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SSR College of Education, Sayli, Silvassa,  
UT of Dadra and Nagar Haveli.



SNDT Women's University, Churchgate, Mumbai 20.



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In collaboration with

Department of Education,  
SNDT Women's University,  
Churchgate, Mumbai

TWO – DAY NATIONAL CONFERENCE

## NEP 2020: Ensuring Universal Access To Education

11<sup>th</sup> & 12<sup>th</sup> February 2023

**Director**

Dr. Meena P. Kute  
Prof. Pradnya Wakpainjan

**Editor**

Dr. Rekha Chavhan  
Dr. Rakesh Ramraje  
Dr. Sarika Patel

NEP 2020: Ensuring Universal Access To Education

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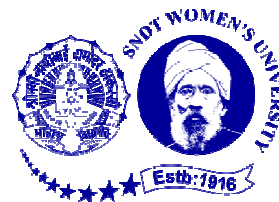


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Dr. Meena P. Kute  
Prof. Pradnya Wakpainjan

**Convener Of Conference**

Dr. Rekha Chavhan

**Co-Convener Of Conference**

Dr. Sarika Patel  
Dr. Rakesh Ramraje

**Organising Committee**

Dr. Vinu Agrawal  
Dr. Bhupendra Bansod  
Mrs. Nirupama Sahu  
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Mr. Nandkishore Bodkhe  
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## Message from Chairman



Dear friends, I am very happy to know that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women's University, Mumbai organized Two Day National Conference on "NEP-2020: Ensuring Universal Access to Education." This National Conference is an initiative to develop the awareness about transformation of education. All over the world the need for the teacher is to change the role as a provider of knowledge and skills, to facilitate for learning. It is the need of the hour. This development presents both a challenge and limitless opportunity, through organizing such conferences. Teacher educators and students will get ample opportunities to widen their knowledge.

At the outset I would like to congratulate the Principal Dr. Meena Kute, and team of SSR College of Education, Sayli, Silvassa and Department of Education, SNDT Women's University, Mumbai for organizing the National Conference on the genuine issue, NEP 2020.

We welcome honorable Pro Vice Chancellor Prof. Sanjeev Sonawane of Savitribai Phule Pune University, Pune and all the delegates. My best wishes for the success of the National Conference.

**Hon'ble Abhinav Delkar**  
**Chairman,**  
**SSR Memorial Trust, Silvassa.**

## **Message from Secretary**



It is a matter of great pride and pleasure that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women's University, Mumbai has organized Two Days National Conference on "NEP-2020: Ensuring Universal Access to Education."

I congratulate the organizers for choosing a very crucial theme for the conference. Education does not mean mere bookish knowledge but it must be viewed as a tool for the holistic development of an individual which is focused and emphasized in NEP 2020. I hope that the conference shall address to universal access to education by providing platform through NEP 2020.

I wish and hope that the combined wisdom of the educationists participating in the conference will lead the way and contribute significantly to the excellence. My best wishes to the National Conference to be a grand success.

**Hon'ble Divita Delkar**  
**Secretary**  
**SSR Memorial Trust, Silvassa**

## **Message from Managing Trustee**



It gives me great pleasure that SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNTD Women's University, Mumbai has organized Two Days National Conference on "NEP-2020: Ensuring Universal Access to Education."

The theme of the conference is most essential focus in today's scenario. There is a dearth of good teachers and good students resulting in overall degradation of quality in education. Hence NEP 2020 will resolve all these problems.

I am glad that the participants have focused on challenges faced in improving the quality of education through NEP 2020. The outcome of the conference will be of great worth. I wish the organizers of the conference grand success.

**Hon'ble Ajit Deshpande**  
**SSR Memorial Trust**  
**Silvassa**



## **Message from Public Relation Officer (PRO)**



It is a matter of great pleasure for us to welcome you all for Two days National Conference on “NEP-2020: Ensuring Universal Access to Education.” Organized by SSR Memorial Trust’s SSR College of Education, Sayli, Silvassa in collaboration with Department of Education, SNDT Women’s University, Mumbai.

Education is always a sign of development and learning. This conference provides forum for scholarly discussion on NEP 2020. It is also relevant for exploring and searching various aspects of education through the appropriate application.

The cohesive efforts of a dedicated and committed team becomes necessary for organizing such conferences. We are fortunate enough for having such a hard-working team with us. I wish for the grand success of the conference.

**Hon’ble Dr. Pankaj Sharma**  
**SSR Memorial Trust**  
**Silvassa**

## Director's Desk



It's my immense pleasure to handover the Peer reviewed referred Journal with ISSN 2278-5639 IIFS IF 5.037 of Two days National Conference on NEP 2020: Ensuring Universal Access to Education, organised by SSR Memorial Trust's SSR College of Education, Sayli, Silvassa in collaboration with Dept of Education, SNDTWU, Mumbai.

I would like to extend my sincere thanks to our Management for giving consent to organise the event and for their kind support for the success of the Conference.

The Government has introduced NEP 2020 with the aim of, transforming India's Education System. The aim of national conference is to create awareness about the role of teacher educators, so that they can use various strategies for effective implementation of NEP 2020 at various levels of Education. We all must be aware to achieve 100% GER across all levels of Education by 2030. NEP 2020 is a comprehensive framework for pre primary Education to Higher Education as well as vocational training in both rural and urban India.

It also ensures to reduce drop out rates by implementing various strategies. It aims to bring clarity about social and professional values among stake holders and provide access to education through open learning platforms so that life long learning can be continued.

I am really happy to share that, from six states the delegates have contributed their thoughts, through research papers and articles.. More than 70 papers we had received from Maharashtra, Kerala, Gujarat, Madhya Pradesh, Goa and Dadra Nagar Haveli. I express my sincere gratitude towards all the Resource Persons for giving their valuable time and their expertise contribution on the subthemes of NEP 2020.

I am very happy for the co operation of Prof. Pradnya Wakpajjan, for organizing joint venture, on the genuine subject.

I would like to welcome all Resource Persons, Directors, Principals, Teacher Educators, Research Scholars, UG PG students and extend my warm regards for contributing their scholarly views in the conference.

I thank all my colleagues, Convener and Co Conveners of the conference and non teaching staff for their support and cooperation.

I express my gratitude to our Pro VC, Hon'ble Prof. Sanjeev Sonavane, who is a constant source of inspiration for teacher educators.

I thank our Chairman of SSR Memorial Trust Hon 'ble Abhinav Delkar Ji, Hon'ble Secretary Divita Delkar Ji, Managing Trustee Hon 'ble Ajit Deshpande Sir,

P R O Dr. Pankaj Sharma Sir, Director Academic, Dr. Sanjeev Acharya, The Principals of our sister institutions Dr Rajeev Singh Sir, Dr. Vijayendra Swamy Sir, Dr Rajesh Pande for their Support.

It's possible for us to organise such a grand level National conference only because of the support and cooperation from all SSR family. I am thankful to Dr. Rakesh Ramraje for his sincere efforts to bring this Proceeding in to concrete form.

I am really thankful to all those who directly or indirectly contributed for the successful organization of Two days National conference.

**Dr Meena Prakash Kute**  
**Principal,**  
**SSR College of Education**  
**Sayli, Silvassa, DNH, UT.**

## Director's Desk



Any country needs proper planning to achieve its goal. There is no doubt that education plays significant role in the development of an individual and the society. This demands the accurate planning not only on the paper but also the strategies that are to be designed to achieve the expected outcomes.

It is crucial to understand the policy document, analyze, and critically look into the goals and the expectations from all of us as the individuals working in the field of education. We are shouldering the responsibility of implementing the policy in the most effective manner with great efficiency. On one hand we have the international institutions coming in and on the other hand the population who does not have the access to the education. This demands the accountability at the part of not only the teachers but all the stakeholders like managements, principals, educational leaders, parents, students and so on.

The National Conference organized by SSR Memorial Trust's SSR College of Education in Collaboration with the Department of Education, SNDT Women's University on 'NEP 2020: Ensuring Universal Access to Education' is an endeavor to bring all the personnel working in the field of education, connected directly or indirectly with the field on one platform to share an exchange ideas so as to bring our dream into reality. I believe that the mindsets are to be changed first then the structures can be built easily. I am sure we all will discuss, deliberate our ideas, thoughts, concerns and understands our roles and prepare ourselves to work collaboratively and ensure the access of education to the last person of our nation.

I express my gratitude to Vice Chancellor of SNDTWU Prof. Ujwala Chakradeo who is taking lot of initiative to implement NEP-2020 at higher education institutions. My sincere thanks to Pro-Vice Chancellor Prof. Ruby Ojha for her support.

Working in collaboration is definitely a challenge but creates more spaces for learning and this is made possible by Dr. Meena Kute, Principal of SSR college of Education. We are thankful to Dr. Kute.

I would like to thank SSR Memorial Trust's chairperson and members for providing the opportunity of holding hands together to organize the conference.

I welcome each one in the conference and thankful to everyone.

**Prof. Pradnya Wakpainjan**  
**Professor, Department of Education**  
**SNDT Women's University, Churchgate campus,**  
**Mumbai.**

## Conveners Desk



Dear Participants,

It is my privilege and honour to welcome you all to the National Conference on “NEP 2020: Ensuring Universal Access to Education.”

The new National Education Policy-2020 envisions India regaining the coveted position of global dominance. It enables higher education institutions to develop a system that directly contributes to the country’s transformation into a global knowledge superpower. To enlighten and explore the sphere of NEP 2020 SSR Memorial Trust’s SSR College of Education in Collaboration with Department of Education, SNDT Women’s University organized two days National Conference on “NEP 2020: Ensuring Universal Access to Education on 11-12th February , 2023.

The main goal of organizing this conference is to create awareness about policy commitment to achieve 100 % GER across all levels of education by 2030. We have given a good opportunity for those who have a thirst in knowing the policy perspectives and also share their views and opinions about implementation of NEP 2020. Additionally, this conference will also facilitate the participants to expose and share various ideas. The conference aims to bridge the researchers working in academia and other professionals through presentations. You will get ample opportunities to widen your knowledge and network. Outside of the conference, I hope that you would/will enjoy some of the many attractions found in and around the beautiful campus of SSR College of Education , Sayli, Silvasa.

I want to thank in advance the conference committee for extending their valuable time in organizing the conference and all the authors, reviewers, and other contributors for their sparkling efforts and their belief in the excellence of NEP 2020.

I cordially invite all the enthusiasts to participate with full vigour in this celebrated event which can give immense exposure and opportunities to all.

**Dr. Rekha Chavhan**  
**Associate Professor,**  
**Department of Education,**  
**SNDT Women’s University, Mumbai 20.**

## Co-conveners Desk



**Dr. Sarika Patel**



**Dr. Rakesh Ramraje**

Dear participants,

It gives us an immense pleasure to handover conference proceeding book. It is a pleasure beyond words to present it to the learned people from the world of education. We sincerely hope that we have been able to do justice to all the knowledgeable ideas of the learned educationist which they have put forward in form of their valued papers. When we called for the papers, the response overwhelmed us to no end. It was pleasure to receive papers from various states of the country.

We extend our thanks to SSR Memorial Trust and SNDT Women's University for organizing collaborative National Conference. We are grateful to the Hon'ble Prof. Sanjeev Sonawane, Pro-V.C., Savitribai Phule Pune University, Pune to be the source of inspiration. We thank all the eminent people, participants, delegates, paper presenters and speakers for their kind words and messages.

We are thankful to the Principal, Dr. Meena Kute, SSR College of Education and Prof. Pradnya Wakpainjan, HOD Dept. of Education SNDT University, all teaching and non-teaching staff of both the colleges who have directly and indirectly contributed for the National Conference.

**Dr. Sarika Patel**  
**Assistant Professor,**  
**SSR College of Education,**  
**Sayli, Silvassa**

**Dr. Rakesh Ramraje**  
**Assistant Professor,**  
**P.V.D.T. College of Education for Women,**  
**SNDT Women's University, Mumbai – 20.**



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**NEP: 2020 MAJOR CHALLENGES IN HIGHER EDUCATION****Dr. Meena Prakash Kute***Principal**SSR College Of Education, Silvassa, UT, DNH.*

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**Abstract:**

*NEP 2020 was approved by the Union Cabinet of India after a gap of 34 years, the Indian government consolidated feedback from 2 to 5 lakhs village level stakeholders. After many consultations and workshops on NEP 2020 .Nine key chapters of the school education were formed. Formulation, implementation and evaluation at all levels of education were discussed and a new structure has been formalised. The NEP 2020 came out with the vision of transforming the education system .It's a transformative public policy as it is aimed at a blend of digital as well as traditional learning systems which is the need of the hour .It envisions a complete overhaul and transforming of higher education system to overcome the hurdles and to bring qualitative higher education with equity and inclusion. Even the academic Bank of credits and artificial Intelligence program to facilitate the open education system and prepare students for their better future still the paradox and challenges remain when we analyse the NEP 2020.*

**Key words :** envision autonomy constitutional values Holistic values ecosystem governors multi-disciplinary universalization.

**Introduction:**

On July 28, 2020 NEP 2020 was approved by our Indian government. After a gap of 34 years, The announcement of the much awaited NEP 2020 has cleared the path for setting up a single regulatory body for countries higher education. And that is Higher Education Commission of India for all public and private institutions except Medical and law education similarly it shows that National Research Foundation will be created to overall research activities NEP 2020 has aimed to almost doubling the (GER) gross enrolment ratio in higher education to 50% by the year 2036. As compared to the current (GER) of 26%. It also has provision for greater autonomy to the academic institutions offering quality higher education.

**Role of Higher Education :**

Higher education plays an extremely important role in promoting human as well as social well being and in developing India as envisioned in our constitution. As India moves towards becoming a knowledge economy and Society, more and more young Indians are likely to aspire for higher education.

As we are moving forward into the 21st century, quality higher education must aim to develop good, thoughtful, well rounded and creative individuals. It enables an individual to study one or more specialised area of interest at a deep level and also develop character, ethical and constitutional values, intellectual curiosity ,scientific temper, creativity ,spirit of service and 21st

century capabilities across a range of disciplines including science ,social science, art humanities, languages as well as professional, technical and vocational subjects. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence .To develop holistic individuals, a setset of skills and values need to be incorporated at each stage of learning from pre Primary School to higher education.

#### **Problems in higher education system –**

There are major problems which are currently faced by the higher education system in India . According to NEP 2020 report, they are as follows –

- a. Severely fragmented higher educational ecosystem
- b. Less emphasis on development of cognitive skills and learning outcomes
- c. A rigid separation of discipline, with early specialisation and streaming students into narrow areas of study.
- d. Limited access particularly in socioeconomically disadvantaged areas, with few higher education institutions that teach in local languages.
- e. Limited teacher and institutional autonomy .
- f. Inadequate mechanism for merit based career management and progression of faculty and institutional leaders.
- g. Less emphasis on research at most Universities and colleges, lack of competitive peer reviewed research funding across disciplines.
- h. Suboptimal governors and leadership of Higher Education institutions.
- i. An ineffective regulatory system.
- j. Large affiliating universities resulting in low standards of undergraduate education .

Though NEP 2020 has observed the above challenges and issues in higher education Institutions, there are remedies to overcome the challenges of Higher Education.

#### **Key highlights of NEP 2020 –**

1. Undergraduate education can be of 3 or 4 years with multiple exit options and appropriate certificate different stages .
2. Around 3.5 crore seats to be added in higher education.
3. 50% of gross enrolment ratio by 2036.
4. Academic Bank credits established to facilitate transfer of credit for lateral admission to other institutions .
5. Multi-disciplinary education and research University (MERUS) at par with IITs and IIMs, is to be set up as a mode of best multi-disciplinary education of global standards in the country .
6. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

7. Higher education colleges of India will be set up as a single overarching umbrella body for the entire higher education system .
8. Affiliation of colleges is to be placed out in 15 years and stage wise mechanism is to be established for grooming autonomy to colleges.
9. National education Technology forum to provide a platform for free exchange of ideas on the use of technology in order to enhance learning assessment planning and administration.
10. Gender inclusion fund is to be established for creating an environment of equitable and fair quality education for girls as well as transgender students. Special education zone will be created for disadvantaged regions.
11. Revamping curriculum, pedagogy , assessment and student support for enhanced student experience.
12. Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching ,research and service.
13. Governance of Higher Education Institutions by high qualified independent boards having academic and administrative autonomy.
14. 'Light but tight' revolution by single regulator for higher education .
15. Faculty and institutional autonomy will be increased .
16. Increased access, equity and inclusion through a range of measures ,including greater opportunities for outstanding public education ,scholarship by private /philanthropic universities for disadvantaged and underprivileged students. Online education and open distance learning(ODL) and all infrastructure as well as material accessible and available to learn with disabilities.
17. Holistic and multidisciplinary education will be emphasized.
18. Optimal learning environments and support for students will be focused.
19. Motivated , energized and capable faculty will be emphasized.
20. Reimagining of vocational education will be emphasized.

**General challenges in overall universal education at various levels in implementation of NEP 2020 are as follows:**

**a. Early childhood care and education :** The NEP 2020, extends the right to education eligibility window from 6-14 years to 3-18 years ,with a goal of having 100% of children school - ready by 2030,which focuses on universalization of ECCE . Anganwadi teachers need to complete a six month certification programme as well as some online components to implement ECCE. But there seems to be poor integration of ECCE with elementary education .Lack of clarity around whether every anganwadi will be equipped with a high quality teacher or sevika .

**b. Foundation literacy and Numeracy (FLN):** it is expected to prepare a three month preparatory course for students. Peer learning and community tutoring are recommended but seems that may be impossible to achieve. Teacher vacancies to be filled in a time bound manner is also a great challenge.



**c. Universal access to education at all levels-** It is expected that 100% GER across all levels by 2023 to be achieved. Investment for infrastructure and teachers are made available to dropout rates. Technology based platform and public private partnership school models to curtail the number of dropouts and out of number of dropouts and school children. There is no guidelines of legal violations like child marriage ,child labour which are the causes of school dropouts.

**d. Curriculum and pedagogy in schools:** Local languages , mother tongue is encouraged by the medium of instructions up to fifth grade. The structure 5+3+3+4 class system is introduced. Multiple courses can be selected even at school level .But we find there is no definite decision around the language of the institution. For Eg- In Kendriya Vidyalaya, which language can be used as medium of instruction. The pedagogy ,which is focused in NEP 2020, was already included in NCF 2005. But teachers, students and all stakeholders did not achieve that expected success. The subject like yoga, Indian Philosophy, music, art, etc. is also a challenge for some teachers. Teachers may be confused to use the proper approach or method for teaching the above subjects.

**e. Testing and Assessment:** Measurable learning outcomes at all levels are focused. Formative assessment, peer assessment and holistic progress report to measure the ongoing academic progress of the students are promoted, freedom to select subjects of their choice is also focused in NEP 2020. But when the student will complete his 12<sup>th</sup> standard, board exams, he has to appear for common university exams after 12<sup>th</sup> standard. It may be overlapping. It means a high stake testing culture on multiple state and national assessments will pressurize children to perform. Again the focus can be given on teaching for tests and not holistic learning.

**f. Teachers and Teacher Educators:** Two years B.Ed. program required change from 2 years, 4 years integrated B.Ed. program by 2030. NEP 2020 strongly suggests promotion based on merit, rather than on seniority. Promotion of blended learning teacher training programme (MOOC) for teachers and principals with at least 50 hours of CPD mandated per year . But there is no mention of CAS for teachers' promotion as well as no strong commitment to improving support for special education. It requires a number of special educators in an approximate ratio with students. There is confusion around how to lift the professional qualification of existing teachers to the level of the further four year trained teachers. The policy has some allusions to performance based pay, or incentives to teachers.

**g. Equitable and inclusive Education :** The gender inclusion fund which supports female and transgender students through state level inclusion activities. But there is a gap among social categories or for children with special needs in bridging the gap. There is no clarity on role appointment, budgets, ratios, of the school workers, special educators; mobile counsellors who are actually bridge the various developmental and social inclusion gaps.

**h. School complexes:** It focuses on reducing schools isolation and efficient use of teaching-learning resources, It focuses focus on increasing governance and accountability in rural, adivasi parts of India. School complex Management Committee and public representation at a school complex level will encourage decentralised implementation as well as higher engagement of

parents. So that concrete base at school level of students will be focused.

**i. Standard setting and school Accreditation:** NEP 2020 emphasizes to bring transparency and accountability across schools by setting standards through a dedicated agency. The school rating as well as students feed will be incorporated. It means Development performance and Accountability are the three pillars of supporting the education system.

These are the major issues and challenges in implementation of NEP 2020 at school level to University level education.

### **Conclusion :**

We can conclude that flexibility to choose their learning subjects is important for every student to develop his/her personality. Equal promotion of Arts, Science and Physical Education as well as extra-curricular activities is helpful for holistic development. Multidisciplinary approach emphasizes conceptual learning rather than rote learning, creativity and critical thinking. Cultivating life skills like cooperation, teamwork , empathy , resilience, emotions, spiritual intelligence. Formative assessment for the students' progress is also useful. NEP 2020 facilitates multiple pathways to learning which will involve formal and non formal education modes too.. Learning how to learn is focused . It is a student centric model which will develop students' personality. Overall NEP 2020 ,at higher education, focused on experiential , application based learning and research based internships. It helps to change the mind set. It enables a rethink of assessment. So best and brightest teachers are needed for successful implementation of NEP2020. The mission is aspirational but the implementation road map will decide whether it is fruitful for the nation or not.

