the culture of rote learning and there is little scope and space for creativity and critical thinking. The NEP seeks to reduce curriculum providing necessary space to enhance essential learning, creativity and critical thinking to foster innovation and logical decision making. Experiential learning will be promoted throughout all stages including hands-on learning, arts-integrated and sports-integrated education.

The NEP 2020 talks about curricular integration of essential subjects, skills and capacities for producing good, adaptive, successful, productive, and innovative human beings to face the challenges and requirements of today’s rapidly changing world. For achieving holistic development of students these set of skills need to imbibe such as language proficiency; oral and written communication skills; scientific temper and rational thinking; sense of aesthetics and art; nutrition, physical education, fitness, wellness and sports; problem solving and logical reasoning; creativity and innovativeness; vocational exposure and skills; digital literacy, coding and computational skills; human and constitutional values; gender sensitivity; traditional knowledge; and environmental sensitivity among others. Special emphasis

on contemporary subjects like machine learning, internet of things, artificial intelligence, design thinking, holistic health, environmental and climate change education, organic living etc.

Human and Constitutional values are of prime importance for building a stable, progressive and just society and nation. The NEP focuses on inculcating ethical, human and constitutional values such as honesty, integrity, patience, forgiveness, compassion, empathy, equity, scientific temper, democratic spirit, pluralism, liberty, justice, gender sensitivity and patriotism.

The NEP seeks to intervene in every aspect and dimension of education system to transform the current educational landscape. Apart from the above discussion there are further provisions to be achieved or implemented in the whole education system with a view to making students ready for the future requirement of 21st century. The provisions which are helpful in achieving the task of holistic development of students are as follows:

- ❖ Promoting multilingualism and local language and respect for diversity;
- ❖ Fostering of life skills such as cooperation, communication, teamwork and resilience;
- ❖ Emphasise on extensive use of technology in the whole education ecosystem;
- ❖ Synergy in curriculum from early childhood care to higher education through school education;
- ❖ Regular formative assessment rather than summative assessment to relieve the students from exam-phobia and associated anxiety disorders;
- ❖ Ensuring equity and inclusion as the cardinal principles of all education institutions;
- ❖ Outstanding research

Conclusion

On the basis of above discussion, it can be said that the New National Education Policy 2020 is comprehensive, inclusive, forward-looking, and transformative which has potential to

transform the educational landscape of our nation. The NEP is very optimistic, promising and aspirational in its aims, scope, strategy, and dimensions. There are several challenges and constraints in realizing the spirit of NEP such as structural, procedural, financial, infrastructural, attitudinal, political, and socio-cultural. However, this policy has potential, if implemented in letter and spirit, to transform the current education system into a vibrant, inclusive, democratic, affordable, accessible and futuristic education system. The main focus is not on making students' expertise in specific subjects or domains but is an integrated system of making students endow with necessary domain expertise, required life skills and human and constitutional values so that he/she may attain the highest level of achievement not only in physical world but intrinsically also. This policy is an effort to blend traditional values and ethos of our ancient culture and civilization with the modern technology and innovations. This policy takes care of all aspects of a balanced and holistic life such as cognitive development, physical strength and well-being, emotional stability and social and life skills along with human and Constitutional values. The comprehensive education system as envisaged in the NEP would be helpful in making not only the holistic development of students but it would transform the fate of society and nation too. Educated citizenry is the most important assets which a society and a nation has and citizenry with modern outlook, scientific temper and humane and democratic spirit build an egalitarian, modern and just society. The nation having enlightened citizens sparks and remains strong, serving, accountable and peaceful. Thus, one should be hopeful and optimistic about the cherished goals and targets NEP 2020 has sought for.

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17.

Significance of Outcome-Based Education in Skill Development

Shashank A Anand*

Introduction

Outcome-based education is a student-centred approach for providing instructions that stress performance through outcomes. These performances entail the varied facets of teaching-learning models which aims to enhance these students' skill and behaviour. It is considered as a massive leap to fill the traditional education system gap. "Outcome-Based Education comprehensively focuses on the organization of an educational system that is centred up around essentiality in learning instruction for all students enabling them to perform with their achieved skillset after successful completion of their learning experiences. This requires comprehensively stating a clear picture of what is essential for the students, thereby organizing

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curriculum, instructions, learning process framework and assessment to make sure the effective learning ultimately happens.”¹ More skill-oriented workforce is required to match with fast developing Technology. The traditional education system lacks technological development in curriculums that remain outdated for years. In order to cope with the fast-changing development, a shift is required from traditional to outcome-based education which must include “program-specific outcomes” and “course outcomes”. It should focus upon the restructuring of the Curriculum, and pedagogy assessment practices as opposed to course credits. In the traditional education system, the focus was more dependent upon the teacher to provide an effective learning experience and clear all doubts with faculty members in the classroom. OBE, on the other hand, focuses more on the specific outcomes and the skillsets students seek to acquire at the end of their studies. thus, OBE is not only designed for the classroom teaching model but also outside classroom experiences to achieve these outcomes. In order to compete in a global economy wherein there is a need for a workforce in India that can evolve as per high technological advancement in various sectors. The key features of such a workforce must include attributes which can be adept in solving creative problems committed to ongoing learning and participating in the decision-making process in management. It must aim to equip the learner with knowledge and competence to become a successful future citizen. Thus, the key principle of OBE adheres to activities like teaching for assessment which focuses more on the outcome rather than the teaching process itself. OBE aims to prepare the learner for life in society and for performing various tasks. Therefore, it ensures that the assessment is made through an ongoing process based on various indicators.

Theoretical Aspect of Outcome-Based Education

The world is filled with examples of OBE models. In Ancient times craft guilds in Middle Ages provided specific training in particular skillset to achieve outcomes. Today there are many such models like military training programmes, scout merit badges, karate instructions, flight schools and many more. Each

1 Spady, William G.(1994). Outcome-Based Education: Critical Issues and Answers. The American Association of School Administrators. USA

model is focused clearly upon defined performance results for learners- WHAT and WHETHER students learn successfully is more important than WHEN and HOW they learn. The principal foundation of OBE lies in:

- ❖ Defined outcomes
- ❖ Design curriculum
- ❖ Instructions
- ❖ Document result
- ❖ Determined advancement

Constructivism relates to knowledge construction and interpretation, instructions and anchored learning experience through multidimensional perspectives. Constructivists' approach relies on the following aspects of OBE:

- ❖ Integrated assessment in rich and complex contexts.
- ❖ Problem-solving skills of learners
- ❖ Flexible evaluation
- ❖ Self-evaluation through errors
- ❖ Developing a cognitive stimulus environment

The constructivist-Behaviourist debate that the practical implication of the constructivist principle falls short due to the advent and usage of technologies.

The cognitive approach focuses on the cultivation of cognition in the process of learning. It involves aspects of the mental model, and human information through critical thinking. It relies on metacognition, self-regulation and knowledge integration. This provides universal application and facilitates skill transfer in multiple domains. Thus, it builds the foundation for the prior learning experience.

Critical Overview of OBE & Skill Development

OBE curriculum is designed as such that it provides a clear picture of what is being intended to achieve at the end of each learning cycle. Thus, four basic principle which has been suggested by Spady(1994):

- ❖ **Clarity of Focus-** Articulation of course curriculum by the teacher to help students develop knowledge, skills and the character attributes.
- ❖ **Designing Down-** It involves curriculum designing that starts with the intended outcomes which students are expected to gain at the end of the program.
- ❖ **High Expectation-** Teacher must ensure that high level of performance standard is set to achieve successful learning experience.
- ❖ **Expanded Opportunities-** The teacher has to ensure that no uniform set of learning is provided rather it must be diversified as per the student's personalized set of goals.

As per the UGC's latest guidelines, there should be a blend of general education as well as skill-based education, especially in the vocational and skill-based programmes. The latest module curriculum of general education consists of 40% of the total credits and the remaining 60% will focus on training and skill-based education for the individuals involved. Various higher educational institutions promote the skill development initiative of the government through their customized curriculum as per the guideline of these initiatives. Higher educational institutions that were established with the support of both central and state governments establish specialized skill universities with multiple domains to enhance the skill set of the students. Initiatives such as PMKVY which has the potential to achieve aspirational development goals by prioritizing the skill development of the individual through PPP mode. Such initiatives have proven to benefit society at large in the countries like Germany and Australia.

Conclusion

In the era of a globalized economy and rapid technological advancement in multiple domains, there should be a comprehensive collaboration among academics, industry and the government. Development of effective and sustained industry-institute engagement led to strong industry-academia collaboration through work-integrated learning activities, internships and industrial mentoring programs to provide

the necessary skillset which are very specific to the particular industry. 70 per cent of India's population resides in rural areas that are mainly associated with agriculture and other allied activities. Expansion of such industries and large corporates into the small districts and villages will enable to effectively enhance the lives of individuals at the grassroots level and thus, making the aspirational Atma Nirbhar Bharat a success by empowering the lower strata of society. There is much need to emphasize on reduction of the dropout rates in the schools, especially in the rural areas which can be achieved by the usage of new technologies set up like online classrooms along with the MOOCS (Massive open online courses). Women empowerment in rural areas can be achieved by empowering the self-help groups which can be trained to acquire specific skill sets such as crafts making, bamboo products, handmade paintings and textile products. These skill sets can be imparted to generate income in a very short period of time, further which government can facilitate by providing a marketplace for the finished products. Higher educational institutions' participation is most valued in the latest New Educational Policy framework. The involvement of these institutions in these rural areas through workshops can help to attain to way knowledge transfer. Emphasis is laid more on the academic teaching staff along with adequate industrial experience. In this regard, the substantial establishment of teacher training centres along with the international collaboration of corporates, universities and international government institutions.

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18.

Role of RUSA and Other U.P. State Funding Agencies in Implementation of NEP-2020

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Prof. Dinesh C. Sharma**

Prof. R. K. Chaturvedi***

Introduction

NEP-2020 is best document to establish India as a Vishwa Guru (World leader). The most important part to implement any policy is planning and arrangements of fund. RUSA and other grants released by state govt. play an important role directly and indirectly to implement various objectives of NEP-2020 in state by providing grants to strengthen infrastructure of colleges and universities of U.P. RUSA started in 2014 but its majority of funds released and utilized by HEIs after implementation of NEP-2020. Higher education department also release funds for various purposes for better implementation of NEP-2020 Chief Minister Shri. Yogi Adityanath ji constitute a task force in the chairmanship of Ex. C.M. Dinesh Sharma ji. He constituted

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Steering committee for Higher, Inter and Basic education. Higher education Steering committee headed by Mrs. Monika Garg, IAS, ACS, Higher Education. She take the lead as a result of this Uttar Pradesh become the first state to implement the NEP-2020 at ground level.

State Higher education department and RUSA release grants in various heads to strengthen the infrastructure of HEIs of U.P., so they can implement NEP-2020. Following are the some examples which help the implementation of objective of NEP-2022 in U.P.

NEP-2020 objective	Implementation process
Decrease the load of affiliation on universities	Three new universities established in Azamgrah, Saharanpur and Aligarh by State govt. to decrease the load of affiliation.
Modernization and upgradation of science lab	Rs.1051 lakhs released by HED in 2022-23 session for modernization and upgradation of science lab of 36 Govt. Colleges. Of U.P.
Sports infrastructure	Rs.172 lakhs released by HED in 2022-23 session for strengthen sports infrastructure of 172 Govt. Colleges. Of U.P.
Enrichment of library in scientific and technical books	Rs.203 lakhs released by HED in 2022-23 session for purchase scientific and technical books in library of 111 Govt. Colleges. Of U.P.
Smart classes in aided college	Smart classes established In 92 govt. colleges by RUSA Rs.9,97,92000 released in 2022-23 by HED to established Smart classes in 58 Govt. Colleges. Permission to develop smart classes in Aided colleges from caution money.
Indian Knowledge system	Various chairs established in all state universities in the name of renowned personalities to conduct research related with them and explore Indian Knowledge system.
Constituent colleges	As per NEP-2020 guidelines 69 new Govt. colleges established as Constituent colleges in all state universities.
e-Learning Parks	Rs.480 lakhs released by HED in 2021-22 session to provide fee 24x7 computer facility with internet of 120 Govt. Colleges.

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Preloaded tablets	Rs.168.75 lakhs released by HED in 2021-22 session to purchase 9 pre-loaded tablets in 120 Govt. Colleges. So student can use eBooks without internet at their home.
Medium of instruction in local/ Indian languages/bilingually	Development of teaching learning material in local languages started and they are available on U.P. Digital library
R e s e a r c h / t e a c h i n g collaborations and faculty / student exchanges with high-quality foreign institutions will be facilitated and relevant mutually benefitted MOUs with foreign countries will be signed.	Research policy released by G.O. 5608 dt 3-12-2020 and Grants for more than 100 research projects is sanctioned to the faculties of public funded HEIs of U.P.

Pilot studies for online education	A pilot project Paperless ecofriendly education started. G.O. 5609 dated 3-12-20
Digital infrastructure	G.O. 5609 dated 3-12-20
Online teaching platform and tools	G.O. 5609 dated 3-12-20
Content creation, digital repository, and dissemination	U.P. Digital library developed to provide eContent in local languages
Training and incentives for Teachers	G.O. 5609 dated 3-12-20
Online assessment and Examinations	G.O. 5609 dated 3-12-20
Blended models of learning	G.O. 5609 dated 3-12-20
Laying down standards	G.O. 5609 dated 3-12-20
Transforming education through integration of technology	<ul style="list-style-type: none"> • Digital library for e-Content in regional language • e-Parks in HEIs • preloaded tablets for library • Pilot studies for online education and paperless education. • Development of eContent in regional language.

A total Rs.89,800 Lakh is allotted to 139 HEIs by RUSA out of which 81,865 is released to them. The HEIs use the RUSA Grant in following heads to strength their infrastructure.

Heads in which HEIs use RUSA grants

New Room Construction	To start new course
New Labs Construction	To start new course
Computer Centre Building Construction	Increase digital literacy
Library automation	To ensure easy access of library
Renovation of Classroom/ Seminar Hall/Reading roomwork	Upgrade classes and seminar hall
Renovation of Toilet	Hygiene
Renovation of Admin block	Upgrade as a corporate class admin
Campus development work	Upgrade and beautification of campus
Modernisation of class room/ Smart Class work	Upgrade classes to Smart class
Computer & other accessories	Increase digital literacy
Lab equipment	Strengthen labs
Other Equipment	Strengthen office and admin
Sports Equipment and facility	Strengthen Sports
Books purchase	Strengthen library

Conclusion

Money is the major factor to implement any policy at ground level. There is no direct grants released to implement NEP-2020 in state, but the grants released after 2020 are directly related with implementation of NEP-2020 at ground level. RUSA and other state dept. release grants in various heads to the state Universities and Government colleges of U.P. which directly help HEIs to implement the NEP-2020 at ground level.

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19.

Music Therapy as an Upcoming Skill Based Course in the Light of NEP 2020

Aditi Goel*

Introduction

The National Education Policy 2020, envisions an Indian-centered education system that contributes directly to transubstantiating our nation sustainably into an indifferent and vibrant knowledge society, by furnishing high quality education to all. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. NEP emphasizes the importance of holistic and multidisciplinary Higher education. The policy says that by 2030, there shall be at least one multidisciplinary 'higher education institution' (HEI) in or near every district and all HEIs shall aim to be multidisciplinary by 2040. In addition, the policy aims to increase Gross Enrolment Ratio in higher education to 50 per cent by 2035

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from 26.3 percent in 2018. The NEP-2020, Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all Higher Education Institutes (HEIs).

Music has increasingly been employed to treat a broad spectrum of physical and psychological conditions – ranging from depression, anxiety and insomnia to schizophrenia, dementia and Alzheimer's. It is also used to create environments that nurture positive development in settings as diverse as schools, hospitals, companies and correctional facilities. Music therapy is not only seeking to address physical or psychological issues, even can benefit from the wondrous powers of music. From young children to senior citizens, all members of society stand to gain from the salubrious influence of music, especially those who choose to play an instrument themselves. Many skills developed in art and music education often transfer to other areas of life and professional work. Music education offers a more open approach and celebrates the culture differences. Music Therapy provide mental, emotional, and educational benefits. We can say Music education is a multidisciplinary education, shows multidisciplinary function, and benefit in positive feelings of confidence and self-esteem, contributes to the development of higher IQ, greater creativity and better memory. Music therapy reinforces those brain function, permitting musicians to apply that strength and other activities, music also combine the linguistic and analytically accuracy involving in left brain and creative content the right brain drives. Aim of the National Education Policy (NEP)–2020 would be develop to all capacities in human being in holistic and multidisciplinary manner like intellectual, aesthetic, social, physical, emotional, soft skills such as communication discussion and debate (own 21st century capacities) and moral in an integrated way. Music therapy is the used of sound and music with in evolve connection between client and therapist to support encourage many holistic benefits. because music therapists have integrated techniques such as song writing, musical improvization and environmental approaches for Human well-being.

The holistic nature of music therapy in most participants is discipline, for example, Sharon, a social worker, who spoke of: That moment of connectiveness with music, it's such a broad medium that you will find in any person connect to music in one way or another. Music therapy is a complete approach to the patients wellbeing and provided an effective medical treatment. Effect of music therapy may be immediate and may be slow depending upon person mental condition, environmental area and the type of music selected for having the desired effects. Music therapy largely depends upon person needs and taste, like based on scientifically clinical way and has to be used with great care. We can call it "The study of Individual -Modality Theory". Its depends upon basic elements of music, such as rhythm, volume, beatsand piease of melody for example 'Ragas'.

Benefits of Music Therapy

Music therapy is an important tool in the treatment of both psychological and psychosomatic disorders. It's stimulated good vibrations. Music brings about good sense of mental wellbeing in persons. Its influences the lower and higher cerebral centers of the brain.

Music therapy enhances the concentration level of children, and it's improves the capacity of planning. They help to clear the junked thought in mind, which lead to have positive frame of mind.

Many research and several independent studies that Music therapy help to reduce the work pressure, when due to word pressure physiology conditions effecting cardiovascular function then music therapy play an effective role in all condition , music play multidisciplinary role for human wellbeing.

Conclusion

Multidisciplinary is also reflected in the integration of vocational activities, life skills, physical education, and extra-curricular activities within the pedagogy for the holistic development of the student's personality. The holistic approach and multidimensional effects of music therapy suggested by many therapiest. In particular, the social, environmental and

synergistic benefits of the work featured as particularly significant and merit further exploration by clinicians and researchers. "Education is the passport to the future, for hereafter belongs to those who prepare for it moment." Education is the better way for sustainable development. Music is the most common interest of numerous people, who love music hear to it while travelling, reading, contemplation and walking. Some to be sure hear to soft music while working in their busy routine. People have special music corner for themselves and some people give significance to harkening in silence and some people love to read with light music and indeed some people love harkening music before sleeping. This study highlights the effectiveness of accessible, public and performance related activities, in both creating a therapeutic environment, and in increasing the acceptance of music therapy by individuals users. Music therapy mix of physical, social, psychological and spiritual care. Whilst this study suggests music therapy is able to provide benefits to service users in all these areas, further research is required to confirm these findings, and underpin the future development of the discipline.

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20.

Holistic Growth through New Education Policy 2020

Deepshikha Nagvanshi*

Introduction

The Indian government created the National Policy on Education (NPE) to encourage education among its citizens. The policy encompasses both rural and urban India's primary and secondary education through colleges. Prime Minister Indira Gandhi issued the country's first NPE in 1968; Prime Minister Rajiv Gandhi issued the second in 1986; and Prime Minister Narendra Modi issued the third in 2020. The aim for India's future educational system is described in the National Education Policy 2020 (NEP 2020), which was adopted by the Indian Union Cabinet on July 29, 2020. The old National Policy on Education, 1986, has been replaced with the new policy. In both rural and urban India, the policy provides a complete framework for education from early childhood through higher

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education. It also covers vocational training. By 2021, the strategy wants to completely overhaul India's educational system. The implementation of the language policy in NEP is up to the states, organizations, and schools; it is intended to be a broad guideline and advisory in nature. Numerous reforms to India's education policy are implemented by the NEP 2020. It aspires to quickly rise public spending on education from approximately 3% of the GDP to 6%. "National Education Policy 2020 envisions an India-centric education system that directly contributes to building our country sustainably into an equal and thriving knowledge society by offering high-quality education to all," The previous National Education Policy was replaced on July 29, 2020, by the new National Education Policy. After an interval of 34 years, the change in educational policy is made. However, the adjustment was required, and the demand for the time should have been made sooner. According to the Indian Constitution, every person has the right to receive a proper basic education. The main factor in a child's development that prepares them for a happy life is education. After 1986, the national education policy underwent a transition in the twenty-first century, which occurred in July 2020 and resulted in the new education policy 2020.



Indians' expectations were raised when the new National Education Policy (NEP) was introduced in August 2020 in the hopes that they would see the reform that had been impeded by the previous antiquated policy. The Ministry of Human Resource Development was immediately renamed to the Ministry of Education, which without a doubt seems more

fitting. However, more work needs to be done and goals need to be met in order for children of all ages to benefit from the new NEP and receive the required assistance for wholesome learning through the numerous programmes suggested in the policy. If the NEP is implemented properly, it might also make India a popular destination for international students. The National Education Policy is praised for its futuristic perspective, which can bring about significant changes in the current educational landscape, yet many people have expressed concern about some of its components. While addressing some questions that had been unclear, the government chose to ignore others that were considered as having significant policy flaws. Numerous policy parts are receiving attention and can be categorized according to their benefits or drawbacks. Many believe that these divisions are arbitrary and subject to future revisions or elimination if they prove to be of little value.

The Vision of the New Education Policy

The earlier educational system was primarily concerned with teaching and producing outcomes. The grades received were used to evaluate the students. This method of development was unidirectional. However, the new educational strategy emphasizes the value of a multidisciplinary approach. It attempts to promote the student's overall growth. The previous national education policy has been updated with the new one. It is the adoption of new structural outlines that will alter the entire educational system. The New Education Policy's objective is transforming the system into one that is enthusiastic and vivacious. Making the learner skilled and responsive must be a priority.

Objective

The basic goal is to help a youngster learn and advance in whatever field they are interested in. The students can determine their purpose and their capabilities in this way. The learners must receive integrated education, which means they must be familiar with all academic fields. The same holds true for higher education. The revamping of teacher education and training programmes is another focus of the new education policy.

Changes to the New Education Policy's Structure

The National Education Policy's framework

1. The current policy replaces the National Education Policy 1986.
2. The committee led by cabinet secretary TSR Subramanian began discussing the New Education Policy in January 2015, and a report was delivered by the committee in 2017.
3. The new committee under the direction of former ISRO (Indian Space Research Organization) chairman Krishnaswamy Kasturirangan produced a draft of the national education policy in 2019. It was created based on the report from 2017.
4. After consultation with the general public and stakeholders, the Ministry of Human Resource Development announced the draught New Education Policy.
5. The New Education Policy then came into existence on 29 July 2020.

Structural Transformations in New Education Policy

The 5+3+3+4 model replaces the 10+2 module. The execution will take place as-

- ❖ **Foundational Stage** - Three years of pre-school will be included.
- ❖ **Preparatory Stage** - It consists of courses 3-5 for students aged 8 to 11.
- ❖ **Middle Stage** - It will consist of students in grades 6–8, who are 11–14 years old. **Secondary Stage** - It will be for grades 9 through 12, and the age range is 14 to 19. The decision to pursue interdisciplinary study throughout these four years will be related. It won't be required to focus solely on one field of study.
- ❖ The pupils only have to take exams three times, in third, fifth, and eighth grades.
- ❖ The performance of students must be evaluated by a body called "PARAKH."

Higher Education

1. The bachelor's programmed would have a flexible departure and be a 4-year curriculum. A one-year course will grant certification, a two-year course will grant a diploma, a three-year course will grant a bachelor's degree, and a four-year course will incorporate research and findings relating to the subject being studied.
2. Higher Education Grants Council (HEGC) for funding institutions of higher education. AICTE and UGC will be replaced by this.
3. The national testing organization's obligation to hold a common admission exam for colleges and institutions in addition to running NEET and JEE.
4. The Master of Philosophy programmed will end since it served as a bridge between the masters's and doctoral programmed.
5. To support research and inventions, the National Research Foundation (NRF) will be established.
6. The foreign universities to set their campuses in our country and vice versa.

Recruitment and Education of Teachers

1. It was necessary for teaching because of the 4-year integrated B.Ed curriculum.
2. For the purpose of educating instructors on various teaching tools, seminars must be held.
3. Transparency in hiring procedures for educators is important since they play a key influence in students' growth.

NEP-2020 will offer Multidisciplinary, Flexible & Holistic Education

In this fast moving ever changing world education has reached new heights and wider prospects and fields are being discovered and included. Multiple languages are the new trend and vocational training to attain expertise in various fields at the same time is given importance. Certificate programs have

gained momentum. Prof. D. Narayana Rao, 2021 said that The NEP - 2020, according to AP, lay the groundwork for a new India for the twenty-first century. He claimed that NEP is positioned to produce exceptional outcomes for the nation's higher education, research, innovation, and science and technology development sectors. NEP 2020 will revolutionize education in the nation. He also asserted that without high-quality education, no nation has ever become self-sufficient. In addition, Dr. Kasturirangan, 2021 stated, "India now needs an education system that is steeped in India's values, systems, and ethos while being connected with the inspirational aims of the 21st century. The NEP-2020 is designed to offer an integrated yet adaptable approach to education while maintaining the relationships between different periods of education. NEP-2020 is a comprehensive educational roadmap for the nation with a big picture focus on holistic development and igniting people's genuine potentials. The policy is created in accordance with developmental, cognitive, and educational psychology, which suggests that a child's learning trajectory is better served by a 5+3+3+4 design. Developing students, encouraging intellectual curiosity, value addition, and skill development to make them successful entrepreneurs in their chosen industries are among the prospective goals of the National Education Policy (NEP), 2020, according to UGC Secretary. In his keynote talk at a webinar at Guru Nanak Dev University, Prof. Rajnish Jain, 2022 In addition to academic knowledge, the new version of the policy, he added, focuses on students' whole growth to produce better citizens with high ethical and moral standards. He emphasized the importance of fully comprehending the NEP and how it would affect teachers and students as well as all other stakeholders. It will assist in achieving the ambitious goals of creating global-minded students, encouraging intellectual curiosity, value addition, and skill development to create successful entrepreneurs in their chosen industries. Subject to meeting minimal academic criteria in the form of credits in their degree courses, students would be eligible after completing a four-year study. He also discussed the new life skills curriculum, which would cover things like digital and ICT communication skills. Shikshan.Org, 2020 mention that, an integrated development of a person's moral, social, physical, emotional, and intellectual faculties

would be the goal of a holistic and interdisciplinary education. In addition to developing well-rounded individuals with critical 21st century skills in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, such an education will also foster an ethic of social engagement, soft skills like communication and debate, as well as a rigorous specialization in one or more fields. Long-term, all undergraduate programmed, including those in professional, technical, and vocational disciplines, shall have a holistic educational approach.