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## STATUS OF ACCESS AND ENROLLMENT AT THE ELEMENTARY EDUCATION WITH SPECIAL REFERENCE TO NEP 2020

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### **Abstract:**

*One of the primary goals of National Education Policy 2020 is to ensure that children are attending schools. Despite different government initiatives , constitutional provisions including the Right to Education Act, India has seen a significant decrease in enrollment rates at elementary level. NEP 2020 has recommended that the government must first provide 'effective and sufficient' infrastructure so that all students have access to safe and engaging school education at all levels. The policy calls for an appropriate mechanism for students, as well as their learning levels to ensure that they are enrolled in and attending school, and have opportunities to catch up and re-enter school in case they have fallen behind or dropped out. The policy recommends strengthening of existing schemes and policies which are targeted for such socio-economically disadvantaged groups such as the schemes for free bicycles for girls . Further it recommends alternative and innovative education centers in co-operation with civil society and NGO's to ensure that children of migrant laborers, and other children who are vulnerable due to various circumstances are brought back into mainstream education. The government-backed nationwide outreach programme to find the students and bring them back into the education system must be launched. This will require the participation of all stakeholders, including teachers and parents. The National Education Policy 2020 already has a mechanism to track out-of-school students and their learning levels and make it both possible and easier for them to enter the school.*

**Key words:** Elementary education, Status of enrollment at elementary stage, NEP 2020

### **Introduction:**

Education is the process of facilitating learning, the acquisition of knowledge, skills, values, and beliefs. It is the process of acquiring the body of knowledge and skills that people are expected to have in society. It also encourages intellectual curiosity, which will lead to lifelong learning. Elementary education is typically the first stage of formal education, after pre-school and before secondary education. It provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives. Elementary education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender, country of origin, to achieve a balanced cognitive, emotional and psychomotor development. In India, elementary schools provide education from class 1 to 8. The

children in these classes are generally aged between 6 to 14 years. The Annual Status of Education Report (ASER) 2022 is a nationwide citizen-led household survey that provides a snapshot of children schooling and learning in India. It generates district, state and national level estimates of children enrollment status and foundational skills. As per the recent status report of ASER 2022 India has still not achieved universal access to elementary education. According to the Annual Status of Education Report (ASER) 2018, 2.8 percent of children are out of school in India. According to ASER 2020, the proportion of children in the age group of 6-14 years not currently enrolled in school went up from 2.8% to 4.6% between 2018 and 2020. In 2021, the proportion of 6-14-year olds not enrolled in school remained the same at 4.6% with little or no change for other age groups in the 6-14 range. However, with schools closed, it was difficult to say whether what we were seeing in 2020 and 2021 was a “new normal” or a temporary blip. Indeed, the ASER 2022 figures show that the increase in out of school numbers during 2020-21 was a temporary phenomenon caused by uncertainty and possibly a lag in recording enrollments. According to ASER 2022, the proportion of not currently enrolled 6-14-year-old children is down to 1.6% – almost half of what was observed in 2018 and the lowest we have seen in the decade since the Right to Education Act came into effect. Even more heartening is that we see a secular decline in the proportion of children not currently enrolled in the 15-16 age group – the age group considered most at risk for dropping out. In 2010, the proportion of 15-16-year-olds who were out of school was 16.1%. Driven by the government’s push to universalise secondary education, this number has been steadily declining and stood at 13.1% in 2018. The decline continued in 2020 to 9.9% and this proportion stands at 7.5% in 2022.

### Objectives of the study

- a. To analyze the enrollment status of elementary education from 2018-2022
- b. To ascertain the accessibility policy of NEP 2020
- c. To provide suggestions for improvement of enrollment at elementary stage

### Scope of the study

The study exhibits the new structure introduced in the NEP 2020 and also it attempts to narrate the status of enrollment rates of students in the elementary education level. The study is concluded with recommendations for effective implementation considering the status of elementary education in the present perspectives.

### Limitations of the study

Though the study has a vivid outlook on the NEP 2020, status of enrollment in elementary education and provides feasible solutions by taking into consideration the following:

- a. The study covers a wider view on the NEP 2020 and its objectives
- b. The analysis is done based on secondary data available from ASER Report 2022.
- c. The solutions are derived largely based on the public view and conclusion of other researchers.

### Methodology of the study

The study output is the outcome of an overview of studies and articles conducted on the National Education Policy 2020 and the status of enrollment in Elementary education as per the Annual Status Report (ASER 2020) . This study follows secondary data for its analysis.

### Schooling Trends over time :Are children staying in School ?

During the pandemic, there were several efforts by ASER teams in 2020 and 2021 to understand what was going on with children’s education. Two nationally representative surveys were done in 2020 and 2021 in three major Indian states namely Karnataka, Chhattisgarh and West Bengal showed a shift in enrollment during the pandemic period. Karnataka data shows that government school enrollment for the age group 6 to 14 rose from 69.9% in 2018 to 72.6% in 2021. Chhattisgarh data also showed increases in government school enrollment, from 76.4% in 2018 to 82.9% in 2021. West Bengal also indicates similar patterns; government school enrollment went up from 88.1% in 2020 to 91.5% in December 2021. Despite schools being closed, there was a decline in the proportion of non-enrolled children (age 6 to 14) from 2% in 2018 to 1% in 2021. Pre-COVID, the last national ASER rural field survey was conducted in 2018. That year, the all-India enrollment figure for the age group 6 to 14 was 97.2%. The 2022 data shows that this number has increased to 98.4%. Table 1 shows the all-India numbers for students aged 11 to 14 and also 15 to 16 for the two years. This evidence indicates that at least as far as school enrollment is concerned, the pandemic-induced school closures did not lead to widespread dropout for either 3 states. It found that overall enrollment level for this age group was close to 86%, indicating that most students remain connected to some kind of educational institution well beyond the compulsory schooling stage. Across all age groups, for boys and girls, school enrollment has actually gone up between 2018 and 2022.

**Table 1: Percentage of Children Enrolled in School  
All India (rural) - 2018 and 2022**

| Age group and sex | ASER 2018 | ASER 2022 |
|-------------------|-----------|-----------|
| Age 11-14: Boys   | 96.7      | 98.4      |
| Age 11-14: Girls  | 96.0      | 98.0      |
| Age 15-16: Boys   | 87.4      | 93.0      |
| Age 15-16: Girls  | 86.5      | 92.1      |

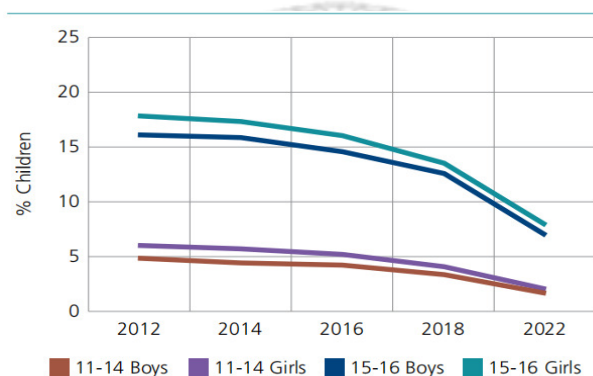
(Source : ASER Report 2022)

Along with rising overall enrollment in the period 2018-2022, in practically all states and for all age groups, there has been a significant shift in enrollment from 2018 to 2022 across schools all over India . For the country as a whole (all India rural), the percentage of all children

aged 11 to 14 who are enrolled in government schools has risen from 65% in 2018 to 71.7% in 2022. For boys, the shift to government schools has been from 61.6% (2018) to 69.2% (2022) and for girls, the proportion enrolled in government school grew from 68.4% (2018) to 74.1% (2022).

We can also see the increase in enrollment of boys (Age 11 to 14) from 96.7 % in 2018 to 98.4 % in 2022. Similar is the shift in improvement in girls (Age 11 to 14) enrollment can be seen from 96 % in 2018 to 98 % in 2022. In case of boys and girls ((Age 14 to 15) there is an increase in their enrollment from 2018 to 2022.

**Chart 1: % Children age 11-14 & 15-16 currently not enrolled in school  
All India (rural) - 2012 to 2022**



(Source : ASER Report 2022)

We can see from the above chart that there is a major shift in the status of enrollment from 2012 to 2022 in case of boys and girls ages between 11 to 16 years. The enrollment is increasing.

There is a major demographic shift in the educational profile of India's youth. The last Census in India was carried out in 2011. Census 2011 figures indicate that there are roughly 25 million children in each single-year age group in India. UDISE, the government's official school education data source, indicates that in 2007-2008, student enrollment in Grade VIII was about 13 million. A decade later in 2020, the same figure reached close to 22 million. This implies that any child who enters Grade I today is likely to stay in school till Grade VIII and most likely beyond 5. Hence not only are almost all children in India enrolling in school but they are also staying enrolled for the full elementary school cycle.

### Accessibility Policy of NEP 2020

NEP 2020 also proposes to improve the infrastructure so that each student, from pre-primary to class 12, receives safe and engaging school education to ensure universal access to education and that no student drops out of school. The Policy proposes to re-establish and enhance credibility of Government schools by upgrading and enlarging the existing schools that already exist, and by building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and hostels, especially for the girl children. Apart from infrastructure and participation, NEP2020 also proposes to ensure quality education so that students, especially girls, from socio-economically disadvantaged groups do not lose interest in

attending school. With the NEP 2020, the government aims to ensure that all students are enrolled in, and are attending schools, in order to achieve universal participation in school. This, according to the NEP document, will be achieved by “carefully tracing” students and their learning levels, while ensuring that they get the opportunity to “catch up the school.” It is encouraging to have a remarkable and forward-looking policy in the form of NEP2020, after 34 years. This signals the possibility of driving the much-needed change in our education system, provided all actors and stakeholders take up their tasks with utmost urgency and seriousness. Sustainable Development Goal 4 is also pushing all nations to achieve quality education for all and at all levels. For a new India, to mark its superior presence in the global arena, education is the key. It is the key which can open the door for our „young nation“ to forge ahead as an economic super power and global leader.

### Results and Discussion

It has been observed that there is a major shift in enrollment status of children at elementary stage. Slowly the enrollment is increasing though it is not significant. Government must first provide “effective and sufficient” infrastructure so that all students have access to safe and engaging school education at all levels, from pre-primary school to class 12. “Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support.. The credibility of the government schools “shall be” re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for female students. Alternative and innovative education centers should be put in place in cooperation with civil society to ensure that children of migrant laborers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education. The policy calls for an appropriate mechanism for “carefully tracking” students, as well as their learning levels, to ensure that they are enrolled in an attending school, and have “suitable opportunities” to catch up and re-enter school in case they have fallen behind or dropped out. Counselors or well-trained social workers connected to schools and teachers should continuously work with the students and their parents and engage with the communities to ensure that all school-age children are attending and learning in school. The Government’s Right to Education Act and National Policy on Education may have been motivating to provide education to all but it is equally important to analyze the sustainability and efficiency of the education system.

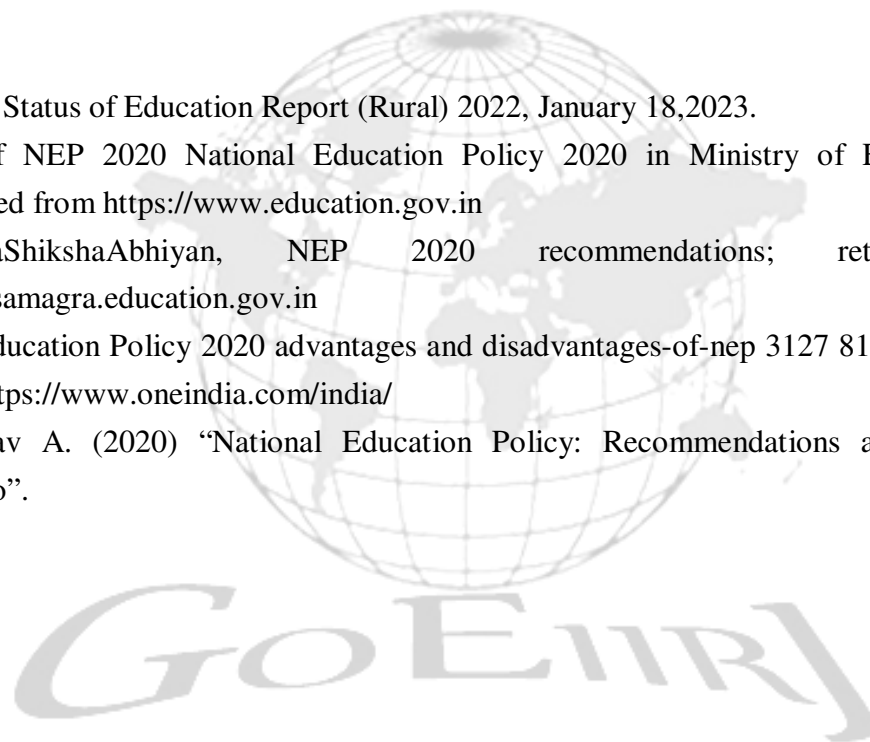
### Suggestions and Conclusion

Provision of effective and sufficient infrastructure is necessary so that all students have access to safe and engaging school education at all levels . Special care shall be taken to ensure that no school remains deficient on infrastructure support. Building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children. Counselors or well-trained social workers should continuously

work with students and their parents. Both government as well as non-governmental philanthropic organizations interested to build schools will be encouraged to consider local variations like culture, geography, and demographics. National Education Policy 2020 has mentioned two initiatives that will be undertaken to curb the problem. The first is to provide efficient and sufficient infrastructure to all students and the second is to set up alternative and innovative education centers for the children of migrant laborers. These are vital steps to ensure that children have access to safe and engaging school education as well as bring back the ones out of school. Overall, the NEP is a game changer and the careful implementation of the ideas presented in the NEP can transform school education in India.

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**TEACHER EDUCATION IN NEP 2020****Dr. Sarika Patel***Asst. Prof., SSR College of Education**Sayli, Silvassa*

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**ABSTRACT**

*Professional education is a specialized training in a professional institute of a subject, its practical understanding and basic values of professionalism. Professional education includes the activities to improve the skills as per requirement of various professions. A teacher training program is a program that trains teachers with various teaching techniques and modern pedagogy that helps them for better interaction, to manage class, and skillful teaching to their students which ensures that all students are learning and developing effectively. This paper includes aspects of different professional education such as legal field, technical field and healthcare field. It covers the revamping of national education policy. It focusses on major changes in teacher education which are mentioned in the NEP 2020. It covers the aspects such as objectives of teacher education, motivating teachers, sharing skillful teachers, multidisciplinary institutions, integrated programs, standard norms, evaluation pattern and qualitative measure for Ph.D. degree.*

**Key words:** Teacher education, NEP 2020.

**INTRODUCTION**

Professional education is a specialized training in a professional institute of a subject, its practical understanding and basic values of professionalism. Professional education includes Technical and Engineering Education, Management Education, Medical Education, Legal Education, Agriculture Education etc.

Professionals play a vital role in the development of an economy. Professional is a person who works in any specific professional field. It also includes the art of training and activities. Professional education system along with pedagogy includes the curriculum based on the teaching practices of various fields Professional education is the system in which contains various programs such as seminars, research works etc. so as to improve teaching ability. It includes the activities to improve the teaching skills so as to inculcate the values in students of different field.

In the recent scenario of teaching field, the teachers have some expectations from students. Teachers want readiness amongst the students to learn and active participation in teaching learning process. Students should be obedient and give respect to the teachers. Students should use their cognitive abilities in teaching learning process. To fulfil the expectations of teachers there is a need to have revise the education pattern in teacher training courses. And NEP 2020 has made this provision effectively by changing teacher training curriculum to fulfil the needs and expectations of teachers as well as students. NEP 2020 focuses on teaching education or the professional education which leads to the objective of childhood education. Teaching skills include the practice

of research, innovations and seminar. NEP 2020 also includes the up-gradation of these skills. As per NEP 2020 features it is important to understand the technical support a teacher should be given in the particular institution and the same knowledge should be applied in the students as well. Professional education is the vast area that is being focused by NEP 2020 in all the fields and separate importance is being given to all the fields mentioned in the draft of NEP 2020.

### **VISION OF NEP 2020 TOWARDS PROFESSIONAL EDUCATION**

According to NEP 2020, Professional education system focuses on the education of ethics, discipline, practice and public purpose. As a part of professionalism it must involve research, debate, discussion, innovation etc... Professionals must be capable in all these fields so as to make students active in all fields.

As per NEP 2020 “Professional education is the integral part of overall higher education system” A holistic and multidisciplinary approach is achieved for multidisciplinary institutions. Institutions including standalone university, legal university, health science University, technical university etc... In the sense higher education and professional education are related to each other.

Agricultural field in NEP 2020 stresses towards the capability of professionals to use the local, traditional and modern knowledge to improve productivity and should study the after effects of climate change that affects the agriculture process and thus declining the crop yield. The factors of such as food sufficiency and growing population should be more focused and studied accordingly. According to NEP 2020 Institutions must offer agricultural education in such a way so as to build up Agricultural parks and promote sustainable development.

### **NEP 2020 IN LEGAL FIELD**

As per NEP 2020, legal education focuses on adopting best practices and embracing new technologies so as to access justice at right time. While adopting best practices and technologies it is important to note that both are verified with our constitution justice values such as social, economic as well as political sector. It is also important that the new policies should never affect the human rights, rules of law etc... NEP 2020 discusses about the inclusion of history of legal thinking, principles of justice jurisprudence etc.

The English language and the state language of where the institution is situated must be considered offering bilingual education.

### **NEP 2020 IN HEALTHCARE EDUCATION**

As per NEP 2020 “Students will be accessed at regular intervals on well-defined parameters so as to work in primary care and secondary hospitals” By attaining health care education the students must gain the basic knowledge of Ayurveda, Yoga and Neuropathy and so on that is the concise knowledge of all the medical fields.

### **NEP 2020 IN TECHNICAL FIELD**

Nowadays technology has emergent in each and every field, so technical education is must

for professionals. According to NEP 2020 it includes “engineering technology, management architecture, town planning, pharmacy, hotel management, catering technology etc.” those fields that are important for nation’s development. Integration of institutions with higher education leads to new innovations and research in these fields.

Artificial intelligence, 3-D Machining and various new fields are also included in this field which were not before.

### REVAMPING OF NATIONAL EDUCATION POLICY.

- As per the NPE 1986, professional education was considered as a part of teaching training but in NEP 2020 it is of different category including teaching in all fields that is such as agriculture, legal, healthcare and technical studies.
- As per NEP 1986, It includes the planning of education but in NEP 2020, It includes a well-established curriculum and deep structuring of importance of education in all fields.
- In NEP 1986, teachers working condition is being included and in NEP 2020 teachers working condition and specialization fields are being indicated separately.
- NEP 1986 says about the creation of opportunities and atmosphere for teachers for new innovations, NEP 2020 focuses on the need of innovations, seminars, webinar etc... for professionals so as to apply them in the students.
- NEP 1986 discusses about the ethical code of conduct that a teacher should follow and in NEP 2020, it states the education of the ethical, practice, and disciplines.

### NEP 2020 AND TEACHER EDUCATION

Major Objectives of Teacher Education are:

To Impart an adequate knowledge of the subject content.

To Equip the prospective teachers with necessary pedagogic skills

To Enable the teachers to develop understanding of child psychology.

To Develop appropriate attitude towards teaching.

To Develop self-confidence in the teachers.

- The NEP 2020 attains the reality of unmotivated and dis-spirited teachers and proposes for complete enthusiasm in teaching profession to create a zeal for career advancement and robust merit-based structure of tenure, salary, and promotion, which incentivizes and recognizes outstanding teachers.

- NEP 2020 has given provision of sharing teachers across campuses to overcome the shortage of teachers, especially for disciplines such as art, craft, music, and dance. NEP 2020 also suggests for local eminent persons or experts as 'master instructors' in traditional arts.

- A teacher training program is a program that trains teachers with various teaching techniques and modern pedagogy that helps them for better interaction, to manage class, and skillful teaching to their students which ensures that all students are learning and developing effectively.

- The New Education Policy emphasizes on recruitment of skillful and brightest ones to enter

in the teaching profession at various levels of education. Teachers will be provided with their livelihood, dignity, respect, and autonomy, quality control and accountability by installing new system in the field of education.

- Teacher education requires inputs in multidisciplinary areas, and qualitative education depends on strong as well as effective pedagogy, all teacher education programmes shall be conducted by composite multidisciplinary institutions. Education departments shall be established in all multidisciplinary universities and colleges. Education departments shall run training courses and researches in various aspects of education. Education departments will also conduct training programmes, in collaboration with other departments such as physical education, psychology, sociology, philosophy, Indian languages, arts, music, history, literature, science and mathematics. In order to follow above recommendations, all stand-alone TEIs will have to convert to multidisciplinary institutions by 2030. So that they will be able to offer the 4-year integrated teacher preparation programme.

- B.Ed. course will be offered as 4-year integrated course by multidisciplinary institutions by 2030. That will become the minimal degree qualification for school teachers' recruitment. The 4-year integrated B.Ed. will be a holistic Bachelor's degree in education discipline as well as other specialized disciplines such as a language, history, chemistry, mathematics, music, computer science, economics, art, physical education, etc. The HEI will also run 2 years B.Ed. course for students who have already received a Bachelor's degree in a specialized subject. 1-year B.Ed. may also be offered for candidates who have already received 4-year undergraduate degree in a specialized subject. To attract meritorious students in 4-year, 2-year, and 1-year B.Ed. programmes, scholarships will be established.

- To maintain uniform standards for teacher education institutions, the admission to pre-service teacher preparation programmes will be through subject and aptitude tests for respective subjects by National Testing Agency. As well as linguistic and cultural diversity of the country will also be considered.

- Irrespective of discipline, all fresh Ph.D. entrants, will be required to have credit-based courses in education/ teaching /pedagogy/writing related to their chosen Ph.D. area while their doctoral training period. It will facilitate the exposure to pedagogical practices, credible evaluation pattern, constructing curriculum, communication will be ensured. Many research scholars will enter the career as teaching faculty or public representatives/leaders of their chosen disciplines. Ph.D. students will have a stipulated number of hours of actual teaching experience altogether. Proper Orientation shall be provided for Ph.D. programmes at universities around the country.

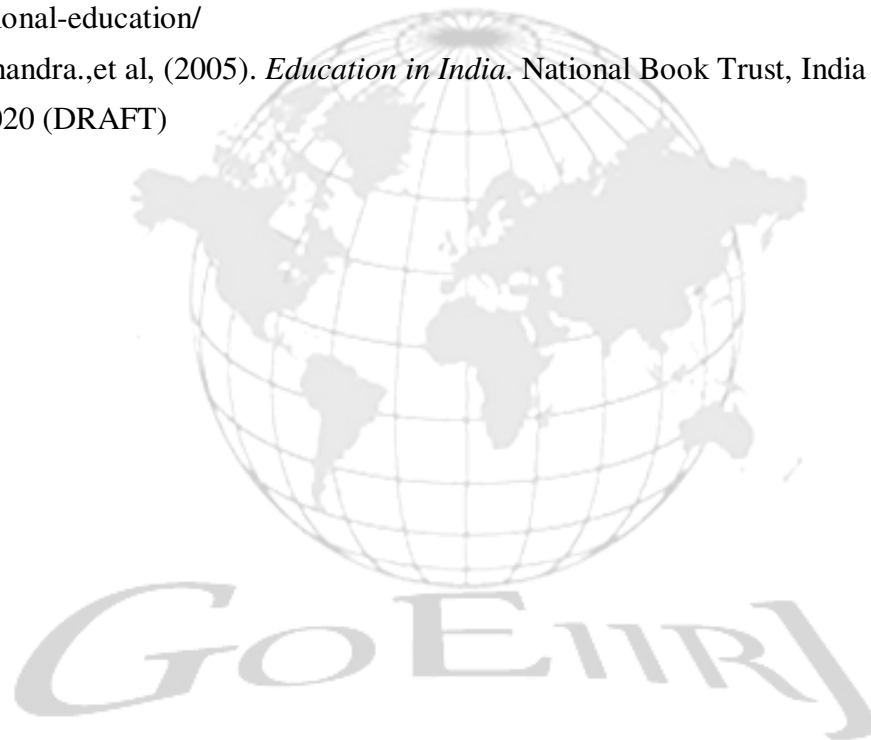
## CONCLUSION

NEP 2020 has focused on all the aspects in detail which were not in the deeper concept of NEP 1986. By implementing NEP 2020, professional education development via a teacher's development which in turn may lead to the enhancement of the students. NEP 2020 has included all the aspects of a well-disciplined education system so the implement of the same in the

institutional levels may involve the growth of students as well as teachers. A teacher education development leads to improvement of teaching skills which in leads to a skilled teacher and thereby skilled student and in turn the development of nation.

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## NEP 2020: PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE

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### **Abstract:**

*India has been the abode of rich and diversified languages, arts, cultures and festivals. The glorious Indian tradition has got its reflection in the ancient classical languages like Sanskrit, Pali and Ardhamagadhi. Besides the past glory is visible in Yoga and Ayurveda. The colossal epics Ramayana and Mahabharata have enriched the languages, literatures and cultures. However, 450 years slavery during the Mughal and British periods affected the tradition badly and broke the tradition with the advent of English education and westernized mannerisms. The need of the hour is to find the fine balance between the rich Indian tradition and the westernized modernized culture that is in vogue across the world.*

*It is a welcome thing that NEP 2020 facilitates the interdisciplinary nature of education. The old texts, languages, classics and cultures can be rejuvenated through translations and interpretation. Moreover, aesthetic taste can be nurtured with the choice to the students which enhances learner autonomy. The Indian languages, arts and cultures can be promoted through and world-famous languages, literatures, arts and cultures which can be introduced successfully in the Indian arena with the advent of NEP 2020. This will pragmatically nurture the idea of Universal Brotherhood which has been cherished for as long as Vasudhaiv Kutumbkam in the Indian cultural tradition.*

**Keywords:** NEP 2020, universal brotherhood, interdisciplinary approach

### **Introduction:**

India is the land seers, saints and *sanskriti*. The modernization of education after 450-year-old foreign rule has altered and adulterated many things. Many foreigners looked down upon India and criticised her. But Pt. Nehru refuted the charges of the foreign thinkers who considered India as a religious, philosophical, speculative, metaphysical, “unconcerned with this world and lost in dreams of the beyond [bygone] and the here after”. Nehru replies: “She has known the innocence and insouciance of childhood, the passion and abandon of youth, and ripe wisdom of maturity that comes from long experience of pain and pleasure” (Discovery, 152).

The introduction of the National Education Policy 2020 is expected to bring back the lost glory through educational means. The cultural ethos and the regaining of the lost pride will certainly enhance better educational opportunities and sustainable growth of the individuals in a multicultural nation. It is a welcome thing that NEP 2020 facilitates the interdisciplinary nature of education. The old texts, languages, classics and cultures can be rejuvenated through translations

and interpretation. Moreover, aesthetic taste can be nurtured with the choice to the students which enhances learner autonomy. The Indian languages, arts and cultures can be promoted through and world-famous languages, literatures, arts and cultures which can be introduced successfully in the Indian arena with the advent of NEP 2020.

**NEP 2020:**

National Education Policy 2020 is undoubtedly a revolutionary step considering the current status of our educational system. In order to ensure inclusive, gender sensitive and all-encompassing sustainable education, there was the dire need of a new education policy. Despite several efforts, many sections are still neglected. Dr.Mohan Kumar has rightly said:

Despite significant improvements in many crucial areas, Indian education systems continue to grapple with challenges of inequity and exclusion. Access to quality school education is still a dream for most rural population and the vulnerable and marginalized groups. This is even more acute in the higher education sector. (d24)

There is hue and cry from many concerns that much of the lessons that are imparted have no relevance. Besides, our education has failed to solve life's problems and address the significant issues prevalent in society. The older generation blames that the younger generation is caught in the web of social media and technology addiction and lacks values. There is another complaint that our education does not ensure jobs and earnings. Hence, the ideas discussed and to be implemented gradually under the aegis of NEP 2020 are highly necessary, significant and relevant. It has been rightly said that in order to understand the global phenomenon, one needs to have a strong local base. Hence, more global is to be more local. On the strong pedestal of the understanding of one's cultural traditions, the palace of bright and glorious career can be built which is very much possible with the help of NEP 2020.

**Inculcation of Indian Cultural Traditional Values:**

It took a very long time for India to introduce and longer time to implement NEP. Chapter 22 of it focuses on the promotion of Indian Languages, Arts and Culture. India has been the fertile land of diversified culture that have witnessed myriad attacks and invasion, preserved the world famous arts, architecture in the forms of sculptures, caves and palaces, works of literature especially Sanskrit in the earlier days and later in the vernaculars, matchless customs and traditions that attracted the world attention as it got its genuine reflection in the various festivals, linguistic expressions with hundreds of regional and sub-languages, artefacts, heritage sites, and more. Pt.Nehru in his *The Discovery of India* says: "She [India] was like some ancient palimpsest on which layer upon layer of thought and reverie had been inscribed, and yet no succeeding layer had completely hidden or erases what had been written previously"

The centre of learning and scholarship famous worldwide were the universities like Nalanda and Takshshila that produced many scholars who ignited the Indian cultural and educational flame across the world when the world was yet to experience true renaissance. Aryabhatta, Banabhatta, Bhaskaracharya, Chanakya, Chakrapani, Charaka, Panini, Patanjali,

Pingala, Susruta, Sankardev, Thiruvalluvar, and Varahamihira are just a few of the notable figures who were born in India who excelled in a variety of fields, including design, astronomy, technology, chess, fine arts. The interdisciplinary nature of learning was in vogue already with the students from diversified backgrounds getting their learning and fostering the cultural brotherhood.

The creation and propagation of a strong and enlightened information society can be made possible by applying the multi-disciplinary approach under the aegis of the new National Education Policy. The strong economy of the bygone days can be brought back with the promotion of the ancient arts that lived mostly in the rural areas where handicraft and handmade things outshined the imported polished goods. If they are encouraged to be introduced in the various faculties, then definitely the rural economy can be strengthened and the rural students can find pride and pleasure in their vicinity.

India is the land of Yoga. Many thousand years ago what Maharshi Patanjali followed by Gherandmuni, Swami Swatmaram and others preached and practised is the necessity of today. However, this has been acknowledged when the western minds appreciated and accepted the Yoga practice. The inculcation of yoga in the curriculum will help foster healthy individuals who will subsequently foster a healthy society. Besides, the Yoga teachers and stream will get strengthened consequently preserving the thousand year-old rich tradition.

Different religious practices played a pivotal role in the preservation and propagation of Indian culture. Buddhism popularised Vipashyana and it has got great regard in the world today. Just like Yoga, it is the hallmark of Indian cultural practice which has taught peace and love to the world. It has been considered as a scientific practice which has a philosophical foundation. The common thing between Yoga and Vipassana is that of postures and meditation though both differ significantly on many fronts.

Ayurveda is yet another neglected thing with the advent and attack of the allopathic medicine. However, the inculcation of Ayurveda in the multidisciplinary mode will certainly make the engineers half-baked doctors and teachers who can take care of their family and friends. With the fashion of Zumba, Aerobics and the like, the preservation and propagation of Yoga and Ayurveda in the coming days will be a great boost for strengthening the robust minds, bright brains and beautiful bodies.

Tolerance, equality and empathy are the characteristic features of Indian culture. This needs to be exemplified for which preservation, propagation and promotion of India culture is of utmost importance. The teaching and preaching of Lord Buddha, Bhagwan Mahaveer and Mahatma Gandhi is the part of the tenets of Indian culture which needs to get assimilated in the pedagogy. Hence, lessons focusing on their lives, preaching and the values that they generated need to be introduced at various stages. That is more necessitated with lots of cheating, cyber crimes, social media issues, violence and other evils rampant in the society. Human values, ethics and morality have become more important than before. Value-based education is the call of the hour. The ideals of truth, virtuous behaviour, peace, love, direct action, scientific temper, and citizenship must be instilled together with other humanistic, ethical, constitutional, and universal



values. The bright future can be based on the strong cultural foundation and the new generation needs to be made aware of it which is possible through the inculcation of it by integrating it in our educational system. Our students should feel that their education is relevant, engaging, and successful. Stronger the foundation, better the output.

#### **Promotion of Indian Languages:**

Language plays a very important role not just in human development but cultural development as well. Cultures are exhibited and demonstrated through languages, textures, treatises, religions, people, their mannerisms and literatures. Language helps to express the culture and literature of a religion or region. Sanskrit is a classical language with a rich literature that contains enormous treasures in the fields of mathematics, philosophy, grammar, music, politics, medicine, design, metallurgy, drama, poetry, and more. As a result, it can be taught at the college level and above as a vital, enriching option for students. Besides the old, classical and extremely rich Sanskrit, Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, Hindi and other languages have rich and diversified literature that has shaped the culture of their region.

The humanities and culture are intricately and irrevocably entwined with language. A community's language serves as the veil around its culture. Languages should be preserved and promoted in order to preserve and advance culture. Many languages are on verge of extinction because they have not been used. Their colloquial expressions are disappearing and the literature in them has been side-lined. The great examples are that of Pali and Ardhamagadhi which have remained in existence for academic purposes only. However, the translation into them and from them will certainly facilitate their rejuvenation. The researchers and scholars, if they take interest, may bring to life the lost things in them. They contain many significant lessons and also the teaching of great souls.

Moreover, the encouragement of a mother tongue is a welcome thing as a child can learn better in the mother tongue. However, in the last few decades, the English medium schools have erupted like mushrooms. The use of English cannot be stopped nor be prohibited but English can be encouraged for communication and expression in the disciplines like science, technology, medicine, engineering etc. *English for Specific Purposes* can be facilitated in such situations and for imparting lessons in these faculties and branches of knowledge.

The popular foreign languages, like Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian can be introduced in the Indian educational system with the advent of the foreign universities in India. A healthy and balanced exchange of languages, cultures and literatures in the form of translation and interpretation is expected. This could make the foreign job opportunities for Indian students available besides opening many doors of opportunities in India especially in tourism, hotel management etc. Indian students can work as interpreters, translators, guides etc.

If we take the example of Marathi, it can be seen that the language is rich with literature. The saint literature, rural literature, Dalit literature, Women's literature and general literature with nature concerns make it highly rich and varied. However, due to its being regional, the highly

meaningful Marathi literature took many years to cross the regional boundaries and become the national literature. Dilip Chitre's translation of Saint Tukaram's verses made it the part of international literature. So is the case when Shakespearean dramas have been translated in the regional languages and even adapted for Hindi films. This kind of approach and these efforts through translations, transcreations and adaptations contribute to the creation of world literature as an entity. The NEP 2020, when it fosters the growth of interdisciplinary approach, will certainly be benefitted by it. World literature ensures the sustenance of world citizenship too. When technology and social media have made the world a global village, the introduction of various languages and literatures enhance the Indian cultural ethos that rests on the gospel of *Vasudhaiv Kutumbkam*. To the first prime Minister of India, Pt. Jawaharlal Nehru, the world appears to be "one single inseparable whole, each part influencing, and being influenced by the other. It is quite impossible now to have a separate history of nations" (*Glimpses* 947).

#### **Necessity of Interdisciplinary Approach:**

With multiple options of entry and exit, NEP 2020 helps to nurture different hobbies and tastes. A dry looking subject like law, history or medicine can be felt lively when a student studying them opts for literature. Actually, everything in the world seems interdisciplinary. G.B.Shaw, Ben Jonson and many others have composed dramas on the themes of law, doctors and medicine. Shakespeare's *The Merchant of Venice* is a fine example of a drama with the legal theme. The Sci.Fi. literature brings literature and science closer. The history of particular literature and literature of particular history exhibit the inter-connections that already exist. Hence, the choices and tastes need to be acknowledged which is best done when the students find autonomy in choosing the subjects. Life itself is the blend of so many things and this interdisciplinary nature of languages and literature offers multiple opportunities to students to preserve and foster their rational and aesthetic senses. The famous proverb *Jack of all trades, master of one* is applicable to this mode as a student may be a master of some subject but has the primary knowledge of many other things that he or she finds interesting.

#### **Inclusion of Legal Language for Exclusive Growth:**

The biggest benefit of the NEP 2020 will be the introduction of legal language in almost all the disciplines so that none remains untouchable to law, duties and rights. When we voice concern over human rights, fundamental duties and so on, it is necessary that all the citizens and younger generation who would be tomorrow's voters should know their rights and duties. In order to preserve art and culture, it is necessary to know the prevalent laws so that good things can be preserved and evil things can be eradicated. Even after several decades of independence, women are still living secondary life with male dominance. Atrocities against the women and poor are still in vogue. The society is still experiencing disbelief and is marred by superstitions. It is imperative to awaken the society from such darkness and legal weapons are the best weapon. Legal awareness is the best policy. Legal education should be mandatory to the students of all disciplines so that law and order is maintained. This can be done by introducing the basic laws in the upper and higher classes and by introducing the novels and dramas with legal themes at the school level.

There are several detective stories which are based on legal themes. Their introduction at the school level can create legal awareness. Thomas Gray has rightly said:

*No more; where ignorance is bliss,  
'Tis folly to be wise. (17)*

However, this bliss is ok in literature and general sense but as far as the laws are concerned, *ignorantia juris non excusat* which means ignorance of law excuses no one. Hence, it is necessary for every citizen to have the basic knowledge of the laws so that a vigilant and alert nation is maintained. This will be immensely significant in the creation of a healthy, sound, orderly and peaceful nation where the people belonging to various cultures, languages, regions and religions will breathe free and prosperous air. Such ignited minds will subsequently contribute to the global village and universal brotherhood.

### Conclusion:

India is the fertile and famous land of saints, hermits, religions, epics and cultures. She is known to protect her multilingual, multireligious and multi-cultural ethos throughout centuries. It has been possible because of her unique nature of generating, preserving and propagating various values like Patriotism, Brotherhood, Democracy, Character building, Compassion, Empathy and sympathy and Humanity. Her art and culture have been the harbinger of such values and it has got its due reflection in the literature too. The need of the hour is to bring back the lost glory and make the newer generation aware of the glorious past in order to build a solid foundation for a glorious future. In order to do it, it is imperative to promote and propagate Indian culture, art, literature and languages. This seems to be possible, pragmatic and practicable through NEP 2020. If the plans are properly implemented, India will again emerge as a superpower. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a 'Vishwa Guru'.

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## NEP 2020 संदर्भात शिक्षक प्रशिक्षणाची बदलती दिशा

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### 1. प्रास्ताविक -

१९८९ मध्ये मी बी.एड. केले तेव्हा ते एक वर्षाचे होते. ते दोन वर्षाचे बी.एड. होणार अशी चर्चा होती. प्रत्यक्षात ते २०१५ मध्ये आले. सांगण्याचे तात्पर्य असे की बदल हळूहळू होतात. पूर्वी एकच एक पद्धती घटवून रटवून घेतली जात होती. त्यात आता बदल झाले. नवीन पद्धती आली, मा. सं. तंत्रविज्ञान आले. त्याचा परिणाम अध्यापन पद्धतीवर झाला. व्यापक स्वरूपाच्या बदलांना आपण आता सामोरे जात आहोत. दोन वर्षाचे बी.एड. झाले. NEP 2020 नुसार आता आपण चार वर्षांच्या उंबरठ्यावर उभे आहोत. त्या अनुशांगानेही काही बदल होतील. पण मित्रहो कालावधी वाढविणे हा गुणवत्तेचा निकष नाही तर त्या कालावधीचा उपयोग कसा केला जातो त्याची दिशा, मूलधार महत्त्वाचे असतात. त्याच अनुषंगाने मी थोडे भाष्य करणार आहे.

पुढील काळात शिक्षकांकडे लवचिक अध्यापनशैली महत्त्वाची असेल. समाज, पालक, शाळा आणि राष्ट्र यांच्या अपेक्षांची पूर्तता करण्यासाठी अनेक नवे दृष्टीकोन, तंत्र स्वीकारावे लागतील. शिक्षककेंद्री कडून विद्यार्थीकेंद्री कडे जावे लागेल.

अध्यापन कौशल्य शिक्षकप्रशिक्षणात समाविष्ट केली तेव्हा ती २०० पेक्षा जास्त होती. अध्यापन प्रतिमाने आली तेव्हा ती २०-२२ होती. आता ज्ञानरचनावादी अभ्यासक्रम शाळेत आला. बी.एड. शिक्षणक्रमात तो आला आहे का? ते तपासून पाहावे लागेल. तो कसा आणता येईल याचा विचार करावा लागेल. या सर्व बदलांचा विचार करण्यासाठी चार वर्षांचा कालावधीही कमी पडेल.

### NEP 2020 नुसार शिक्षक प्रशिक्षणात होणारे बदल -

#### 2. चार वर्षे कालावधीचा उच्चतम वापर उपाय -

NEP 2020 नुसार चार वर्षांचा बी.एड. शिक्षणक्रम यापुढे अनिवार्य होणार. पण त्या कालावधीचा शिक्षण प्रशिक्षण कालावधीत आपण गुणात्मक रित्या वापर करायला हवा. तो कसा करता येईल त्याचा विचार या पेपरमध्ये केलेला आहे.

❖ शिक्षकांना नव्याने विकसित होणाऱ्या अध्यापन पद्धती स्वतःच्या स्वतः शिकता आल्या पाहिजे. त्यासाठी शिक्षकांकडे प्रयोगशीलता असावी लागेल. स्वतःचे ध्येय ठरवून त्याकडे वाटचाल करण्याच्या जाणीव निर्माण करावी लागेल. त्याला Self Learning, Learning to teach शिकवावे लागेल. ते कसे त्याचा परिचय करून द्यावा लागेल. उदा. एखाद्या नवीन अध्यापनपद्धतीचे प्रशिक्षण देतांना How to learn यावरही केंद्रीत प्रयत्न करावे लागतील. म्हणजे पुढील काळात त्यांचे त्यांना नविन ज्ञान आत्मसात करता येईल.