The New Education Policy 2020's Benefits and Drawback

Benefits

1. The integrated development of the students is the main objective of the new education policy.
2. The 5+3+3+4 structure, which stipulates 12 years of schooling and 3 years of pre-school, replaces the 10+2 system and gives children experience in learning at a younger age. From classes six through eight, there will also be a focus on vocational education, allowing students to pick up practical skills like carpentry, plumbing, pottery, gardening, and more while reflecting on their interests and growing in their knowledge of and appreciation for these trades.
3. It will be a step in the right direction to improve the educational process to include computer and coding studies as early as class 6.
4. Only students in grades 3, 5, and 8 will take the exams; all other students will take their usual exams. Board exams will also be simplified and given twice a year, giving each student two chances to pass. The board exam system, which primarily evaluated students' memorising and rote learning skills, will be replaced in order to foster students' critical thinking, rationality, and creativity through the application of their knowledge in real-world situations.
5. The policy calls for a multidisciplinary and integrated approach to undergrad programmed with more latitude for course withdrawal.
6. Currently, only 3% of the GDP in India goes to the education

sector. Greater public investments in education by the general public will, at the very least, increase GDP by 6% as a result of joint efforts by the state and federal governments.

7. The new educational policy places more emphasis on improving practical education than on emphasising reading for learning. The availability of multidisciplinary course options for students in grades 9 through 12 means that the boundaries between the various streams will be more porous and allow for a wider range of subject pairings. Without strict adherence to the streams of Arts, Science, and Commerce, any student will be free to follow subjects of their interest, even if they are outside of their primary discipline; a science student will be able to study history, and an art student will be free to pursue biology.
8. NEP enables children's growth and learning through social contact, group debates, and deductive thinking.
9. A nationwide common entrance exam will be administered by the NTA for universities.
10. With the opportunity to choose the courses and course topics they want to study, the students will be encouraged to enhance their skills.
11. By establishing NRF (National Research Foundation), the government will establish new procedures for research and innovation at the university and college levels.
12. The NEP will set a cap on the amount of fees that can be charged, preventing private schools from charging excessive amounts for higher education. This action will increase education affordability and accessibility for all students, including those from low-income backgrounds.

Drawback

1. The NEP places a strong emphasis on the use of mother tongues as the primary medium of instruction for the core disciplines, with English being introduced considerably later. India is a diverse country with 22 major languages and tens of thousands of dialects, in contrast to other countries like Germany, Russia, Japan, China, France, etc., which

all share a single mother tongue. Therefore, translating the fundamental subjects into these numerous regional languages will be a huge undertaking that needs a lot of time, effort, and qualified personnel. The enforcement of mother tongue and regional languages is perceived by some as the central government's attempt to impose Hindi on the non-Hindi speaking states, which is another reason why some individuals have been outspoken in their opposition to the NEP.

2. The NEP predicts that English would begin to be taught in government schools after class 5, which will be a setback for children who can only afford to attend government-run institutions. While the private schools will continue the habit of teaching English from the start, which will be very advantageous for their kids. If English, the universal language, is taught to government school pupils at an early point in their education, it will expand the gap between the various socio-economic categories and eliminate multiple opportunities that could have been advantageous for the students. Structured learning has been applied to children, which could put more strain on their already underdeveloped brains.
3. Even though it seems necessary and practical, the NEP 2020's emphasis on digitizing education and promoting e-learning seems to ignore the fact that only approximately 30% of Indians can afford Smart phones, and even fewer have access to computers. Because government-run schools lack a robust IT infrastructure, pupils from distant areas or low-income families won't be able to adapt to IT-based learning until the earliest possible availability of such a facility.
4. A student can leave a graduate programmed under the revised policy and still receive a certification or certificate, which may encourage students to drop out before finishing their studies and contribute to their lack of seriousness and high drop-out rate.
5. The enforced separation of qualifications, early specialization and student influx into confined research fields, a lack of

emphasis on research at the majority of universities and schools, and a lack of funding for academic research that is competitively peer-reviewed as well as large affiliated universities that results in low undergraduate education levels are the main issues that the Indian higher education system faces, stated by Ajay Kurien & Dr. Sudeep B. Chandramana 2020.

Conclusion

The 1986 education policy that was in place was altered to create the current educational system. It has been put into place to support both national and learner growth. The child's overall development is the goal of the new educational policy. By 2030, the policy will have succeeded in its goal. The current education policy, which was first put in place in 1986, needed to be changed. The New Education policy has been approved as a result and has numerous advantageous aspects, but these can only be realised by rigidly enforcing it. Instead of taking action, just layout consideration will not be effective. The new education policy is set forward with a number of initiatives that are actually required in the current environment, focused with giving both the study curriculum and skill development consideration. Simply having an idea won't make it happen because careful planning and action will be required to achieve the goal. If the NEP's goals are met, our country will advance as fast as possible.

In this contingency plan, education is essential and crucial. Thus, the National Education Policy 2020 has been repurposed as the foundation for this reform, which might aid in the development of a new educational system in the nation as well as the improvement of those economic and social indices. If effectively implemented, the new National Education Policy, 2020, which has been approved by the central government to improve the Indian educational system to match the needs of the 21st century India, will make India one of the top nations in the world.

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21.

Scope of E-Content and E-Learning Apps Among Indian Learners

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Introduction

E-Content is becoming well known as a result of its flexibility in terms of time, location, and learning pace. For secondary level education, E-Content consists of a wide range of content on different disciplines that can be delivered through various electronic means. E-Content is available in a wide range of subjects and almost all educational levels. It can be used by a large number of secondary students with various needs, subject backgrounds, and levels of skill to get huge knowledge. Many pupils who are seated all over the world can swiftly and effectively share and send it. The use of planned and ordered E-Content benefits teachers, professors, students, and others. The educational institutions gain from allowing their teachers

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access to their programme as well as the students.

Electronic content (E-Content), also known as advanced learning or a broad range of information distributed globally and based on electronic devices, is made available through ICT-enabled education. According to the Oxford Dictionary, “E-Content” refers to digital text and images that are meant to appear on web pages. E-material that has been developed all around can be distributed widely to different students. Single course components, such as units, exercises, and media elements like graphics and animations, can be used again and again in different contexts.

In terms of simplicity, accessibility, and all-around approach, e-learning is thought to be the most suitable way of learning. Flexibility in education enables organisations to reach out extensively so that students can easily access it at every point of learning. the application of audio/sound and visual resources to knowledge acquisition. In the field of modernized learning, E-Content and learning app are widely used in urban areas because of Internet accessibility and other amenities but rural region battle to convey similar instructive encounters gave by urban and metropolitan friends and regularly work with many students with high costs and extended financial plans. Innovation’s capacity to connect distance, increment authoritative productivity holds extraordinary guarantee for country networks attempting to improve results for students. Furthermore, influence of E-Content is current assets toward significant growth of the students. Present study focuses on investigating the effectiveness, accessibility, and affordability in the context of rural and urban areas both.

Concept of E-Content

E-Content is very powerful tool of Education E-learning, also known as electronic learning, has been defined in the literature in a variety of ways. E-Content includes the use of various kinds of media (audio-video tapes, satellite broad caste) to deliver content material as well as effective interaction among participants Due to the broad availability of E-Content and e-learning, digital libraries enable students in remote areas to access top-notch educational resources. Advanced digital libraries and E-Content

provide easier and less expensive E-Content storage, duplication, distribution, and crediting for secondary school teachers' instructional resources. Unlike traditional techniques, where students are typically passive recipients of knowledge that already exists, E-Content materials improve student knowledge and encourage active participation in learning.

For E-Content to be accessible, there needs to be strong internet connectivity as well as systematic planning, monitoring, surveillance, and management. E-learning applications are supported by a variety of technologies, and the high quality of the E-Content available on a range of disciplines is also beneficial to students. However, if we take India into account, there is still a gap in the research on the usability and accessibility of online information for students in both urban and rural areas. The usability and accessibility of E-Content for students in urban and rural areas has not been adequately studied. Many areas of rural and urban regions still use traditional classroom education, but E-Content has its own large amount of information that allows it to expand its usefulness.

Through some studies, the advantage of productive information through online available E-Content is being used by many students who can afford and have better accessibility but if rationale study will be conducted in rural region the usability of E-Content has low value and cannot be easily utilized by the students of rural region.

Accessibility of E-Content and Learning Apps

E-Content, online courses and educational apps prompted the improvement of advancements of education worldwide. In simple terms, learning is switching its mode directly from notebooks to electronic devices. A much-created part of online learning is learning apps where students can get well prepared notes and content on their cell phones anywhere and anytime. As per the present fact, 75% of higher secondary students can afford learning via online mode and can easily access learning apps. Generally, online learning platforms and educational learning apps convey content which includes graphics, illustrations, definite recordings and virtual presentations. Learning apps also make educators available via chat box or inquiry/question

tackling box for students in order to clear their doubts.

Affordability of E-Content and Learning Apps

The greatest issue that students face in India is the absence of chances and assets. Many rural areas children end their studies because of financial issues as well as because of less affordability and knowledge of e-learning. Major part of the rural society face trouble in online learning as it cannot be afforded by everyone. Although many private sectors of online educators provide free E-Content and scholarships which can be afforded by rural sector students.

E-Content

E-Content is turning out to be well known due to its adaptability of time, spot and speed of learning. E-Content incorporates a wide range of content on various subjects for secondary level education which can be conveyed through different electronic media. E-Content is accessible in numerous subjects and practically all degrees of training.

Status of Recent Research at National Level to the Problem

Prabhakaran et al., (2021) concluded that the Tamil Medium Students in Tamil Nadu Government Schools are taught using an E-Content module of teaching and learning. Many schools lack the necessary infrastructure to deliver electronic curriculum. The facilities to learn the courses are slowly being developed in general government schools. The quality of education provided by State Government schools will be monitored as educational implications of the Federal Government. The study's findings revealed that using an E-Content learning module improves the learning of a certain language.

Prabhakaran et al., (2020) found that the When compared to the traditional method of teaching, such as the chalk and talk method of teaching for mathematical subjects, students benefit from the interactive E-Content module of learning in terms of achievement and retention. E-Content modules should not become tired of pupils learning the same thing over and over.

Radovan et al., (2018) According to a study conducted at the University of Zagreb's faculty of humanities and social science, "Acceptance of Mobile Technologies in Higher Education Learning: An Explorative Study," mobile technology is heavily interwoven into students' personal and working environments. He also came to the conclusion that educational institutions should promote e-learning by including it into the curriculum of pupils.

Status of Recent Research at Inter - National Level to the Problem

Alsoud et al., (2021) concluded that E-learning is a way of teaching and learning that allows teachers to give educational materials to their students via internet media, internets, or other computer network media. E-learning is the conversion of a traditional educational system and content to a digital medium. The research revealed that students from remote areas encountered a slew of issues, including technological barriers, poor internet connectivity, and difficult study conditions.

Conclusion

Understudies in remote areas can access top-notch learning materials because to digital libraries' wide reach of E-Content and e-learning accessibility. The high-level, technologically advanced libraries and E-Content provide learning materials that are less complicated and expensive to store, copy, distribute, and credit for optional teachers. In contrast to traditional systems, where understudies are typically disengaged and passive users of information, E-Content materials update understudy information and provide dynamic assistance for learning.

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22.

Indian Knowledge System: An Analysis of the Three Language Formula in NEP 2020

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Introduction

No one can deny that education plays an important role in a developed society, culture, and nation. If a person can speak more than one language, that person is a linguistic expert, which is a significant for the advancement of the personal skill. NEP 2020 tries to revamp the education of the country but also gives due place to the three language policy which is very important in the present time and it is also demand of our country because India is a multilingual state and people speak different languages. Today in the world, there are around 6000 dialects assembled under the different languages, spoken in two hundred countries. Languages like Arabic, Bengali, French, Hindi, Russian, German, etc. go about as significant dialects.

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The presence all these dialects, one next to other, brought about multilingualism, since they are spoken as second and third language or later procured by their speakers by virtue of living in different parts of the country. D.P.Pattanayak writes in his article “multilingualism can be sustained only if languages are in complementary relation. The word is not only multilingual it is multi-ethnic, multi-cultural, multi-religious bio-diverse, what is true of language is of all multiple structures because of either consideration there is so much conflict and such an anonymous amount of money are spent on security; if a fraction of this expenditure, could be redirected, it could solve many social problems”.

In India, according to 2001 census 122 dialects count in India. but 22 dialects are spoken by more than 1,000,000 individuals and 150 primary languages are utilized in India according to the census 2001. These one two two dialects are introduced in two sections :1- language remembered for the English schedules to the constitution of India containing 22 dialects; and 2- language is excluded from the eight schedules involving hundred dialect in addition to the classification complete of different dialects. So that every Indian is speaking their language which is called the regional language. In the Constitution of India, everyone has freedom of phonetics rights. India tries to adopt a multilingual reality and obliges very nearly one hundred minority dialects. The world's major vote is based on the government of state, while monetarily opening up to the worldwide trade and socially excited about pushing public reconciliation and world business, needs to deal with multilingualism. While the Indian method of inward multilingualism has its advantages the significant dialects with true acknowledge. In India a huge number of minority language speakers are refused of derivation right and are victimized by the present language strategy of Union and the States.

Language is the identity of its nation and its has an important role in building a nation. So NEP2020 gives importance of three languages and its commonly understood that the three languages referred to are Hindi ,English and the regional language of the states. Teaching of Hindi across the country was part of long standing system. In the 1968 's National Policy of Education was

crystallized Hindi is used in an official document language in the government of Indira Gandhi. Regional language were already used as the medium of education in the primary and secondary education. In NEP 2020 the three –language formula, which includes the study of a modern Indian languages apart from Hindi and English, preferably one of the southern languages. The importance of these three language formula is to promote inter-state communication as well as accommodating group identity, affirming national unity, increasing administrative efficiency.

Education is the state subject thus the execution of the equation likewise lay with the States. A couple of states embraced the recipe on a basic level. In a few Hindi speaking states, Sanskrit turned into the third language rather than any advanced language primarily in the south Indian language and that was the reason for the failure of these three language equation. Three-Language formula was first incorporated in the National Education Policy 1968 by Indira Gandhi government. In Hindi-speaking states English, Hindi, and an advanced Indian language. Non-Hindi speaking states : English, Hindi, and one Indian language. It was consolidated on the grounds that the encouraging framework across a few locales was not uniform in the country. Additionally, Hindi was the overall mechanism of guidance in the north, provincial dialects and English were the mode of guidance in different parts. Be that as it may, it prompts mayhem and produced troubles between state correspondences. In 1968, the three-language formula was implemented across the country, barring Tamil Nadu that adopted a two language policy.

The three language in NEP 2020 has taken various structures in India based on states and their own authority and nearby languages. NEP changes the primary language to second and third dialect and Hindi and English stay basic to all. As a medium of instruction, wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home language/mother-tongue/local language/regional language. The three-language formula will continue to be implemented to promote multilingualism as well as promote national unity. NEP states that there will be greater flexibility in the three-language formula. But no language will

be imposed on any State. To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three languages are native to India. This formula is beneficial to the children's development, growth of thinking, flexibility of course, students have multiple choice of the subjects.

Therefore the formula of three language NEP 2020 has many challenges but the country in which we are living is multilingual supported just if all dialects are correlative to each other.

Education System once for all without social divergence and zero political profits giving equivalent freedoms to states in utilizing NEP 2020 for improvement for minorities too others, just whenever carried out with a precise way to deal with it. State subsidizing should uphold the minimized, and not exist as a way to build up existing advantage through choice rules that don't rise up to even fundamental scholastic investigation. It's time we moved past these discretion any classes that prop up existing predispositions and bar certified semantic examination. All things considered, we should uphold minimized semantic networks and their legacy, and bring them into general visibility, into the standard. If the policy is effectively implemented and the education system efficiently monitored, India is set to enact global change in life and send its lessons to the world.

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राष्ट्रीय शिक्षा नीति 2020: संकल्पना और चुनौतियां

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भूमिका

शिक्षा को समाज में सकारात्मक परिवर्तन लाने के सर्वाधिक सशक्त माध्यम के रूप में आदिकाल से ही स्वीकार किया जाता रहा है। शिक्षा ज्ञान ज्योति के रूप में मनुष्य के अज्ञान रूपी अंधकार को दूर कर उसे विवेक की शक्ति से परिपूर्ण करती है। किसी भी राष्ट्र के शिक्षा का स्तर उसके उज्ज्वल भविष्य की संभावनाओं को निर्धारित करता है, क्योंकि शिक्षा ही व्यक्ति, परिवार, समाज और राष्ट्र की नींव को मजबूत बनाकर उन्नत, समृद्धशाली और सशक्त राष्ट्र की बुलंद इमारत की संकल्पना को साकार करती है। प्रत्येक राष्ट्र की शिक्षा की आधारशिला उस राष्ट्र की संस्कृति, सभ्यता, प्राचीन और वैश्विक आवश्यकता तथा आध्यात्मिक एवं लौकिक मूल्यों पर आधारित होती है। भारत में राष्ट्रीय शिक्षा नीति 2020 का आगमन इसी उद्देश्य पर आधारित है। अब तक चली आ रही शिक्षा नीति, अंग्रेजी शिक्षा नीति से अलग भारतीयकरण के साथ विनिर्मित की गई थी, किंतु वह पूर्ण रूप से भारतीय संस्कृति, ज्ञान, मूल्य, भारतीय आवश्यकताओं और वैश्विक परिदृश्य की

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समाहारात्मक शिक्षा नीति के रूप में खरा उतर पाने में सक्षम सिद्ध नहीं हो पा रही थी, इसलिए बुद्धिजीवी वर्ग में लंबे समय से एक समग्र राष्ट्रीय शिक्षा नीति की आवश्यकता का अनुभव किया जा रहा था, जो भारतीयता के बोध से युक्त हो तथा वैश्विक आवश्यकताओं की पूर्ति में स्वयं को सिद्ध कर सके। इस दृष्टि से नई शिक्षा नीति का आना शिक्षा जगत के लिए सुखद अनुभव है।

राष्ट्रीय शिक्षा नीति 2020 की उदात्त संकल्पना

राष्ट्रीय शिक्षा नीति 2020 में छात्र-छात्राओं को भारत की समृद्ध, बहुविध, प्राचीन संस्कृति तथा ज्ञान प्रणालियों का बोध कराना एवं प्राच्य ज्ञान से जोड़ने हेतु बल दिया गया है। राष्ट्रीय शिक्षा नीति 2020 का संकल्प उच्च आदर्शों से युक्त है। विद्यार्थी को केंद्र बिंदु मानकर विनिर्मित यह शिक्षा नीति छात्र-छात्राओं के लिए उनके सर्वांगीण विकास हेतु अनंत संभावनाएं प्रस्तुत करती है। प्रचलित शिक्षा नीति की अपेक्षा इस नीति में आमूलचूल परिवर्तन किए गए हैं। इसमें विद्यार्थियों हेतु अपनी अभिरुचियों और क्षमताओं को प्रस्फुटित करने के विभिन्न अवसर प्रदान किए गए हैं। विज्ञान, कला, वाणिज्य की सीमाओं को लचीला कर विषयों के चयन में स्वतंत्रता प्रदान की गई है, साथ ही मल्टीपल एंट्री एग्जिट के द्वारा शिक्षण अधिगम को अधिक सुगम बना कर शिक्षा प्रणाली को व्यापकता प्रदान की गई है।

कौशल विकास और शोध को बढ़ावा दिया जाना नई शिक्षा नीति की एक अन्य महत्वपूर्ण विशेषता है। बेरोजगारी से जूझते युवा वर्ग में कौशल का विकास कर उसे आत्मनिर्भर बनाने की इस नीति की संकल्पना, निसंदेह भारत को आत्मनिर्भरता के विशिष्ट मुकाम तक ले जाएगी।

राष्ट्रीय शिक्षा नीति 2020 में प्राचीन भारतीय ज्ञान को वर्तमान पीढ़ी तक लाने का विशेष प्रयास किया गया है। प्राचीन समय में भारत विश्व गुरु कहलाता था। भारत में ज्ञान का उदय विश्व की अन्य संस्कृतियों से बहुत पहले का है। भारतीय प्राच्य ज्ञान आध्यात्मिकता के साथ-साथ विज्ञान, साहित्य, आयुर्वेद, वास्तु, योग, दर्शन इत्यादि विभिन्न क्षेत्रों में अपने चरमोत्कर्ष पर था। शनैः शनैः विदेशी साम्राज्य के अधीन होकर उनके द्वारा विनिर्मित शिक्षा नीति के दुष्प्रभाव से हम अपनी प्राचीन विरासत, गौरव और ज्ञान से दूर होते चले गए। वर्तमान युवा वर्ग अपनी प्राचीन विरासत को जानने-समझने और उसका गौरव अनुभव करने में असमर्थ है। इस दृष्टि से राष्ट्रीय शिक्षा नीति की संकल्पना निसंदेह आगामी पीढ़ी को अपने प्राच्य ज्ञान का बोध कराकर, पुनः भारत को अपने प्राचीन गौरवपूर्ण पद पर स्थापित करने में समर्थ होगी।

विगत सत्र से राष्ट्रीय शिक्षा नीति 2020 के उच्च आदर्शों को भारतीय शिक्षा प्रणाली में क्रियान्वित करने के बहुविध प्रयास किए जा रहे हैं और उसने काफी हद तक सफलता

भी प्राप्त हुई है। राष्ट्रीय शिक्षा नीति की आत्मा के अनुसार पाठ्यक्रम का पुनर्निर्माण किया जा रहा है और शिक्षा के प्रत्येक स्तर पर प्रारंभिक रूप से उसे लागू भी किया जा रहा है किंतु अभी क्रियान्वयन का संक्रमण काल है। संकल्प से सिद्धि तक की यात्रा अभी लंबी है। लक्ष्य अभी काफी दूर है। सैद्धांतिक रूप से तो हमने सफलता प्राप्त कर ली है किंतु बहुत सारे व्यावहारिक पक्षों पर कार्य किए जाने की आवश्यकता है।

राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन की प्रमुख चुनौतियाँ

सैद्धांतिक और व्यावहारिक पक्ष दोनों ही अपना महत्वपूर्ण स्थान रखते हैं। किसी एक का भी कमजोर होना कार्य की सफलता को संदिग्ध बना देता है। राष्ट्रीय शिक्षा नीति 2020 का सैद्धांतिक पक्ष उच्च आदर्शों से युक्त है। इस नीति में की गई संस्तुतियाँ स्वागत योग्य है और भारत के उज्ज्वल भविष्य की तस्वीर प्रस्तुत करती हैं। किंतु मात्र सैद्धांतिक पक्ष के सुदृढ़ होने से लक्ष्य की प्राप्ति नहीं होती। उसे व्यावहारिक रूप से क्रियान्वित किया जाना सबसे अधिक महत्वपूर्ण और चुनौतियों से भरा है। विगत वर्ष इस नीति के क्रियान्वयन हेतु जो भी प्रयास किए जा रहे हैं उनमें कुछ व्यावहारिक कठिनाइयाँ और चुनौतियाँ शिक्षा जगत के सम्मुख है। जिसमें धरातल स्तर पर कार्य किए जाने की आवश्यकता है-

अपेक्षित आधारभूत ढांचे का निर्माण एवं संसाधनों की पूर्ति

राष्ट्रीय शिक्षा नीति 2020 में तकनीकी, कौशल, वर्चुअल लैब्स एवं क्लस्टर एजुकेशन कल्चर पर विशेष बल दिया गया है। किंतु वास्तविकता यह है कि अधिकांश शिक्षण संस्थाओं में, विशेषकर राजकीय एवं ग्रामीण परिवेश में स्थापित विद्यालयों-महाविद्यालयों में अपेक्षित आधारभूत ढांचे एवं अनिवार्य संसाधनों का अभाव पाया जाता है। तकनीकी और कौशल आधारित शिक्षण के लिए कंप्यूटर लैब, इंटरनेट, वाईफाई, प्रयोगशाला, प्रशिक्षणशाला आवश्यक है, किंतु कुछ प्रतिशत शिक्षण संस्थाओं को छोड़कर अधिकांश में उपर्युक्त सुविधाओं का अभाव है। इन शिक्षण संस्थानों में पढ़ने वाले विद्यार्थी भी आर्थिक रूप से इतने सक्षम नहीं होते कि उनसे अतिरिक्त शुल्क लेकर उन्हें उपर्युक्त सुविधाएं प्रदान की जा सकें अतः शिक्षण संस्थाओं में मजबूत आधारभूत ढांचे और अपेक्षित संसाधनों की व्यवस्था राष्ट्रीय शिक्षा नीति के उद्देश्यों की पूर्ति के लिए सबसे बड़ी चुनौती है।

कौशल विकास पाठ्यक्रमों हेतु उचित प्रशिक्षण व्यवस्था

प्रत्येक बालक स्वयं में विशिष्ट प्रकार की क्षमताओं और योग्यताओं से युक्त होता है। यदि प्रत्येक बालक की क्षमताओं को समझ कर उसे तदनुरूप शिक्षा प्रदान की जाए तो निसंदेह वह आत्मनिर्भर बनकर स्वयं, समाज एवं राष्ट्र की प्रगति में सहयोगी बनेगा। इस तथ्य के अनुरूप राष्ट्रीय शिक्षा नीति विभिन्न प्रकार के कौशल विकास पाठ्यक्रम को शिक्षा का अभिन्न अंग बनाना चाहती है, जिससे विद्यार्थी अपनी अभिरुचि के अनुसार अपने कौशल का विकास कर एवं प्रशिक्षित होकर आत्मनिर्भर बन सकें। राष्ट्रीय शिक्षा नीति की