❖ दुसरा मोठा बदल ICT. तो बदल स्वीकारणे आता अपरिहार्य झाले आहे. त्यादृष्टिने काही पाठ शिक्षक प्रशिक्षणात समाविष्ट करावे लागतील. पण तेवढ्याने भागणार नाही. मा.सं.

तंत्रविज्ञानाने शिकतांना Virtual Reality तयार कराव्या लागतात. त्याआधारे शिकतांना मुलांना मदत करणे, विविधांगी आंतरक्रिया कशा करायच्या म्हणजे एकाचवेळी प्राध्यापक, सहकारी, तज्ज्ञ इ. शी आंतरक्रिया करून कसे शिकावे? हे शिकवून स्वयंअध्ययन, स्वतःच्या स्वतः शिकण्यावर भर द्यावा लागेल.

❖ शिवाय जो अनुभव दिला जाईल त्यावर विमर्षीविचार करायला शिकवावे लागेल म्हणजे तो सुधारित आवृत्ती करून ती पडताळेल. त्यातून त्याला स्वतःच्या कृतीतील दोष, त्रुटी तर कळतीलच त्याच बरोबर संशोधक दृष्टि प्राप्त होईल. शाळेतही व्यावसायिक विकास प्रक्रिया सुरु राहिल. त्यासाठी Input द्यावे लागेल केवळ अध्यापन पद्धतीचे ज्ञान पुरेसे नसेल.

यादृष्टिने काही गोष्टी शिक्षक-प्रशिक्षणात समाविष्ट कराव्या लागतील. केवळ १२ अध्यापन पद्धती, पाच कौशल्यांचे प्रशिक्षण, नऊ प्रतिमाने, १० अध्यापनशास्त्रीय विश्लेषणाची पुस्तके भौतिक स्वरूपात देऊन चालणार नाही ते अभ्यासण्याची, पडताळून पाहण्याची प्रेरणा त्यांना द्यावी लागेल. सेवांतर्गत विद्यार्थ्यांच्या बाबतीत ते पारंपरिकपेक्षा वेगळे असतात. डी.एड. झालेले असल्याने त्यांना काही गोष्टी ज्ञात असतात. तेथून त्यांना पुढे न्यायला हवे. त्यासाठी त्याची शाळा वास्तव परिस्थिती उपयुक्त ठरते. तिचा उच्चतम वापर करायला द्यायला हवे. वास्तव परिस्थितीचा प्रयोगासाठी वापर करण्याची दृष्टि द्यायला हवी. कारण ३६५ दिवसात १०० दिवस सुट्ट्या आणि १०० दिवस इतर कृती सोडल्या तरी २०० दिवस रोज ६ तास म्हणजेच १२०० तास त्याला वास्तव परिस्थिती प्रयोगासाठी उपलब्ध असतात. उदा. मुक्त विद्यापीठात त्यामुळे मा. शास्त्र प्रयोग देतांना केवळ प्रयोगावर न थांबता मा. शास्त्रीय तत्त्वांचा अध्यापनात पडताळा अशा प्रात्यक्षिकाचा समावेश केला आहे. या शिक्षकांना शालाधिष्ठित शिक्षकप्रशिक्षणाचे वैशिष्ट्य समजावून द्यायला हवे. जेणेकरून ते वास्तव परिस्थितीचा उच्चतम वापर करतील. त्यासाठी त्यांना स्वाध्याय देतांना त्यांच्या कल्पनांची पडताळणी ते त्यात करतील अशी रचना करावी लागेल.

समाजसेवा अंतर्गत समाज बदलाचा एक महत्त्वपूर्ण घटक या नात्याने समाजोपयोगी कार्य त्यांना द्यावी. उदा. बुजलेली विहीर कोरून गावाची पाण्याची समस्या नष्ट करणे. वृक्ष रोपण व संवर्धनातून पर्यावरणाचा प्रश्न काही अंशी कमी करणे. त्यातून त्यांची समाजसेवेकडे पाहण्याची दृष्टि बदलेल.

एकूणच बी.एड. शिक्षणक्रम कालावधीचा उच्चतम अधिक सृजनात्मकतेने वापर करून उद्याच्या समाजाचे गुणवत्तापूर्ण नागरिक घडविणारे शिक्षक निर्माण होतील याची काळजी शिक्षक प्रशिक्षणातून घेणे महत्त्वपूर्ण ठरते.

### 3. नवीन शालेय प्रवाहासंदर्भात -

NEP नुसार शालेयस्तरावर अनेक नवीन प्रवाह येतील त्याचीही दखल शिक्षक प्रशिक्षणात घेणे महत्त्वाचे ठरते. नवीन विषयाचा शिक्षक-प्रशिक्षणात समावेश करतंना अतिशय गांभीर्यपूर्वक तो करायला हवा. त्यातील शैक्षणिक व प्रॅक्टिकल प्रश्न समजून घ्यायला हवेत. उदा. पूर्वी मूल्यशिक्षण असा स्वतंत्र विषय नव्हता. शाळांमध्ये मूल्यशिक्षण आल्यामुळे १९९८ च्या अभ्यासक्रम चौकटीत त्याचा एक वैकल्पिक विषय म्हणून समावेश झाला. तसे तो मुक्त विद्यापीठानेही आपल्या

अभ्यासक्रमात आणला मूल्यशिक्षणावर नेहमीच उलटसुलट चर्चा होतांना दिसतात. मूलभूत मूल्य कोणती? शाळेतून ते कसे शिकवावे? ते मोजायचे कसे? याचबरोबर आणखी काही Issues पुढे येतात, ते म्हणजे-

### I) शैक्षणिक प्रश्न :-

- ❖ मूल्य शिक्षणाचे स्वरूप आणि स्रोत कसे निश्चित करावे?
- ❖ मूल्य रुजवण्यासाठी अध्यापन घटक कसे निवडावे?
- ❖ उपयुक्त तंत्रे कोणती?
- ❖ बिलिफ सिस्टीम चे काय करावे?
- ❖ मूलभूत बाबतची सुस्पष्टता नाही
- ❖ त्यांचे संक्रमण झाले कसे पडताळावे? इ.

### II) प्रॅक्टिकल प्रश्न -

- ❖ वर्ग आकार
- ❖ शालेय पुस्तक व अध्यापन साहित्याचा अभाव
- ❖ आशयावरील प्रभुत्वाचा अभाव
- ❖ प्रशिक्षणाचा अभाव
- ❖ मूल्यशिक्षणातील विशेष शिक्षणाचा अभाव
- ❖ शालेय पाठात ते कसे असावे त्यासंदर्भातील अभाव

शिक्षक-प्रशिक्षणातील एकूण कालावधीचा विशिष्ट वेळ या सगळ्या नव्या बदलासाठी देऊन त्याकडे जेव्हा शिक्षकप्रशिक्षण नियंत्रण करणाऱ्या संस्था गांभीर्याने पाहतील तेव्हाच हा सिनॅरिओ आपण बदलू शकतो. अर्थात तरीही आपण आपल्या स्तरावर प्रयत्न सुरु ठेवणे महत्त्वाचे ठरते.

### 4. शिक्षणाचा नवा पॅटर्न -

नवीन शैक्षणिक धोरणाला मंत्रिमंडळाने हिरवी झेंडी दिली आहे. तब्बल 34 वर्षांनंतर शिक्षण धोरणात बदल झाला. नवीन शैक्षणिक धोरणाची काही उल्लेखनीय वैशिष्ट्ये आपण विचारात घ्यायला हवीत उदाहरणार्थ.

| Multiple entry and Multiple Exit | शैक्षणिक स्तर    | इयत्ता           | वय        |
|----------------------------------|------------------|------------------|-----------|
| प्रमाणपत्र शिक्षणक्रम            | 5 वर्षे मूलभूत   | 1. नर्सरी        | @4 वर्षे  |
|                                  |                  | 2. ज्युनियर केजी | @ 5 वर्षे |
|                                  |                  | 3. Sr KG         | @ 6 वर्षे |
|                                  |                  | 4. इयत्ता पहिली  | @7 वर्षे  |
|                                  |                  | 5. इयत्ता 2 री   | @8 वर्षे  |
| मूलभूत पदविका                    | ३ वर्षांची तयारी | 6. इयत्ता 3 री   | @9 वर्षे  |
|                                  |                  | 7. इयत्ता 4 थी   | @10 वर्षे |
|                                  |                  | 8. इयत्ता 5 वी   | @11 वर्षे |

|              |                  |                 |           |
|--------------|------------------|-----------------|-----------|
| प्रगत पदविका | 3 वर्षे मध्य     | ९. इयत्ता ६ वी  | @१२ वर्षे |
|              |                  | 10. इयत्ता 7 वी | @13 वर्षे |
|              |                  | 11.इयत्ता 8 वी  | @14 वर्षे |
| पदवी         | ४ वर्षे माध्यमिक | 12.इयत्ता 9 वी  | @15 वर्षे |
|              |                  | 13.Std SSC      | @16 वर्षे |
|              |                  | 14. इयत्ता FYJC | @17 वर्षे |
|              |                  | 15.STD SYJC     | @18 वर्षे |

### 5. अन्य काही महत्त्वपूर्ण बदल -

या स्तरानिहाय बदलाची दखल आपल्याला शिक्षक प्रशिक्षणात घ्यावी लागेल.

NEP2020 मुळे आणखी काही महत्त्वपूर्ण बदल आहेत त्याचाही विचार आपण शिक्षक-प्रशिक्षक म्हणून करणे महत्वाचे ठरते

- ❖ बोर्ड फक्त 12 वीच्या वर्गात असेल, एमफिल बंद, 4 वर्षांची महाविद्यालयीन पदवी (दहावी बोर्ड व एमफिल बंद)
- ❖ आता 5वी पर्यंतच्या विद्यार्थ्यांना मातृभाषा, स्थानिक भाषा आणि राष्ट्रभाषेतच शिकवले जाईल. बाकी विषय इंग्रजी असला तरी तो विषय म्हणून शिकवला जाईल.
- ❖ आता फक्त 12वी बोर्डाची परीक्षा द्यावी लागेल. यापूर्वी दहावी बोर्डाची परीक्षा देणे बंधनकारक होते, ती आता होणार नाही.
- ❖ इयत्ता 9वी ते 12वी पर्यंतच्या सेमिस्टरमध्ये परीक्षा घेतली जाईल. शालेय शिक्षण 5+3+3+4 सूत्रानुसार शिकवले जाईल.
- ❖ महाविद्यालयीन पदवी 3 आणि 4 वर्षांची असेल. Multiple entry and Multiple Exit यामुळे पदवी शिक्षणक्रमात पदवीच्या पहिल्या वर्षी प्रमाणपत्र, दुसऱ्या वर्षी डिप्लोमा, तिसऱ्या वर्षी पदवी अशी रचना असेल.
- ❖ 4 वर्षांची पदवी घेणारे विद्यार्थी एका वर्षात MA करू शकतील.
- ❖ PG विद्यार्थी आता थेट पीएचडी करू शकणार आहेत.
- ❖ नवीन शैक्षणिक धोरणानुसार, एखाद्या विद्यार्थ्याला अभ्यासक्रमाच्या दुसऱ्या शाखेचा कोर्स करायचा असेल, तर तो दुसरा कोर्स करू शकतो. मर्यादित वेळेसाठी पहिल्या कोर्समधून ब्रेक घेऊ शकतो.
- ❖ उच्च शिक्षणातही अनेक सुधारणा करण्यात आल्या आहेत. सुधारणांमध्ये श्रेणीबद्ध शैक्षणिक, प्रशासकीय आणि आर्थिक स्वायत्तता इत्यादींचा समावेश आहे. याशिवाय प्रादेशिक भाषांमध्ये ई-कोर्स सुरू केले जातील. व्हर्च्युअल लॅब विकसित केल्या जातील. राष्ट्रीय शैक्षणिक वैज्ञानिक मंच (NETF) सुरू केला जाईल.
- ❖ एकात्मिक शिक्षक-प्रशिक्षण चार वर्षांचे असेल त्यात Multiple entry and Multiple Exit रचना करायची असेल तर प्रथम वर्ष बालशिक्षण प्रमाणपत्र, द्वितीय वर्ष प्राथ-शिक्षण पदविका आणि तृतीय वर्ष माध्य-शिक्षण पदवी आणि चतुर्थ वर्ष उच्च शिक्षण पदवी अशी

रचना करता येईल का यावरची चिंतन करावे लागेल.

## 6. शिक्षक-प्रशिक्षणाच्या नव्या दिशा

भारताने मेक इन इंडिया, डिजिटल इंडिया प्रणाली स्वीकारल्यामुळे कामांच्या पद्धतीत बदल होतांना आपण पाहतो. नवीन प्रणालीशी सुसंगत समाज विकासासाठी शिक्षणविषयक उद्दिष्टांची पुनर्रचना, अध्ययन कार्यनिती, शिक्षणा विषयीची नवीन दृष्टी आणि विद्यापीठांची नवीन रचना अपेक्षित आहे. अर्थातच पर्यायाने शिक्षक प्रशिक्षणातही.

तंत्रज्ञानातील शोध आणि कोविड मुळे उदभवलेली परिस्थिती यामुळे आता शिक्षण सायबर स्पेसमध्ये सुरु झालेले दिसते. त्यासंदर्भात अध्ययनार्थीला वैश्विक पातळीवर नेणे, त्याच्या बौद्धिक विचारांना चालना देणे यासंदर्भात तज्ञांबरोबर आभासी अध्ययन वर्ग, फोरम, चर्चागट इ.च्या मदतीने मार्गदर्शन आणि आंतरक्रिया करून नवनिर्मितीसाठी उपयुक्त आणि नवनिर्मित कृती पडताळून पाहण्यासाठी स्थानिक क्षेत्रात त्याचे उपयोजन करण्यासाठी प्रयत्न अपेक्षित असतील.

त्यासाठी शिक्षणाची जीवन प्रक्रियेशी सांगड घालून बदल आणि सुधार निष्पत्तीसाठी अध्ययन विकास घडवून आणावा लागेल. जीवनमूल्यांच्या साखळीशी त्याची सांगड घालावी लागेल सायबर आणि वास्तव परिस्थितीत केल्या जाणाऱ्या कृतींमधून अध्ययन आणि कार्य असे दुहेरी उद्दिष्ट साध्य करता येईल. यासाठी बौद्धिक कृती उदाहरणार्थ कारणमिमांसा, भावनिक विचार आणि इच्छाशक्ती ह्यांचे उपयोजनाची आवश्यकता असेल.

सामाजिक पुनर्रचनेसाठी अध्यापन शास्त्राच्या अंमलबजावणीतून विद्यार्थ्यांचे भूमिका पालन, संपादन, कामाच्या ठिकाणी समस्या निराकरण, मूल्य निर्मिती, नवोपक्रम आणि अर्थार्जन योजना करावी लागेल.

अध्ययनासाठी संरचित, सांघिक आणि सामाजिक अध्ययन अशा तीन चॅनलचा वापर करता येईल.. त्यासाठी शिक्षक प्रशिक्षण अभ्यासक्रमात गट चर्चा, ट्यूटर, मेंटोर, समाजातील तज्ज्ञ, पालक आणि व्यावसायिक ह्यांच्या आधारे समुदायातील लोकांबरोबर काम करण्याचा आराखडा तयार करावा लागेल.

नव्या शैक्षणिक धोरणात आवडीच्या क्षेत्रात स्वतःची भूमिका आणि अद्वितीय कार्याची ओळख, व्यवसाय आणि कामाच्या ठिकाणाचा विकास, नवोपक्रमाव्दारे अर्थनिर्मिती, बदल घडवून त्यात्या संबंधित ठिकाणी सुधारणा घडवून आणणे, मूल्यांमध्ये परिवर्तन घडविणे, जगण्यासाठी, कामासाठी, अर्थार्जन, आणि 'स्व' ओळखण्यासाठी जीवन मार्गाचा शोध घेणे इ. अपेक्षा शिक्षणातून व्यक्त केलेल्या आहेत त्याची दखल आपल्याला शिक्षक-प्रशिक्षणात घ्यावी लागेल.

## 7. सारांश

थोडक्यात, नव्या शैक्षणिक धोरणाचा भर 'सुपर स्मार्ट' बनण्यावर आहे. ज्याच्यामुळे उत्कृष्ट अध्ययनार्थी तयार होतील. उद्या शिक्षणात रोबोट आले तरीही ते नियमित कार्य करतील. शिक्षकाची भूमिका त्याही परिस्थितीत अबाधित राहिल यात शंका नाही. उदाहरणार्थ- वैयक्तिक गरजा, वैयक्तिक काळजी आणि स्नेह, सांस्कृतिक आणि स्थानिक गरजा यांची पूर्तता रोबोट करू शकणार नाही. ते कार्य शिक्षकाचेच असेल. विद्यार्थ्यांच्या भावनिक अंगाचे विकसन ही जबाबदारी

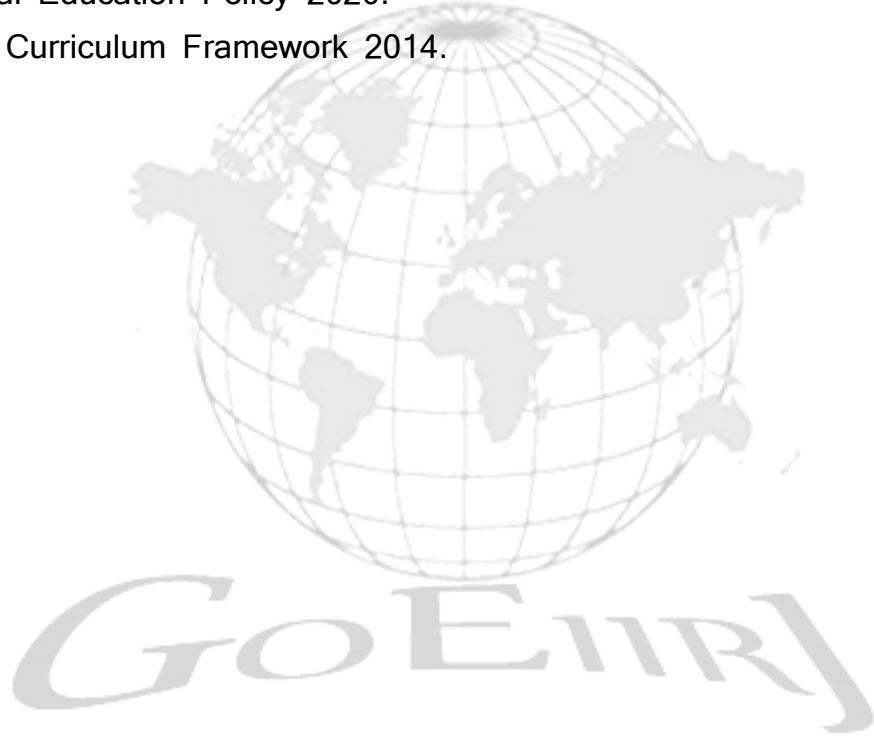


शिक्षकाचीच असेल. म्हणून शिक्षणात परिवर्तन घडवून आणण्यासाठी नवोपक्रमाद्वारे नवनिर्मिती कॉम्प्लेक्स प्रतिमाने आणि निर्मितीची ओळख व स्व अविष्कार याआधारे समाजपरिवर्तन घडविणे हे आपलेच कार्य असणार आहे.

या सर्व पार्श्वभूमीवर NEP 2020 नुसार शिक्षक-प्रशिक्षणाच्या अभ्यासक्रमाची पुनर्रचना गांभीर्याने करणे अपेक्षित आहे. चला तर आपण त्यासाठी सुसज्ज होऊन आधुनिक युगातील कार्यक्षम शिक्षक निर्मितीत आपला सहभाग नोंदवू या.

**संदर्भ -**

- National Education Policy 2020.
- NCTE Curriculum Framework 2014.



## A REVIEW ON ROLE OF A TEACHER AND TEACHER EDUCATOR IN NEP 2020

Dr. Kavita Thakur

And

Dr.Sreya Kolte

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### **Abstract:**

*NEP 2020 is a new reform in educational policy .It believes in holistic learning in learners with inculcation of knowledge in mind as a global knowledge superpower. It aims on 5 parameters such as enhancement, accessibility, quality, fairness and accountability. As it focuses on an interdisciplinary approach, the role of teacher plays an evitable impact in building foundation. Teachers should use new innovative research learning strategies to inspire learners and gain attention. They should develop teamwork skills. They need to be effective communicators as well as deal with the learner with empathy.*

**Keywords:** NEP-2020,Role of teacher, Role of teacher educator.

### **Introduction:**

NEP-2020 (National educational policy-2020) focuses on the changes in education patterns that are completely designed with the current 21<sup>st</sup> century events. Due to enhancement and improvements in the various fields it has positive as well as negative impacts. With respect to the impact of globalization in the educational field, it is observed that lots of learning gaps are formed. Thus to bring transformational changes NEP-2020 serves a major shift. The goal of “ Vibrant Knowledge society” can be achieved. NEP-2020 believes in holistic and multidisciplinary development. It also gives encouragement for use of creative thoughts and different innovation methods.

NEP-2020 is based on parameters namely: Enhancement, Accessibility, Quality, Fairness and Accountability. Enhancement resembles here the growth and development in learning outcomes. It can be achieved both ways, through learner and teacher. For enhancement in learner’s learning skill the cognitive development, learning methods, incorporation of technologies in learning skills. The learner’s learning style and its comfort is also taken into consideration. Due to the right to education act the educational centers should be easily accessible. Not only the centre but also the resources involved in the teaching method needs to be easily accessible. Quality of teaching-learning completely based on the standards and the principles on which the teaching-learning process is conducted. Evaluation of learning outcomes should be done with standardized methods. The specific objectives should be considered while analysis. Proper infrastructure should be assigned for the checking of accountability.

While enlisting the salient features of NEP-2020 vocational education and formal and informal educational modes of learning is eye catching.

**Role of Teacher:**

Due to innovations in the technology, the learner focuses more on understanding the concepts in broader aspects. It is observed that the learner learns more effectively by using references. As a teacher, it is the primary role of a teacher to act as a resource person. Teachers should be well aware of different modes of resources, included in the traditional and Modern era. Also for any concept to be learnt there are different perspectives which are obtained by referring to various resource materials. During academic development of learners, teacher's support plays a vital role. Emotional, Cognitively, Psychological, socio-economic etc. are the various forms of support a teacher can give to a learner during the learning process.

Primarily, a teacher should give proper direction to the learner. He/ she should help them in clarifying the difficult terms. This act is mentoring; it is observed that a good mentor helps upliftment of learning goals. Setting goals, giving appropriate guidance, setting positive learning environment which helps the learners to develop learning skills. Mentoring student also involves the selection of learning patterns, learning styles, reference books, activities, outcomes of learning etc.

As previously discussed, while playing a role of support system, becoming a learning helping hand goes along with, wherever the learner faces the obstacles in learning, teacher will be helping hand. Generally while learning the learner faces the difficulties in inculcating a new concept, getting familiarized with it, linking the new concept with the previously learnt one, and actual application of it. Also whenever a new concept is introduced, if it is not delivered or understood well during lectures, the student approaches the teacher to seek help for the same. Cooperation of different skills along with aid of technologies can make the learning processes easier and also develops interest in the knowledge acquisition processes. Collaborating activities of various subjects the learner gets broader perspectives of understanding various concepts. To make more effective understanding of the concept, a learning teacher should strategically make the learning skills breakers or small units which makes them learn different concepts in a greater method.

**Role of a Teacher Educator:**

In a course of professional development of a student –teacher, the activities conducted during the course work helps them to build up their strong foundation. As a teacher educator, focus on development begins through micro skills. It is essential to make student- teacher realize that the learner (Pupils), learns primarily/ through the teacher's teaching skills. As shaping of teaching skills begins, it is necessary that the student- teacher learns all the conceptual facts sincerely.

Use of appropriate gestures, voice modulation, empathy, appreciation, prompt feedback, learning methods- examples, teaching aids, teaching method needs to be focused and special concern should be taken while training. Also while training the psychological parameters of the learners in knowledge acquisition is taken into consideration. Importance of each parameter is the prime focused training.

As the technology progresses the benefits of using it also adds. It is necessary to shift traditional teaching methods to modern methods wherever possible. By incorporating technology with the explanation of any concept, it helps in gaining attention and also the learning process becomes easier. The concept which focuses on abstract thinking or creative thinking can be learnt with ease. The learner learns effectively through a synthetic approach.

As NEP-2020, focuses on a holistic growth of an individual, the activity based learning or learn by doing should be encouraged, also not only subject oriented knowledge need to be focused but the different subject objectives which have similar focus can be taken into accordance. The learner learns with an aesthetic approach. It has to be primarily focused on being a teacher educator, the content delivery methods are varied and not monotonous.

For making the strong foundational knowledge student- teacher should be encouraged for maximum use of library for resources. Various counseling training programmers by the experts should be conducted frequently. Professional developments also include personal development, thus teacher- educator should train about the body language and how it imparts reinforcement during learning. As teaching requires command over the communication skill. The different pattern of the effectors

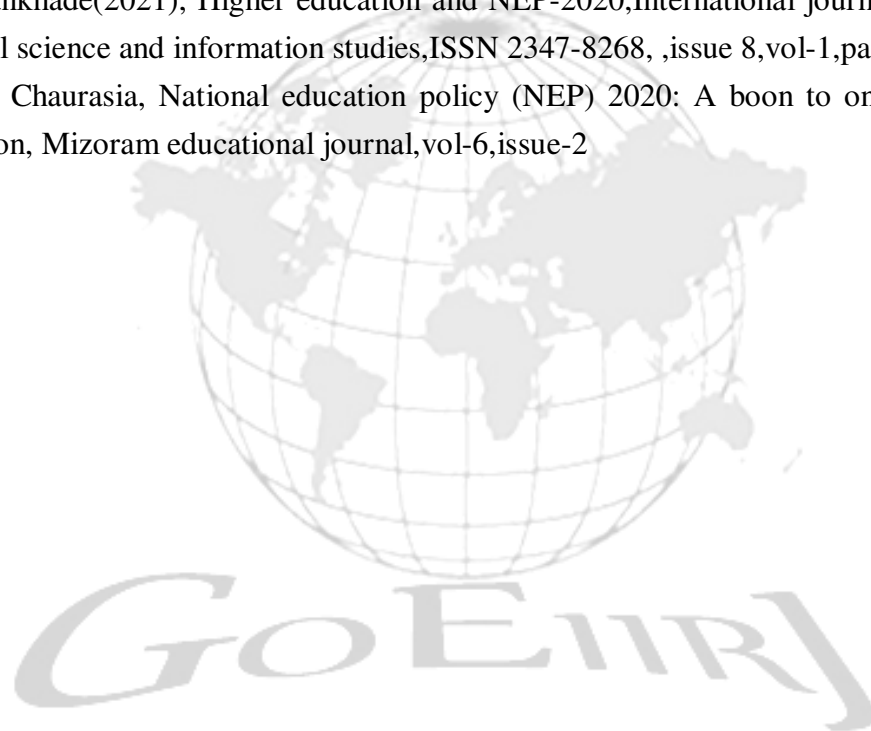
Mediators and how to be effective communicators should be showcased by practical training and practices. Collaborative learning, team teaching etc. Can be achieved through constructive teaching strategies & principles. Integrative teaching, learning helps in developing various values. While coursework, teacher trainers should discuss the barriers in the learning environment. Further, there should be expert guidance for how to understand the type of learner and how to improve cognitive skills. Teacher – educator should give activities which use memory enhances is very important to a student – teacher to learn the different stages of knowledge acquisition and different types of the knowledge processing. The Psychologist & their theories which enlightens our knowledge of the patterns of learners & associated learner.

Even though the teaching- learning process emphasis- on the knowledge delivery, it is crucial to train about how teaching aids are by an informative session on types of teaching aids and its uses according to the learning situations. As the new educational policies focus on skill development and vocational education. A teacher –educator should give a broad vision of what are different types of skills & how it grows an individual. Also encouraged to get furnished with any of the skills.

To develop values such as leadership, discipline, gender equality in the learner, the activities should be designed accordingly. Training of this should be given by teacher educators. Also languages, especially mother tongue or regional language should be made aware of it. Thus, an overall development of students – teachers is completely dependent on how the teacher-trainer trains them, the way of making use of different values, encouragement given for professional development in the due course.

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## CHALLENGES AND OPPORTUNITIES FOR ONLINE EDUCATION IN INDIA

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### **Abstract**

*Considering the quantum jump in technology, impending changes in education sector are happened. A lot of research work is taking place to understand the pros and cons of online education in comparison to face to face education. In India, there are a lot of challenges and opportunities for online education. With a panoramic literature review, in this paper, we have identified key factors which will boost online education in India. The development of the Internet accelerates the reform of the education industry, and the market of online education is becoming larger and larger. Some of the best educational apps have been created to serve as an additional resource for students participating in more structured education programs. It provides self-motivated students with options for learning in gaming environment. There are certain factors which are creating a hindrance in the growth which include insufficient digital infrastructure, credibility and language used in online education. With the increase in number of internet users in India, the paper also looks into what opportunities are there in future in education sector.*

**Keywords:** Online education; Face to face education; Game based education; Educational apps; Challenges and opportunities

### **INTRODUCTION**

The growth of technology has brought tremendous change in the almost every sphere of life.

Technology has also impacted the process of education. Education is an important pillar for the development of a country. The face to face education has experienced a remarkable change in the last 10 years. Some of the reasons for the exponential growth of online education is that it is instant, online, anywhere accessible, self-driven and on the go. Focussing on the advancement of the education sector will lead to innovations and allow us to reap the full benefits of the power of the human mind. During COVID-19, we all saw an increase in online education as physical distancing was prioritized. In the recent times of COVID-19, digital education has supported millions of students in India and entangled suitability growth for future adversity and compliances. The government is supporting online education in India because of its potential to improve education quality and reach through the Digital India initiative. Government of India in Association with Ministry of HRD has initiated a programme named SWAYAM (Study Webs of Active – Learning for Young Aspiring Minds) that is designed to achieve the three fundamental

objectives of Education Policy i.e., access, equity and quality. Nearly 2000 online courses are offered through SWAYAM and approximately 150 million students across the globe are enrolled in different courses. Despite this strengthening approach, digital education persists through challenging events providing breakthroughs in innovative modes of teaching. This article discusses both pros and cons of digital/online education in India and attempts to point at the gap in digital platforms, hampering students' and teachers' development significantly. Online education has increased in India, especially during the COVID-19, however, some problems have been observed regarding this sudden change in the traditional education system.

### **Review of Literature**

There are many definitions of online learning. Khan (1997) has defined online learning as the delivery of instruction to a remote audience using the web as an intermediary. Elaine Allen, Jeff Seaman (2011) have defined Online courses as those in which minimum 80 percent of the course content is delivered online and Face-to-face instruction are those courses in which less than 30 percent of the content is delivered online.

According to Stack, Steven Dr. (2015), online education has proliferated in the last decade. His research not found any major difference in the scores of the students taking online course and face to face classes.

Another research done by Dr. Fahad N. Al-FAHAD investigates the students' attitudes and perceptions of 186 University Student's from different colleges towards effectiveness of mobile learning in their studies. Their research findings indicate that students perceive Mobile technologies as an effective tool in improving their communication and learning.

Herman, T., & Banister, S. had done a research on comparison of cost and learning outcomes of traditional and Online coursework. Their findings show that online course engages students' in the learning process, supports strong student learning outcomes, and saves cost for the university also.

According to a report by Google and KPMG, the online education market in India at the end of December, 2016 was \$247 million and it will reach \$1.96 billion by 2021. Also India's online education market is the second largest market after US. The findings of the report also state that the paid user base for online education services will also grow at least by six times i.e. approximately 9.6 million users by 2021.

### **EDUCATION- DEFINITION**

Dewey's definition of education 'as the process of the reconstruction of experience, giving it a more socialized value through the medium of increased individual efficiency"

### **ONLINE EDUCATION- MEANING**

Online education is a form of education which is delivered and administered using the Internet.

### **FACE TO FACE EDUCATION - MEANING**

A face-to-face session is one in which participants, instructors, and facilitators meet

together in the same place and at the same time.

### **EDUCATIONAL APP - MEANING**

Any mobile software that can be a remote learning platform is called an educational app. This integrated learning system offers complete knowledge and end-to-end learning solutions.

### **GAME-BASED LEARNING – MEANING**

Game-based learning is a teaching method that uses the power of games to define and support learning outcomes. A GBL environment achieves this through educational games that have elements such as engagement, immediate rewards and healthy competition. All so that while students play, they stay motivated to learn.

### **Drivers of online education growth in India**

Acceptability of online education in India is growing at an exponential rate because of the following factors:

#### **1. Internet penetration in India**

The main reason for the growth of internet users in India is the increase in number of smart phone users.

Availability of internet at fast speed and at very affordable price is the reason for growth in mobile internet user. Because of internet, world class education becomes easily accessible to urban and rural population. The 'ICUBE 2020' report by IAMAI and Kantar indicates that the Internet usage in India continues to grow. The number of active internet users are expected to grow and reach 900+ Mn by 2025. Mobile phone has been the key driver for growth of internet in India. All the active internet users use mobile phones to access internet.

#### **2. Online education saves money and time**

As online education is through internet, so it can be easily accessed anywhere, anytime. As the content is generally preloaded, so you can download the lectures / videos and watch them at your convenience time and again. Also cost of online education is very low in comparison to face to face education.

#### **3. Ease of doing courses for working professionals**

Online education offers great opportunity for working professionals as they cannot leave their jobs to pursue higher education. The major reason for the phenomenal growth in online education is MOOCs (Massive Open Online Courses).

#### **4. Initiative by Government of India**

Government of India is also taking initiatives to promote online education. They have started SWAYAM through which they are offering free education and certification courses to all. Government has started online National Digital Library (NDL) in which 17 million digital books & journals are available. There are 32 lakhs registered users are accessing NDL free of cost. Government has provided Wi-Fi facility to all the central universities. In order to establish digital infrastructure in India, the government has also launched National Optical Fiber Network.



### 5. Gaining recognition among employers

In India also many of the prestigious institutions are offering online courses where otherwise admission is very difficult and costly. Online courses done from well-respected universities/ institutions are accepted by employers. So proper care should be taken in selecting the university from where you are doing course. Right selection from right educational institute can help you make right career growth.

### 6. Bridge the gap between education level and industry expectations

Online education is one of the alternatives to bridge the gap between what industries expect and what the educational institutes are delivering. Online education offers an opportunity to enhance skills through advance courses available in different domains. According to a report in The World Employment and Social Outlook – Trends, 2010-2020 witnessed a five times increase in the numbers of digital labour platforms. The number of such platforms is concentrated in a few countries – the USA, India, UK, Ireland. With the advent of the COVID-19 pandemic, the labour supply over these platforms has increased. Online education offers an opportunity to enhance skills through advance courses available in different domains.

### Challenges in Online education

There are a lot of challenges faced by people in online education in India. Some of these challenges which need to be overcome are:

#### 1. Insufficient digital infrastructure

Although Government of India is taking initiative to develop digital infrastructure but a lot needs to be done in this direction. High speed internet and stable power supply are the biggest problem. India stands 70th position worldwide on internet speed and stability in terms of fixed broadband speeds in June 2021, according to data released by Ookla's SpeedTest Global Index. According to the report of World Economic Forum, only 15 percent of the households have access to the Internet, and mobile broadband remains accessible to very few i.e. only 5.5 subscriptions for every 100 people. Further, currently reach of broadband is just about 600 corridors, largely in and around the top 50 to 100 Indian cities, leaving rural areas with poor connectivity. 5G networks technology is the requirement of today's which will increase the speed of downloading the data.

#### 2. Limited Social interaction

Since online education can be accessed at home or any other convenient place, there is very limited direct interaction with the teacher and other people doing the course. According to Dharendra Kumar (2010), especially those courses which are self-paced, there is very less discussion among the peers. Most of the discussion takes place through e mail, chat room or discussion groups. There isn't any campus atmosphere to improve social interaction. So you are not able to develop any social links which do help in the career growth.

#### 3. Questionable credibility of degrees

Although industry has started recognizing online degrees, there are still a lot of fraudulent and non-accredited degrees being offered online. The number of scam operators is rising who are offering fake certificated which does not have any credentials. These scams not only losses the

credibility of the online certificates but also the faith of prospective employer in online programs.

#### **4. Language of the Course**

India is a multi-linguistic country, and a vast majority of the population comes from rural areas. The content offered by most of the online courses is in English. Hence, those students who are not able to speak English struggle with the availability of language content. Hence, it is the duty of computer professionals, educators, administrators, language content creators, and content disseminators, to sit together and give a viable framework and standard solution to the learners knowing only Indian languages.

#### **Opportunities in Online Education**

Change in technology is offering many opportunities for all stakeholders in the online education sector which includes entrepreneurs, education providers and learners. Some of the factors offering different opportunities in this domain include:

##### **1. Mobile Learning**

According to a report in Stastia (2020), in the year 2020 there were 79% of students in India use smart phones for online learning. This figure is projected to increase by the year 2025. Going forward, IAMAI hopes that the National Telecom Policy (NTP), which is focusing on new technologies like 5G, will promote better quality data services at more affordable prices and help address the digital divides that will promote internet penetration in the rural areas through mobile internet.

##### **2. Investor's Interest**

A large number of entrepreneurs are venturing into online education as this is expected to see an uptrend in the next 5 years. The Chang Zuckerberg Initiative has invested \$50 million in Byju's, Bertelsmann India has invested \$8.2 million in Eruditus, and Kaizen Management Advisors and DeVry Inc. have put in \$10 million in EduPristine. So, the online education sector will continue to spark more interest among entrepreneurs, investors and attract more funding.

##### **3. Blended Model**

There will be convergence of the offline education and online education in future. This concept of blended learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, but student has some control over time, place, path, or pace. This model will take advantage of both face-to-face classroom practices combined with computer-mediated activities. In future, there will be virtual classrooms where face to face offline pedagogy will be aided by digital courses on practical knowledge and soft skills.

#### **Conclusion**

Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, universities and government. Drastic changes in course curriculum are required to bridge the gap so that students are industry ready after passing out. Education process needs to be changed by making it more practical with the use of technology. Also course should be designed in different language to increase their reach and more

opportunities for youth of rural India. Innovations are required to design ways to increase the social skills of online learners.

India is expected to accelerate digital learning and benefit from the global digital education initiative. Many other countries together with India, are expected to drive the change from the traditional classroom education approach to the new age of digital education approach and help initiation of further and better opportunities in the online/digital education sector on a global scale. Considering the above discussion, it will be safe to conclude that the use and progress of online education in India has been noteworthy, despite the so-called ‘challenges’ it poses to the traditional educational approach, the teachers and the students, themselves. Analysing the challenges and the opportunities regarding the scope of online education in India is useful to assess the current scenario. The disparity, according to regionalism, imposes a hindrance to the success of online education. Similarly, the disparity based on the economic condition is another factor that impedes digital education success in India. It is important to recognize the opportunities in this sector because digital education is unavoidable as per the global trend. Therefore, the government of India has immediate action to improve the basic infrastructure of online education in India through policies and programs. These initiatives will certainly help provide the proper tools, and these tools will encourage the teachers and the students to accept the advantages of online education.

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## ISSUES AND CHALLENGES IN IMPLEMENTATION OF NEP 2020: A REALITY CHECK

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### Abstract

*The Government of India took a giant leap forward by announcing its new education policy; the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. Addressing the completion of one year of the NEP, Prime Minister Narendra Modi remarked, "We are entering the 75th year of Independence. In a way, implementation of NEP has become a vital part of this occasion. This will play a key role in creating a new India and future-ready youth".*

*The national educational policy should be implemented in all schools and colleges over India by 2022. A number of states have officially launched the policy and many others are in the process to do the same. Although the NEP has started to gain some momentum, there are still various obstacles in the way of its realization. Yet, the most crucial challenge before NEP is building consensus and getting states to own the first omnibus policy after 1986. In short, the success of the NEP largely hinges on the states taking ownership of the reforms. While the NEP has begun gathering a fair degree of momentum, the road to its realization is filled with endless potholes. NEP has the most challenging task of addressing multiple crises in the education system. In this paper, the authors are going to explore issues and the challenges in the implementation of various policies mentioned in national education policy 2020 as well as the complexities involved in it.*

**Keywords:** National Education Policy 2020 (NEP 2020), Multiple Crises, Issues, Challenges

### Introduction

Realizing one's full potential, creating a fair and impartial society, and furthering global progress all depend on education. The secret to India's sustained ascent and dominance on the international scene is to ensure that everyone has access to high-quality education in terms of national integration, social fairness and equality, scientific advancement, and cultural preservation. The most advantageous path forward for leveraging the abundance of skills and resources in our

country for the benefit of the person, the community, the country, and the globe is through universal high-quality education.

Over the next ten years, India will have the largest number of children, and the future of our nation will depend on our capacity to give them access to high-quality educational opportunities.

The National Education Policy (NEP) for India has been updated, reviewed, and approved on July 29, 2020, after being in place for 34 years. India's education system will undoubtedly make it a desirable country for international students seeking higher education.

In order to control, govern, and encourage interdisciplinary academic and research in Indian HEIs, NEP 2020 places a strong focus on systemic and institutional changes.

The establishment of NEP 2020 has been a watershed moment in India's educational history. The policy aims to create an education system that is centered on India and is capable of transforming it into a thriving knowledge society.

In the NEP, significant reforms are proposed, such as opening up Indian higher education to international colleges, the dissolution of the All India Council for Technical Education and the Universities Grants Commission. The creation of the Higher Education Commission of India (HECI), which would serve as a single regulator and perform a number of tasks including accreditation, funding, and academic norm setting, is one of the paradigmatic transformations. Making a National Curriculum Framework is another structural modification that will implement curriculum, pedagogy, and other content required improvements.