इस संकल्पना के आधार पर विभिन्न स्तरों पर कौशल विकास पाठ्यक्रमों को शिक्षा प्रक्रिया में सम्मिलित भी किया गया है किंतु इसके क्रियान्वयन में सबसे महत्वपूर्ण चुनौती इसके सम्यक प्रशिक्षण की है। वर्तमान प्राध्यापक या तो स्वयं उस कौशल पाठ्यक्रमों से सुपरिचित नहीं हैं या फिर थ्योरी भाग पढ़ा पाने में तो सक्षम है किंतु उसके प्रयोगात्मक पक्ष हेतु न तो वह स्वयं कौशल युक्त है और न ही शिक्षण संस्थाओं में इस प्रकार के प्रशिक्षण के लिए उपयुक्त साधन व संसाधन उपलब्ध है। यदि हम वास्तविक रूप से विद्यार्थियों में कौशल विकास करना चाहते हैं तो उसके लिए प्रशिक्षण हेतु उचित संसाधन उपलब्ध कराने होंगे जहां वह लिखित ज्ञान के अतिरिक्त वास्तविक रूप से प्रायोगिक प्रशिक्षण प्राप्त कर सके।

शिक्षक-छात्र अनुपात

शिक्षक और छात्र दोनों के मध्य तादात्म्यकरण और सह-अनुभूति शिक्षण अधिगम प्रक्रिया को स्थाई और विशिष्ट बनाती है। अधिकांश विद्यालयों, महाविद्यालयों में शिक्षक-छात्र अनुपात नियमानुरूप नहीं है। शिक्षण संस्थाओं में शिक्षकों की कमी के कारण एक अध्यापक पर सामान्य से बहुत अधिक संख्या में विद्यार्थियों के अध्यापन का दायित्व होता है, जिससे उसका अध्यापन कार्य सहज संप्रेषण न होकर येन केन प्रकारेण पाठ्यक्रम को पूर्ण करने पर आधारित होता है। इस अवस्था में न तो शिक्षक और छात्र के मध्य ज्ञान का सरल प्रवाह हो पाता है और न ही शिक्षण अधिगम प्रक्रिया की साझी अनुभूति। शिक्षण मात्र परीक्षा उत्तीर्ण कराने का माध्यम बनकर रह जाता है। अतः आवश्यकता अनुरूप योग्य प्राध्यापकों की नियुक्तियां अपरिहार्य है।

आंतरिक मूल्यांकन में निष्पक्षता

राष्ट्रीय शिक्षा नीति 2020 में सतत मूल्यांकन पर बल दिया गया है, क्योंकि पूर्व प्रचलित वार्षिक मूल्यांकन विद्यार्थी ज्ञान के साथ न्याय नहीं करता। सतत मूल्यांकन के द्वारा ही विद्यार्थियों के अधिगम स्तर को न्याय पूर्ण ढंग से मापा जा सकता है। यह सतत मूल्यांकन आंतरिक मूल्यांकन द्वारा ही संभव है क्योंकि संपूर्ण सत्र में विद्यार्थियों का कार्य व्यवहार, अनुशासन, अधिगम स्तर, नैतिक मूल्य किसी बाहरी परीक्षक के द्वारा संभव नहीं है। किंतु इस सतत मूल्यांकन में निष्पक्षता का होना अत्यधिक अनिवार्य है। शिक्षकों को अपनी मानवीय कमजोरियों, सहूलियतों तथा व्यक्तिगत पसंद-नापसंद से परे उठकर निष्पक्ष होकर विद्यार्थी मूल्यांकन करना होगा, तभी इस उद्देश्य को प्राप्त किया जा सकता है।

सूचना संप्रेषण के स्थान पर प्रज्ञा और विवेक शक्ति का विकास

शिक्षा का उद्देश्य बालक का अभ्युदयगत तथा निःश्रेयसात्मक विकास करना है। शिक्षा प्रक्रिया में शिक्षक व छात्र दोनों ही सहभागी हैं। शिक्षण का अर्थ है, संपर्क में आना, किसी अनुभूति को संचालित करना व ज्ञानोदय में सहभागी होना, जो मात्र शाब्दिक व बौद्धिक

स्तर पर न होकर अनुभूति व सूक्ष्मता के स्तर पर भी अनुभव हो। इस प्रकार शिक्षण-प्रक्रिया छात्र व शिक्षक दोनों के मध्य चलने वाली अन्तः क्रिया है। प्रचलित शिक्षा व्यवस्था प्रज्ञा और विवेक शक्ति को उत्पन्न करने के स्थान पर सूचनाओं के संप्रेषण का माध्यम बन गई है। नई शिक्षा नीति में ज्ञान और विवेक शक्ति के उदय पर बल दिया गया है। विद्यार्थियों में प्रज्ञा शक्ति और विवेक का जागृत होना जीवन की सफलता के लिए अत्यधिक आवश्यक है। मात्र शाब्दिक और किताबी ज्ञान जीवन की समस्याओं को सुलझाने में असमर्थ सिद्ध होता है, जो विद्यार्थी को नैराश्य के अंधकार में विलीन कर देता है। विवेक शक्ति और प्रज्ञा के माध्यम से ही व्यक्तित्व विकास को उत्कर्ष पर ले जाया जा सकता है, क्योंकि इसी के माध्यम से बालक जीवन की वास्तविक चुनौतियों का सामना करने योग्य बनता है तथा स्वयं समाज एवं राष्ट्र की प्रगति में सहयोगी होता है। नई शिक्षा नीति के क्रियान्वयन में इस तथ्य का विशेष ध्यान रखना चाहिए कि अध्यापकों का कार्य व्यवहार और उनके दायित्वों को इस प्रकार निर्धारित किया जाए कि वह विद्यार्थियों में सूचनाओं के संप्रेषण के स्थान पर उनमें विवेक और प्रज्ञा शक्ति को उत्पन्न करें, जिससे शिक्षा मात्र सूचनाओं के संप्रेषण का माध्यम बनकर न रह जाए।

शिक्षकों में अध्यापनेतर कार्यों का न्यूनीकरण

राष्ट्रीय शिक्षा नीति 2020 के वास्तविक लक्ष्यों को प्राप्त करने के लिए यह आवश्यक है कि शिक्षकों को सहजता और स्वतंत्रता का वातावरण प्राप्त हो। अध्यापन से भिन्न अन्य प्रशासनिक एवं कार्यालयी कार्यों को पूर्ण किए जाने का दबाव निसंदेह किसी भी अध्यापक के शिक्षण को प्रभावित करता है। विभिन्न प्रकार की पाठ्य सहगामी क्रियाएं शिक्षण अधिगम प्रक्रिया का अंग हैं, किंतु शिक्षण संस्थाओं में आधारभूत आवश्यकताओं की कमी, कार्यालय स्टाफ की कमी के कारण यह समस्त दायित्व शिक्षकों को पूर्ण करने होते हैं, जिसके कारण अध्ययन-अध्यापन का कार्य उच्च स्तर का नहीं हो पाता, साथ ही शिक्षकों का शोध कार्य भी बाधित होता है। इस प्रकार के आवश्यकता से अधिक शिक्षणेत्तर कार्य छात्र और अध्यापक के मध्य अधिगम प्रक्रिया में बाधा उत्पन्न करते हैं। समयभाव के कारण विद्यार्थियों और प्राध्यापकों का सहज संवाद, सह-अनुभूति और विद्यार्थी जिज्ञासाओं का शमन प्रभावित होता है। अतः शिक्षा प्रणाली में सुधार हेतु एवं राष्ट्रीय शिक्षा नीति 2020 के लक्ष्य को प्राप्त करने हेतु इस पक्ष पर विशेष ध्यान दिए जाने की आवश्यकता है।

विशेषज्ञता युक्त वैकल्पिक प्रश्न पत्रों के अध्यापन हेतु पर्याप्त नियुक्तियाँ

राष्ट्रीय शिक्षा नीति 2020 छात्र-छात्राओं की वैयक्तिक अभिरुचियों, योग्यताओं और क्षमताओं के दृष्टिगत अधिकाधिक वैकल्पिक प्रश्न पत्रों को पाठ्यक्रम में सम्मिलित करने का समर्थन करती है। इस दृष्टि से इस नीति की अपेक्षाओं के अनुरूप विनिर्मित नवीन पाठ्यक्रमों में बहुविकल्पी प्रश्न पत्रों को सम्मिलित किया गया है, किंतु इसके अध्यापन हेतु

व्यवहारिक समस्या यह है कि अधिकांश शिक्षण संस्थाओं में पर्याप्त शिक्षकों का अभाव है। स्नातकोत्तर विभागों में पढ़ाए जाने वाले विभिन्न वैकल्पिक प्रश्नपत्रों के लिए एक या दो प्राध्यापकों का होना, इस कार्य को व्यावहारिक रूप से क्रियान्वित नहीं कर पाता। अपेक्षित संख्या में अध्यापकों के अभाव में गिने-चुने वैकल्पिक प्रश्न पत्र ही पढ़ाए जाते हैं, साथ ही यह भी समस्या आती है कि जो प्रश्न पत्र पाठ्यक्रम में वैकल्पिक रूप में निर्धारित है वह विशेषज्ञता से युक्त होते हैं तथा समस्त प्राध्यापक विशेषज्ञता युक्त पाठ्यक्रमों के अध्यापन में समर्थ नहीं होते। उनके अध्यापन के लिए तत्संबंधित विशेषज्ञ अध्यापकों की आवश्यकता होती है। इन कारणों से छात्र अपनी अभिरुचि के अनुसार चयनित प्रश्नपत्रों का अध्ययन नहीं कर पाते। अतः उपर्युक्त समस्या के निवारण हेतु पर्याप्त संख्या में विशेषज्ञता युक्त अध्यापकों की नियुक्तियां अपेक्षित है।

अंकार्जन की होड़ एवं अंध-प्रतिस्पर्धा पर रोक

अधिक से अधिक अंक प्राप्त करने की अंधी दौड़ शिक्षा के उद्देश्य को धूमिल बना देती है। विद्यार्थी के व्यक्तित्व का सहज विकास, सरल और दबाव रहित शैक्षिक संरचना में ही हो सकता है। अधिक से अधिक डिग्रियां प्राप्त कर लेना, और अधिकतम अंक लाने का उद्देश्य विद्यार्थी के नैसर्गिक ज्ञान को बाधित कर सूचना और ज्ञान संकलन की प्रवृत्ति को बढ़ावा देता है। जो न तो उसके स्वयं के लिए हितकारी है और न ही समाज और राष्ट्र के लिए।

यदि हम नई शिक्षा नीति के वास्तविक उद्देश्य को प्राप्त करना चाहते हैं, तो इस नीति के क्रियान्वयन में इस प्रकार की शैक्षिक संरचना को विनिर्मित करना होगा, जहां सीखना महत्वपूर्ण हो न की डिग्रियां और अंक। सर्टिफिकेट प्राप्त करने के स्थान पर कौशल और प्रज्ञा विकास पर बल दिया जाना चाहिए। जहां शिक्षा ज्ञान के लिए हो मात्र उपाधि के लिए नहीं। शिक्षण अधिगम प्रक्रिया में सहजता का वातावरण विनिर्मित करना सर्वाधिक महत्वपूर्ण है, क्योंकि किसी भी प्रकार के दबाव में ज्ञान का उदय नहीं होता। इसके साथ ही साथ यह भी सुनिश्चित करना होगा कि विद्यार्थी विकास में भौतिक एवं नैतिक दोनों ही पक्ष समगति से विकसित हो, क्योंकि जीवन की यह यात्रा सफल एवं बड़ा आदमी बनने की नहीं बल्कि उत्तम मानव बनने की है, जो स्वयं समाज राष्ट्र के साथ-साथ प्रकृति के लिए भी हितकर हो।

उपसंहार

उपर्युक्त विवेचन के आधार पर कहा जा सकता है कि बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिये मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी। साथ ही शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिये भी नई शिक्षा नीति का आना आवश्यक था। भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुँच सुनिश्चित करने के लिये, शिक्षा के वैश्विक

मानकों को अपनाने के लिये भी शिक्षा नीति में परिवर्तन अवश्यभावी था। राष्ट्रीय शिक्षा नीति 2020 में हर उस संभावना को सम्मिलित किया गया है, जो आगे आने वाले समय में भारत को पुनः विश्व गुरु के रूप में स्थापित करने में समर्थ है, किंतु साथ ही साथ यह तथ्य भी महत्वपूर्ण है कि इस नीति के सम्यक क्रियान्वयन में बहुत सारी चुनौतियाँ हमारे सम्मुख हैं। हमें इन सभी चुनौतियों का सामना करते हुए आगे बढ़ना है। जिसके लिए विद्यार्थी शिक्षक एवं शासन के मध्य सामंजस्य का होना अनिवार्य है। पथ निसंदेह कठिन है, किंतु शिक्षकों की सामूहिक चेतना अगर ठान ले, तो क्या नहीं हो सकता। भारत का अतीत गौरवशाली शिक्षकों का अतीत है। वर्तमान समय में भी शिक्षकों की भूमिका सर्वाधिक महत्व रखती है। शिक्षकों को अगर सहयोगात्मक वातावरण मिले, तो राष्ट्रीय शिक्षा नीति 2020 में निहित लक्ष्यों को प्राप्त करने का संकल्प अवश्य पूर्ण होगा।

संदर्भ सूची:-

- 1 राष्ट्रीय शिक्षा नीति 2020- आधिकारिक ड्राफ्ट।
- 2 <https://hindi-nvshq-org/new&national&education&policy/>
- 3 राष्ट्रीय शिक्षा नीति 2020, कुछ संस्तुतियाँ और विमर्श, डॉ. सुधांशु कुमार पांडे, नेशन प्रेस दिल्ली।
- 4 राष्ट्रीय शिक्षा नीति 2020-रचनात्मक सुधारों की ओर, पंकज अरोरा, उषा शर्मा, शिप्रा पब्लिकेशन दिल्ली।
- 5 शिक्षा नीति 2020 भारतीयता का पुनरुत्थान, अतुल कोठारी, प्रभात प्रकाशन दिल्ली।



24.

संस्कृत भाषा एवं कौशल विकास : राष्ट्रीय शिक्षा नीति 2020

डॉ. नीलम शर्मा*

भूमिका

मानवीय जीवन में शिक्षा का सदैव ही महत्वपूर्ण स्थान रहा है। शिक्षा के वास्तविक उद्देश्य की प्राप्ति और स्वकीय सांस्कृतिक धरोहर एवं ज्ञान परंपरा की अभिव्यक्ति एवं सतत गति के लिए प्रत्येक देश द्वारा अपनी विशिष्ट शिक्षा प्रणाली विकसित की जाती है। तत्कालीन परिस्थितियों एवं समय के अनुकूल शिक्षा के क्षेत्र में विभिन्न नवीन एवं सार्थक प्रयास किए जाते रहे हैं। स्वतंत्रता प्राप्ति के पश्चात भारतीय समाज में अनेक परिवर्तन हुए जिनके अनुरूप भारतीय शिक्षा व्यवस्था में व्यापक स्तर पर परिवर्तन किए गए ताकि देश समाज की आवश्यकताओं को पूर्ण कर सके और वैश्विक स्तर पर अपनी प्रतिष्ठा बनाए रख सके। एतदर्थ भारत सरकार द्वारा विभिन्न शिक्षा आयोगों की स्थापना एवं राष्ट्रीय शिक्षा नीति की घोषणा की गई है।

*असिस्टेंट प्रोफेसर, संस्कृत विभाग, कु. मायावती राज. महिला स्नातकोत्तर महाविद्यालय, बादलपुर, गौतम बुद्ध नगर, उ.प्र.।

प्राचीन काल में संस्कृत सामान्य और विशिष्ट दोनों ही वर्गों के संप्रेषण की भाषा थी। इसका साहित्य भी उन्नत था और इसका एक उत्कृष्ट स्थान था। प्राचीन काल में संस्कृत का अध्ययन अध्यापन व्यापक स्तर पर होता था और यह ज्ञान की एक शाखा मात्र नहीं थी अपितु अन्य विषयों के अध्ययन अध्यापन का माध्यम भी थी। किंतु कालांतर में राजनीतिक कारणों एवं विदेशी आक्रमण के कारण भारत में अन्य भाषाओं का प्रभुत्व बढ़ने लगा और संस्कृत के महत्व में कमी आने लगी। भारत में अंग्रेजों के आगमन के बाद उनका प्रभुत्व होने के कारण अंग्रेजी भाषा का बहुत प्रचार प्रसार हुआ क्योंकि अंग्रेजी शासकों की भाषा थी। धीरे धीरे संस्कृत भाषा का महत्व कम होता गया।

स्वतंत्रता प्राप्ति के बाद भारत सरकार द्वारा संस्कृत भाषा के उत्थान के लिए विभिन्न प्रयास किए गए और इसे ज्ञान की एक शाखा के रूप में विद्यालयी शिक्षा में स्थान दिया गया। विभिन्न राष्ट्रीय आयोगों के द्वारा त्रिभाषा सूत्र के रूप में संस्कृत को पाठ्यक्रम में वैकल्पिक भाषा के रूप में स्थान दिया गया। यद्यपि कुछ समय तक संस्कृत का स्थान विद्यालयी पाठ्यक्रम में द्वितीय अनिवार्य भाषा का था। कालांतर में यह ऐच्छिक भाषा के रूप में अध्ययन की जाने लगी। सिर्फ कुछ पारंपरिक संस्कृत विद्यालयों में ही संस्कृत को अनिवार्य रूप से पढ़ाया जा रहा है। ऐच्छिक होने के कारण एवं पाठ्यक्रम में अनिवार्य स्थान नहीं होने के कारण धीरे धीरे संस्कृत भाषा अध्ययन अध्यापन में उपेक्षित होने लगी।

स्वतंत्र भारत में संस्कृत की स्थिति, उत्थान और विकास की संभावनाओं पर चिंतन करने के लिए भारत सरकार द्वारा संस्कृत के लिए दो संस्कृत आयोगों का भी गठन किया। जिसमें प्रथम राष्ट्रीय संस्कृत आयोग 1956 में प्रोफेसर सुनीति कुमार चटर्जी की अध्यक्षता में गठित किया गया। साहित्य और कला कृति नाम के अपने प्रतिवेदन में इन्होंने संस्कृत को भारतीय संस्कृति और सभ्यता का अवतार बताया तथा माध्यमिक विद्यालय में संस्कृत को अनिवार्य हो, ऐसा कहा गया। इस आयोग में ही संस्कृत को बढ़ावा देने के लिए संस्कृत विश्वविद्यालय को खोलने का सुझाव दिया गया।

अनुच्छेद 343 के अनुसार राजभाषा तो हिंदी होगी किंतु अनुच्छेद 351 के अनुसार यह भी कहा गया है कि हिंदी अपनी शब्दावली के लिए प्राथमिक तौर पर संस्कृत भाषा पर निर्भर होगी।

द्वितीय संस्कृत आयोग का गठन 58 वर्षों बाद 2014 में किया गया। यूपीए सरकार में गठित इस आयोग के अध्यक्ष पद्म भूषण सत्यव्रत शास्त्री थे। इन्होंने स्कूली शिक्षा में 4 भाषा फार्मूले को लागू करने का सुझाव दिया। जिसमें कक्षा 6 से 10 तक संस्कृत भाषा का अध्ययन अनिवार्य विषय के रूप में करने की सिफारिश की। सभी वैज्ञानिक और प्रौद्योगिकी संस्थानों में भी संस्कृत विषय के एक प्रश्न पत्र को अनिवार्य रूप से अध्ययन में सम्मिलित करने का सुझाव दिया। संस्कृत भाषा के उत्थान के लिए अन्य बहुत से सुझाव भी दिए

गए किंतु यह आयोग अपना प्रतिवेदन समय पर प्रस्तुत नहीं कर पाया और सरकार के परिवर्तन के कारण तत्कालीन एनडीए सरकार ने इसकी संस्तुतियों को स्वीकार नहीं किया।

तत्पश्चात् 18 नवंबर 2015 को एनडीए सरकार ने 13 सदस्यीय एन. गोपालस्वामी की अध्यक्षता में संस्कृत भाषा के उत्थान के लिए एक रोडमैप तैयार करने हेतु एक नवीन कमेटी का गठन किया। इस आयोग ने फरवरी 2016 में अपनी रिपोर्ट प्रस्तुत की। जिसमें 11वीं एवं 12वीं कक्षाओं में सभी संकाय में संस्कृत भाषा को चुना जा सके यह संस्तुति की गई। आज राष्ट्रीय शिक्षा नीति 2020 में विषय चयन का जो लचीलापन है, उसमें इसका प्रभाव देखा जा सकता है। इस कमेटी ने कहा कि संस्कृत को संस्कृत माध्यम से बढ़ाया जाए इसके साथ ही उन्होंने संस्कृत के विकास के लिए अष्टादशी अर्थात् 18 योजनाएं प्रस्तुत की। 18 योजनाओं में है -

1. ज्ञान ग्रंथों का अनुवाद परियोजना
2. पांडुलिपि परियोजना का संपादन एवं प्रकाशन
3. डिजिटल और ऑनलाइन संसाधन परियोजना
4. समर कोर्स प्रोजेक्ट
5. समकालीन साहित्य परियोजना
6. इवनिंग स्कूल प्रोजेक्ट
7. प्रौद्योगिकी अनुकूलन परियोजना
8. कंप्यूटर शिक्षा परियोजना
9. द्विवार्षिक संस्कृत पुस्तक मेला परियोजना
10. आउटरीच कार्यक्रम परियोजना
11. शब्द शाला परियोजना
12. दुर्लभ पुस्तक परियोजना का पुनर्मुद्रण
13. आवासीय प्रशिक्षण परियोजना
14. संस्कृत को आधुनिक विषयों से जोड़ना परियोजना
15. समर्थन इंटर्नशिप परियोजना
16. बच्चों की साहित्य परियोजना
17. संस्कृत परियोजना के माध्यम से योग
18. संस्कृत के माध्यम से आयुर्वेद

इस प्रकार इस आयोग के द्वारा प्रस्तुत संस्कृत के उत्थान के लिए विविध परियोजना का प्रभाव एवं प्रतिबिंब राष्ट्रीय शिक्षा नीति 2020 पर भी देखा जा सकता है जिसमें संस्कृत के उत्थान के लिए बहुत से प्रयास किए गए हैं।

राष्ट्रीय शिक्षा नीति 2020 में संस्कृत भाषा

राष्ट्रीय शिक्षा नीति 2020 स्वतंत्र भारत की तीसरी शिक्षा नीति है। इससे पूर्व वर्ष 1968 में प्रथम शिक्षा नीति एवं वर्ष 1986 में जिसे सन् 1992 में संशोधित किया गया द्वितीय राष्ट्रीय शिक्षा नीति थी।

राष्ट्रीय शिक्षा नीति 2020 में बदलते वैश्विक परिप्रेक्ष्य में समयानुकूल शिक्षा उपलब्ध कराना, शिक्षा की पहुंच समता, शिक्षा की गुणवत्ता में वृद्धि, नवाचार और अनुसंधान में वृद्धि, कौशल विकास एवं भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुंच, शिक्षा के वैश्विक मानकों को अपनाना आदि पर विशेष बल दिया गया है।

संस्कृत आयोगों का निर्माण संस्कृत भाषा के उत्थान के लिए किया गया था इसलिए उसमें संस्कृत भाषा पर विशेष बल दिया गया। किंतु राष्ट्रीय शिक्षा नीति 2020 संपूर्ण विषयों, भाषा एवं शिक्षा प्रणाली से संबंधित है तथापि इसमें संस्कृत भाषा को विशेष महत्व दिया गया है। संस्कृत के उज्ज्वल भविष्य के लिए केंद्र सरकार द्वारा महत्वपूर्ण प्रयास किया गया है। भारत में जितनी भी मातृभाषाएं हैं सभी में कुछ न कुछ संस्कृत का अंश है। हम विभिन्न भाषाओं में संस्कृत शब्दों का प्रयोग करते हैं किंतु हमें यह ज्ञात ही नहीं होता कि यह शब्द संस्कृत भाषा से लिया गया है। अतः संस्कृत स्वयं में समृद्ध भाषा है जिसे जन-जन तक पहुंचाने की आवश्यकता है और इसके लिए नई शिक्षा नीति में संस्कृत भाषा को प्राथमिकता पर रखा गया है।

राष्ट्रीय शिक्षा नीति 2020 भारत की ज्ञान परंपरा और सांस्कृतिक मूल्यों के आधार को बनाए रखते हुए शिक्षा के वास्तविक अर्थ को चरितार्थ करने के लिए कृत संकल्प है। राष्ट्रीय शिक्षा नीति का लक्ष्य और उद्देश्य भारतीय मूल्यों से विकसित शिक्षा प्रणाली को स्थापित करना है, जिससे उच्चतर गुणवत्तापूर्ण शिक्षा उपलब्ध कराते हुए भारत को एक वैश्विक महान ज्ञान शक्ति के रूप में पुनः स्थापित किया जा सके। यह शिक्षा नीति भारत को पुनः विश्व गुरु के रूप में स्थापित करने के लिए प्रतिबद्ध है। राष्ट्रीय शिक्षा नीति 2020 में भारत के प्राचीन और सनातन ज्ञान परंपरा को संरक्षित करने का विशेष प्रयास किया गया है। शिक्षा नीति के ड्राफ्ट में उल्लिखित है कि “शिक्षा व्यवस्था ने चरक, सुश्रुत, आर्यभट्ट, वराहमिहिर, भास्कराचार्य, ब्रह्मगुप्त, चाणक्य, चक्रपाणि, माधव, पाणिनि, पतंजलि, नागार्जुन, गौतम, गार्गी जैसे अनेकों महान विद्वानों को जन्म दिया है।” जितने भी आचार्य यहाँ उल्लिखित हैं सभी संस्कृत के महान आचार्य हैं। भारत की अद्भुत प्राचीन ज्ञान धरोहर संस्कृत वाङ्मय में सुरक्षित है। भारत की सांस्कृतिक, आध्यात्मिक, धार्मिक,