In order to develop a new system that is in line with the aspirational objectives of 21st century education, the NEP recommends reform and revamping of the educational framework, including its regulation and control. The current 10+2 structure is changed into a 5+3+3+4 design to accommodate the age ranges of 3–8 years (foundational stage), 8–11 years (preparatory), 11–14 years (middle), and 14–18 years (secondary). This policy includes pre-school education in the definition of formal education. By overcoming social divides in access, participation, and educational results, the strategy seeks to reach a 100% gross enrollment ratio in schools by 2030. (Singh, 2020).

In this paper, the analysis of policy is carried out in order to assess the impact on the existing educational system in the states, in terms of social and political challenges, and how would it impact the students in current and future scenario.

### **Objectives**

The NEP 2020 is a well-defined and futuristic education policy which has many initiatives to improve the quality of the education system in India.

The objectives of this study are:

1. To highlight the overview of the NEP 2020.
2. To identify the issues in implementation of NEP 2020.
3. To identify the challenges in implementation of NEP 2020.

**Research Methodology**

The article is based on data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is to explore the issues and the challenges in the implementation of various policies mentioned in national education policy 2020 as well as the complexities involved in it.

**Review of literature****National Education Policy (1968)**

NPE 1968 was framed to equalize educational opportunities across the country. It aimed at creating an education system that can provide unrestricted access to education. This policy focused on the development of values for national integration because it acknowledged the power of education for the country's economic and cultural development. The policy had the vision to create equal opportunities for citizens across the nation. NPE 1968 also focused on students from rural, backward, or tribal areas and gave special emphasis to the education of the girl child.

**National Education Policy (1986)**

This policy was formulated to improve and equalize educational opportunities within the nation. Besides, it also aimed at addressing the unique needs of the learners (including the special and marginalized students). It envisioned an educational structure that could support the all-round development of the country and focused on the quality of education imparted within the institutions. Through a common school curriculum, the government aimed to popularize the use of educational technology. And it emphasized more on the teaching of Mathematics, Sports, Science, Physical Education and education for international understanding.

**Implementation of New Education Policy 2020**

- The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic
- The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one
- The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government
- Subject wise committees will be set up with the Government of India both central and state-level ministries for discussing the implementation strategy

**Issues in Implementation of NEP 2020****Institutional constraints:**

A sound education ecosystem will consist of a variety of institutes rather than a forced multidisciplinary. Students should be able to select from a variety of educational institutes and not just one particular institute. The strategy runs the danger of fostering a new type of educational isoform isomorphism required by the Centre.

**Lack of funds:**

Spending on education by the States and the center accounted for 3.1% of GDP (Gross

Domestic Product), according to the Economic Survey of 2019-2020. A dynamic change in the education cost structure is unavoidable. While considering to fund at 6% of the gross domestic product remains uncertain, aspects of the transformation may be attainable at a very cheaper cost for a great level.

**Issue in integration:**

One of the major issues in the implementation of this policy is that there are lags in both the aspects of thinking and documentation, for example the policy lags in the integration of pedagogy and technology. There are major gaps, like lifelong learning which should be considered as a key component of updating the emerging sciences.

**Teacher Availability and Training:**

The policy calls for a rethinking of the educational curriculum. However, in order to properly deliver the curriculum, schools and related authorities must train teachers and grasp the pedagogical requirements to ensure a seamless transition to the new education system. Furthermore, they must change the emphasis from teacher-centered to student-centered learning in order to build collaborative skills, critical thinking, problem-solving abilities, and decision-making abilities in youth.

A study estimates that by 2030, over 250 million students will be enrolled in K-12 schools in India. That means he will need to add nearly 7 million more teachers to accommodate this growing number of students. As teaching in India is a low-paid profession, making experiential learning and concept-based teaching a daunting task until teacher compensation is revised, NEP 2020 will be very difficult to implement.

**Debate of multilingualism:**

Mother tongue lashes where the ecosystem extends all the way through higher education and into employment according to multilingualism argument. This may not be sufficient in the absence of such an environment. The NEP also mentions multilingualism, which should be emphasized. In India most classrooms are de-facto multilingual. Some states dismissed this program as a fruitless or futile attempt to impose Hindi.

**Linguistic barrier:**

The document includes many policies that are open to criticism, which also includes language. In order to enhance the learning results, the NEP 2020 policy aims to offer home language study for up to fifth grade. The ability to understand at an early age is greater in the mother tongue and is crucial for future success. Even with the finest instructions and facilities. The study suffers if the foundations are not good. However, it is known that the primary purpose of education is social and economic mobility. And that the English language is the language of mobility in India.

**Issues with examination**

Examinations are considered to be a neurotic experience because of the competition it comprises. The results and consequences of a slight drop in the performance is promising. The structure of opportunity is the only answer to the exact conundrum of the exam and India is far



from it. This definitely requires a society with less inequality not only in terms of the access to the quality institutions but also the economic disparity resulting from the institute's accessibility.

**Lack of proper resources for introduction of Vocational courses :** National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. Infrastructure, set up and trained personnel are required for introducing vocational courses in school and high investment is required to bear this additional cost.

**Digital Divide:** The use of technology, digital literacy, and coding from a young age are stressed under the new policy. While much emphasis is placed on using technology in all areas of the education sectors like teaching, learning, and evaluation; setting up virtual labs; preparing schools; coaching; and setting up discussion, the strategy ignores the digital divide between urban and rural areas, the lack of a sophisticated foundation, and access to devices/the internet. Increased use of technology and artificial intelligence in education without enough infrastructures would be a total failure that might widen the digital gap between urban and rural areas.

#### **Challenges in Implementation of NEP 2020**

Funding is a significant barrier. From a financial perspective, the timorous are not faced with any difficulties. According to the NEP 2020, spending on education will rise from 4.6% to 6% of GDP, or about INR 2.5 lakh crores annually. Building schools and colleges across the nation, hiring professors and teachers, and covering operational costs like giving school children free breakfast are all excellent uses of this money.

Currently, the focus is on healthcare and the recovery of the economy, which slows down implementation despite the hardship on the exchequer, economists have been asking for significant stimulus packages totaling double-digit percentages of GDP. Although the National Education Policy is a 20-year project, one is concerned that we may be off to a stumbling start over the next two to three years as the more urgent but no less significant demands of healthcare and economic recovery take precedence over government and budgetary objectives.

Higher education that crosses disciplines calls for a revolution in culture. The NEP 2020's emphasis on interdisciplinary learning is a highly positive development for higher education. For many years, schooling in India has been relatively repetitive and secluded. It is difficult to see the entire higher education system being made up of "exceptions" teachers who respect, are interested in, and lean toward other fields of study while being experts in their own. Over the next 15 to 20 years, this call for a cultural change throughout the entire higher education ecosystem.

The conditions of those schools that are operated across the nation on a for-profit basis by certain people or bodies are not addressed in the education policies. To date, no education policy has recommended ways to lessen the disparities in the educational standards of rich and less privileged students.

The mindset of approximately 10 million educators, many of them from rural areas, is changing the background will be another big obstacle. Lack of accreditation at the school level at this point, another issue is quality control that needs to be addressed.

All stakeholders must work together if the policy is to achieve its goals. It cannot be denied that the result of the new school education will be generally diverse and independent. Young people who will be true ambassadors of innovation in ambitious India. Let us achieve the goals as soon as possible and let India achieve them as the "knowledge center" of the former world.

The policy of school education envisages a radical structural formulation of art, a very welcome move. Many curriculum changes require major changes in mentality changes among teachers, but also among parents.

Opening colleges every week is a demanding task. There are currently about 1,000 universities in India. One of the policy's declared objectives, which is to double the gross enrollment ratio in higher education by the year 2035, will result in that over the course of the next 15 years, we must build one new university each week. Unquestionably, opening a new university every week is a tremendous challenge.

## CONCLUSION

In summary, NEP 2020 is a truly groundbreaking document in every respect. The policy aims to address educational challenges, structural inequalities, increasing access, etc. apart from preparing learners for the future while meeting the demands of India in the 21st century. . At the same time, NEPs have the most difficult task of addressing some of the crises in the education system. Its effective implementation is essential for India to reap the demographic benefits and opportunities of a rapidly growing knowledge-based economy. Given its transformative potential, the Center has demonstrated urgency and determination by launching a number of initiatives in recent months, despite the challenges of the pandemic. Many states have officially adopted the policy, and many others have taken similar steps. However, NEP is still a long way off. Ensuring coordination and cooperation among diverse stakeholders, including districts, states and the private sector, will be a daunting task, especially given its scope and the complexity involved in its implementation. Separately, we must address the low capacity of governments, the availability of financial resources and, most importantly, the education ecosystem that hinders new ideas and innovation. The most important challenge ahead of NEP, however, is building consensus and getting the state to own its first omnibus program since 1986. In short, the NEP's success relies heavily on cooperative federalism and state ownership of reform.

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**OPPORTUNITIES AND CHALLENGES IN INDIAN ONLINE EDUCATION****Dr. Rajeev Singh***Principal**Arts, Commerce & Science, Sayli, Silvassa.***Dr. Ruchi Sinha***Head Librarian**Arts, Commerce & Science, Sayli, Silvassa.*

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**Abstract :**

*Due to the speed at which technology is evolving, changes in the education industry are inevitable. Numerous studies are being conducted to determine the advantages and disadvantages of online learning compared to traditional classroom instruction. There are numerous chances and difficulties for online education in India. In this research, we have highlighted critical characteristics that will enhance online education in India using a thorough literature review. The important elements influencing the expansion of online education include internet penetration, low cost of online education, convenience of course completion, government initiative, employer recognition, and bridging gap. The growth is being hampered by a number of concerns, such as inadequate internet infrastructure, credibility issues, and the language used online. The world is becoming more digital day to day, and as a result, digital tools, techniques, and technologies are highly related to various activities, features, industries, and areas. In recent years, the education sector has become increasingly technologically savvy. As a result of this strategy, a number of concepts, areas, and domains have been developed, including education technology, e-learning, online education, blended learning, and what could be referred to as a digital education/digital learning area as a whole. In relation to digital education and its subfields, numerous universities throughout the world have introduced various online platforms for enhancing learning by sitting at home on one click.*

**Keywords:** Online Education, Digital Learning, Digital Infrastructure, Techniques of e-learning.

**Introduction:**

Online education is a particular priority of the NEP 2020. Pilot research projects will be carried out by universities and institutions like NITs and IGNOU to maximize the advantages of digital learning in India. The training materials, classroom resources, assessment tools, profiles, and other online tools and platforms like DIKSHA and SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) will be revised with new information to enable smooth interaction. It also emphasizes the development of open, interoperable digital infrastructure that may be used by various platforms. NEP 2020 places a strong emphasis on developing online learning environments where students may put their theoretical knowledge into practice and making course materials available in multiple languages. The recently reorganized Ministry of Education suggests creating a special division to promote digital learning. The specialized unit will be made up of specialists in education, educational technology, management, and e-governance who will concentrate on the needs of online learning for both the school and higher education. Online testing and exams will receive more attention. The current era is driven by digital

technology, and the internet and the World Wide Web have an impact on the entire planet. The internet has equipped all those looking for education and those offering it, bringing them together under one virtual roof. Because of this, the idea of a virtual classroom is already well-known all across the world. As a result, in the contemporary day, online technology plays a crucial part in delivering education, and due to its adaptability, online educational technology has grown in popularity. Compared to the centralized classroom education system, internet education is now more accessible to underprivileged populations.

### **Emergences of E-Learning:**

Because of pandemic, the world was able to practice online learning more effectively and efficiently. The lockdown phase gave a boost to online learning platforms like Zoom, Google Meet and because of this it is now very convenient to use these different platforms for conducting virtual learning. There are various advantages of virtual learning, one can even attend seminars and meeting even from their workplace or home. The people living in backward areas or females, who are not allowed to study and go to school, can take benefits of NEP. As a result of rapid advancement in the field of technology and advancement people are leaning more on internet driven services than traditional learning. And in the coming future it is expected that people will rely on e-learning as compared to classroom learning.

### **Effects of E-Learning:**

Everything in the world carries dual effect with itself. E-learning has positive effects as well as negative effects. So far we have discussed about positive effects, let us flash some lights on negative effects of e-learning. If e-learning comes into daily practice, it will lead students to laziness and will affect their concentration level too. The people will only join the seminars and classes for the sake of attendance and certificates more and more consumption of laptops, mobile phones will affect individuals' eyesight too. The most essential part of e-learning is available of internet, and everything carries a value with them. The cost which would be incurred on the installation of Wi-Fi or recharge will affect once income.

### **History of National Education Policy 2020:**

Indian higher education is already being impacted by international trends and circumstances. Over the past few years, India has drawn a sizable number of international students, including NRIs in greater numbers. Numbers; enrolling in various academic, instructional, and professional programmes. Additionally, a lot of foreign colleges provide students the chance to earn their degrees without ever leaving India (Kugiel, P., 2017). The gap between public and private institutions has been reduced thanks to tendencies toward liberalizing educational systems. Massive changes have been made to the kind of programmes that HEIs provide, and they have acquired mastery-level skills and capabilities that are in more demand. Future college students are more likely to choose degrees that will open up career chances (Hiremath, S. S., 2020). NEP 2020 is introduced in this common situation to advance Indian and proposal of the next level.

**Objective:**

The current paper's goal is to examine the NEP 2020, which the Indian government has unveiled. The study examined the policy document NEP 2020, which covers its recommendations and guiding principles. The policymaker's vision for India 2.0 is also highlighted. The newly required material will put an emphasis on fundamental notions, ideas, applications, and problem-solving. It will be more participatory to conduct instruction and learning. The way that instruction is delivered in the classroom will change to competency-based learning. The new experiential learning will incorporate hands-on learning, education that integrates the arts and sports, and storytelling-based pedagogy as a core component of instruction. The different enrichment activities, including quizzes, sports, and vocational crafts, will be taught throughout the year to promote the bagels days. Each youngster will be required to learn at least one profession and be exposed to several others.

**Literature Review:**

The future of the country and the fate of its citizens are determined by education, which is a key factor in the construction of a nation. In terms of the state's and the topic's growth and development, the impact will be long-lasting. In the current environment, the relevance and role of education cannot be disregarded. If we contrast the pre-independence and post-independence eras, the expansion and progress are evident. This is the third time in 34 years that the Indian government has changed the method that India will be taught. The new National Education Policy 2020 includes various reforms that could have an impact on all stakeholders (Kalyani Pawan, 2020). Using liberal and transdisciplinary education, turn India into a global centre for learning, In their article, Aithal, P. S. et al. emphasized key features of the new education policy and contrasted them with the currently in place traditional education system. NEP 2020 placed a strong emphasis on encouraging innovations and is anticipated to have a variety of effects on the Indian educational sector. Additionally, a framework for its successful implementation has been established. The New Education Policy, 2020 contains disadvantages that have been explored by Jha, P. et al (2020). The current NEP is the third in a line that India plans to introduce. Since the last one was in 1986, it took 34 years to develop. The strategy addresses a variety of pertinent issues, including how to deliver high-quality education that meets international standards and promote equality in increasing public awareness and private player involvement. Suryavanshi. S. (2020) has emphasized the need for teacher development in Indian colleges. New Education Policy (NEP) 2020: A Roadmap for India, according to Kumar 2.0 modeled after a Chinese university. It underlined that college and university instructors should have the freedom to choose their pedagogical approach and that support for research and innovation should be given. The idea of giving HEIs operational and financial autonomy is a futuristic advance. The National Education Policy 2020 will prove to be a turning point for Indian education, according to Kumar, K., et al (2020). A thorough foundation for elementary education is provided by NEP-2020, which covers the instruction of commercial and technical subjects. Additionally, it has support for internet-based e-learning, a paradigm shift from the traditional approach. Access, equity, affordability,

accountability, and quality are the cornerstones of NEP. Sustainable objectives although the NEP has flaws, it has a thorough understanding of the world situation. To overcome the obstacles needed to develop high-quality education for everyone, it should be undertaken with extreme prudence. Deb, P. (2020) talked about the Indian educational ethos and cultural values that were included in the National Education Policy (NEP) 2020.

#### **Future of National Education Policy 2020:**

The Government of India published the National Education Policy (NEP) 2020, a comprehensive policy statement, in July 2020. It sets the vision and priorities for the nation's educational system. The old National Policy on Education, last updated in 1986, is replaced by the NEP. Providing inclusive and equitable education for all pupils, regardless of their socioeconomic status or geographic location, is one of the main objectives of the NEP 2020. The NEP makes several significant changes to the educational system in order to accomplish this goal, including: Care for young children and education: The NEP urges the creation of a national curricular framework for pre-primary education and emphasizes the value of early childhood care and education.

#### **School Education:**

With a focus on hands-on learning and critical thinking abilities, the NEP suggests a significant revamp of the educational system in schools. The introduction of a 5+3+3+4 education structure, in which the first five years of schooling focus on foundational learning, followed by three years of middle school, three years of high school, and four years of higher education, as well as a flexible curriculum that enables students to select from a variety of academic and vocational subjects are also recommended.

#### **Higher Education:**

The NEP suggests creating a single regulator who would oversee both public and commercial institutions of higher learning. Additionally, it urges the development of a National Research Foundation to aid in this endeavor as well as the promotion of research and innovation in higher education.

#### **Teacher Education:**

The NEP urges the creation of National Professional Standards for Teachers and highlights the significance of teacher education and professional development. Additionally, it suggests creating a National Teachers' Portal to give educators access to resources and support. It also calls for the incorporation of technology into teacher education. Educational Multilingualism: The NEP acknowledges the value of bilingual education and the part it can play in fostering diversity and national cohesion. Up until at least grade 5, it advises using the native tongue or a regional language as the medium of instruction and it encourages the study of Indian and classical languages. The National Education Policy (NEP) 2020 is anticipated to have several advantages for the Indian educational system:

#### **Flexible & Multidisciplinary Curriculum:**

Flexible and diverse curricula are encouraged by the NEP 2020 because they focus on

students' overall development and help them get ready for the 21st century. With this method, students can explore a variety of topics and gain knowledge and skills that are pertinent to their interests and career aspirations. Experiential and hands-on learning: The NEP 2020 places a strong emphasis on the value of experiential and hands-on learning techniques, including as project-based and inquiry-based methods, to engage students and support the growth of their critical thinking and problem-solving abilities. Improved teacher preparation and professional development: To guarantee that all teachers are educated to the highest levels, the NEP 2020 calls for the implementation of National Professional Standards for Teachers.

**Dependent Access to Higher Education:**

By increasing the number of universities and colleges and by providing more flexible and diversified degree programmes, the NEP 2020 seeks to increase access to higher education. This will give students additional chances to pursue higher education and realize their academic and career objectives.

**Increased Access and Equality:**

The NEP 2020 aims to improve educational access for all pupils, particularly those from underprivileged families. It urges the development of school infrastructure in underprivileged areas as well as the creation of a National Scholarship Portal to offer financial aid to deserving students. This will encourage greater equity in the educational system and assist lower barriers to education.

**Preservation of linguistic and Cultural Diversity:**

The NEP 2020 acknowledges the value of preserving and advancing India's linguistic and cultural diversity. It urges the study of Indian languages and cultures at all educational levels, as well as the use of the mother tongue or a regional language as the medium of teaching during the early years of schooling. This will support the promotion and preservation of India's rich cultural legacy.

**Benefits:**

The NEP-2020 is anticipated to close the gap in India's educational standards. It will foster innovation and aid in the internationalization of the nation's educational system. The NEP 2020 draught was developed in a progressive manner after extensive stakeholder participation. It is recommended that children begin formal schooling around age 3. This policy's main areas of focus include entrepreneurship, workforce development, and job creation. It is founded on the tenets of equality, gives people freedom, and strengthens the weaker members of society. NEP provided a foundation for HEIs to thrive. They will receive concessions from reservation quotas, freedom in admission, teacher appointment, support for research, and staff layoffs. It is mandated that educational quality, accreditation, and ranking system be used. The Proposal contains the knowledge and ideas of numerous advisors from all industries. The Sustainable Development Goals (SDG) set forth by the United Nations is the inspiration behind NEP 2020. Additionally, it placed a strong focus on lifelong learning and provided for various entry-exit points to allow students to finish their degrees at any point in their lives. Under RTE, education must be made available to all social groups, and it must be based on equality, with no room for caste or gender



discrimination. Support for pupils from the economically underprivileged part of society is provided specifically. The changes have been proposed for teacher education and training to enhance the standard of instruction in higher education.

### **Challenges & Limitation:**

There are some potential challenges and limitations to the implementation of the National Education Policy (NEP) 2020 in India:

#### **1. Funding & Resources:**

The NEP 2020 asks for large investments in the education sector, including the development of new colleges and universities, the expansion of school facilities, and the provision of financial aid for students. But it's unclear if the government will be able to supply the money and resources required to effectively implement these reforms.

#### **2. Teacher Shortage:**

Particularly in rural and outlying areas, India suffers from a teacher shortage. In order to fulfill the growing demand, the NEP 2020 asks for the hiring and training of more teachers, however it might be challenging to find and keep enough highly trained teachers.