दार्शनिक, ऐतिहासिक और सामाजिक जीवन का विकास संस्कृत भाषा में ही समाहित है। वस्तुतः संस्कृत ही हमारी संस्कृति का मेरुदंड है। जिसने न केवल हजारों वर्षों से अनूठी भारतीय संस्कृति को सुरक्षित रखा है अपितु उसका संवर्धन और पोषण भी किया है। देव भाषा के रूप में प्रसिद्ध संस्कृत विश्व की प्राचीनतम भाषा है। यह एक शास्त्रीय भाषा है। प्राचीन भारतीय वाङ्मय की भाषा संस्कृत ही है। समस्त प्राचीन भारतीय ज्ञान विज्ञान के अद्भुत ग्रन्थ संस्कृत भाषा में ही लिखे गए हैं। संस्कृत भाषा का साहित्य अत्यंत ही व्यापक है एवं इसमें मानव जीवन के प्रत्येक पक्ष से संबंधित साहित्य उपलब्ध है। संस्कृत वाङ्मय में आचार शास्त्र, व्याकरण, राजनीति शास्त्र, समाजशास्त्र, नाट्य शास्त्र, चिकित्सा, गणित, खगोलशास्त्र, संगीत, वास्तुशास्त्र, ज्योतिष, अर्थशास्त्र आदि का विपुल भंडार प्राप्त होता है। इसीलिए शिक्षा नीति में भारतीय ज्ञान परंपरा के संरक्षण एवं संवर्धन के लिए जो विशेष जोर दिया गया है, वह संस्कृत भाषा के अध्ययन अध्यापन को अत्यधिक बल प्रदान करेगा। न केवल भारतवर्ष अपितु संपूर्ण विश्व के समस्त विषयों भाषाओं एवं ज्ञान का यदि कहीं कोई मूल है तो वह संस्कृत वाङ्मय में ही है। यही कारण है की उत्तर प्रदेश सरकार द्वारा संपूर्ण प्रदेश के लिए स्नातक स्तर हेतु विनिर्मित एवं संचालित समान पाठ्यक्रम के अंतर्गत समस्त विषयों के प्रश्न पत्रों की प्रारंभिक इकाई भारतीय ज्ञान परंपरा के लिए समर्पित है। इससे विद्यार्थी सर्वप्रथम अपनी प्राचीन ज्ञान धरोहर से परिचित होगा एतदर्थ संस्कृत ग्रंथों के अंशों एवं उनके अनूदित अंशों का प्रयोग किया जाएगा, जिससे संस्कृत के अध्ययन अध्यापन को विशेष गति प्रदान होगी एवं संस्कृत के प्राचीन ग्रंथों एवं विविध विधाओं का अध्ययन सभी के द्वारा किया जाएगा।

नई शिक्षा नीति का बीज शब्द 'गुणवत्ता' है और अध्ययन में गुणवत्ता तभी आएगी जब प्रामाणिक और उपयोगी ज्ञान अर्जन हो सके। शिक्षा नीति में गुणवत्तापूर्ण अध्ययन अध्यापन पर विशेष जोर दिया गया है। इस नीति में इस पर विशेष जोर दिया गया है कि छात्र का अध्ययन और शिक्षण ऐसा हो जिसे वह अपने व्यवहारिक जीवन में उपयोग में ला सके। उसके अंदर समस्या समाधान, तार्किक एवं रचनात्मक क्षमता का विकास हो सके और उसकी शिक्षा रोजगारपरक हो। इसलिए राष्ट्रीय शिक्षा नीति में कौशल विकास पर पहुंच जोर दिया गया है। इसके कारण समस्त विषयों एवं भाषा के अंतर्गत कौशल विकास पर अत्यधिक बल दिया जा रहा है। इसलिए समान पाठ्यक्रम के साथ कौशल विकास वाले पाठ्यक्रमों का भी संचालन किया जा रहा है। संस्कृत भाषा में कौशल विकास की दृष्टि से समान पाठ्यक्रम के अंतर्गत संस्कृत वाङ्मय में निहित संपूर्ण ज्ञान एवं उसके रोजगारपरक विधाओं को पाठ्यक्रम में सम्मिलित किया गया है। साथ ही कौशल विकास पाठ्यक्रम भी निर्मित किए गए हैं ताकि छात्र संस्कृत वाङ्मय के प्रति आकर्षित हो। वे न केवल एक विषय के रूप में अध्ययन अध्यापन के क्षेत्र में आगे बढ़े अपितु स्वरोजगार अथवा रोजगारपरक अन्य क्षेत्रों में भी अपना कौशल दिखा सके। इस दृष्टि से संस्कृत वाङ्मय के आयुर्वेद, ज्योतिष, वास्तुशास्त्र, योगशास्त्र, कर्मकांड आदि विधाओं पर अध्ययन

अध्यापन के अवसर उपलब्ध कराए गए हैं।

राष्ट्रीय शिक्षा नीति में जो एक महत्वपूर्ण परिवर्तन किया गया है, जिसमें अध्ययन विषयों के चयन में व्यापक अवसरों को प्रदान करते हुए विषय चयन में लचीलापन रखा गया है और अंतरानुशासनिक अध्ययन को महत्व प्रदान किया गया है। इससे भी संस्कृत भाषा की इन महत्वपूर्ण विधाओं को बल मिलेगा क्योंकि आज न केवल संस्कृत के रोजगार परक एवं कौशलपरक विधाओं को केवल संस्कृत का विद्यार्थी ही अध्ययन कर रहा है अपितु वाणिज्य एवं विज्ञान संकाय के विद्यार्थी भी अत्यंत रुचि पूर्वक अध्ययन कर रहे हैं। इससे संस्कृत भाषा के अध्येताओं की संख्या में वृद्धि हुई है। संस्कृत भाषा के अद्भुत और सर्वांगीण विषयगत ज्ञान का अध्ययन कर सभी इस भाषा के अतुलनीय योगदान को जान सकेंगे एवं संस्कृत को मृत भाषा समझने वालों का भ्रम दूर होगा। इससे संस्कृत विद्यार्थी भी अत्यंत उत्साह पूर्वक संस्कृत भाषा के प्रति गौरव का अनुभव करते हुए और अधिक तत्परता एवं उत्साह से उसके अध्ययन अध्यापन में संलग्न होंगे।

राष्ट्रीय शिक्षा नीति के अंतर्गत जहां कौशल विकास की दृष्टि से कंप्यूटर को भी अत्यधिक महत्व दिया गया है उसको दृष्टिगत रखते हुए भी सामान्य रूप से कंप्यूटर के अध्ययन के अतिरिक्त समस्त विषयों में कंप्यूटर और उस विषय का कंप्यूटर से सहसंबंध को भी पाठ्यक्रम का विषय बनाया गया है। इससे भी विद्यार्थियों में पारंपरिक अध्ययन के साथ आधुनिकता की मांग के प्रति जागरूकता आएगी। सामान्यतः यह अवधारणा है कि संस्कृत विषय के लिए कंप्यूटर की कोई आवश्यकता नहीं है, राष्ट्रीय शिक्षा नीति एवं समान पाठ्यक्रम से इस भ्रम का निवारण होगा। वर्तमान समय में संस्कृत एवं कंप्यूटर पर बहुत से शोध कार्य हुए हैं। कतिपय विद्वान तो संस्कृत भाषा एवं कंप्यूटर की दृष्टि से ही अत्यधिक कार्य कर रहे हैं और यह वर्तमान समय की मांग भी है। शिक्षा नीति में कहा गया है कि कक्षा 6 से ही विद्यार्थियों को कोडिंग सिखाई जाएगी। इससे भी संस्कृत भाषा को महत्व प्रदान किया गया है, क्योंकि नासा की दृष्टि से कंप्यूटर के लिए संस्कृत सबसे उपयुक्त भाषा है। इस पर सतत शोधकार्य किए जा रहे हैं। राष्ट्रीय शिक्षा नीति में विभिन्न भारतीय भाषाओं एवं संबंधित समृद्ध साहित्य, कला, संस्कृति आदि को ऑनलाइन माध्यम से संरक्षण एवं संवर्धन के प्रयास पर जोर दिया गया है जिसके लिए वेब आधारित प्लेटफार्म, पोर्टल, विकिपीडिया आदि के माध्यम से भारतीय भाषाएं और उनके साहित्य को न केवल स्थानीय स्तर पर अपितु देशव्यापी और वैश्विक स्तर पर पहचान दिलाने का प्रयास किया गया है इसलिए विभिन्न भारतीय भाषाओं में अनुवाद के सॉफ्टवेयर भी बनाए जाएंगे। इस दृष्टि से भी न केवल संस्कृत को अपितु सभी भारतीय भाषाओं को समृद्धि प्रदान करने का प्रयास किया गया है।

नई शिक्षा नीति में भारत की बहुभाषी समृद्ध परंपरा को महत्व दिया गया है। यहां पर भाषा के अध्ययन के लिए वैज्ञानिक दृष्टिकोण को अपनाया गया है। प्राथमिक स्तर पर

मातृभाषा को शिक्षा का माध्यम बना कर और उससे आगे अध्ययन में त्रिभाषा अध्ययन की व्यवस्था प्रकृति की दृष्टि से बहुत ही उपयुक्त है। यहां पर भी त्रिभाषा सूत्र में काफी लचीलापन रखा गया है। किसी भी राज्य पर कोई भी भाषा थोपी नहीं जाएगी। भाषाओं के चयन में विद्यार्थी की स्वयं की रुचि को सर्वोपरि रखा जाएगा। इसमें भी कम से कम 3 में से 2 भारतीय भाषाओं का अध्ययन आवश्यक होगा। साथ ही विद्यार्थियों द्वारा सीखी जाने वाली भाषाओं में से एकाधिक भाषाओं के परिवर्तन का विकल्प भी रहेगा अतः यदि कोई छात्र संस्कृत भाषा का अध्ययन करना चाहता है तो वह अपनी रुचि के अनुसार उसका अध्ययन कर सकता है।

संस्कृत भाषा एवं संपूर्ण भारतीय भाषाओं के विकास पर बल देने के लिए भारतीय और स्थानीय भाषाओं में रुचि और प्रेरणादायक बाल साहित्य और सभी स्तरों पर विद्यार्थियों के लिए बड़ी संख्या में पुस्तकें उपलब्ध कराई जाएंगी। जिनमें सभी भाषाओं की पुस्तकों की उपलब्धता, पहुंच, गुणवत्ता और पाठकों को सुनिश्चित करने के लिए व्यापक पहल की जाएगी।

भाषा उन्नयन की दृष्टि से राष्ट्रीय शिक्षा नीति में जो ग्रेड 6 से 8 के मध्य में 'द लैंग्वेज ऑफ इंडिया' नामक रुचि परक प्रोजेक्ट का सुझाव दिया गया है, उसमें भी संस्कृत भाषा का महत्वपूर्ण योगदान रहेगा। भारतीय भाषाओं के उद्भव, विकास एवं अंतर्संबंध को समझने के लिए संस्कृत के अध्ययन अध्यापन पर बल दिया जाएगा क्योंकि संस्कृत और अन्य शास्त्रीय भाषाओं से इसकी शब्दावली के स्रोत और उद्भव को ढूंढने का प्रयास किया जाएगा। उच्च शिक्षा के क्षेत्र में भी इससे न केवल संस्कृत के विद्यार्थियों को अपितु अन्य भाषाओं का अध्ययन करने वाले विद्यार्थियों को भी संस्कृत भाषा की प्राचीनता एवं वैज्ञानिकता को समझने एवं समस्त भाषाओं की मूल भाषा एवं उद्भव स्रोत के रूप में संस्कृत भाषा को जानने का अवसर प्राप्त होगा एवं भाषायी तुलनात्मक अध्ययन एवं शोध कार्यों को गति मिलेगी।

संस्कृत भाषा के अध्ययन पर विशेष जोर देते हुए राष्ट्रीय शिक्षा नीति 2020 में संस्कृत भाषा को त्रिभाषा के मुख्य धारा विकल्प के साथ समस्त विद्यालयों एवं उच्च शिक्षा के समस्त स्तरों पर महत्वपूर्ण विकल्प के रूप में प्रस्तुत करने का सुझाव दिया गया है।

राष्ट्रीय शिक्षा नीति में संस्कृत को केवल संस्कृत पाठशालाओं एवं विश्वविद्यालयों तक सीमित न रखकर मुख्यधारा में लाने का प्रयास किया गया है। क्योंकि संस्कृत वाङ्मय अत्यंत बृहद् है, इसमें समस्त विषयों का विपुल साहित्य, अद्वितीय प्राच्य ज्ञान, सांस्कृतिक और वैज्ञानिकतापूर्ण साहित्य समाहित है। इसलिए संस्कृत वाङ्मय को पृथक् रूप से नहीं पढ़ाया जाएगा अपितु रुचिपूर्ण, नवाचार एवं नवीन शिक्षण विधि के द्वारा समकालीन और प्रासंगिक विषयों जैसे कि गणितशास्त्र, खगोलशास्त्र, दर्शनशास्त्र, नाटक विधा, योग,

आयुर्वेद चिकित्सा आदि के साथ में उनके प्राच्य ज्ञान को उद्घाटित करते हुए अध्ययन का प्रयास किया गया है। नई शिक्षा नीति में अन्य विषयों एवं भाषाओं के साथ में अंतर संबंध को भी अध्ययन अध्यापन में विशेष महत्व दिया गया है। इसके साथ ही जो संस्कृत भाषा के विश्वविद्यालय हैं, उन्हें केवल संस्कृत भाषा तक सीमित न रखकर उच्चतर शिक्षा के बड़े बहुविषयक संस्थान बनने की दिशा में अग्रसर करने का प्रावधान भी किया गया है।

संस्कृत भाषा एवं अन्य भारतीय भाषाओं को बल प्रदान करने के लिए संपूर्ण देश में भाषा शिक्षकों की नियुक्ति की जाएगी। जिसमें शिक्षा एवं संस्कृत विषय में 4 वर्षीय बहु विषयक B.Ed डिग्री के द्वारा मिशन मोड में संपूर्ण भारत देश में संस्कृत शिक्षकों को बड़ी संख्या में व्यावसायिक शिक्षा प्रदान की जाएगी।

राष्ट्रीय शिक्षा नीति 2020 में समस्त भारतीय भाषाओं के शब्द कोषों के आधिकारिक अपडेशन की बात कही गई है। इसका कारण यह है कि समसामयिक घटनाओं परिस्थितियों, शब्दों एवं अवधारणाओं को भी उस भाषा में अभिव्यक्त किया जा सके। इससे भी संस्कृत भाषा जिसमें नवीन शब्द गठन की अद्भुत क्षमता है एवं अन्य भारतीय भाषाओं जिनमें संस्कृत के शब्दों को ग्रहण किया जाता है, के अध्ययन एवं शब्दकोषों के अपडेशन से भाषायी समृद्धता होगी।

राष्ट्रीय शिक्षा नीति 2020 में भारतीय विदेशी भाषाओं में उच्चतर गुणवत्तापूर्ण अधिगम सामग्री की उपलब्धता हेतु भारतीय अनुवाद एवं व्याख्यान संस्थान की स्थापना का प्रयास भी उल्लेखनीय है। इससे संस्कृत एवं अन्य भारतीय भाषाओं की पांडुलिपियों को संग्रहित करने, संरक्षित करने, अनुवाद, व्याख्या, अध्ययन आदि के प्रयास सम्मिलित हैं। सरकार के इस प्रयास से संस्कृत भाषा की अनगिनत असंख्य पांडुलिपियों के संरक्षण एवं संवर्धन का प्रयास बढ़ेगा। साथ ही संस्कृत भाषा की पहुंच जन जन तक सुलभ कराने के लिए एवं वैश्विक स्तर पर भी उसकी पहुंच बढ़ाने के लिए अनुवाद आदि का प्रयास सराहनीय कदम है। इससे संस्कृत वाङ्मय के असंख्य अज्ञात आचार्यों व ग्रंथों एवं भारतीय ज्ञान परंपरा को उद्घाटित करने का स्वर्णिम अवसर प्राप्त होगा।

उपसंहार

इस प्रकार निसंदेह भारतीय शिक्षा व्यवस्था के उन्नयन की दृष्टि से नई शिक्षा नीति 2020 सराहनीय एवं स्वागत योग्य है। भारतीय शिक्षा प्रणाली की संरचना, प्रक्रिया, लक्ष्य, पाठ्यक्रम, मूल्यांकन, अध्यापक प्रशिक्षण आदि सभी पहलुओं पर सार्थक विचार पूर्वक जो प्रस्ताव उपलब्ध कराए गए हैं वह अत्यंत उपयोगी हैं। इसमें समस्त भारतीय भाषाओं के उन्नयन की दृष्टि से उल्लेखनीय कदम उठाए गए हैं। जिसमें संस्कृत भाषा को अत्यधिक महत्व प्रदान किया गया है। भारतीय प्राच्य ज्ञान परंपरा को विशेष महत्व प्रदान करने वाली राष्ट्रीय शिक्षा नीति में प्राचीन ज्ञान परंपरा का मूल स्रोत संस्कृत भाषा का महत्व स्वयं सिद्ध

है। इसके अतिरिक्त प्राथमिक स्तर से लेकर उच्च शिक्षा स्तर तक संस्कृत भाषा के अध्ययन अध्यापन, कौशल विकास, शिक्षण, शिक्षण विधि, साहित्य संवर्धन, पांडुलिपि संरक्षण, शोध संस्थान, अंतरानुशासनिक शिक्षण, ऑनलाइन भाषा शिक्षक आदि की दृष्टि से उल्लेखनीय सुझाव दिए गए हैं। संस्कृत भाषा एवं इसकी बहुविध विधाओं के अध्ययन अध्यापन की दृष्टि से समान पाठ्यक्रम में महत्वपूर्ण परिवर्तन एवं प्रयास किए गए हैं। किंतु राष्ट्रीय शिक्षा नीति एवं संपूर्ण प्रदेश में संस्कृत भाषा के समान पाठ्यक्रम का लक्ष्य तभी साकार होगा जब उसे व्यवहारिक रूप प्रदान किया जाए और उसे लागू करने का सर्वोत्तम प्रयास किया जाए। इसका उत्तरदायित्व न केवल सरकार अपितु संस्कृत शिक्षकों एवं विद्यार्थियों सभी के ऊपर है। राष्ट्रीय शिक्षा नीति 2020 में संस्कृत के उन्नयन की दृष्टि से जो कुछ लक्ष्य रखा गया है उसको प्राप्त करने में सभी का सहयोग अपेक्षित है ताकि देवभाषा संस्कृत को पुनः प्रतिष्ठा प्राप्त हो सके।

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25.

नई शिक्षा नीति में संस्कृत विषय एवं तकनीकी प्रयोग की सार्थकता

डॉ. कनक लता*

भूमिका

शिक्षक के संबंध में महात्मा गांधी जी का तात्पर्य बालक और मनुष्य के शरीर, मन एवं आत्मा के सर्वांगीण तथा सर्वोत्कृष्ट विकास से है। उसी सर्वोत्कृष्ट विकास को दृष्टि में रखकर 1986 की शिक्षा नीति के कुछ कमियों को दूर करने के लिए नई शिक्षा नीति 2020 की संकल्पना की गई। गौरतलब है कि नई शिक्षा नीति 2020 की घोषणा के साथ ही मानव संसाधन विकास मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है। इस नीति के तहत देश में विद्यालय एवं उच्च शिक्षा में क्रांतिकारी सुधार की अपेक्षा की गई है। इसी क्रम में 2030 तक स्कूली शिक्षा में 100% GER के साथ- साथ पूर्व विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमीकरण का लक्ष्य रखा गया है। यह नई शिक्षा नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है। इसके अनुसार स्कूली और उच्च शिक्षा में छात्रों के लिए संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा, परंतु उक्त चुनाव की कोई बाध्यता नहीं होगी। नई

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शिक्षा नीति में संस्कृत विषय को प्राथमिकता देते हुए विभिन्न प्रकार के छात्रवृत्ति योजना, रोजगार के अवसर, संस्थाओं का निर्माण इत्यादि कार्य किया गया है। संस्कृत भाषा जिसे अब तक धर्म आधारित अथवा एक जाति विशेष भाषा नाम देने से उसका संवर्धन रुक रहा था उस मिथक को तोड़ने के लिए स्नातक एवं स्नातकोत्तर स्तर के पाठ्यक्रम में कंप्यूटर को स्थान दिया गया है।

नई शिक्षा नीति में संस्कृत विषय

संस्कृत भाषा आधुनिक वैज्ञानिक भाषा है। संस्कृत भाषा का व्याकरण जितना व्यवस्थित एवं सैद्धांतिक है वैसा व्याकरण अन्यत्र दुर्लभ है। आज भी भारत के कई ऐसे गांव हैं जहां संस्कृत भाषा संपूर्ण व्यवहार की भाषा के रूप में व्यवहृत हो रही है। संस्कृत सभी भाषाओं की जननी है, वस्तुतः यह हमारी संस्कृति का मेरुदंड है, जिसने हमारे सभ्यता को न केवल संरक्षित किया है, अपितु उसका विकास भी किया है। उत्तर प्रदेश के राज्यपाल आनंदीबेन पटेल ने राजभवन में संस्कृत भारती संस्था की पुस्तक 'अवध संपदा' के विमोचन समारोह में संस्कृत भाषा को महान ज्ञान संपदा का स्रोत एवं संस्कृति का संवर्धन करने वाली भाषा कहा है। आज पूरा विश्व संस्कृत भाषा की वैज्ञानिकता एवं प्रमाणिकता को समझ रहा है, यही कारण है कि नई शिक्षा नीति 2020 में संस्कृत भाषा को एक विशेष आदर एवं सम्मान मिला है। राष्ट्रीय शिक्षा नीति 2020 के अध्याय 4 अनुच्छेद 17 के अनुसार संस्कृत भाषा पर विशेष बल देते हुए कहा गया है कि संस्कृत सविधान की आठवीं अनुसूची में वर्णित एक महत्वपूर्ण आधुनिक भाषा है। इसका शास्त्रीय साहित्य इतना विशाल है कि सारे लैटिन एवं ग्रीक साहित्य को भी यदि मिलाकर इसकी तुलना की जाए तो भी इसकी बराबरी कोई भी भाषा नहीं कर सकता। संस्कृत साहित्य में गणित, विज्ञान, संगीत, राजनीति, चिकित्सा, वास्तुकला, धातु विज्ञान, नाटक, कविता, कहानी और भी बहुत कुछ विशाल खजाने हैं। इस प्रकार संस्कृत को त्रिभाषा के मुख्यधारा विकल्प के साथ स्कूल और उच्चतर शिक्षा के सभी स्तरों पर छात्रों के लिए एक महत्वपूर्ण समृद्ध विकल्प के रूप में पेश किया जाएगा।

फाउंडेशन और मिडिल स्कूल के स्तर पर संस्कृत की पाठ्य पुस्तकों को संस्कृत के माध्यम से संस्कृत पढ़ाने और इसके अध्ययन को आनंददायी बनाने के लिए सरल मानक संस्कृत में लिखा जाए। अतः भारत के संस्कृत जैसे शास्त्रीय भाषा और साहित्य के महत्व, प्रासंगिकता और सुंदरता को नजरअंदाज नहीं किया जा सकता है। शिक्षा नीति 2020 के अध्याय 4 अनुच्छेद 16 के अनुसार देश के प्रत्येक विद्यार्थी पढ़ाई के दौरान द लैंग्वेज ऑफ इंडिया पर एक रुचिकर प्रोजेक्ट गतिविधि में भाग ले सकते हैं जिससे भाषा का संवर्धन होगा। उदाहरण के लिए 'एक भारत श्रेष्ठ भारत' पहल के तहत उनके सामान्य ध्वन्यात्मक और वैज्ञानिक रूप से व्यवस्थित वर्णमाला एवं लिपियों तथा उनकी सामान्य व्याकरणिक संरचनाओं, संस्कृत व अन्य शास्त्रीय भाषा से इनकी शब्दावलीयों के स्रोत व उद्भव को

ढूँढने से लेकर इन भाषा के समृद्ध अंतर प्रभाव को समझना शामिल है।

अध्याय -22 अनुच्छेद -15 के अनुसार संस्कृत भाषा को मुख्यधारा में लाने के लिए स्कूलों में त्रिभाषा फार्मूला के तहत एक विकल्प के रूप में चयनित किया जाए। तथा संस्कृत भाषा केवल संस्कृत पाठशाला और विश्वविद्यालय तक ही सीमित न रह जाए। प्राथमिक एवं माध्यमिक स्तर पर भी इसे गौरवपूर्ण स्थान मिले। संस्कृत विषय से संबंधित प्रासंगिक विषय जैसे खगोलशास्त्र, गणितशास्त्र, ज्योतिषशास्त्र, वास्तु शास्त्र पर अधिकाधिक शोध किए जाएं। जिससे उत्कृष्ट अंतर विषय अनुसंधान का सफलतापूर्वक संचालन हो सके। शिक्षा एवं संस्कृत विषय में 4 वर्षीय बहुविषयक बी.एड.डिग्री के द्वारा मिशन मोड में पूरे देश में संस्कृत शिक्षकों को बड़ी संख्या में व्यवसायिक शिक्षा प्रदान की जाएगी।

संस्कृत विषय में तकनीकी प्रयोग की सार्थकता

संस्कृत भाषा के संवर्धन एवं विकास के लिए तकनीकी प्रयोग कर इस भाषा को और नवीन एवं रुचकर बनाया जा सकता है। इसी को दृष्टि में रखकर नई शिक्षा नीति 2020 के स्नातक स्तर एवं स्नातकोत्तर स्तर के पाठ्यक्रम में कंप्यूटर प्रयोग, इंटरनेट, शोध के वेबसाइट, वॉइस टाइपिंग जैसे महत्वपूर्ण विषयों को शामिल किया गया है। जर्मन एवं लंदन में हुए कई शोधों से यह स्पष्ट होता है कि संस्कृत कंप्यूटर हेतु सर्वानुकूलित एवं उपयोगी भाषा है। नासा शोध संस्थान के द्वारा रिसर्च में यह पाया गया कि कृत्रिम भाषाएं अत्यधिक पर शुद्ध तथा गणितीय कठोरता के साथ प्रस्तुत की जाती हैं जिसमें संस्कृत भाषा के साथ कंप्यूटर लर्निंग भाषा काफी उचित भाषा प्रतीत हुई। यानी कंप्यूटर के भाषाई लर्निंग कोर्ट के साथ संस्कृत भाषा अत्यधिक सामंजस्य स्थापित करती हुई दिखी जिसकी वैज्ञानिक भूरि-भूरि प्रशंसा करते हैं, संस्कृत भाषा का व्याकरण कहीं अधिक सिद्धांत एवं व्यवस्थित रूप में है। लंदन ओलंपिया के सेंट जेम्स इंडिपेंडेंस स्कूल में संस्कृत को अनिवार्य विषय के रूप में रखा गया है। माथ के अनुसार संस्कृत अधिकांश इंडोर यूरोपीय भाषाओं की जननी है तथा पिछले 10 सालों में यह अनुभव किया कि यह न केवल छात्रों के लिए अन्य यूरोपीय अन्य यूरोपियन भाषाएं सीखने तथा गणित व विज्ञान ग्रहण करने में सहायक है अपितु उसके संपूर्ण मानसिक विकास में सहायता करती है। एक बच्चे के लिए उसकी जिह्वा तथा अंगुलियों की दृढ़ता से निजात पाने का सर्वश्रेष्ठ तरीका संस्कृत का व्यवहारिक प्रयोग है। माथ ने अपने प्रयोग में पाया कि वैदिक गणित द्वारा छात्रों की गणितीय तथा मानसिक गणना योग्यता को सर्वोत्तम रूप से विकसित किया जा सकता है। संस्कृत भाषा शिक्षण हेतु विभिन्न विधियां प्रचलित हैं, यथा प्रत्यक्ष विधि, अनुवाद विधि, अभिनय विधि, वाद विवाद विधि, व्याख्यान विधि, विश्लेषण विधि इत्यादि। आधुनिक तकनीकी युग में शिक्षण को और अधिक प्रभावी तथा विषय को सुदृढ़ बनाने के लिए अनेक नवीन विधियों का उदय हुआ जैसे अभिक्रमिता अध्ययन, स्वाध्याय निरीक्षण, कंप्यूटर आधारित

अधिगम इत्यादि। सूचना संप्रेषण तकनीकी के आगमन के साथ ही शिक्षा के क्षेत्र में नवीन आशाओं का उदय हुआ। तकनीकी शिक्षा में ऑनलाइन लर्निंग, वर्चुअल कक्षा, ई कोचिंग, ई जनरल, ई एजुकेशन माध्यम से संस्कृत शिक्षा और भी निर्बाध गति से अविरल प्रवाहित होगी, अतः निः संदेह संस्कृत विषय में तकनीकी प्रयोग की सार्थकता आज के परिप्रेक्ष्य में सिद्ध होती प्रतीत होती है।

उपसंहार

नई शिक्षा नीति अध्याय 22 अनुच्छेद 16 के अनुसार देशभर में संस्कृत एवं भारतीय भाषाओं के संस्थाओं और विभागों की उल्लेखनीय रूप से मजबूत किया जाएगा। तकनीकी शिक्षा के प्रशिक्षण के साथ छात्रों के लिए रोजगार के अवसर के मार्ग स्वतः अग्रसरित होंगे। विश्वविद्यालय परिसर में संस्कृत, पाली, फारसी, प्राकृत भाषा के लिए राष्ट्रीय संस्थान का निर्माण किया जाएगा। इन सभी क्षेत्रों में उत्कृष्ट प्रासंगिक अनुसंधानों को एनआरएफ द्वारा सहयोग किया जाएगा। अतः स्पष्ट होता है कि नई शिक्षा नीति 2020 में संस्कृत विषय को विशेष महत्व दिया गया है, जिसके तहत संस्कृत भाषा के कई पांडुलिपियां सुरक्षित और संरक्षित की गई, ताकि भाषा के प्राचीन तत्वों का भी संकलन किया जा सके। विभिन्न प्रकार के छात्रवृत्तिओं का प्रबंध किया गया, जिससे संस्कृत विषय अधिकाधिक छात्र-छात्राएं चयन करें। कई संस्कृत संस्थानों का निर्माण किया गया। सरकार के इस प्रकार के प्रयास यह दर्शाता है कि संस्कृत का भविष्य उज्ज्वल है और रोजगार के तमाम अवसर उपलब्ध है, इसी क्रम में संस्कृत विषय एवं तकनीकी की सार्थकता की बात किया जाए, निस्संदेह तकनीकी के बिना कोई भी विषय अपनी पूर्णता को नहीं प्राप्त कर सकता, क्योंकि बदलते परिवेश के अनुसार तकनीकी युग में कृत्रिम बुद्धिमत्ता का प्रयोग विषय में किया जाना उस विषय की गुणवत्ता में और वृद्धि करता है। नई शिक्षा नीति 2020 शिक्षा जगत में एक नवीन क्रांति है जो आगे आने वाली पीढ़ी को विषय की गुणवत्ता रोजगारपरकता एवं सर्वांगीण विकास की ओर ले जाएगा।

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दिव्यांगजन शिक्षा एवं राष्ट्रीय शिक्षा नीति 2020

डॉ. रतन सिंह*

भूमिका

शिक्षा सामाजिक न्याय एवं समानता पाने का एकमात्र साधन है। दिव्यांग बच्चों की शिक्षा हेतु परिवार, समाज एवं राज्य को सकारात्मक पहल करनी चाहिए। वैदिक कालीन शिक्षा प्रणाली से लेकर मध्यकालीन शिक्षा प्रणाली तक दिव्यांग शिक्षा का प्रमाण नहीं मिलता है परंतु आधुनिक शिक्षा प्रणाली में दिव्यांग बच्चों के लिए स्कूली शिक्षा हेतु आरक्षण का प्रावधान किया गया है वहीं राष्ट्रीय शिक्षा नीति 2020 में समतामूलक और और समावेशी शिक्षा, सभी के लिए अधिगम पर विशेष बल दिया गया है।

राष्ट्रीय शिक्षा नीति 2020 में दिव्यांग बच्चों के नामांकन, ठहराव, विशिष्ट आवश्यकताओं वाले बच्चों के लिए विशिष्ट शिक्षा प्राप्त शिक्षकों की नियुक्ति पर बल दिया गया है। गृहशिक्षा (होम स्कूलिंग) की आवश्यकता पर बल दिया गया है साथ ही गृहशिक्षा प्राप्त दिव्यांग बच्चों को सामान्य शिक्षा प्राप्त बच्चों के समकक्ष रखा जाएगा। दिव्यांग बच्चों की आधी संख्या दिव्यांग बालिकाओं पर विशेष ध्यान देने की आवश्यकता के साथ साथ

* सहायक प्रोफेसर, बी.एड., कु. मायावती राज. महिला स्नातकोत्तर महाविद्यालय, बादलपुर, गौतम बुद्ध नगर, उ.प्र.।

दिव्यांग बालकों की विद्यालयों तक पहुँच सुनिश्चित की जानी चाहिए। राष्ट्रीय शिक्षा नीति 2020 में दिव्यांग बच्चों की पर्याप्त सुरक्षा व्यवस्था करना सुनिश्चित किया जाए।

समानता एवं सामाजिक न्याय पाने का एकमात्र साधन शिक्षा है। समतामूलक समाज व समावेशी समाज की कल्पना को साकार करने का जो सपना है वो शिक्षा के बगैर मुश्किल ही नहीं असंभव प्रतीत होता है।

राष्ट्रीय शिक्षा नीति 2020 में दिव्यांगजन शिक्षा

राष्ट्रीय शिक्षा नीति 2020 ऐसे लक्ष्यों को निर्धारित करती है जिसमें प्रत्येक भारतीय नागरिक को अपने सपने पूर्ण करने, विकास करने एवं राष्ट्रहित में योगदान करने के सुअवसर उपलब्ध हों। राष्ट्रीय शिक्षा नीति 2020 यह सुनिश्चित करना चाहती है कि किसी भी बालक की शिक्षा में जन्म, जाति, क्षेत्र, शारारिक या मानसिक अक्षमता बाधक न हो अर्थात् सबको समान अवसर मिलें।

भारतीय शिक्षा व्यवस्था एवं सरकारी नीतियों ने शिक्षा व्यवस्था के सभी स्तरों (पूर्व माध्यमिक, प्राथमिक, माध्यमिक, एवं उच्च) में सामाजिक श्रेणियों एवं लिंग के अंतर को कम करने कि दिशा में निरंतर प्रगति की है परंतु आज भी हम इस अंतर को समाप्त नहीं कर पाए हैं अर्थात् असमानता आज भी देखी जा सकती है। सामाजिक आर्थिक रूप से वंचित समूह जो प्राचीन काल से पीछे थे, आज भी पिछड़े हैं।

सामाजिक आर्थिक रूप से वंचित (एस.ई.डी.जी.) समूहों में विशेष आवश्यकताओं वाले व्यक्तियों (छात्र/छात्राओं), जिनमें दिव्यांग छात्र/छात्राएं भी सम्मिलित हैं का नामांकन कक्षा 1 से लेकर कक्षा 12 तक लगातार घट रहा है। उच्चतर शिक्षा के क्षेत्र में यह गिरावट और अधिक है। इस बात को राष्ट्रीय शिक्षा नीति 2020 में भी स्वीकार किया गया है। यू.डी.आई.एस.ई. 2016-2017 के आंकड़ों के अनुसार प्राथमिक विद्यालयों में दिव्यांग छात्र/छात्राओं का नामांकन 1.1 प्रतिशत है जो उच्च शिक्षा में मात्र 0.25 प्रतिशत रह जाता है जो कि एक गंभीर स्थिति है।

अच्छे विद्यालयों तक पहुँचने में दिक्कत, आर्थिक स्थिति, सामाजिक कुप्रथाएं आदि विभिन्न कारणों से दिव्यांग बच्चों के नामांकन एवं ठहराव पर नकारात्मक प्रभाव पड़ता है। राष्ट्रीय शिक्षा नीति 2020 में दिव्यांग बच्चों की पहुँच, भागीदारी और अधिगम परिणामों में इन अंतरालों को पूरा करना प्रमुख लक्ष्य रहेगा। साथ ही राष्ट्रीय शिक्षा नीति 2020 विशेष आवश्यकता वाले बच्चों (सी.डब्ल्यू.एस.एन) अर्थात् दिव्यांग बच्चों को अन्य सामान्य बच्चों के समान गुणवत्तापरक शिक्षा देने के लिए सक्षम तंत्र बनाने के महत्व को भी पहचानती है।

इस बात का भी ध्यान रखना अति आवश्यक होगा कि वे कौन से उपाय हैं जो

सामाजिक आर्थिक रूप से वंचित (एस.ई.डी.जी.) के लिए प्रभावी है। उदाहरण के लिए दिव्यांग बच्चों की विद्यालयों एवं शिक्षा तक पहुँच सुनिश्चित करने के दृष्टिगत एक बच्चे के साथ एक शिक्षक, सहपाठी शिक्षण, मुक्त विद्यालयी शिक्षा, उचित बुनियादी ढांचा तथा उपयुक्त तकनीक का इस्तेमाल विशेष प्रभावी हो सकता है। दिव्यांग बच्चों कि शिक्षा में विशेष काउन्सलरों (जो छात्रों, अभिभावकों, विद्यालयों एवं शिक्षकों के साथ मिलकर कार्य करें) की भूमिका को भी राष्ट्रीय शिक्षा नीति 2020 में स्वीकार किया गया है।

विशेष आवश्यकताओं वाले बच्चों में आधी संख्या बालिकाओं की होती है। ये हमारा दुर्भाग्य ही है कि विशेष आवश्यकता वाले बच्चों के साथ होने वाले भेदभाव/अन्याय का सामना बालकों से अधिक बालिकाओं को करना पड़ता है। यह नीति समाज में बालिकाओं/महिलाओं कि विशेष और महत्वपूर्ण भूमिका को ध्यान में रखते हुए यह मानती है कि विशेष आवश्यकता वाली बालिकाओं के लिए गुणवत्तापूर्ण शिक्षा कि व्यवस्था उनकी वर्तमान व भविष्य में आने वाली पीढ़ियों के शैक्षिक स्तर को उच्च बनाने का कारगर एवं सर्वोत्तम तरीका है। राष्ट्रीय शिक्षा नीति 2020 इस बात की भी संपुष्टि करती है कि विशेष आवश्यकता वाले बच्चों अर्थात् दिव्यांग बच्चों के उत्थान के लिए बनाई जा रही नीतियों को विशेष रूप से इन समूहों की बालिकाओं/महिलाओं पर केंद्रित होना चाहिए।

राष्ट्रीय शिक्षा नीति 2020 की सर्वोच्च प्राथमिकता में (ई.सी.सी.ई.मे.) दिव्यांग बच्चों को सम्मिलित करना एवं उनकी सहभागिता सुनिश्चित करना भी है। दिव्यांग जन अधिकार अधिनियम 2016 (आर पी डब्ल्यू डी अधिनियम 2016) समेकित शिक्षा को ऐसी प्रणाली के रूप में परिभाषित करता है जहाँ दिव्यांग बच्चे व सामान्य बच्चे सभी एक साथ पठन पाठन करते हैं अर्थात् अधिगम करते हैं। सीखने सिखाने कि प्रणाली को इस प्रकार लागू किया जाता है कि प्रत्येक विशेष आवश्यकता वाले (दिव्यांग) व सामान्य बच्चों कि विशेष या सामान्य आवश्यकताओं की पूर्ति करने में सक्षम हो। यह राष्ट्रीय शिक्षा नीति दिव्यांगजन अधिकार अधिनियम 2016 के सभी प्रावधानों के साथ सुसंगत है तथा दिव्यांगजन अधिकार अधिनियम 2016 में प्रस्तावित सभी प्रावधानों को पूरा करती है। राष्ट्रीय शिक्षा नीति 2020 यह भी सुनिश्चित करती है कि राष्ट्रीय पाठ्यचर्या रूपरेखा तैयार करते समय एन सी ई आर टी द्वारा दिव्यांगजन विभाग के राष्ट्रीय संस्थानों जैसे विशेषज्ञ संस्थानों के साथ परामर्श किया जाएगा।

राष्ट्रीय शिक्षा नीति 2020 में विद्यालय एवं विद्यालय परिसरों को दिव्यांग बच्चों के अनुकूल बनाने हेतु वित्तीय मदद का सुस्पष्ट प्रावधान किया जाएगा। ऐसे विद्यालयों में दिव्यांग बच्चों की आवश्यकता से संबंधित प्रशिक्षण प्राप्त शिक्षकों को नियुक्त किया जाएगा। गंभीर अथवा एक से अधिक क्षमता से ग्रसित दिव्यांग बच्चों के लिए जहाँ भी आवश्यकता हो वहाँ संसाधन केंद्र स्थापित करना तथा दिव्यांग जन अधिनियम 2016 के अनुसार दिव्यांग बच्चों के लिए बाधामुक्त पहुँच निश्चित की जाएगी। दिव्यांग बच्चों की

अलग-अलग श्रेणियों अर्थात् अलग-अलग प्रकार की दिव्यांगता से ग्रसित बच्चों के लिए उनके अनुरूप विद्यालय कार्य करेंगे तथा बच्चों को मदद दी जाएगी तथा सभी बच्चों की सहभागिता व समावेशन सुनिश्चित किया जाएगा। विशेष आवश्यकता वाले बच्चों को सहायक उपकरण, उपयुक्त तकनीक आधारित उपकरण, भाषा उपयुक्त शिक्षण सामग्री (बड़े प्रिन्ट व ब्रेल प्रारूप) इस आशय के साथ पर्याप्त मात्रा में उपलब्ध करवाए जायें कि ये बच्चें कक्षा में शिक्षकों व अन्य सहपाठियों के साथ आसानी से जुड़ सकें। राष्ट्रीय शिक्षा नीति 2020 में दिव्यांग बच्चों की पर्याप्त सुरक्षा पर भी ध्यान देने पर बल दिया गया है।

दिव्यांग अधिकार अधिनियम 2016 के अनुसार दिव्यांग बच्चें अपनी दिव्यांगता के आधार पर अपने निवास स्थान के निकटतम नियमित या विशेष स्कूल में प्रवेश का विकल्प खुला रहेगा। विशेष संसाधन केंद्र शिक्षकों की मदद से गंभीर अथवा एक से अधिक दिव्यांगता से ग्रसित बच्चों के पुनर्वास व शिक्षा से संबंधित आवश्यकताओं में सहायता करेंगे। राष्ट्रीय शिक्षा नीति 2020 में विशेष आवश्यकता वाले बच्चों के लिए शिक्षा घर में ही उपलब्ध कराने (होम स्कूलिंग) की भी बात कही गई है।

गृह आधारित शिक्षा ले रहे बच्चों को अन्य प्रणाली से शिक्षा ले रहे बच्चों के समतुल्य माना जाएगा। दिव्यांगजन अधिकार अधिनियम 2016 के अनुसार होम स्कूलिंग (गृह शिक्षा) के लिए मानक निर्धारित किए जाएंगे। राष्ट्रीय शिक्षा नीति 2020 में यह स्पष्ट किया गया है कि दिव्यांग बच्चों की शिक्षा राज्य की जिम्मेदारी मानी जाएगी।

उपसंहार

विशेष दिव्यांगता वाले बच्चों को कैसे पढ़ाया जाए, इसके लिए शिक्षकों को प्रशिक्षित करना एवं जागरूकता लाना तथा लैंगिक संवेदनशीलता विकसित की जानी चाहिए।

विशेष आवश्यकता वाले बच्चों के लिए उपरोक्त सभी नीतियाँ पूर्ण समावेश और समता प्राप्त करने के लिए महत्वपूर्ण हैं मगर पर्याप्त नहीं हैं। इसके लिए विद्यालय, शिक्षक, प्रबंधक, प्रधानाचार्य, काउन्सलर और छात्रों को अपने आप में इसके संबंध में पर्याप्त बदलाव की आवश्यकता है। हम अपनी सोच, कार्यशैली, प्रकृति में सकारात्मक बदलाव के साथ दिव्यांग बच्चों के समावेशन एवं समता में महत्वपूर्ण भूमिका निभा सकते हैं।

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27.

नयी शिक्षा नीति: सम्पूर्ण विकास के लिए प्रतिबद्ध

डॉ. कविता वर्मा*

भूमिका

हमारा देश दक्षिण एशिया का एक महत्वपूर्ण व प्राचीनतम सभ्यता का देश है। यहाँ की पहचान ज्ञान व शिक्षा के उपासक होने के साथ विश्व गुरु की भी रही है। महाभारत के शान्ति पर्व में कहा गया है- “नास्ति विद्या समचक्षु” अर्थात् विद्या के समान कोई चक्षु नहीं है जो हमें जीवन का रास्ता दिखा सके। शिक्षा के लिए सर्व स्वीकृत सूत्र है - ‘सा विद्या या विमुक्तये’ अर्थात् विद्या वही है जो अज्ञानता से मुक्ति प्रदान करें। समाजशास्त्री दुर्खीय के अनुसार ‘शिक्षा शिशु में उन भौतिक, बौद्धिक और नैतिक दशाओं की जागृति व विकास करती है, जो उसके सम्पूर्ण समाज और पर्यावरण के लिए आवश्यक है तथा जिसके लिए वह विशेष रूप से पूर्ण निर्दिष्ट है। महान दार्शनिक प्लेटो ने कहा कि ‘शिक्षा का अर्थ शिक्षार्थियों के शरीर एवं आत्मा में सौन्दर्य एवं पूर्णता विकसित करना है, जिसकी उनमें क्षमता है अथवा संक्षेप में उनमें स्वस्थ मस्तिष्क व स्वस्थ शरीर का विकास करना है।’

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राष्ट्रीय शिक्षा नीति 2020 और सम्पूर्ण विकास का लक्ष्य

हमारी संस्कृति तथा पाश्चात्य विद्वानों ने शिक्षा को मानव के सम्पूर्ण विकास का साधन माना है जिससे उनमें योग्यता, कुशलता के विकास के साथ वह समाज की प्रगति भी कर सके। शिक्षा, चाहे औपचारिक हो अर्थात् पाठ्य-पुस्तकों व अकादमिक ज्ञान या अनौपचारिक हो अर्थात् व्यक्ति की सामाजिक सीख, व्यक्ति के बहुमुखी विकास के लिए तथा समसामाजिक परिस्थितियों के साथ सामाजिक स्थिति स्थापित करने के लिए आवश्यक है। इसलिए सदैव व सम्पूर्ण विश्व में शिक्षा को एक अति महत्वपूर्ण साधन माना गया है, जिससे प्रगति सम्भव होती है।

इन सभी कारणों से हमारे देश में स्वतन्त्रता के पश्चात् शिक्षा को गति देने के लिए समय-समय पर शिक्षा नीतियाँ बनती रही हैं। हमारे संविधान के नीति निर्देशक तत्वों में कहा गया है '6 से 14 वर्ष के बच्चों के लिए अनिवार्य व निशुल्क शिक्षा की व्यवस्था की जाय। 1948 में डॉ. राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग का गठन हुआ, तभी से राष्ट्रीय शिक्षा नीति का निर्माण भी होने लगा। कोठारी आयोगी की सिफारिशों पर पहली राष्ट्रीय शिक्षा नीति 1968 अस्तित्व में आयी। 1986 में दूसरी शिक्षा नीति बनी। इसमें सारे देश के लिए एक समान शैक्षिक ढांचे को स्वीकार किया और अधिकांश राज्यों में 10+2+3 की संरचना को अपनाया। इस नीति में 1992 में संशोधन किया गया। 2014 के आम चुनाव में भारतीय जनता पार्टी के चुनावी घोषणा पत्र में एक नवीन शिक्षा बनाने का विषय शामिल किया और नयी शिक्षा नीति 2020 अस्तित्व में आयी। सभी शिक्षा नीतियाँ अपने समय उपयोगी रही तथा व्यक्ति व देश के विकास में सहयोग करती रही। 21 सदी के पर्दापण तथा आधुनिक युग में नयी आवश्यकताओं के जन्म होने से ज्ञान की बहुत सी परम्परागत शिक्षा प्रणाली से अलग एक नयी समसामायिक शिक्षा प्रणाली की आवश्यकता महसूस होने लगी, ऐसी शिक्षा प्रणाली जो बढ़ती हुयी जनसंख्या को पुस्तकीय ज्ञान के साथ-साथ उसमें अन्य कौशल व योग्यता उत्पन्न कर सके। साथ ही सम्पूर्ण व्यक्तित्व विकास के लिए आवश्यक संगीत, खेल व योगा को सहायक पाठ्यक्रम या अतिरिक्त पाठ्यक्रम की बजाय मुख्य पाठ्यक्रम में ही जोड़ सके।

नयी शिक्षा नीति के उद्देश्य

- ❖ प्रत्येक बच्चे की क्षमता की पहचान व क्षमता का विकास
- ❖ शिक्षा को लचीला बनाना।
- ❖ गुणवत्तापूर्ण शिक्षा को विकसित करना।
- ❖ बच्चों को भारतीय संस्कृति से जोड़ना।

- ❖ उत्कृष्ट स्तर पर शोध करना।
- ❖ बच्चों को सुशासन सिखाना एवं सशक्तिकरण करना।
- ❖ यथासम्भव तकनीकी उपयोग पर जोर देना।
- ❖ विभिन्न प्रकार की भाषाएँ सिखाना।
- ❖ बच्चों की सोच को रचनात्मक व तार्किक बनाना।

नयी शिक्षा नीति के उद्देश्य व्यक्तित्व के सम्पूर्ण विकास के लिए द्योतक है तथा यह हमारी महान प्राचीन शिक्षा प्रणाली के तत्वों को भी समाहित किए हुए है, जिसमें लर्निंग वाई इर्ग को महत्व दिया गया।

नयी शिक्षा नीति 2020 की विशेषताएं

- ❖ इसमें शिक्षा के सार्वभौमिककरण की बात कही गयी है, ताकि यहाँ के विद्यार्थियों को विश्वस्तरीय शिक्षा मिल सके तथा उसे दूसरे देश में जाकर शिक्षा ग्रहण की आवश्यकता न रहे, साथ ही दूसरे देश के विद्यार्थी भी यहाँ शिक्षा ग्रहण करने के लिए प्रेरित हों और भारत पुनः 'विश्वगुरु' कहला सके।
- ❖ छठी कक्षा से व्यवसायिक परीक्षण इंटर्नशिप की बात कही गयी है।
- ❖ पांचवी कक्षा तक शिक्षा मातृभाषा या क्षेत्रीय भाषा में प्रदान की जाय ताकि छोटे बच्चों को शिक्षा बोझ न लगे, वे अपनी भाषा में ही शिक्षा ग्रहण कर सकें।
- ❖ छात्रों को अपने पसन्द का विषय पढ़ने की पूर्ण स्वतन्त्रता रहेगी। अब उसे कला, विज्ञान व वाणिज्य आदि संकाय में ही स्वयं को नहीं बाँधना। अर्थात् अब भौतिक विज्ञान पढ़ने वाला विद्यार्थी भी संगीत या वादन आदि विषय अपनी रुचि अनुसार पढ़ व सीख सकता है।
- ❖ विश्व में भागीदारी के लिए तथा डिजिटल ज्ञान प्राप्त करने के लिए छठी कक्षा से ही बच्चों को कोडिंग सिखायी जायेगी।
- ❖ सभी स्कूल भी अब डिजिटल सम्पन्न होंगे।
- ❖ सभी प्रकार की पाठ्य सामग्री को क्षेत्रीय भाषा में अनुवाद किया जायेगा।
- ❖ एकेडमिक बैंक ऑफ क्रेडिट की बात विद्यार्थियों के लिए कही गयी है, जो विभिन्न उच्च शिक्षा संस्थाओं से संग्रहित होते।