#### **3. Resistance to Change:**

The NEP 2020 represents a huge change in how India approaches education, and some educators and stakeholders who are used to the current system may be resistant to it. Addressing these issues and working to increase support for the reforms envisaged in the NEP 2020 will be crucial.

#### **4. International Challenges:**

The NEP 2020 is a thorough policy paper that addresses many different topics and makes several reform recommendations. The collaboration and coordination of several stakeholders, including governmental organizations, educators, students, and parents, will be necessary to implement these reforms. Making sure the reforms are applied consistently and efficiently across the nation may be difficult.

#### **5. Assessment & Accountability:**

The NEP 2020 places a strong emphasis on the value of flexible, multidisciplinary curriculum and encourages the use of active, hands-on learning techniques. Due to this, it could be more challenging to evaluate students' learning and hold institutions of higher learning and educators responsible for their performance. To guarantee that student learning is reliably measured and that schools and educators are held accountable for student development, it will be crucial to design suitable assessment methods and systems.

### **Conclusion:**

In addition to promoting the use of experiential and hands-on learning techniques to engage students and foster critical thinking and problem-solving abilities, the NEP 2020 places emphasis on the value of a flexible and diverse curriculum that prepares students for the 21st century. These methods may assist students acquire the abilities and information necessary to succeed in the twenty-first century while also better preparing them for success in a world that is changing

quickly. Overall, the NEP 2020 is a bold piece of policy that seeks to modernize and restructure India's educational system. Higher education in India is to be modernized as part of NEP 2020. It will make use of worldwide communities' cooperation and their experiences. To meet the needs of education in the new normal post-COVID age, higher education offered in Indian institutions and colleges under NEP 2020 will also embrace ICT. Keeping up with the outmoded educational system is pointless now. The Indian government will need to make significant adjustments to the higher education curricula to meet the demand for qualified workers around the world. NEP 2020 implementation would be extremely difficult as a result. The policy will undoubtedly bring about new and revolutionary developments.

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**TECHNOLOGY FOR TEACHERS****Dr. Hemantkumar D. Patil***Associate Professor and Head,**Department of English,**Late Annsaheb R. D. Deore Arts and Science College, Mhasadi,**Tal-Sakri, Dist, Dhule (Maharashtra)*

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**Abstract:**

*Technology is everywhere, infinite information is available online and continually developing and modifying. Today learners are more advance than teachers, when it comes to digital skills. COVID-19 awakened us regarding the importance of technology for teachers. In the past, we generally found resources for professional development in reference books, from colleagues and formal training events. Today, digital world gives access to lot more opportunities and these resources are usually available for free. Online resources for professional development of teachers are available through mobile apps and websites. Variety of digital tools and applications will really help the teachers to integrate digital elements into practice and make them technologically proficient. The present paper will try to focus on the use of technology for teachers.*

**Key Words:** technology, digital, teacher**1. Introduction:**

Technology is everywhere, infinite information is available online and continually developing and modifying. Technological advancement has created a vital role in classrooms and education system, it is innovative and changing the teaching -learning scenario. Today learners are more advance than teachers, when it comes to digital skills. COVID-19 awakened us regarding the importance of technology for teachers. In the past, we generally found resources for professional development in reference books, from colleagues and formal training events. Technology gifted numerous, invaluable resources which are aids for the teachers of modern era. Today, digital world gives access to lot more opportunities and these resources are usually available for free. Online resources for professional development of teachers are available through mobile apps and websites. Variety of digital tools and applications will really help the teachers to integrate digital elements into practice and make them technologically proficient. The present paper will highlight on the use of technology for teachers.

Many reports of the commissions appointed to review the 'Education Policies' focused on the use of technology in teaching-learning process in India. The latest National Education Policy 2020 also highlighted the importance and increase the use of the technology in teaching-learning. The COVID-19 is a transitional phase in every walk of life which compels us to change and tune with the time, education is the most affected sector to accept the change. There is a drastic change in teaching learning from traditional learning to technology supported mode of learning. Pre and

post- pandemic situations are totally different. Though we resumed the classroom teaching, as the normal course of life, teachers are not detached with the technology. The number of technology user teachers is great and increasing. Teachers need to know about the available technological resources and learn how to use them, develop the pedagogy that will make the teaching-learning more interesting for both teachers and students. No doubt that the technology empowers the teachers but it is two-edged weapon, as Steven points out, “It is important to remember these are only tools, how use them is what makes or breaks the class.” So, it is a teacher who must be user friendly to the technology, which he decides to use for the class.

## **2. Technology for teachers:**

There are so many technological tools which help teachers to make the teaching more interesting and easier. The list of these technological tools is open class and updating every day, such as the latest Chat GPT. The present paper focuses only few for the discussion.

### **2.1 Google Classroom:**

Google classroom is, ‘one place for leaning’, available and supported by the “Google”. 150+millions are using this online platform and enriching the teaching learning process. It’s free and empower teaching and learning from anywhere and on any device, which gives the class more flexibility and mobility. Teachers can use all leaning tools together; manage multiple classes and many more things the teachers can handle. It helps to provide notes, videos and assignments to the class. It also prepare and schedule tasks, assignments, and quizzes across multiple classes.

### **2.2 YouTube:**

YouTube is also one of the Google’s platforms. It is second most visited website after the ‘Google’. It is global video sharing platform and mostly used in the pandemic period for the purpose of education. The audio-visual mode of this platform is the most effective, so it is the favourite mode of the teachers to share the content and it is free of the cost, (though the it compels to watch the advertisements). YouTube allows the creator to edit and modify the content. Lots of videos related to the topic can be used to demonstrate or explanation, for example, *Animal Farm* novel is available in the animation form on the YouTube, teacher can show it before teaching the text of the novel.

### **2.3 TED Talk:**

A TED Talk is a recorded public speaking presentation, which is the parts of the main TED (Technology, entertainment and design) event or online worldwide broadcasting of the programme. The motto of the TED is to discover and spread the ideas by short powerful talk, that is why it is called as “TED Talk”. TED Talk encourages curiosity, reason and imagination. Such talks will motivate the students to speak. Variety of videos in English on various topics with subtitles can be benefited to the students to develop listening skill.

### **2.4 Evernote:**

Evernote is a task manging and note-taking application. Evernote is helpful to capture interesting article, webpage, screen capture and record useful ideas in your digital notebook. Provide right information handy when we needed. It automatically saves notes online and

synchronise them to all devices. It helps to manage the plans and to-do lists. Evernote can be connected with the 'Google Calendar'.

### **2.5 Penzu:**

Penzu is an useful to the teachers for writing assignments, reflection, literature analysis, essays, warm-ups, lab write-ups Grading system in Penzu can be time and labour-saving. Teachers can add two lines comment, The result of the assignments can be in points, percentage or letters.

### **2.6 Wordpress:**

Wordpress is nothing but a personal website, you can write blogs and connect with the students and educators across the world. It is a free and open source content management system. It helps the user to publish webpages, it can be the word, PDF, JPG or video files and so on. You can share the information and ask the students or others to visit your website. It has both free and paid version. In free version, the domain name is attached with the word wordpress.com. It helps the teachers to digitally connect.

### **2.7 Coursera:**

Through 'Coursera' anyone can access free courses on a wide range of topics. Coursera collaborates with more than 275+ leading universities and companies: IIT, Bombay to Google and Stanford to IBM. There are 5000+ courses to earn degree or a certificate courses, which are fully affordable, flexible, job-relevant online learning to individuals and organisations to enhance the skills.

### **2.8 Sound Right:**

Sound Right is an app by the British Council, focus on the correct pronunciation and introduces the use with forty-four sounds of English Language. Improve the pronunciation and help to read the phonetic scripts of English language. Simple, clean interface with the sounds of English. Really useful for any learner of English and as a teacher. It provides the sounds/phonemes with phonetic symbols and its pronunciation.

### **2.9 Google Form:**

Most of the used application for the survey/ poll, objective test exam, data collection and so on. Very easy to handle and operate. It provides data analyses the summery with charts and graphs. The link of the form can be pasted anywhere or mailed. It handles the single correct, multiple choice, one line, paragraph answers options, with facility to show correct answers and grades immediate after the submission. The creator can use pictures, graphs, diagrams, video as the questions.

### **2.10 Socrative Teacher:**

Real time quizzing and polling for the classroom. It is a visualize understanding. Educators can initiate formative assessments through quizzers, quick question polls, exit tickets with Socrative Teacher App. It instantly provides visual result. It has features like to ask multiple choice and true/false questions.

### **2.11 Zoom, Microsoft Team, Google Meet:**

Zoom, Microsoft Team and Google Meet were mostly used in the pandemic period all

over the world. All above three are the video conferencing applications, though these are not the exact alternative to the physical classroom but definitely the good alternative for the distance communication with the class. Students and a teacher can connect from anywhere (as usually from home) with the laptop/pc or mobile/tablet with internet connection is the only condition. The teacher can dialogue with the students, share the documents, power point, video, pictures and so on.

### **2.12 Swayam:**

SWAYAM's objective is to provide best teaching-learning resources to all, to reach the grass root level and disadvantages people. It is bridge the digital divide for students who remained untouched by the digital revolution and away from the main stream of the knowledge economy. The courses from class 9 till post-graduation to be accessed by anyone, anywhere 24x7. The courses are prepared by the best teachers and its free of cost. The courses provide video lectures, reading material, tests and quizzes, and discussion forum to clear the doubts. UGC has declared the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016, which advises the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

### **2.13 e-Pathshala:**

e-Pathshala is the initiative of the NCERT and Ministry of Education jointly. The aim of e-Pathshala is to showcase and disseminating all education resources like textbooks, audio, video, journals and variety of e-resources. The resources can be accessed through laptop/pc or mobile apps. Resources are available in multiple languages like: Hindi, English, Marathi, Urdu etc. The mobile app is small in size (needs 7 MB space)

### **2.14 WhatsApp:**

In the short period 'WhatsApp' becomes the most famous social media platform in the world. No doubt it is mostly used for the chatting and communication. Its features are fantastic, though it is used as for the entertainment and social communication, its education use cannot be neglected. It is most useful to share the educational resources like word, pdf, jpg files.

### **2.15 Plickers:**

Plickers lets you poll your class for free, without the need for student devices. The teacher just needs to give a card to each student (a paper clicker), to conduct the poll the teacher needs his or her android smartphone or tablet to scan them, the data will automatically collect and displayed on the screen. This app used to be incredibly helpful for quick formative assessment.

### **2.16 ChatGPT:**

'Chat Generative Pre-Trained Transformer' is known as the 'ChatGPT. The football final in Qatar on November 30, 2022 was in full swing, while the tech world was taking a revolutionary step in the field of artificial intelligence. That step is – ChatGPT. This new system can generate written text and that too is highly consistent. Reading the text, one wonders whether any human wrote it, so precise and accurate. This new system still has errors and shortcomings. However, the

system has generated a mixture of curiosity and fear around the world. ChatGPT is basically a virtual robot (chatbot), which answers various questions, performs typing tasks, communicates fluently and also advises on personal problems. It can help writing poetry, writing academic papers. One can even suggest writing a letter to a friend who has drifted away from you.

### **3. Challenges and obstacles between technology and teachers:**

No doubt that the technology with the humanity touch is a boon to the mankind. Technology becomes the inseparable part of the human life, so in the field of education. The lack of infrastructure, particularly in the rural and tribal area, is the obstacles to use the technology by the teachers in teaching-learning process. There is not good connectivity of internet or electricity. The lack of resources like laptop/pc, android mobiles/ tablets to the students is one of the obstacles. In few cases the untrained teachers are not user friendly with the technology, they are in favour of the traditional way of teaching. Insufficient finance to purchase the equipment and software.

### **4. Conclusion:**

The technology for the teachers is two-sided coin. The positive is that the use of technology is increasing and it is reaching up-to the grass-root level and definitely benefitted the masses. Change is the rule of the nature and life, the teaching- learning process is changing in India, it is now technology driven. Technology enhances the quality of teaching and learning and hope that technology will never be substitute to the teacher.

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## NEW EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES IN HIGHER EDUCATION

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### **Abstract:**

*By substituting the 1986 National Policy on Education The Indian Union Cabinet approved the National Education Policy 2020 (NEP 2020) on July 29, 2020. In both rural and urban India, the policy provides a complete framework for education from early childhood through higher education. It also covers vocational training. By 2021, the initiative aimed to completely overhaul India's educational system. At all grade levels, from KG to PG, a strong educational policy is crucial for a nation's economic and social development. To make education effective, various nations around the world use various policies following their cultural and regional traditions. The research discovers and contends that New Education Policy 2020's core concerns revolve around intergenerational equity, which is primarily rooted in multidimensional differences but interrelated, with students, faculty, institutions/universities, and society as the key players. The linkages, synergies, and trade-offs between these elements must continuously be kept in mind by decision-makers to ensure responsible learners and actions at the regional, state, national, and community levels.*

**Keywords:** NEP 2020, Education System, Higher Education, Challenges, etc.

### **Background:**

A group led by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy consultation process in January 2015. The National Policy on Education from 1986 has been replaced with the NEP 2020. Based on the committee's report from June 2017, a team under the direction of former Indian Space Research Organization (ISRO) director Krishnaswamy Kasturirangan presented the draft NEP in 2019. After several public comments, the Ministry of Human Resource Development later released the Draft New Education Policy (DNEP) 2019, which was 484 pages long. When drafting the draft policy, the Ministry engaged in a thorough consultation process, receiving "almost two lakh comments from 2.5 lakh Gram Panchayats, 6,600 Blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts" (Venkateshwarlu, 2021).

Promoting comprehensive experiential, dialogical, and analytical learning is the goal. For the first time, it also discusses a change in the curriculum. The biggest change is from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system in the pedagogical structure. An effort is being made to maximize learning depending on children's cognitive development. On July 29, 2020, the cabinet (senate) passed a NEP intending to make significant changes to the current Indian educational system. The NEP 2020 scripts a big improvement in our educational system that is appropriate and liberal. (Kaurav *et al*, 2020).

**Introduction:**

Education is a continuous process that addresses the overly developing man in the continuously expanding society. Students must be prepared by the educational system to be lifelong learners, creators, scholars, researchers, and teachers. India continues to face socio-economic concerns despite experiencing strong and consistent economic growth over the past few decades. The only way to overcome these issues and accelerate the nation's economic progress is through upgrading education. According to Reddy, (2020) the development of India's educational system is guided by a comprehensive framework known as the National Education Policy. A new NEP typically appears every several decades. India has undergone three changes thus far. The then-Prime Minister Indira Gandhi's administration announced the first NEP in 1968 and the second reform in 1986, respectively, based on the study and recommendations of the Kothari Commission (1964–1966). In 1992, the NEP was reformed by former Prime Minister PV Narasimha Rao. The Common Entrance Examination was implemented under this education plan, which is well-known (CEE). A revamped "Common Minimum Program" program was announced by Manmohan Singh, a former Indian prime minister. The Program of Action (PoA) 1992, under the NEP, 1986, planned a common entrance examination for all India-based vocational and technical training admissions. The third NEP was released on 29th July 2020, Wednesday by the Prime Ministership of Narendra Modi. (Devi and Cheluvaraju, 2020)

**Materials and Methods**

The study examined the policy document NEP 2020, which covers its recommendations and guiding principles. As a first attempt at studying NEP 2020, the current report has some limitations because it is based on secondary data. Reviewing pertinent materials, such as magazine and newspaper articles, research papers, conference presentations, and other documents available online and in print media allowed for the collection of secondary data. Using a variety of searches with keywords and terminology related to NEP 2020, the documents were located. The title and abstracts of articles and other publications found during the search were reviewed. The review contained particular items that met predetermined inclusion and exclusion criteria and were consistent with the subject of interest. In this regard, the pertinent information was continuously summarised under themes, guided by the already indicated keywords and phrases, but without using any coding. The manual summarising steps were designed to highlight the key findings from each input data point of view and to weed out inconsistencies and extraneous information. To remember why some components of each summary result were excluded, the reasons for their exclusion were noted as each summary was being prepared. While being careful not to modify the meaning of the data when merging the themes, information fragments acquired from the summaries were synthesized, interconnected, and paraphrased to make them more condensed, brief, cohesive, and manageable. In the end, a more succinct and improved synthesis of the pertinent literature covering the important problems was produced.

**Opportunities****Multidisciplinary approach:**

The nation will establish Multidisciplinary Education and Research Universities (MERUs). The goal of these schools, which will be comparable to the current IITs and IIMs, is to demonstrate multidisciplinary education to Indian students.

**Online Education:**

In order to help pupils get ready for the pandemic, online education will be emphasised. This would give quality education in such trying circumstances while also preparing the system.

**Flexibility:**

Interdisciplinary education is a fantastic project that will provide students the freedom to study the areas they are interested in. To graduate under the new educational system, one must study for four years.

**Special Education Zones:**

The establishment of Special Education Zones and the Gender Inclusion Fund have received special attention. For others who are less fortunate, this will be advantageous. There will be Bal-Bhabans in every state. The children will be able to participate in play, art, and career-related activities at this residential school.

**Academic Bank Credit:**

Mid-term college dropouts will be granted credits and the possibility to finish their degree after a pause. An Academic Bank Credit will be established, where the credits earned by the students will be maintained. Dropouts can transfer their credits from one university to another by using them.

**National Professional Standards for Teachers (NPST):**

The NPST seeks to increase transparency in the hiring of teachers. By 2023, the National Council of Teacher Education (NCTE) will have developed it.

**Common Entrance Exam (CEE):**

Every two years, the National Testing Agency administers a standard entrance exam for colleges. For graduate programme admissions, this will adhere to a format similar to the Scholastic Aptitude Test.

**Challenges****Opening New Universities:**

India currently has 1070 universities total, divided into four categories. Every one of India's 28 states, as well as five of its eight union territories, has a university of some kind. One of the policy's declared objectives, doubling the gross enrollment ratio in higher education by 2035, requires us to establish 48 new universities per year for the following 15 years.

Undoubtedly, opening 48 universities continuously each year is a huge challenge.

**Option of Regional Languages:**

The NEP, 2020 appears to be negatively impacted by language. Therefore, it is an issue when the mother tongue is introduced in academic institutions for each science stream. This is

merely due to the difficulty of occasionally obtaining a qualified teacher. Bringing study materials in the mother tongue is now the challenge.

**Autonomy and Privatization:**

The NEP has come under fire the most for its potential to privatise higher education, which would be a rejection of social justice. In 15 years, the NEP intends to progressively phase away the system of affiliation with a university and offer HEIs autonomy, which will pave the way for privatisation.

**Teacher Training:**

The policy has a very significant step that calls for a comprehensive structural re-framing of the curriculum. But in order to effectively offer this new curriculum, we must prepare instructors who are aware of pedagogical requirements.

**Examination structure and Evaluation:**

Instead of emphasising summative evaluation, the NEP emphasises formative evaluation for learning. The continual tracking of learning outcomes is the main driver behind modifying the evaluation method. However, using novel evaluation techniques and assignments is a requirement of continual assessment for HEIs and faculty. These methods necessitate the use of technology and the participation of both instructors and students. Therefore, implementing a continuous assessment framework in these HEIs is a difficult challenge.

**Legal complications:**

Any new policy must be consistent with several laws and acts before it can be put into effect. According to The Right Education Act of 2009, there are numerous legal complications in putting this idea into practise.

**Digital connectivity and Web Resources:**

For e-learning to be successful, rural places must have internet access. Digital classrooms, expertise-driven online teaching models, AR/VR technologies to fill in gaps in physical teaching and lab facilities, and standard testing to become proficient with cutting-edge technology will all be part of the digital infrastructure used for this purpose. In the upcoming years, this will still be a significant challenge (Rani, 2022).

**Conclusion**

The National Education Policy 2020 seeks to preserve the traditional spirit of Indian culture, traditions, and heritage while creating a new India with a promising future. India's educational system is heavily influenced by its long history. NEP 2020 has drawn a lot of interest from the domains of academics, government, planning, and development intervention. As a suitable development model, it appears to have acquired backing from a number of governmental and non-governmental groups. This is due to the fact that the majority, if not all, proponents and advocates of the paradigm seem to concur that the difficulties facing humankind today—like altering the educational system—can be addressed by adhering to the beliefs and principles of NEP 2020. These difficulties include adjustments to curriculum design, exam and evaluation procedures, and the number of faculties, HEIs, and universities. The balance of the economic,

social sustainability, and educational system will be the three foundations of NEP by 2020. Without taking a position, it can be said that the survival of society depends on the availability of suitable educational systems, peace and respect for outstanding education, decent jobs, gender equality, and the rule of law. Even though the literature is awash with various definitions and interpretations of NEP 2020, intergenerational equity, which acknowledges both the short- and long-term implications of NEP 2020 goals to address the needs of both the current and future generations, is implicit in the pervasive viewpoints about the concept. Only through coordinated, multi-level initiatives that consider social and economic considerations could NEP 2020 be achieved. For the NEP 2020 to be properly implemented, complex relationships between the goals and their targets must be untangled.