- ❖ पढ़ाई के साथ-साथ कौशल विकास पर बराबर का जोर दिया गया है, ताकि शिक्षण संस्थाओं से निकलने के बाद छात्र स्वयं अपनी योग्यता व रूचि के अनुसार कार्य कर देश की प्रगति में योगदान दे सके।
- ❖ इसके अंतर्गत यदि छात्र कोई कोर्स बीच में छोड़कर दूसरे कोर्स को पढ़ना चाहता है तो वह पहले कोर्स से ब्रेक लेकर, दूसरा कोर्स भी पूर्ण कर सकता है तथा पहले कोर्स को जितना किया है, उतना क्रेडिट उसके क्रेडिट बैंक में सुरक्षित रहेगा।
- ❖ हमारे देश में व्यावसायिक शिक्षा सीखने वाले छात्र 5 प्रतिशत से भी कम है। इसी बात को ध्यान में रखते हुए नयी शिक्षा नीति के अंतर्गत कक्षा छठवीं से आठवीं तक व्यावसायिक शिक्षा सीखने पर ध्यान केन्द्रित किया गया है। जिसमें बागवानी, लकड़ी का काम, मिट्टी के बर्तन, बिजली का काम आदि शामिल है। 2025 के अंत तक कम से कम 50 प्रतिशत छात्रों को व्यावसायिक शिक्षा पढ़ाने का उद्देश्य निर्धारित किया गया है।

उपसंहार

इस प्रकार नयी शिक्षा नीति 2020 के उद्देश्यों व विशेषताओं से ज्ञात होता है कि यह नीति प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक आमूलचूल परिवर्तन लाने के लिए रची गयी है, जो कि बालक के सर्वांगीण विकास के लिए प्रतिबद्ध है। निःसन्देह नयी शिक्षा नीति एक नये भारत का निर्माण करेगी तथा यह शिक्षा को जीवन का साध्य न बनाकर साधन बनाने पर जोर दे रही है, ताकि नये भविष्य का निर्माण हो सके, जिसमें बालक के सर्वांगीण विकास के साथ भारत पुनः विश्वगुरु के रूप में स्थापित हो सके।

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राष्ट्रीय शिक्षा नीति 2020 : गुणात्मक वृद्धि में दूरस्थ एवं आभासी शिक्षा की भूमिका

प्रो. (डॉ.) आशाराणी*

पंकज प्रजापति**

भूमिका

भारतीय शिक्षा के इतिहास में आधुनिक समय के मांग के अनुरूप, शिक्षा में गुणात्मक परिवर्तन की आकांक्षाओं से प्रेरित होकर राष्ट्रीय शिक्षा नीति 2020 का प्रारूप तैयार किया गया। राष्ट्रीय शिक्षा नीति 2020 एक दस्तावेज मात्र नहीं है, इस नीति का लक्ष्य “भारत को वैश्विक ज्ञान महाशक्ति” बनाना एवं 2040 तक सभी उच्च शिक्षा संस्थान का उद्देश्य बहु-विषयक संस्थान बनाना निर्धारित है तथा शिक्षा के माध्यम से राष्ट्र के पुनर्निर्माण के लिए यह केंद्र सरकार की प्रतिबद्धता को सिद्ध करता है। भारतीय शिक्षा में गुणात्मक वृद्धि के लिए राष्ट्रीय शिक्षा नीति 2020 की भूमिका, विस्तार, प्रासंगिकता तथा इसके भविष्य की क्या संभावनाएँ हैं? एन.ई.पी. 2020 भारतीय शिक्षा में गुणात्मक परिवर्तन के रणनीतियाँ क्या हैं? भारत को “ज्ञान महाशक्ति” के रूप में परिवर्तन के लिए मिश्रित शिक्षा की भूमिका के साथ-साथ भारतीय शिक्षा में गुणात्मक वृद्धि के लिए राष्ट्रीय शिक्षा

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नीति 2020 की औचित्य क्या है? छात्र, शिक्षक तथा शिक्षाविद् यहां नई राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत मिश्रित शिक्षा प्रणाली की अवधारणा के बारे में सम्पूर्ण जानकारी प्राप्त कर सकते हैं। नई शिक्षा नीति 2020 निसंदेह भारत में निर्मित अभी तक के शिक्षा नीति से परिवर्तनकारी सिद्ध होगा।

दूरस्थ शिक्षा

दूरस्थ एवं वर्चुअल शिक्षा, शिक्षा का वह प्रविधि है जिसमें विद्यार्थी को विश्वविद्यालय, महाविद्यालय एवं विद्यालय प्रांगण से बाहर रखकर औपचारिक शिक्षा प्रदान की जाती है। इसमें विभिन्न शैक्षिक पृष्ठभूमि वाले छात्र अपने रुचि और सुविधा के अनुकूल ज्ञान कौशल एवं अभिवृद्धि प्राप्त करते हैं।

दूरस्थ शिक्षा, शिक्षा की वह प्रविधि है, जिसमें शिक्षक तथा छात्र को एक साथ एक स्थान व समय पर उपस्थित होने की जरूरत नहीं होती है। साधारणतः यह प्रविधि अध्यापन तथा शिक्षण के गुणवत्ता से समझौता किए बिना प्रवेश के सरल मानदंडों के साथ सार्वभौमिक एवं सार्वजनिक रूप से स्वीकार्य है।

दूरस्थ शिक्षा की अलग-अलग विद्वानों ने अलग-अलग दृष्टिकोण से व्याख्या की है:-

पीटर्स के अनुसार- “दूरस्थ शिक्षा अप्रत्यक्ष निर्देश देने का साधन है जो जहाँ पर शिक्षक और शिष्य है उनमें भौगोलिक और भावनात्मक जुड़ाई को प्रकट करती है जबकि कक्षा रूपी शिक्षा, विद्यार्थी और अध्यापक के कक्षा के कमरे के सम्बन्ध में सामाजिक रूप में निर्भर है जबकि दूरस्थ शिक्षा में यह तकनीकी नियमों पर आधारित है।”

मालक्रोम एडीसेशिया- “दूरस्थ शिक्षा का अभिप्राय है सीखने-सिखाने की वह प्रक्रिया, जिसमें स्थान व समय के आयाम सीखने और सिखाने के मध्य हस्तक्षेप करते हैं।”

जैम्स ओक्स के अनुसार- “दूरस्थ शिक्षा कुछ निश्चित विशेषताओं का साधन है जो इसे किसी संस्था में सीखने के साधन से अलग करती है।”

फिलिप कौम्बस तथा ‘मंजूर अहमद’ के अनुसार- “पहले से स्थापित औपचारिक शिक्षा के क्षेत्र से बाहर चलने वाली सुसंगठित शैक्षिक प्रणाली को दूरस्थ शिक्षा कहा जाता है। यह एक स्वतंत्र प्रणाली के रूप में अथवा किसी बड़ी प्रणाली के अंग के रूप में सीखने वालों के एक निश्चित समूह को निश्चित शैक्षित उद्देश्यों की प्राप्ति के लिए मदद देती है”

दोहमैन के अनुसार (1967) “दूरस्थ शिक्षा उचित रूप में आत्म अध्ययन के रूप में संगठित है जिसमें विद्यार्थियों की काउंसलिंग, अधिगम सामग्री का प्रस्तुतीकरण तथा विद्यार्थियों का पर्यवेक्षण व शिक्षकों के उत्तरदायित्व सम्मिलित है।”

दूरस्थ शिक्षा का इतिहास

दूरस्थ शिक्षा से आशय किसी भी महाविद्यालय, विश्वविद्यालय एवं अन्य प्रकार के विद्यालयों के परिसर से मुक्त होकर अध्ययन अनौपचारिक माध्यम से उपाधि अर्जित करने को दूरस्थ शिक्षा कहते हैं। वर्तमान परिप्रेक्ष्य में दूरस्थ शिक्षा को पत्राचार शिक्षा, स्वतंत्र अध्ययन या स्वाध्ययन, गृह अध्ययन, बाह्यध्ययन एवं परिसर मुक्ताध्ययन इत्यादि नामों से जानते हैं। भारत ही नहीं, वैश्विक धरातल पर दूरस्थ शिक्षा की संकल्पना में तेजी से वृद्धि हो रही है। दूरस्थ शिक्षा के विषय में वृहत अवलोकन करने पर इसका उद्भव 19वीं शताब्दी के 5वें दशक के आसपास प्राप्त होता है। सर्वप्रथम विश्व में दूरस्थ शिक्षा का आइजेक पिटमेन द्वारा अंग्रेजी भाषा में शार्ट हैन्ड का विकास करने के लिए किया। इसी उद्देश्य से 1856 में जर्मनी के लैगनशीट और टासैन्ट में पत्राचार द्वारा विश्व में सर्वप्रथम भाषाओं का शिक्षण प्रारंभ किया और यहीं से दूरस्थ शिक्षा का प्रारंभ माना जाता है। दूरस्थ शिक्षा को आगे बढ़ाते हुए अमेरिका ने पत्राचार द्वारा अनुदेशों को संगठित करने का एक पहल की। पत्राचार शिक्षा के क्षेत्र में विश्व में सर्वप्रथम 1890 जर्मनी ने पत्राचार संस्थानों की स्थापना की। इसके उपरांत पत्राचार शिक्षा सतत प्रगति के पथ पर अग्रसर होता रहा है।

1880 तक पत्राचार शिक्षा वैश्विक स्तर पर शिक्षा जगत में अपना स्थान बनाने में सफल रहा। विश्व के लगभग ज्यादातर देश दूरस्थ शिक्षा या पत्राचार शिक्षा को वैधानिक रूप प्रदान करने के लिए सकारात्मक प्रयास करते हुए 1938 में अंतर्राष्ट्रीय पत्राचार शिक्षा परिषद का गठन किया गया और रूस विश्व का पहला देश बना जिसने राष्ट्रीय स्तर पर दूरस्थ शिक्षा को वैधानिक स्वीकृति प्रदान की। दूरस्थ शिक्षा के महत्व को भारत समझते हुए सर्वप्रथम 1962 में पत्राचार पाठ्यक्रम आरंभ किया। पत्राचार शिक्षा को बढ़ावा देने के लिए अंतर्राष्ट्रीय पत्राचार शिक्षा परिषद् का 12वें विश्व सम्मेलन 1982 में कनाडा में आयोजित किया गया। अंतर्राष्ट्रीय पत्राचार शिक्षा परिषद का 12वें विश्व सम्मेलन में नाम बदलकर 'अंतर्राष्ट्रीय दूरस्थ शिक्षा परिषद्' कर दिया गया।

वर्तमान समय में दूरस्थ शिक्षा को कई अन्य नामों से जाना जाता है जैसे- 'पत्राचार शिक्षा', 'खुली शिक्षा' इत्यादि। एशिया में सर्वप्रथम जापान द्वारा मुक्त विद्यालय की स्थापना की गई जबकि भारत सर्वप्रथम 1977 में मोद्री विश्वविद्यालय के अंतर्गत खुला विश्वविद्यालय विंग की स्थापना करते हुए दूरस्थ शिक्षा के क्षेत्र में एक कदम आगे बढ़ा। तत्पश्चात् सतत रूप से भारत में पत्राचार शिक्षा के विकास के लिए संस्थान स्थापित किए जा रहे हैं, जो निम्नलिखित हैं-

- ❖ यशवन्त राव चौहाण मुक्त विश्वविद्यालय, नासिक, महाराष्ट्र
- ❖ डॉ. अम्बेडकर मुक्त विश्वविद्यालय, अहमदाबाद, गुजरात
- ❖ कर्नाटक मुक्त विश्वविद्यालय, मैसूर, कर्नाटक

- ❖ राजस्थान मुक्त विश्वविद्यालय, कोटा, राजस्थान
- ❖ बंकिम चंद्र चटर्जी मुक्त विश्वविद्यालय, पश्चिमी बंगाल
- ❖ नालन्दा मुक्त विश्वविद्यालय, बिहार
- ❖ राजर्षि पुरुषोत्तम दास टंडन मुक्त विश्वविद्यालय, इलाहाबाद, उत्तर प्रदेश
- ❖ भोज मुक्त विश्वविद्यालय, जबलपुर, मध्यप्रदेश
- ❖ इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, दिल्ली
- ❖ सुन्दर लाल मुक्त विश्वविद्यालय, रायपुर, छत्तीसगढ़

भारत में समय-समय पर शिक्षा में सुधार के लिए समिति एवं आयोगों का गठन किया जाता रहा है। जिनके सुझावों पर अमल करते हुए देश का शैक्षिक भविष्य एवं राष्ट्रीय शिक्षा नीति निर्माण किया जाता है। भारत में दूरस्थ शिक्षा को कार्यान्वित करने के लिए कोठारी आयोग (1964-66) व्यापक दृष्टिकोण प्रस्तुत किया। इसके अन्तर्गत पत्राचार पाठ्यक्रमों का गठन, विद्यार्थियों को कभी-कभी अध्यापकों से मिलने के लिए अवसर प्रदान करना, पत्राचार पाठ्यक्रमों का रेडियो व दूरदर्शन पर प्रसारित होने वाले दूरस्थ शिक्षा के कार्यक्रमों के साथ उचित समायोजन स्थापित करना एवं तत्कालिन परिवेश के अनुकूल कृषि व्यवसाय, उद्यान तथा व्यवसायिक कार्यकर्ताओं के लिए विशिष्ट कार्यक्रमों के क्रियान्वयन पर जोर दिया।

कोठारी आयोग के प्रतिवेदन पर राष्ट्रीय शिक्षा नीति 1986 को गठित किया गया। दूरस्थ शिक्षा को आगे बढ़ाते हुए राष्ट्रीय शिक्षा नीति 1986 अधोलिखित बिन्दुओं पर जोर दिया- जैसे उच्चतर शिक्षा के अवसरों में वृद्धि करते हुए मुक्त विश्वविद्यालय पद्धति को आरंभ करना, राष्ट्रीय मुक्त विश्वविद्यालय को सशक्त बनाना।

राष्ट्रीय शिक्षा नीति 1986 का यह मानना था कि मुक्त विश्वविद्यालय पद्धति या दूरस्थ शिक्षा पद्धति उच्च शिक्षा क्षेत्रों के अवसरों में पर्याप्त वृद्धि करने के साथ-साथ कम खर्चीली होने के बावजूद, सफलता को सुनिश्चित करते हुए एक नवीन शिक्षा प्रणाली को बढ़ावा देने में सहायक है। इग्नू में दूरस्थ शिक्षा को संचालित करते हुए एशिया के सभी शिक्षण संस्थानों में अव्वल स्थान प्राप्त कर लिया है। जो वर्तमान समय में दूरस्थ शिक्षा की अनिवार्यता एवं आवश्यकता को सिद्ध करता है। इन्हीं उद्देश्यों को ध्यान में रखते हुए भारत में इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय (इग्नू) की स्थापना की गई, इसे देश में दूरस्थ शिक्षा प्रणाली को बढ़ाने का कार्य सुपुर्द किया एवं दूरस्थ शिक्षा प्रणाली में सामंजस्य स्थापित करते हुए उसका उचित स्तर निर्धारण करने का दायित्व सौंपा गया है। इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, मुक्त विश्वविद्यालय शिक्षा पद्धति को विस्तारित रूप प्रदान करने एवं सशक्त करने के लिए निम्नलिखित तथ्यों पर जोर देता है जैसे-

- ❖ दूरस्थ शिक्षा में डिग्री एवं डिप्लोमा कोर्स
- ❖ वितरण पद्धति को सशक्त बनाना
- ❖ कार्यक्रम की गुणवत्ता को सुनिश्चित करना
- ❖ शिक्षा के प्रत्येक स्तर के लिए अधिगम का न्यूनतम मानक निर्धारित करना
- ❖ दूरस्थ अधिगम पद्धति में समायोजन स्थापित करना इत्यादि।

वर्तमान समय में दूरस्थ शिक्षा के उत्थान में केंद्र और राज्य सरकार की भूमिका

दूरस्थ शिक्षा के उत्थान एवं बढ़ावा देने में 'केंद्र सरकार' एवं 'राज्य सरकार' दोनों की अहम भूमिका है। केंद्रीय स्तर पर दूरस्थ शिक्षा के उत्थान में मानव संसाधन विकास मंत्रालय, विश्वविद्यालय अनुदान आयोग, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, राज्य मुक्त विश्वविद्यालय इत्यादि महत्वपूर्ण भूमिका निभा रहे हैं। इसके साथ राज्य स्तर पर दूरस्थ शिक्षा को बढ़ावा देने के लिए निरंतर प्रयास किए गए हैं, और किए जा रहे हैं।

भारत में दूरवर्ती शिक्षा की वर्तमान स्थिति

प्राचीन काल से शिक्षा गरिमामय जीवन यापन करने के लिए मूलभूत तत्व माना गया है। शिक्षा ही मनुष्य को पशु से पृथक् करता है, जिसका महत्व प्राचीन भारतीय ग्रंथों में निम्नलिखित पक्तियों में किया गया-

येषां न विद्या न तपो न दानं, ज्ञानं न शीलं न गुणो न धर्मः।

ते मर्त्यलोके भुवि भारभूता, मनुष्यरूपेण मृगाश्चरन्ति।।

उपरोक्त पक्तियों से यह स्पष्ट है, शिक्षा सम्पूर्ण मानव प्रजाति के लिए आवश्यक है। भारत में आजादी के दो दशक बाद शिक्षा के महत्व को समझते हुए औपचारिक और अनौपचारिक शिक्षा पद्धतियों पर जोर दिया गया। दूरवर्ती शिक्षा औपचारिक शिक्षा का अभिन्न अंग माना गया है, परन्तु दूरवर्ती शिक्षा द्वारा प्रदान किए गए उपाधि नियमित शिक्षा में प्रदान की गई उपाधि के समतुल्य है। राष्ट्रीय शिक्षा नीति 2020 में 'मिश्रित शिक्षा' पद्धति पर जोर देती है, जिसके अंतर्गत दूरस्थ शिक्षा, ऑनलाईन शिक्षा एवं शारीरिक रूप से कक्षा-कक्ष में उपस्थित होकर ग्रहण की गई शिक्षा को 'मिश्रित शिक्षा' की संकल्पना के आवश्यक अंग है।

वर्तमान समय में दूरस्थ शिक्षा तीव्रता से राष्ट्रीय एवं अंतर्राष्ट्रीय स्तर पर पल्लवित एवं पुष्पित हो रही है। इसके साथ लोकप्रियता हासिल करते हुए सफलता की नयी ऊँचाइयों की ओर अग्रसर है। भारत में सन् 1960 के आस-पास महज चार विश्वविद्यालय दूरस्थ शिक्षा के लिए कार्य कर रहे थे, परन्तु आज भारत में लगभग 35 विश्वविद्यालय दूरवर्ती शिक्षा को सर्वसुलभता प्रदान करने में अपना योगदान दे रहे हैं। भारतीय शिक्षा प्रणाली के

इतिहास में दूरवर्ती शिक्षा अपना अविस्मरणीय स्थान बना लिया है।

भारत में दूरवर्ती शिक्षा के कारण एवं महत्व

भारत, जनसंख्या की दृष्टि से विश्व का दूसरा विशाल देश है। मानव को मानव पूँजी में बदलने के लिए सबसे अहम तत्व शिक्षा है। यह सर्वविदित तथ्य है कि भारत एक विकासशील एवं भौगोलिक विविधताओं का देश है। अर्थात् जहाँ एक तरफ लोगों के समक्ष नियमित शिक्षा ग्रहण करने में आर्थिक चुनौतियाँ हैं वहीं दूसरी तरफ भौगोलिक विविधता के कारण नियमित शिक्षा सर्वसुलभ नहीं हैं परिणामस्वरूप विद्यार्थियों में वांछित स्तर पर चिंतन क्षमता, वैश्विक दक्षता एवं रचनात्मकता को प्रोत्साहन नहीं मिला, जिससे अकुशलता तथा बेरोजगारी को बढ़ावा मिलता है। आज भारत की जनानाकिय क्षमता को देखते हुए हमें औपचारिक शिक्षा के पूरक एवं सहयोगी विकल्प के रूप में दूरस्थ शिक्षा को देखा जाना चाहिए। भारत में कई लोग शिक्षा ग्रहण करने में आए कठिनाइयों के कारण बीच में छोड़ देते हैं। ये कारण कुछ भी हो सकते हैं जैसे (मैदानी, पर्वतीय, समुद्री भूमि) के कारण विद्यालय, महाविद्यालय एवं विश्वविद्यालयों में संचार के साधन के अभाव में न पहुँच पाना या आर्थिक समस्याओं के कारण पूँजी लागत शिक्षा प्रणाली के समक्ष हार जाना अपने लक्ष्यों की प्राप्ति तक जिज्ञासा रहने के बावजूद उसे साकार न कर पाना।

ऐसे निर्धन एवं जिज्ञासु आजीवन शिक्षा प्राप्त करने के उत्सुक लोगों के लिए दूरस्थ शिक्षा सुनहरा अवसर प्रदान करता है। भारत में दूरस्थ शिक्षा की भूमिका इस दृष्टि से और महत्वपूर्ण हो जाती है कि मानव को मानवपूँजी में तब्दील करने के बाद ही वांछित आर्थिक विकास प्राप्त किया जा सकता है जिसमें दूरस्थ शिक्षा की सकारात्मक भूमिका परिलक्षित होती है।

वर्चुअल शिक्षा

वर्तमान युग सूचना क्रांति के युग के रूप में जाना जाता है, जहाँ इंटरनेट समाज के प्रत्येक क्षेत्र में विद्यमान है, इंटरनेट आधारित शिक्षा को आभासी शिक्षा, वर्चुअल शिक्षा कहते हैं। भारत में ऑनलाइन शिक्षा को वैधानिक दर्जा 1993 में दिया गया। वास्तव में ऑनलाइन शिक्षा की संकल्पना बहुत पुरानी है, परन्तु 2020 में आए महामारी के दौरान शिक्षा प्रदान करने के अन्य विकल्पों के अभाव में ऑनलाइन शिक्षा का प्रयोग वृहत पैमाने पर करने के लिए विवश होना पड़ा और वैश्विक स्तर पर इसे मान्यता प्रदान की गयी। ऑनलाइन शिक्षा सतत् रूप से बाधारहित शिक्षा प्रदान करने के लिए कई वर्षों से प्रयासरत था, परन्तु कोरोना महामारी के दौरान एवं उसके उपरांत जितना इसके महत्व को स्वीकार किया गया, उतना पहले कभी महत्व नहीं दिया गया। राष्ट्रीय शिक्षा नीति 2020 में ऑनलाइन शिक्षा के महत्ता को समझते हुए वृहत पैमाने पर क्रियान्वित करने पर जोर देते हुए सीखने की बहुआयामी दृष्टिकोण को बढ़ावा देने पर जोर देती है।

ऑनलाइन शिक्षा, शिक्षा की वह प्रविधि है, जिसमें भौगोलिक सीमा की बाध्यता एवं समय की निश्चित अनिवार्यता को पूर्णतः समाप्त कर दिया। इसके अंतर्गत छात्र एवं छात्राएं जहाँ चाहे वहाँ बैठकर रिकॉर्डेड व्याख्यान की सहायता से अध्ययन कर सकते हैं। आसान शब्दों में ऑनलाइन शिक्षा को निम्न रूपों में परिभाषित किया जा सकता है।

विश्वविद्यालय, महाविद्यालय एवं विद्यालय के परिसर से मुक्त होकर विद्यार्थी इंटरनेट और इलेक्ट्रॉनिक उपकरण अर्थात् मोबाइल फोन, टेबलेट, स्मार्ट फोन, कम्प्यूटर इत्यादि के माध्यम से जो शिक्षा प्राप्त करते हैं उसे ऑनलाइन शिक्षा कहते हैं। ऑनलाइन शिक्षा को डिजिटल शिक्षा भी कहते हैं।

2020 में आए कोरोना महामारी के दौरान जब वैश्विक स्तर पर जीवन अस्त-व्यस्त हो गया, तब वैसी स्थिति में शिक्षा को सतत बनाए रखना सभी देशों के लिए चुनौतीपूर्ण कार्य था और राष्ट्रीय शिक्षा नीति 2020 में पारित मिश्रित शिक्षा की संकल्पना लोकप्रियता हासिल करने लगी।

तत्कालीन समय में ऑनलाइन शिक्षा के महत्व को समझते हुए इसे सकारात्मक रूप से प्राथमिक विद्यालयों से लेकर उच्च शिक्षण संस्थानों तक में लागू किया गया। आज लगभग विश्व के हर देश में ऑनलाइन शिक्षा के माध्यम से विभिन्न प्रकार के पाठ्यक्रमों का संचालन किया जा रहा है। क्योंकि ऐसा मानना है आभाषी प्रयोगशालाओं के द्वारा सुदूर क्षेत्र में सूचना और प्रौद्योगिकी के माध्यम से अकादमिक और शोध के क्षेत्र में शैक्षिक उपकरणों के प्रयोग को निःसंदेह बढ़ावा दिया जा सकता है। शिक्षाविद् भी ऑनलाइन शिक्षा के महत्व को समझते हुए इसे बढ़ाने में अपना योगदान दे रहे हैं। इस नई शिक्षा प्रविधि के कारण महामारी के दौरान शिक्षा व्यवस्था बाधित होने के बावजूद भी बहुत हद तक सुरक्षित रखा गया, चूंकि ऑनलाइन शिक्षा के अंतर्गत इस दौरान बहुत सारे विश्वविद्यालयों परीक्षा भी सफलतापूर्वक संचालित की। ऑनलाइन शिक्षा प्रविधि कई कारणों से लोकप्रियता हासिल करते हुए प्रगति के पथ पर अग्रसर है, क्योंकि इसका संचालन और इसके द्वारा प्रदान की गई सुविधाएँ लगभग सर्वसुलभ है।

दूरस्थ शिक्षा और ऑनलाइन शिक्षा दोनों ही बहुत पहले से शिक्षा जगत में विद्यमान है। वर्तमान समय में इसके महत्व को इंकार नहीं किया जा सकता, क्योंकि दूरस्थ शिक्षा, ऑनलाइन शिक्षा औपचारिक एवं अनौपचारिक शिक्षा को प्रगति के पथ पर ले जाने में महत्वपूर्ण भूमिका निभा रहा है। वर्तमान समय की यह मांग है कि विभिन्न रूपों में दूरस्थ शिक्षा एवं वर्चुअल शिक्षा को बढ़ावा दिया जाए। इसको बढ़ावा देने के लिए सरकार विभिन्न प्रकार के प्रोग्राम संचालित कर रही है, जैसे- PM E-Vidya, DIKSH। PORTAL, 'वन नेशन-वन डिजिटल प्लेटफॉर्म, स्वयं प्रभा डीटीएच, ई.पी.जी. पाठशाला, स्नातक विषयों में ई-सामग्री, दिव्यांग बच्चों के लिए 'डिजिटली ऐक्सेसिबल इन्फॉर्मेशन सिस्टम (DAISY),

पढ़े भारत ऑनलाइन इत्यादि कार्यक्रमों के माध्यम से बढ़ावा दिया जा रहा है। राष्ट्रीय शिक्षा नीति 2020 में मिश्रित शिक्षा की संकल्पना को बढ़ावा देने के लिए निरंतर प्रयास किया जा रहा है। ऑनलाइन कक्षा के दौरान ऐसा देखा गया है कि बहुत से छात्र इसमें रुचि लेकर अध्ययन करते हैं।

ऑनलाइन शिक्षा प्रविधि आज अपने प्रारंभिक अवस्था में ही है, क्योंकि आज भी आधारभूत कारणों की वजह से सभी विद्यार्थियों तक सर्वसुलभ नहीं है, इसके निम्नलिखित कारण हैं। जैसे- तीव्र गति में इंटरनेट न होना, सुदूर प्रांतों में इंटरनेट की अनुपस्थिति, इलेक्ट्रॉनिक उपकरण आर्थिक कठिनाइयों के कारण सर्वसुलभ न होना, परंपरागत अध्यापक का इस नूतन पद्धति में निपुण न होना, परंपरागत शिक्षकों द्वारा इस नवीन माध्यम को अपनाने में हिचकिचाना इत्यादि।

ऑनलाइन शिक्षा के लाभ एवं हानियों, वरदान एवं अभिशाप के महत्व को विभिन्न शिक्षाविदों ने निम्नलिखित बिंदुओं में अभिव्यक्त किया हैं ऑनलाइन शिक्षा भौगोलिक सीमा से परे कहीं से भी विभिन्न 'मौसम परिस्थितियों' एवं 'दिव्यांगता' जैसी बाध्यताओं से प्रभावित हुए बिना प्रदान एवं प्राप्त किया जा सकता है। यह शिक्षा पद्धति आर्थिक मितव्ययिता को बढ़ावा देने के साथ-साथ संचार में लगने वाले लागत एवं समय को कम करना, डिजिटल डेटा को सुरक्षित कर पूर्व में दिए गए व्याख्यान को पुनः अपनी आवश्यकतानुसार सुनना इत्यादि इसके 'वरदान' को सिद्ध करती है, दूसरी तरफ इसके दुष्परिणाम भी आने लगे हैं यह सर्वविदित तथ्य है कि प्रत्येक व्यक्ति डी.एन.ए. स्तर पर एक दूसरे से अलग है, एवं सीखने की क्षमता और योग्यता अलग-अलग धारण करते हैं। आभासी शिक्षा में लम्बे समय तक एक स्क्रीन पर देखने में सहज न होना, नेत्र, अंगुलियों तथा रीढ़ की हड्डियों में दर्द उत्पन्न होना, ऑनलाइन कक्षा में लगभग सभी बच्चों के साथ संवाद स्थापित करने में असफल होना, शिक्षार्थियों के अधिगम एवं उनकी समझ तथा कमजोरियों का वास्तविक परिक्षण नहीं हो पाना, शिक्षार्थी को अधिक स्वतंत्रता मिलने के कारण उसके अंदर अनुशासन की भावना विकसित न हो पाना, वर्चुअल कक्षा के नाम पर इलेक्ट्रॉनिक उपकरण का शिक्षार्थियों के द्वारा दुरुपयोग करना जिससे शिक्षार्थियों में सकारात्मक कम नकारात्मक चीजों को शीघ्र ग्रहण कर लेना इत्यादि इसके अभिशाप की ओर इंगित करते हैं।

शिक्षा की नई प्रणाली, ऑनलाइन शिक्षा प्रणाली का विस्तृत अध्ययन करने पर हमें यह प्राप्त होता है कि किसी भी क्षेत्र में जब नई प्रविधि को लागू किया जाता है, कुछ नकारात्मक दुष्प्रभाव परिलक्षित अवश्यभावी है। जिन्हें हम उस नई प्रणाली को उपयोग और उपयोगिता के बाद उन नकारात्मक दुष्प्रभावों को पहचानकर, सुधार के सकारात्मक पहलुओं पर ध्यान देना चाहिए। चूंकि उदयमान भारत में ऑनलाइन शिक्षा, शिक्षा का एक महत्वपूर्ण प्रणाली है, ऐसा माना जाता है कि किसी देश का भविष्य शिक्षा व्यवस्था पर

आश्रित होता है। अतः हमें ऑनलाइन शिक्षा के समग्र पहलुओं का अध्ययन करते हुए सकारात्मक दृष्टिकोण के साथ आगे बढ़ना चाहिए। भारत की राष्ट्रीय शिक्षा नीति 2020, ऑनलाइन शिक्षा के महत्व को स्वीकारते हुए, इसे वृहत पैमाने पर लागू करने का सुझाव दिया है।

वास्तव में हमलोग 21वीं शताब्दी के सूचना क्रांति के युग में जीवनयापन कर रहे हैं। जहां इंटरनेट जीवन का अभिन्न अंग बन चुका है। ऐसे में ऑनलाइन शिक्षा प्रविधि, एक शिक्षा पद्धति के रूप में नहीं देखा जाना चाहिए, बल्कि यह वर्तमान समय में शिक्षा के अभिन्न रूप मानते हुए इसे अनिवार्य रूप से बढ़ावा दिया जाना चाहिए।

उपसंहार

यह कहा जा सकता है कि राष्ट्रीय शिक्षा नीति 2020 में पारित दूरस्थ एवं आभासी शिक्षा की संकल्पना, शिक्षा के क्षेत्र में मिल का पत्थर सिद्ध हो सकती है। दूरस्थ शिक्षा एवं आभासी शिक्षा को संयुक्त रूप में राष्ट्रीय शिक्षा नीति 2020 में मिश्रित शिक्षा की संज्ञा प्रदान की गई है। परन्तु एक तरफ जहां सीमित डिजिटल संसाधनों के अभाव में आभासी शिक्षा को तत्काल प्रभाव से पूर्णतः क्रियान्वयन चुनौतीपूर्ण है, दूसरे तरफ शिक्षण संस्थाओं को शिक्षा की इस प्रणाली को क्रियान्वित करने के लिए पर्याप्त स्वतंत्रता प्रदान की जानी चाहिए। शिक्षण संस्थाओं द्वारा औपचारिक शिक्षा को तिरस्कृत किये बिना, परंपरागत शिक्षा एवं आभासी शिक्षा में अनुपातिक समायोजन करने की स्वतंत्रता होनी चाहिए। आजादी के समय भारत का साक्षरता दर महज 18 प्रतिशत था, शिक्षा क्षेत्र में किये जा रहे शाश्वत प्रयास के उपरांत 2017 में साक्षरता दर 77 प्रतिशत हो गई। राष्ट्रीय शिक्षा नीति 2020 में भारत को शत प्रतिशत साक्षर बनाने एवं युवाओं में वैश्विक समय के मांग के अनुरूप उनमें बहुमुखी प्रतिभा विकास करने, सामाजिक आर्थिक धरातल पर सशक्त बनाने एवं वैश्विक धरातल पर भारत को “ज्ञान महाशक्ति” बनाने की क्षमता सन्निहित है।

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भारतीय शिक्षा व्यवस्था में गुणवत्ता की वृद्धि : राष्ट्रीय शिक्षा नीति 2020 की भूमिका

डॉ. रंजना गुप्ता*

भूमिका

राष्ट्र के विकास का आधार स्तंभ देश की शिक्षण व्यवस्था होती है। शिक्षा बालक का महत्वपूर्ण विकास करती है। 21वीं सदी चुनौतियों से भरा है। अतः इन चुनौतियों का सामना करने के लिए मानव संसाधन मंत्रालय द्वारा राष्ट्रीय शिक्षा नीति निर्माण हेतु इसरो के पूर्व अध्यक्ष डॉक्टर कस्तूरीरंगन की अध्यक्षता में एक समिति का गठन किया गया, जिसका मुख्य उद्देश्य कौशल आधारित रोजगारोन्मुखी शिक्षा हेतु एक नवीन योजना प्रस्तुतीकरण था।

भारतीय संविधान के चतुर्थ भाग में नीति निर्देशक तत्वों का वर्णन है। जिसमें प्राथमिक स्तर की निशुल्क एवं अनिवार्य शिक्षा की बात कही गई है। 1948 में राधा कृष्णन आयोग 1952 में मुदालियर आयोग 1964 में कोठारी आयोग 1968 में शिक्षा नीति 1986 में राष्ट्रीय शिक्षा नीति में शिक्षा के सुधार के लिए महत्वपूर्ण कार्य की नवीन शिक्षा नीति 2020 सरकार द्वारा 29 जुलाई 2020 को लागू की गई यह 1986 राष्ट्रीय शिक्षा नीति का

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संशोधित रूप था। इसमें माध्यमिक शिक्षा से ही कौशल आधारित व्यवसाय शिक्षा प्रारंभ करने का प्रयास किया गया।

शिक्षा में गुणवत्ता लाने का प्रयास

नई शिक्षा नीति में 5+ 3+ 3+ 4 वर्षीय शिक्षा प्रणाली लाई गई। इसमें सभी स्तरों पर गुणवत्ता लाने का प्रयास किया गया है। विश्वविद्यालय शिक्षा में नवाचारों के प्रयोग की वृद्धि, अनुसंधान हेतु प्रोत्साहन, उच्च शिक्षा में गुणवत्ता वृद्धि हेतु संसाधन जुटाने, संकाय विकास कार्यक्रम, ऑनलाइन शिक्षा एवं दूरस्थ शिक्षा को प्रोत्साहन दिया गया है।

नवीन शिक्षा नीति में नवीन व्यवसाय का पाठ्यक्रम, शिक्षकों के उन्नयन हेतु पाठ्यक्रम एवं समाज के विभिन्न घटकों को सवैधानिक मूल्यों को ध्यान में रखकर शिक्षा की व्यवस्था करना है। संरचना हेतु अधिगम के तीनों ज्ञानात्मक, भावात्मक व क्रियात्मक पर बल दिया है। नई शिक्षा नीति द्वारा डिजिटल इंफ्रास्ट्रक्चर नॉलेज शेयरिंग के अंतर्गत डिजिटल संसाधनों से वृहद ज्ञान प्राप्त करना है। परंतु सबसे बड़ी समस्या वित्त की है। धनवान वर्ग पैसा खर्च करके उत्तम शिक्षा प्राप्त करने के लिए प्रयासरत रहता है। निर्धन वर्ग अच्छी शिक्षा प्राप्ति के लिए विभिन्न समस्याओं का सामना करता है।

ज्ञान और सूचना क्रांति से विश्व में परिवर्तन तेजी से आया है। मशीन लर्निंग, टीवी कंप्यूटर, आर्टिफिशियल इंटेलिजेंस आदि शिक्षण अधिगम का नवीन रूप है। वर्तमान युग में अनेक चुनौतियां हैं। कई आपदाएं एवं बीमारियां मानव के जीवन के प्रति सचेत कर रहे हैं। प्राकृतिक संसाधन का अत्यधिक विदोहन प्राकृतिक आपदाओं का कारण है। व्यक्ति को ऊर्जा पानी एवं अन्य आवश्यकताओं की पूर्ति के लिए नवीन ढंग तलाशने होंगे नवीन शिक्षा नीति बच्चों को पारिस्थितिकी तंत्र की जानकारी देती है। मानव की उपयोगितावादी प्रवृत्ति को कम करने का प्रयास कर रही है। मानव सिर्फ प्रकृति का स्वार्थ हेतु उपभोक्ता मात्र नहीं है, अपितु इसके बचाने हेतु प्रयास के लिए प्रवृत्त करती है।

भाषा समस्या

नई शिक्षा नीति 2020 में प्राथमिक शिक्षा मातृभाषा में देने की बात कही है, परंतु माध्यमिक एवं उच्च स्तर पर भाषा समस्या अत्यधिक है। विश्वविद्यालय आयोग ने उच्च शिक्षा मातृभाषा में देने की बात कही थी। अन्य सभी आयोगों ने हिंदी अंग्रेजी प्रादेशिक भाषा में शिक्षा का माध्यम अपनाने की बात कही। प्रारम्भिक शिक्षा स्तर पर भाषा मातृभाषा में पढ़ने वाला बालक आगे चलकर दूसरी भाषा में अध्ययन नहीं करना चाहता, इसीलिए 50% यहीं से माध्यमिक शिक्षा से विचलित होने लगते हैं। यह समस्या आदिवासी, दूरदराज पर्वती व कच्ची बस्तियों में रहने वाले बच्चों की अधिक है। प्रतिभाशाली बच्चे दूसरी भाषा में शिक्षा प्राप्त करने हेतु प्रयासरत रहते हैं, परंतु औसत से कम बुद्धि लब्धि

एवं शिक्षा में पीछे रहने वाला आगे बढ़ने के लिए प्रयास ही नहीं करते।

हिंदी अंग्रेजी माध्यम शिक्षण संस्थाओं में खाई गहरी होती जा रही है। अंग्रेजी माध्यम शिक्षण संस्थान में पढ़े बच्चों में स्वयं को श्रेष्ठ समझने की भावना होती है। वर्तमान में उच्च शिक्षा का व्यवसायीकरण होता जा रहा है। ललित कला एवं मानविकी विषयों में लोग विमुख हो रहे हैं। नई शिक्षा नीति में ललित कला एवं मानविकी विषयों पर बल दिया गया है।

मूल्यांकन

मूल्यांकन दो शब्दों से मिलकर बना है मूल्य अंकन। मूल्य विविध प्रकार के होते हैं। शैक्षिक मूल्य नई शिक्षा नीति में शिक्षक एवं छात्र की जवाबदेही पर निर्धारित करते हैं। अक्षरा पाठ्यक्रम के अनुकूल शिक्षण में शिक्षक की जवाबदेही निर्धारित करते हैं, विषय वस्तु को ध्यान पूर्वक सुनना पढ़ना ग्रहण करना छात्र की जवाबदेही निर्धारित करते हैं। पाठ्यवस्तु के समय पर समय पर मूल्यांकन शिक्षक एवं छात्र की जवाबदेही प्रदर्शित करते हैं। आज शिक्षकों की गुणवत्ता एवं शिक्षण का मूल्यांकन छात्र के प्रदर्शन एवं साथी शिक्षकों के द्वारा किया जाता है। वर्तमान में शिक्षण संस्थाओं का मूल्यांकन क्रेडिट रेटिंग एजेंसी मीडिया हाउस एवं पेशेवर निकायों द्वारा होती है। भारतीय विश्वविद्यालय अभी भी 200 शिक्षण संस्थान में जगह नहीं बना पाई। शिक्षण संस्थानों में औद्योगिक संस्थानों से संबंध एवं शिक्षण संस्थानों की स्वायत्तता निर्धारित करके गुणवत्ता में वृद्धि की जा सकती है।

उपसंहार

राष्ट्रीय शिक्षा नीति 2020 में वर्तमान समय की समस्त आवश्यकताओं को ध्यान में रखा गया है। वर्तमान शिक्षा प्रणाली में बदलाव आवश्यक था। नई नीति वह समस्त बदलाव स्वयं में समेटे है। इसका सही रूप में क्रियान्वयन अवश्य ही सकारात्मक परिवर्तन लायेगा।

संदर्भ सूची:-

- 1 ब्रजकिशोर शर्मा “नई शिक्षा नीति के वैचारिक एवं सिद्धांत के आधार”, हिंदी बुनियाद, हिंदी ग्रंथ अकादमी, जयपुर।
- 2 विमलेश शर्मा “जमीनी हकीकत और नई शिक्षा”, हिंदी बुनियाद, हिंदी ग्रंथ अकादमी, जयपुर।
- 3 “राष्ट्रीय शिक्षा नीति”, <https://him-wikipedia-org>.
- 4 “राष्ट्रीय शिक्षा नीति और भारत का भविष्य”, <https://sites-google-com>.
- 5 “नेशनल एजुकेशन पॉलिसी”-2022, <https://pmmodyojana-in>



30.

भारतीय शिक्षा प्रणाली में राष्ट्रीय शिक्षा नीति-2020 की ग्राहता

डॉ. दीपक*

भूमिका

शिक्षा किसी की पूर्ण मानवीय क्षमता को साकार करने तथा एक समतामूलक एवं न्यायपूर्ण समाज के निर्माण में महत्वपूर्ण भूमिका निभाती है। शिक्षित समाज एक राष्ट्र की सबसे बड़ी संपत्ति है क्योंकि यह शिक्षित युवा ही है जो देश को राष्ट्रीय विकास के पथ पर ले जाता है। गुणवत्तापूर्ण शिक्षा से जीवन में न केवल बदलाव होता है, बल्कि यह एक रचनात्मक और चरित्र निर्माण का अनुभव है जो नागरिकता को सकारात्मक रूप से प्रभावित करता है। शिक्षित छात्रों के साथ ही एक निष्पक्ष और समतामूलक समाज के निर्माण की कल्पना करी जा सकती है क्योंकि यही शिक्षित वर्ग देश के विकास में बाधक चुनौतियों के खिलाफ लड़ाई में अत्यधिक योगदान देता है। किन्तु, इस तरह की उच्च गुणवत्ता वाली शिक्षा की कमी बहुत लंबे समय से भारत की प्रमुख चिंता रही है।

भारतीय शिक्षा प्रणाली के स्वरूप में सुधार करने के लिए वर्तमान सरकार ने एक व्यापक राष्ट्रीय शिक्षा नीति 2020 (एनईपी-2020) पेश की। एनईपी -2020 के नवीनतम

* असिस्टेंट प्रोफेसर, रक्षा एवं स्वातंत्र्य अध्ययन विभाग, हे. नं. ब. राजकीय स्नातकोत्तर महाविद्यालय, नैनी, प्रयागराज, उ.प्र.।

संस्करण में ऐसी शिक्षा प्रणाली का मसौदा है जो भारतीय ज्ञान पर केंद्रित है जिसके जरिए हमारा राष्ट्र एक ऐसा समाज बन सकता है जहां ज्ञान की अविरल धारा से उपलब्धियों का कोष समृद्ध होता रहेगा। हमारी वर्तमान शिक्षा प्रणाली स्नातकों में अनुसंधान के लिए रुचि, या उसके लिए उपयुक्त माहौल तैयार करने में विफल रही है जिससे नए पेटेंट हासिल करने और ज्ञानवर्धक किताबों के प्रकाशनों में हम पिछड़े रहे। सौभाग्य से इस कमी पर नजर गई और इस बिन्दु पर ध्यान देते हुए एक नई राष्ट्रीय शिक्षा नीति 2020 (एनईपी-2020) तैयार हुई। उम्मीद है कि यह पिछली शिक्षा नीतियों की सारी कमियों को दूर कर देश के उज्ज्वल भविष्य का मार्ग प्रशस्त करेगी।¹

राष्ट्रीय शिक्षा नीति, 2020

कस्तूरिरंगन समिति की सिफारिश पर आधारित राष्ट्रीय शिक्षा नीति (2020) 21वीं सदी की भारत की पहली शिक्षा नीति है। भारत की पहली राष्ट्रीय शिक्षा नीति 1968 में इंदिरा गांधी की सरकार के तहत कोठारी आयोग की सिफारिशों पर पारित की गई थी। दूसरी राष्ट्रीय शिक्षा नीति 1986 में राजीव गांधी के नेतृत्व वाली सरकार के अधीन आई। 1986 की एनईपी को 1992 में और संशोधित किया गया जब पीवी नरसिम्हा राव प्रधानमंत्री थे। इस प्रकार, एनईपी 2020 भारत की तीसरी शैक्षिक नीति है जो 1986 की शिक्षा नीति के स्थान पर लागू हो रही है।

राष्ट्रीय शिक्षा नीति 2020, पहुंच, इक्विटी, गुणवत्ता, सामर्थ्य और जवाबदेही के पांच मार्गदर्शक स्तंभों पर आधारित है। एनईपी 2020 भारत की मौजूदा शैक्षिक नीति में कई बढ़ती चुनौतियों का समाधान करता है। यह नीति हमारे युवाओं को वर्तमान और भविष्य की विभिन्न राष्ट्रीय और वैश्विक चुनौतियों का सामना करने के लिए तैयार करने में मदद करेगी। नीति 21वीं सदी के सीखने के महत्वाकांक्षी लक्ष्यों के अनुरूप एक नई प्रणाली बनाने के लिए विनियमन और शासन सहित शैक्षिक संरचना के सभी क्षेत्रों को संशोधित करने की सिफारिश करती है। नीति को चार भागों में बांटा गया है।²

पहला भाग : स्कूली शिक्षा के बारे में बात करता है;

दूसरा भाग : उच्च शिक्षा के बारे में बात करता है;

तीसरा भाग : फोकस के अन्य प्रमुख क्षेत्रों के बारे में बात करता है;

चौथा भाग : नीति बनाने की बात करता है।

पूरी नीति 2030-40 के दशक में परिचालन मोड में होगी, जिसके बाद एक और पूरी समीक्षा की जाएगी।

राष्ट्रीय शिक्षा नीति, 2020 की मुख्य विशेषता

1986 की राष्ट्रीय शिक्षा नीति स्कूली शिक्षा की "10+2" संरचना पर आधारित थी, जबकि एनईपी 2020 ने स्कूली शिक्षा के लिए आयु समूहों के अनुरूप "5+3+3+4" संरचना तैयार की गयी है जो इस प्रकार है- 3-8 साल (फाउंडेशनल स्टेज), 8-11 (प्रारंभिक चरण), 11-14 (मध्य चरण), 14-18 (माध्यमिक चरण), यह प्रारंभिक बचपन की शिक्षा को औपचारिक स्कूली शिक्षा के दायरे में शामिल करने के लिए 3 से 5 वर्ष की आयु के बच्चों के लिए पूर्व-विद्यालय शिक्षा के रूप में भी जाना जाता है। देश के सकल घरेलू उत्पाद का 6% शिक्षा पर खर्च किया जाएगा, जबकि देश के सकल घरेलू उत्पाद में शिक्षा क्षेत्र का पहले 1.7% हिस्सा था। नीति में भारतीय उच्च शिक्षा को विदेशी विश्वविद्यालयों के लिए खोलने का प्रस्ताव है। NEP में कक्षा 5 तक के बच्चों को उनकी मातृभाषा या उनकी क्षेत्रीय भाषा में पढ़ाने का प्रस्ताव है। इसमें विभिन्न मौजूदा विकल्पों के साथ चार वर्षीय आधारित बहुविषयक स्नातक कार्यक्रम शुरू करने का प्रस्ताव है। यह एम. फिल कार्यक्रम को चरणबद्ध तरीके से समाप्त करने का भी प्रस्ताव करता है। यह अनुशंसा करता है कि 2040 तक एकल धाराओं की पेशकश करने वाले सभी स्कूलों को चरणबद्ध तरीके से समाप्त कर दिया जाए और सभी विश्वविद्यालयों और कॉलेजों को उस समय तक अंतःविषय बनने का प्रयास करना चाहिए। यह स्कूल स्तर पर व्यावसायिक अध्ययन पर अधिक ध्यान देने की आवश्यकता पर बल देता है। यह व्यावसायिक विषयों को सीखने के लिए ग्रेड 6-12 के छात्रों को इंटर्नशिप के अवसर प्रदान करने की बात करता है। यह भारत के उच्च शिक्षा आयोग (एचईसीआई) को चिकित्सा और कानूनी शिक्षा को छोड़कर, सभी उच्च शिक्षा के लिए एकल समावेशी निकाय के रूप में स्थापित करने का प्रस्ताव करता है। स्कूल और उच्च शिक्षा दोनों की ई-शिक्षा मांगों को पूरा करने के लिए, मानव संसाधन विकास मंत्रालय (एमएचआरडी) डिजिटल बुनियादी ढांचे, डिजिटल सामग्री और क्षमता निर्माण के विकास के समन्वय के लिए एक विशेष इकाई की स्थापना करेगा। नीति का प्रस्ताव है कि तीन भाषाएँ बच्चों द्वारा सीखी जानी चाहिए और ये भाषाएँ राज्यों, क्षेत्रों और छात्रों की पसंद होंगी, जब तक कि तीन भाषाओं में से कम से कम दो भाषाएँ भारत के लिए स्वदेशी हों।⁹

इस प्रकार, एनईपी में कई विशेषताएँ और निष्कर्ष हैं, जिनमें से कुछ के बारे में ऊपर बताया गया है। एनईपी 2020 भारत को "वैश्विक ज्ञान का महाशक्ति" बनाकर आधुनिकीकरण के मार्ग पर भारत की शिक्षा का नेतृत्व करने का प्रयास करता है।

वर्तमान शिक्षा प्रणाली में खामियां

भारत की वर्तमान शिक्षा प्रणाली में कई खामियां हैं, जिसके कारण राष्ट्रीय शिक्षा नीति 2020 और सार्थक कार्यान्वयन योजनाओं जैसे शैक्षिक सुधारों की आवश्यकता है। हमारी

मौजूदा शिक्षा प्रणाली लगभग दो सदियों पहले अपनाई गई तकनीकों और शिक्षण विधियों को दर्शाती है। कुछ खामियां इस प्रकार हैं।⁴

1. **रटने पर आधारित शिक्षा :** भारत ने इतनी प्रगति की है और प्रौद्योगिकी और अन्य संसाधनों का इतनी कुशलता से उपयोग करता है लेकिन इसकी शिक्षा अभी भी एक है जो रटने पर आधारित है। हमारी शिक्षा प्रणाली में व्यावहारिक ज्ञान का अभाव है। सैद्धांतिक ज्ञान हमारी शिक्षा प्रणाली का प्रमुख केंद्र बिंदु है। बुनियादी सैद्धांतिक ज्ञान आवश्यक है, हालांकि, सैद्धांतिक ज्ञान व्यावहारिक ज्ञान की तुलना में हमारी शिक्षा प्रणाली के लिए अधिक केंद्रीय है और यह दोनों को समान महत्व भी नहीं देता है।
2. **मूल्यांकन की प्रणाली :** अंक अभी भी बच्चों के भविष्य को निर्धारित करने में महत्वपूर्ण भूमिका निभाते हैं, और यह अक्सर बच्चों पर दबाव की भावना पैदा करता है। छात्रों का यह अधिक बोझ उन्हें अंडर-परफॉर्म करने के लिए प्रेरित करता है। केवल तीन घंटे की परीक्षा के मूल्यांकन पर ध्यान केंद्रित करने के बजाय, मूल्यांकन को एक छात्र की कक्षा की व्यस्तता, उनकी परियोजनाओं, संचार कौशल, नेतृत्व गुणों और पाठ्येतर गतिविधियों पर अधिक ध्यान केंद्रित करने की आवश्यकता है। इससे छात्रों के समग्र मूल्यांकन में मदद मिलेगी और इस प्रकार का मूल्यांकन संभवतः सबसे अच्छा तरीका होगा।
3. **विषय संबंधित दृष्टिकोण में अंतर :** भारत में, अभी भी, हर विषय और धारा को समान रूप से नहीं माना जाता है। यह एक सुविचारित धारणा है कि जो छात्र विज्ञान विषयों और धाराओं को चुनते हैं, वे धारा पदानुक्रम के शीर्ष पर हैं। जो छात्र इन सामाजिक रूप से अत्यधिक कथित विषयों का अनुसरण करते हैं उन्हें मशीनों की तरह काम करने और कार्य करने के लिए मजबूर किया जाता है। दूसरी ओर, जो छात्र कला और मानविकी स्ट्रीम के लिए जाते हैं, या उस मामले के लिए, भाषा और संचार आदि जैसे विषयों के लिए जाते हैं, उन्हें नीचे देखा जाता है।
4. **अप्रशिक्षित शिक्षक :** शिक्षा प्रणाली में शिक्षक बहुत महत्वपूर्ण भूमिका निभाते हैं लेकिन वर्तमान भारतीय शिक्षा प्रणाली केवल सुशिक्षित और प्रशिक्षित शिक्षकों की आवश्यकता के लिए पिछड़ी हुई है। अप्रशिक्षित शिक्षक अपने छात्रों के भविष्य को आकार देने में कुशलता से अपनी भूमिका नहीं निभा सके और इसलिए बच्चे के समग्र विकास में बाधा बन जाते हैं।
5. **पैसों की कमी :** धन की कमी भारतीय शिक्षा प्रणाली के लिए मुख्य चिंता का विषय है। वर्तमान शिक्षा प्रणाली उस हद तक विकसित नहीं हुई है क्योंकि लगभग हर सरकारी शिक्षण संस्थान के पास अपर्याप्त धन स्वीकृतियां हैं और इसलिए बुनियादी ढांचे, पुस्तकालयों आदि का विकास नहीं किया गया है। पर्याप्त धनराशि स्वीकृत होने पर भी भ्रष्टाचार और लालफीताशाही की बुराईयाँ व्याप्त हो जाती हैं। दूसरी

ओर, निजी शिक्षण संस्थान इतने महंगे हैं कि पर्याप्त धन की उपलब्धता के बावजूद अधिकांश छात्र उन्हें वहन नहीं कर सकते।

6. **महंगी उच्च शिक्षा :** भारत में विश्वविद्यालय, पेशेवर और तकनीकी शिक्षा महंगी हो गई है। आईआईएम जैसे तकनीकी और पेशेवर संस्थानों की फीस संरचना काफी अधिक है आईआईएम एवं एमबीए कक्षाओं के लिए प्रति सेमेस्टर शुल्क लाखों में है। यह आम आदमी की पहुंच से बाहर है। उच्च शिक्षा के निजीकरण से लाभ के भूखे उद्यमियों का विकास हुआ है। निःसंदेह उच्च शिक्षा बहुत महंगा मामला है।
7. **भारतीय या क्षेत्रीय / मूल भाषा के महत्व की उपेक्षा :** वर्तमान शिक्षा प्रणाली भारतीय या क्षेत्रीय/मूल भाषा के महत्व को समझने में विफल है, जो बच्चे की शिक्षा में महत्वपूर्ण भूमिका निभा सकती है। आज हर संस्थान में शिक्षा की मुख्य भाषा अंग्रेजी है। विशेष रूप से विज्ञान विषयों की शिक्षा का माध्यम अंग्रेजी है इसीलिए ग्रामीण छात्र जो अंग्रेजी में पारंगत या निपुण नहीं है वह विज्ञान विषयों का ज्ञान नहीं प्राप्त कर पाते हैं फलस्वरूप छात्रों का एक बहुत बड़ा वर्ग कुशल होते हुए भी भाषा के कारण ज्ञान प्राप्त करने से वंचित हो जाता है। भारतीय या क्षेत्रीय भाषाओं में मानक प्रकाशन की अनुपलब्धता भी एक बड़ी समस्या है।
8. **बड़े पैमाने पर निरक्षरता :** संवैधानिक निर्देशों और आर्थिक नियोजन के बावजूद हम शत-प्रतिशत साक्षरता हासिल नहीं कर पा रहे हैं। अब भी 35 फीसदी लोग निरक्षर हैं। भारत में निरक्षरों की संख्या विश्व के कुल निरक्षरों की संख्या का लगभग एक तिहाई है। उन्नत देश 100% साक्षर हैं; भारत में स्थिति काफी निराशाजनक है।
9. **प्रतिभा पलायन :** भारत में सबसे बुद्धिमान और शिक्षित लोग नौकरी और अन्य अवसरों के लिए विदेश जाना पसंद करते हैं। इसका देश की अर्थव्यवस्था और समग्र विकास पर नकारात्मक प्रभाव पड़ता है। इस घटना को ब्रेन ड्रेन के रूप में जाना जाता है। इसलिए, हमारी शिक्षा प्रणाली और देश को इतनी मूल्यवान संपत्ति से लाभ नहीं हो सका।
10. **संसाधनों का अपव्यय :** हमारी शिक्षा प्रणाली सामान्य शिक्षा पर आधारित है। प्राथमिक और माध्यमिक स्तर पर स्कूल छोड़ने की दर बहुत अधिक है। 6-14 आयु वर्ग के अधिकांश छात्र अपनी शिक्षा पूरी करने से पहले स्कूल छोड़ देते हैं। यह वित्तीय और मानव संसाधनों की बर्बादी की ओर जाता है।
11. **सामान्य शिक्षा उन्मुख :** हमारी शिक्षा प्रणाली सामान्य शिक्षा की प्रकृति की है। तकनीकी और व्यावसायिक शिक्षा का विकास काफी असंतोषजनक है। इसलिए हमारी शिक्षा अनुत्पादक है। इसलिए शिक्षित बेरोजगारों की संख्या दिन-ब-दिन बढ़ती जा रही है। यह सरकार के लिए एक बड़ी चिंता का विषय बन गया है।

12. प्राथमिक शिक्षा की समस्याएं : हमारी प्राथमिक शिक्षा बहुत अधिक समस्याओं से ग्रस्त है। पीने के पानी, मूत्रालय और बिजली, फर्नीचर और अध्ययन सामग्री आदि जैसी बुनियादी सुविधाओं का अभाव है। बात करें तो बड़ी संख्या में प्राथमिक विद्यालयों में भवन की स्थिति भी दयनीय हैं। बड़ी संख्या में प्राथमिक विद्यालय एकल शिक्षक विद्यालय हैं और कई विद्यालय बिना शिक्षकों के भी हैं।

निष्कर्ष के तौर पर हम कह सकते हैं कि वर्तमान शिक्षा प्रणाली में शिक्षा का मात्रात्मक विस्तार हो रहा है लेकिन गुणात्मक विकास में हम अभी भी पीछे हैं। हमारी शिक्षा प्रणाली में ये सभी दोष भारतीय समाज की बेहतरी के लिए सुधार की मांग करते हैं।

राष्ट्रीय शिक्षा नीति (2020) की ग्राहता एवं सुझाव

राष्ट्रीय शिक्षा नीति (2020) निश्चित रूप से भारतीय शिक्षा प्रणाली पर दीर्घकालिक प्रभाव डालेगी तथा मौजूदा शिक्षा प्रणाली में व्याप्त कमियों को दूर कर फिर से एक नया आकार देने में भी मदद करेगी। यह नीति समाज के आखिरी छोर पर खड़े छात्र तक पहुंच सकती है। कल्पना शक्ति को बढ़ावा देती है। हमें हमारे छात्र छात्राओं को ग्लोबल सिटीजन तो बनाना है, इसका भी ध्यान रखना है कि वह इसके साथ अपने जड़ों से भी जुड़े रहे। मनुष्य से मानवता तक अतीत से आधुनिकता तक सभी बिंदुओं का समावेश करते हुए इस राष्ट्रीय शिक्षा नीति का स्वरूप तय किया गया है। हर विद्यार्थी को यह अवसर मिलना ही चाहिए कि वह अपनी रुचि के हिसाब से विषय का चयन कर अपनी सुविधा और जरूरत के हिसाब से आगे बढ़े। इस नीति में यही कोशिश रही है कि छात्र को सीखने के लिए जांच परख बहस और विश्लेषण के तरीकों पर जोर दिया जाए जिससे बच्चों में रटने के बजाय सीखने की ललक बढ़े। अब तक शिक्षा प्रणाली व्हाट टू थिंक पर आधारित थी। जबकि नई शिक्षा प्रणाली में हाउ टू थिंक पर बल दिया जा रहा है। इसमें लक्ष्य रोजगार मांगने वालों की जगह रोजगार देने वालों को तैयार करना और देश की शिक्षा प्रणाली के प्रयोजन तथा विषय वस्तु में परिवर्तन का प्रयास करना है। यह नई शिक्षा प्रणाली सिर्फ एक नीतिगत दस्तावेज नहीं है बल्कि पूर्ण भारतीयों की आकांक्षाओं का प्रतिबिंब है।¹⁵ यह भारतीय जीवन मूल्यों पर आधारित होने के साथ-साथ, भारतीय परम्पराओं, भारतीय संस्कृति एवं भारतीय भाषाओं को प्रोत्साहन, पुनर्स्थापन एवं प्रसार पर जोर देती हैं, जिससे यह भारत को एक समर्थ, गौरवशाली, आत्मनिर्भर बनाने में निश्चय ही प्रमुख भूमिका निभाएगी। इसके अंतर्गत सम्पूर्ण शिक्षा पद्धति में परिवर्तन देखने को मिलेगा। प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक पूरी शिक्षा प्रणाली में परिवर्तन करने की बात कही है जो समयानुकूल और उचित निर्णय हैं।¹⁶

इस तरह यह एनईपी भारतीय शिक्षा प्रणाली को वैश्विक पैटर्न के साथ एकीकृत करने का प्रयास करती है, 'रटने पर आधारित शिक्षा पद्धति' को खत्म करने और विद्यार्थियों में

विश्वास और राष्ट्रवादी गौरव पैदा करने के लिए प्रोत्साहित करती है। लेकिन मुख्य प्रश्न यह है कि क्या यह नीति भारतीय शिक्षा प्रणाली को नया आकार देने के लिए पर्याप्त है, इसका उत्तर इस समय नहीं दिया जा सकता है। क्योंकि किसी भी नीति की सफलता या असफलता नीति के कार्यान्वयन पर निर्भर करती है। अतः नीति को सफलतापूर्वक कार्यान्वित करने हेतु निम्नलिखित सुझाव प्रस्तावित है-⁷

1. सभी स्तरों पर एनईपी को सफलतापूर्वक लागू करने के लिए सरकार को हितधारक प्रोत्साहन बनाने की आवश्यकता होगी ताकि कार्यान्वयन सुचारू और समान हो।
2. कानून, नीति, नियामक और संस्थागत तंत्र के रूप में आधार तैयार करें।
3. विश्वसनीय सूचना भंडार बनाएं।
4. उच्च शिक्षा संस्थानों, नियामक निकायों और सरकारी एजेंसियों में अनुकूलन क्षमता विकसित करें
5. पारदर्शी कार्रवाइयों और सभी हितधारकों की भागीदारी के माध्यम से विश्वसनीयता विकसित करना;
6. प्रबंधन के ठोस सिद्धांत विकसित करें।

स्कूलों को एनईपी 2020 के उचित कार्यान्वयन के लिए शिक्षण और सीखने की प्रक्रिया को फिर से परिभाषित करने की आवश्यकता होगी ताकि वास्तव में एक अभूतपूर्व परिणाम प्राप्त किया जा सके।

तीसरी कक्षा तक के बच्चों के पढ़ने, लिखने और बोलने के कौशल में उल्लेखनीय सुधार करने के लिए स्कूलों को साक्षरता और संख्यात्मक कौशल पर ध्यान देने की आवश्यकता है। स्कूलों को शिक्षण और सीखने की रणनीतियों पर फिर से विचार करना होगा।

- ❖ व्यावहारिक और अनुभवात्मक सीखने पर जोर दें जिससे बच्चों में 21वीं सदी की रचनात्मकता और आलोचनात्मक सोच का कौशल पैदा होगा।
- ❖ शैक्षणिक संरचना में एक महत्वपूर्ण बदलाव की आवश्यकता है जहां सीखने का परिणाम पाठ्यक्रम के पूरा होने पर नहीं बल्कि विषय की समझ पर आधारित होना चाहिए।
- ❖ मूल्यांकन में पूर्ण सुधार की आवश्यकता है। मूल्यांकन को बच्चे के अंकों के रूप में परिभाषित नहीं करना चाहिए बल्कि बच्चे के गुणात्मक विश्लेषण का परिणाम होना चाहिए। चूंकि हर बच्चा अलग होता है और एक ही सवाल को अलग-अलग बच्चे कई तरह से समझ सकते हैं।

- ❖ छात्रों के समग्र सीखने के अनुभव के लिए डिजिटल साक्षरता, वैज्ञानिक स्वभाव और कम्प्यूटेशनल सोच के घटक के साथ शिक्षा में प्रौद्योगिकी के एकीकरण की आवश्यकता है।
- ❖ व्यावसायिक या कौशल आधारित शिक्षा को भी कक्षा टप से ही शामिल किया जाना चाहिए।
- ❖ शिक्षकों को द्विभाषी होने के लिए प्रोत्साहित किया जाना चाहिए क्योंकि अध्ययन से पता चलता है कि बच्चे कम उम्र में विभिन्न भाषाओं को जल्दी से पकड़ लेते हैं। यदि संभव हो तो पांचवीं कक्षा तक मातृभाषा में शिक्षा दी जा सकती है।
- ❖ विभिन्न विषयों के बीच कोई कठोर भेदभाव नहीं होना चाहिये। बेहतर सीखने के परिणामों के लिए बच्चों को बहु-विषयक परियोजनाओं को लेने के लिए प्रोत्साहित किया जाएगा।

एनईपी, जिसे छात्रों पर कक्षा शिक्षण और परीक्षा के बोझ को कम करने के लिए बनाया गया है, देश के भविष्य के निर्माण में महत्वपूर्ण भूमिका निभाएगा। हालांकि, इसकी सफलता संसाधनों के समान वितरण के साथ सभी स्तरों पर एक समान और पारदर्शी कार्यान्वयन में निहित है। इस विशाल कार्य को तभी साकार किया जा सकता है जब केंद्र, राज्य सरकार और शिक्षा मंत्रालय के बीच शत-प्रतिशत सहयोग और सहयोग हो। यद्यपि यह नीति एक सकारात्मक कदम है क्योंकि वर्तमान शिक्षा मॉडल का मूल्यांकन वैश्विक आर्थिक चुनौतियों, जैसे कि प्रौद्योगिकी की प्रगति, तेजी से वैश्वीकरण और COVID-19 महामारी जैसी अप्रत्याशित घटनाओं के अनुरूप किया जाना चाहिए, जो भविष्य के काम को बदल देती हैं। लेकिन फिर से नीति का समय समय पर परीक्षण किया जाना चाहिए।

उपसंहार

एनईपी 2020 शिक्षा प्रणाली को व्यापक, अनुकूलनीय, अंतःविषय और 21वीं सदी की मांगों और 2030 के सतत विकास लक्ष्यों के अनुरूप बनाने के लिए एक उत्कृष्ट रणनीति है। पठन पाठन एवं सीखने की मौजूदा स्थिति और जो आवश्यक परिवर्तन की मांग है, के बीच की खाई को एनईपी 2020 के तहत पर्याप्त सुधारों द्वारा पूरा किया जाएगा। एनईपी 2020 मसौदा समिति ने एक व्यापक नीति तैयार करने का प्रयास किया है जो कई दृष्टिकोणों, शिक्षा के क्षेत्र में प्रयोग की जाने वाली वैश्विक सर्वोत्तम प्रथाओं, जमीनी स्तर के विशेषज्ञों के अनुभव और संबंधित हितधारकों के सुझावों को ध्यान में रखता है। इस प्रकार, नीति की मंशा कई मायनों में आदर्श लगती है, लेकिन सफलता की कुंजी इसकी कार्यान्वयन योजना में निहित है। जो यह तय करेगा कि क्या एनईपी 2020 वास्तव में एक समावेशी शिक्षा को बढ़ावा देता है जो शैक्षणिक संस्थानों को प्रशिक्षित करता है और उन्हें

भविष्य के लिए तैयार करता है।

संदर्भ सूची:-

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31.

राष्ट्रीय शिक्षा नीति 2020 – शिक्षक शिक्षा की समस्याएं और सुझाव

डॉ. सुन्दरम*

भूमिका

*शिक्षण शिक्षक की शैक्षिक दक्षता का दर्पण है।
अधिगम छात्र की विषय वस्तु क्षमता से ग्रहण है।*

शिक्षा समाज का दर्पण है। यह भविष्य निर्माण हेतु विनियोग है। यह विश्व दर्शन हेतु ज्ञान की खिड़की है। यह व्यक्ति के आत्मविश्वास की चाबी है। यह परिवर्तन हेतु शक्तिशाली मिसाइल है। जो संपूर्ण संसार में परिवर्तन ला सकती है। यह शिक्षा रूपी भवन की आधारशिला है। शिक्षण शिक्षक छात्रों एवं पाठ्यवस्तु पर टिकी हुई है। यह देदीप्यमान सूर्य नक्षत्र की तरह है। जिसके सात किरणों का अपना महत्व है। राष्ट्रीय शिक्षा नीति जुलाई 2020 में लागू की गई थी इसमें 5+3+3+4 की व्यवस्था की गई है। +5 के अंतर्गत 3 कक्षाएं प्री प्राइमरी एवं 2 प्राइमरी इसमें परीक्षा की व्यवस्था नहीं है। परीक्षा +3 से प्रारंभ होगी। मिडिल स्तर 6, 7, 8 है। इस स्तर पर छात्रों को कंप्यूटर ट्रेनिंग कोडिंग, सिलाई, बुनाई एवं कढ़ाई आदि की ट्रेनिंग दी जाएगी। +4 सेकेंडरी स्टेज है। इस स्टेज पर साइंस कॉमर्स मानविकी स्ट्रीम हटा दी गई है। छात्र अपनी पसंद के विषय चुन सकता है।

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डिग्री स्तर पर मल्टीपल एंट्री एंड एग्जिट व्यवस्था

डिग्री स्तर 1 वर्ष की पढ़ाई पर ग्रेजुएशन सर्टिफिकेट मिलेगा। 2 वर्ष की पढ़ाई पर ग्रेजुएशन डिप्लोमा प्रमाण पत्र मिलेगा। 3 वर्ष की पढ़ाई पर ग्रेजुएशन डिग्री मिलेगी। 4 वर्ष की पढ़ाई पर शोध ग्रेजुएशन प्रमाण पत्र मिलेगा। डिग्री स्तर पर नामांकन अनुपात 26 प्रतिशत वर्तमान में है इसे बढ़ाकर 50 प्रतिशत करना है। देश की उच्च शिक्षण संस्थानों में 3+5 करोड़ नई सीटों की व्यवस्था होगी। भारतीय उच्च शिक्षा आयोग (चिकित्सा एवं कानूनी शिक्षा छोड़कर) एक उच्च शिक्षा परिषद की स्थापना होगी। कार्य निष्पादन हेतु चार निकाय होंगे। 1 राष्ट्रीय उच्चतर स्तर शिक्षा नियामक परिषद 2 सामान्य शिक्षा परिषद 3 राष्ट्रीय प्रत्यायन परिषद 4 उच्च स्तरीय अनुदान परिषद होगी। आईआईटी आईआईएम के समकक्ष वैश्विक मानकों के बहु विषयक शिक्षा एवं अनुसंधान विश्वविद्यालय मल्टीपल डिसेप्लिनरी एजुकेशन एंड रिसर्च यूनिवर्सिटी होगी।

शिक्षक शिक्षा के संदर्भ में समस्याएं

वर्तमान शिक्षा नीति के अंतर्गत 4 वर्षीय स्नातक पाठ्यक्रम है। बी.एड. के अंतर्गत 4 वर्षीय पाठ्यक्रम कक्षा 12 के बाद शुरू होगा। 2 वर्षीय पाठ्यक्रम स्नातक के बाद शुरू होगा। 1 वर्षीय पाठ्यक्रम अधि स्नातक के बाद होगा। एम.फिल. पाठ्यक्रम समाप्त कर दिया गया है। 3 वर्षीय बी.एड. एवं एम.एड. की चर्चा नहीं है। स्पष्टीकरण नहीं दिया गया, अन्य पाठ्यक्रमों में 4 वर्षीय ग्रेजुएशन पाठ्यक्रम के बाद 1 वर्षीय पोस्ट ग्रेजुएशन एवं उसके बाद शोध कर सकता है परंतु शिक्षा पाठ्यक्रम में 4 वर्षीय बी.ए. बी.एड के बाद 2 वर्षीय स्नातकोत्तर 2 वर्षीय एम.एड. के बाद शोध कार्य होगा। 4 वर्षीय ग्रेजुएशन पाठ्यक्रम की शिक्षा की शिक्षा के शोध में कोई फायदा नहीं है 2 वर्षीय बी.एड. पाठ्यक्रम के बाद एवं 2 वर्ष पोस्ट ग्रेजुएशन एवं 2 वर्ष एमएड पाठ्यक्रम के बाद ही शोध कार्य होगा। 1 वर्षीय बी.एड पाठ्यक्रम जो पोस्ट ग्रेजुएशन के बाद होगा पूर्ण रूप में अस्पष्ट है क्योंकि 2 वर्षीय पाठ्यक्रम का आधा करना उपयुक्त प्रतीत नहीं होता नई शिक्षा नीति में कोई भी एक विषय दूसरे पाठ्यक्रम में लेकर दूसरे पाठ्यक्रम से लेकर पढ़ाई कर सकता है। शिक्षा पाठ्यक्रम के बारे में इस संबंध में कोई स्पष्टता नहीं है व्यवसायिक पाठ्यक्रम पढ़ने के बाद रोजगार की कोई गारंटी नहीं है। वर्तमान शिक्षा पद्धति में छात्रों को हस्तकला के संबंध में जानकारी नहीं दी जाती। कंप्यूटर एवं प्रोजेक्ट प्रोजेक्टर की पर्याप्त व्यवस्था नहीं है। दूरदराज जंगली पर्वतीय रेगिस्तानी आदि इलाकों में मोबाइल एवं कंप्यूटर एवं इंटरनेट सेवा उपलब्ध नहीं है। इस इलाके के व्यक्ति बाहर की जानकारी नहीं लेना चाहते न उनको अतिरिक्त जानकारी देने की कोई व्यवस्था है उनके रोजगार के स्रोत बहुत सीमित हैं। इस दिशा में शिक्षा नीति में कोई जानकारी नहीं दी गई है।

राष्ट्रीय शिक्षा नीति में राज्यों के पर्याप्त सहयोग की आवश्यकता है परंतु धन के

अभाव में यह नीति राष्ट्रीय शिक्षा नीति 1968 की तरह एक दस्तावेज ही साबित होकर ना रह जाए। वर्तमान में व्यक्तिगत महाविद्यालय एवं विश्वविद्यालयों की संख्या बढ़ती जा रही है, जिससे शिक्षा मंहगी भी होती जा रही है। शिक्षा में गुणवत्ता का अभाव है। योग्य शिक्षकों का अभाव है। शिक्षण संस्थाओं को फंडिंग की कोई व्यवस्था नहीं है। संस्थानों में संसाधनों का अभाव है। वर्तमान की परीक्षा प्रणाली एवं मूल्यांकन पद्धति भी उपयुक्त नहीं है। राष्ट्रीय शिक्षा नीति में इस संदर्भ में कोई भी सुझाव नहीं दिया गया है। अतः वर्तमान में आवश्यकता है कि सरकार इसको लागू करने का पूरा प्रयास करें।

उपसंहार

शिक्षक शिक्षा के क्षेत्र में निम्नलिखित सुधार अपेक्षित है-

1. इस पर पर्याप्त धन खर्च करें शिक्षण संस्थाओं का फंडिंग बढ़ाएं।
2. शिक्षकों की योग्यता वर्धन हेतु व्यवस्था हो।
3. शिक्षण संस्थाओं में योग्य शिक्षकों को पर्याप्त वेतन दिया जाए।
4. समय-समय पर शिक्षण संस्थाओं की इंस्पेक्शन हो शिक्षण संस्थाओं की कमियां दूर करने हेतु पर्याप्त प्रयास किए जाएं।
5. शिक्षण संस्थाओं में मानवीय एवं भौतिक संसाधन पर्याप्त हो तभी यह शिक्षण संस्था ठीक ढंग से कार्य कर सकती हैं।
6. शिक्षक शिक्षण संस्थाओं से पढ़े छात्रों को रोजगार की पर्याप्त व्यवस्था हो तभी छात्र उच्च शिक्षा प्राप्त की के लिए अग्रसर होंगे।
7. इंटर्नशिप के दौरान अन्य कार्यक्रमों की तरह शिक्षा कार्यक्रम में भी छात्रों को मानदेय दिया जाए तभी छात्र इंटर्नशिप कार्यक्रम की ढंग से करेंगे।

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