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## रोजगार आणि कौशल्याबाबत उच्च शिक्षणातील महिलांचा दृष्टीकोन

डॉ. भास्कर विष्णु इगवे

साहाय्यक प्राध्यापक,

आजीवन व अध्ययन विस्तार विभाग पुणे उपकेंद्र,

श्रीमती नाथीबाई दामोदर ठाकरसी महिला विद्यापीठ

### प्रस्तावनाः

उच्च शिक्षण आणि रोजगार ह्यांचा अनन्यसाधारण सहसंबंध आहे. प्रत्येक शैक्षणिक धोरणामध्ये उच्च शिक्षणाचा संबंध रोजगाराशी जोडला आहे. परंतु खूपदा तो साध्य झालेला दिसत नाही. नवीन राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये ही हा संबंध जोडलेला आहे. उच्च शिक्षण आणि रोजगारासाठी आवश्यक कौशल्ये यामध्ये मोठी तफावत दिसते. त्यामुळे पदवी व पदव्युत्तर शिक्षण घेवूनही युवकांमध्ये बेरोजगारीचे प्रमाण वाढलेले दिसते.

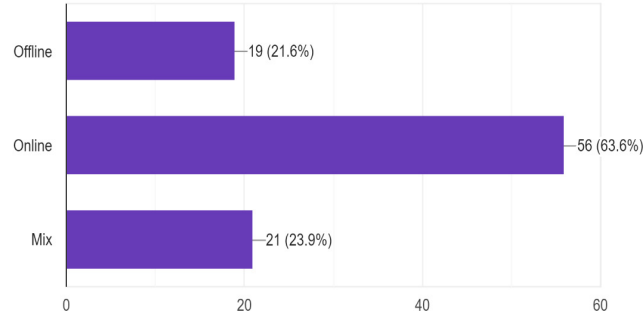
डॉ. बाबासाहेब आंबेडकर ह्यांना महिलांच्या समस्यांची जाणीव होती म्हणून त्यांनी महिला सक्षमीकरणासाठी हिंदु कोड बिल आणि कायदे ह्यांचा पुढाकार केला. “एखाद्या समाजाची प्रगती किती झाली आहे हे पाहण्याचे असेल तर त्या समाजातील महिलांची स्थिती कशी आहे हे पाहणे गरजेचे आहे”. डॉ. बाबासाहेब आंबेडकर. आज आपण जरी आपणास विकसित म्हणवून घेत असू तरी देखील महिलांना अनेक समस्यांना सामोरे जावे लागते. बहुतांश समस्यांचे निराकरण होण्यासाठी किंवा महिलांना सक्षम करण्यासाठी त्यांना आर्थिकदृष्ट्या सक्षम करणे आवश्यक आहे. आर्थिक सक्षमता महिलेला चांगला रोजगार असेल तर नक्कीच येते आणि चांगल्या रोजगारासाठी नव्या युगात रोजगारासाठी आवश्यक असणारी कौशल्ये महिलांमध्ये असणे अत्यंत गरजेचे आहे. अन्यथा ह्या स्पर्धात्मक युगात महिला प्रवाहाबाहेर फेकल्या जाण्याची शक्यता बळावते आणि महिला शोषणाचे दुष्टचक्र सुरू होते. रोजगारामुळे महिला आर्थिकदृष्ट्या सक्षम बनतात आणि त्यामुळे कौटुंबिक व सामाजिक दर्जा उंचावते तर वैयक्तिक जीवनमान व राहणीमान उंचावते. कोविडमुळे रोजगारात झालेली घट आणि कोविड काळात महिलांचे व पुरुषांचे रोजगार गेल्यामुळे महिलांवर होणारे विपरित परिणाम आपणास माहित आहेत.

रोजगारासाठी आवश्यक कौशल्ये व येणा-या समस्या ह्यांचा अभ्यास होवून त्यानुसार महाविद्यालय आणि विद्यापीठांमध्ये आवश्यक अभ्यासक्रम सुरू करणे आवश्यक आहे. त्यासाठी सदर अभ्यास केलेला आहे. विद्यापीठीय शिक्षण घेणा-या ८८ विद्यार्थीनींकडून अध्ययनाचे माध्यम, रोजगारासाठी आवश्यक कौशल्ये, रोजगार आणि रोजगाराच्या समस्या ह्याबाबत सुगम यादृच्छिक पद्धतीने माहिती संकलन करून विश्लेषण करून निष्कर्ष मांडले आहेत.

### अभ्यासाची उद्दिष्टेः

१. रोजगारासाठी आवश्यक प्रमुख कौशल्यांचा शोध घेणे.
२. महिलांकडून रोजगारासाठी असलेला प्राधान्यक्रम शोधणे.
३. रोजगाराचे महिलांसाठी असलेले महत्त्व जाणून घेणे.
४. महिलांच्या कामाच्या ठिकाणी येणा-या समस्यांचे विश्लेषण करणे.

## संकलित माहितीचे विश्लेषणः

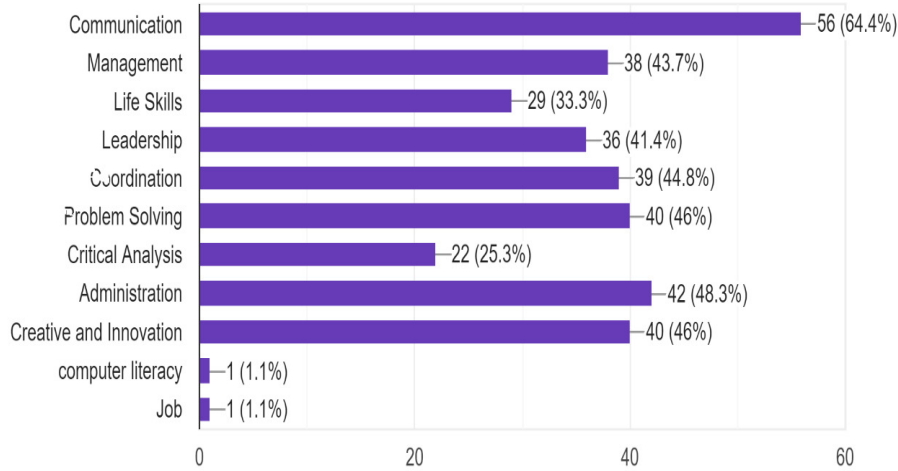
Learning mode will prefer  
88 responses

## शिक्षणाचे माध्यम

**निरीक्षण :** कौशल्याधारित शिक्षणाचे माध्यम ऑनलाईन असावे असे ६३.६ टक्के विद्यार्थीनींना वाटते. तर २३.९ टक्के विद्यार्थीनी मिश्र पद्धतीने व २१.६ टक्के विद्यार्थीनींचे म्हणणे आहे कि ऑफलाईन पद्धतीने शिकवावे.

Most Important Skills for Employment

87 responses

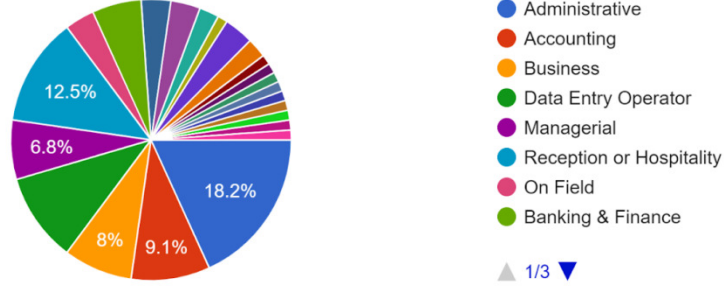


## रोजगारासाठी आवश्यक कौशल्ये

**निरीक्षणः** रोजगारासाठी ६४.४ टक्के विद्यार्थीनी संप्रेषण कौशल्य महत्त्वाचे मानतात. व्यवस्थापकीय, प्रशासकीय, समस्या निराकरण, नेतृत्व, समन्वय, सर्जनशील व नवोपक्रमशीलता ही कौशल्ये महत्त्वाची आहेत असे मानना-यांचे प्रमाण ४० टक्क्यांजवळ आहे.

Which type of Job women prefer?

88 responses

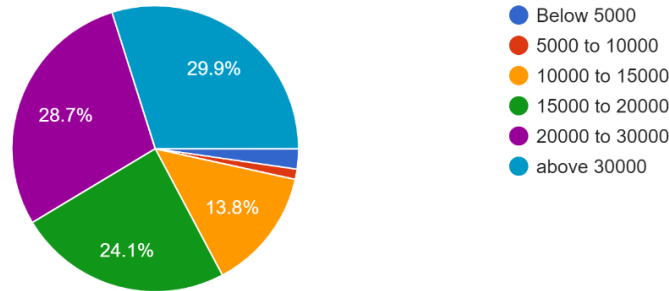


### महिलांचे रोजगारास प्राधान्य

निरीक्षणः १८ टक्के विद्यार्थिनी प्रशासकीय तर १२.५ टक्के विद्यार्थिनी रिसेप्शन व हॉस्पिटॅलिटी प्रकारातील रोजगारास प्राधान्य देतात तर ६ ते ९ टक्के विद्यार्थिनी बिझनेस, डाटा एंट्री ऑपरेटर, अकाउंटिंग, मॅनेजर स्तरावरील कामांसाठी प्राधान्य देतात .

Salary Expectation per month (Rs.)

87 responses



### सरासरी वेतन अपेक्षा

निरीक्षणः १३.८ टक्के महिलांना १० ते १५ हजार रु मासिक वेतनाची अपेक्षा आहे तर २४.१ टक्के महिलांना १५ ते २० हजार रु., २८.७ टक्के महिलांना २० ते २५ हजार रु., तर २९.९ टक्के महिलांना ३० हजार रु. पेक्षा जास्त वेतनाची अपेक्षा आहे .

### निष्कर्षः

१. कोविडनंतर बहुतांश विद्यार्थिनी ऑनलाईन पद्धतीने अध्ययन करण्यास प्राधान्य देत आहेत .
२. रोजगारासाठी संप्रेषण कौशल्यासोबत व्यवस्थापकीय, प्रशासकीय, समस्या निराकरण, नेतृत्व, समन्वय, सर्जनशील व नवोपक्रमशीलता ही कौशल्ये अत्यंत महत्त्वाची आहेत असे विद्यार्थिनी मानतात .



३. आजच्या विद्यार्थीनी महिलांसाठी मानल्या जाणा-या रिसेप्शन व हॉस्पिटलिटी या क्षेत्रांसोबत प्रशासकीय मॅनेजर विझनेस डाटा एंट्री ऑपरेटर व अकाऊंटिंग ह्या नवीन क्षेत्रातील रोजगारांनाही प्राधान्य देत आहेत .
४. ३० हजार रु. पेक्षा जास्त मासिक वेतनाची अपेक्षा ३० टक्के पेक्षा जास्त महिलांची अपेक्षा आहे यातून असे लक्षात येते की रोजगार आणि कौशल्ये याबाबत महिलांचा आत्मविश्वास वाढला आहे .
५. बहुतांश महिलांनी दिलेल्या प्रतिसादावरून असे लक्षात येते की, महिलांचा आर्थिक विकास व स्वातंत्र्य, स्वावलंबन, कौशल्ये विकसन, निर्णयक्षमता वाढीस लागणे, स्वयं विकास, आत्मविश्वास वाढणे, स्व आदर इत्यादी गोष्टींसाठी महिलांनी काम करणे गरजेचे आहे .
६. बहुतांश महिलांनी दिलेल्या प्रतिसादावरून असे लक्षात येते की, शिक्षण व कौशल्यांची उणीव, मुलाखत कौशल्ये नसणे, कामाचा ताण, संप्रेषण प्रभावी नसणे, जबाबदा-यांचे ओझे, रोजगाराबाबत जाणीव नसणे, संधी न मिळणे, कौटुंबिक, सामाजिक, आरोग्यविषयक ह्या मुख्य अडचणींमुळे महिलांना रोजगार मिळवताना अडचणी येतात .
७. बहुतांश महिलांनी दिलेल्या प्रतिसादावरून असे लक्षात येते की, पुरुषप्रधान संस्कृती वैयक्तिक अडचणी कामाच्या ठिकाणी भेदभाव होणे कमी वेतन देणे कौटुंबिक अडचणी लैंगिक शोषण कामाची व कामाच्या ठिकाणी सुरक्षितता नसणे महिलांना सोयी नसणे

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## PROBLEM AND PROJECT BASED LEARNING IN DISTANCE MODE EDUCATION

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### **Abstract:**

*Globalization compels global citizens to learn to know, to do and to acquire new skills. New technology and emerging artificial intelligence tools and software are a threat to mankind as well as a boon for mankind. If an individual wants to enjoy the benefits of new technology, he should keep his critical thinking skill, enquiry skill and problem solving skill alive. India's younger generation should participate actively and acquire knowledge through activity. NEP 2020 emphasis on problem based learning and activity based learning to fulfill the above aim of education. In higher education, activity can be project or field visits. In general mode of education (face to face) teachers will act as a facilitator, guide and motivator for problem based and activity based learning. But in the distance mode of learning it opens many challenges for students and teachers. Present article is an attempt to explain the way to implement P2BL in ODL. This article presents a model for implementing P2BL in Open distance learning.*

**Key Words:** P2BL , Open Distance Learning, synchronous and asynchronous tools.

India has had a long history of Holistic Education. India is known by the traditional educational system called 'Gurukul'. In the Gurukul teachers were used to motivate students by asking questions. Many a time students also used to ask questions to their teacher. With this interaction sometimes by lecture, sometimes by project (find out the answer/ truth in a year) guru used to give education. Our Vedas and Upanishads are evidence of this pedagogy. In Indian literature we can observe the dialogue of guru shishya through question and answer method. Ramdas swami was hardly 10 years old when a question arose in his mind – who am I? And who are you? And he left his family to find out the answer. A question arose in the mind of prince Sidharth when he saw the four stages of mind. He acquired knowledge and he spent his life orienting the people. Problems are nothing but wake up calls for creativity. Shri Deepak Waikar, managing partner, Eduenergy rightly stated that 'in classroom situations problems can act like a trigger for students to think about the issue'.

### **Concept of problem based Learning and project based Learning :**

Problem based learning is different from problem solving method. Problem based Learning (PBL) is an approach of learning which may be directed by a teacher. PBL is an approach to complete the whole curriculum. In PBL the teacher will introduce the open ended problem to students. The teacher may use devices, instructional material, and techniques for that. Then the pedagogy will develop by second phase implementation of the problem, understanding the

problem, thinking of options and selection of strategy to solve the problem. And the last phase is presentation. Teacher acts as a facilitator, motivator, and supporter. In problem solving the main aim of a teacher is to involve students in solving the problem. Teacher gives importance to steps or procedure in problem solving methods. It is a classroom teaching approach. Teacher acts like a director, instructor. When the teacher suggests a series of activities or expects a report or reflection from the student on suggested activity, it is a project method. Project may be based on a problem or observation, activity or gathering of information. Dr. Deepak Waikar introduces the concept of P2BL for Problem Based and Project Based Learning in one online webinar on 15<sup>th</sup> July 2022. He has shared on linked in ,” A few months back, Dr Prakash Moghe, Director of Moghe Education Consultancy, Indore, India, invited me to take up a challenge to "Decode P2BL". It was not that easy when a Professor of Mathematics and expert in Beyond Abacus gave you a problem that too in terminology that is favorable to mathematicians "Decoding P2BL". In this webinar he gave the equation of  $E = P2BL$ . The P2BL concept is new for the education world. It may take a different version as academics will start using this in their discipline. In the present article it may happen that this basic concept can take a different version, because it is an experimental approach for Open Distance Learning mode. But the outcome will not move from the center.

#### **NEP and P2BL:**

NEP 2020 expects active participation of students in the learning process. NEP 2020 also promotes ‘peer supported activities’, ‘ cooperative activities’ in the teaching learning process. P2BL supports teamwork and collaboration. P2BL approach is activity centered and student centered approach of learning. This approach helps learners to connect to real world problems and challenges. It enhances student’s engagement and communication. It considers the teacher as a facilitator while implementing cooperative activities. All these features of P2BL are fulfilling the expectations of NEP 2020 about pedagogy. This gives assurance that promotion of P2BL is an ideal way to achieve a high quality goal of education. In face to face learning, P2BL will achieve a high quality education goal, where students will work in a team and teachers will act as a facilitator. They will motivate the students about resources, laboratory work and can give direction for writing a report. Open Distance learning mode of education will face many challenges to apply the P2BL model. This model demands some changes in course curriculum, study material and evaluation system. But it is believed that with some modification P2BL will be a successful model in open distance Learning (ODL). In Present article endeavor is to explain the way to implement P2BL in ODL.

#### **Background:**

In India many universities offer lifelong learning opportunities to citizens. ‘In 2021-22 a total of 20.3 lakh students from India opted for ODL. In 2020-21, 14.6 lakh enrolled in online mode, which also includes foreign students, grew from 25,905 to 70,023 in the same period. .... For ODL, highest enrollments are from Delhi, Maharashtra, Tamil Nadu, Gujarat and west Bengal. (Oct 28, 2022, The Times of India, Education) Indira Gandhi Open University is one of the biggest Universities. The University has digitized the Self Learning Materials (SLMs) of all

the programmes and they are available to the learners through its eGyankosh portal, and through IGNOU e-Content App in the Google Play store IGNOU, being the National Coordinator of SWAYAM is currently offering 151 courses in through the SWAYAM (MOOCs) platform. IGNOU is supporting 4 SWAYAMPRAKASH DTH channels (Channel – 17 to Channel - 20). (from IGNOU English Annual Report 2021-22) In Maharashtra YCMOU university shows big no. of enrolment which is increasing every year. These Universities are following the norms of NEP and are capable of introducing P2BL in their courses. In this article attempt is to suggest a model for P2BL pedagogy in ODL Curriculum.

It is observed that post graduate courses of Open Universities include action research in the curriculum but action research always treats it as a project. University can introduce problem based or project based or problem based project learning. Project can be focused on one village, society, and type of population. Projects can be action based, literature based. It aims to solve a problem or transform the situation to a better situation.

### **Problem and/or Project Based Learning Model for Graduate and Post Graduate ODL program**

**Duration:** P2BL will start after completing half year of two years ODL program and after one year of three years ODL program.

**Credit:** 6 (six)

**Course Material: (Individual level) Month: 1<sup>st</sup>**

In each course material there will be discussion on the topic which can be learned by P2BL. In the Highlighted Boxes some topics should be discussed. Pose a problem in the box. Links should be given which lead to some special projects. Place for writing options/ solutions for problem solving. In checking your knowledge section objective questions should be given on steps of the project. Students may select options on an individual basis. (Same should be include in online study material)

#### **First Phase: Introducing Problem & Team (Team Level) Month 2<sup>nd</sup> – 4<sup>th</sup> (Mode – online)**

- Mentor- mentee group should be form by Regional center or by University
- Mentor (academic counselor or samanvayak) should arrange the online meeting and introduce the team member and discuss the problem. Fix the problem/ Project on which the team will work. The recording of the meeting should be sent to the university.
- Pose a problem / finalize the project title. Discuss the problem, define the problem/ key words in the project title. Make the schedule.

#### **Second Phase: Solving the Problem (Team +individual Level) Month 5<sup>th</sup> – 14<sup>th</sup> (Mode – online +offline)**

- In this phase the team members will work on options, different methods projects. Students will try individually as well as collectively.
- Field work, collecting data from net or on field observations or testing or library visit
- They will transfer the data, share experiences, use sources and arrange online meetings to discuss the process.

- They will send the schedule and details of the online meeting to the mentor.

### **Third Phase: Closure of the problem (Team level) Month 15<sup>th</sup> – 18<sup>th</sup> (Mode – online)**

- Report writing by Team (format as per guideline given in study material)
- Reflection writing (expect critical thinking) format as per guideline given in study material.
- Online meeting with mentor and regional center or University officials. Team should present the gist of the process.
- Submission of projects (with modification if any) to regional centers or universities.
- External viva of team by university. Followed by MCQ test.

Evaluation: grade to the team members.

Universities should publish P2BL reports every year or as per student's number.

### **SWOT analysis of the P2BL Model:**

- **Strength of the P2BL Model –**
  1. It is a student directed process.
  2. It is aim to make student socially aware of problems
  3. It helps in socialization and social skill development.
  4. It is based on NEP guidelines.
  5. In ODL mode of learning , interaction of student to student , academic counselor to student, university officials and student , university officials and academic counselor is very less. P2BL gives opportunity to interact with all stakeholders and officials.
  6. The student will use a synchronous and asynchronous way of communication. They will use an asynchronous way such as Email, text messaging, and apps like Trello. They will use synchronous methods like phone, voice chat, and video chat.
  7. Students will get the opportunity to work in a team. Disabled students can join the team.
  8. Students can work and find the solution in their area. It will increase community engagement of students.
- **Weakness of P2BL Model –**
  1. The project may affect if some members are not able to contribute their share.
  2. The success of a model depends on the mentor's sincerity.
  3. Students may get confused in the concept of problems, or projects.
  4. It is a time consuming Model.
  5. The model will not be successful if Learning outcomes are not stated accurately.
  6. It may not suit all courses.
  7. It is not suitable to mentally challenged students.
  8. It will not fulfill the objective if a counselor is not aware emerging topics in his subject field.
- **Opportunities of P2BL Model –**
  1. Students will develop problem solving skills which is one of the life skills.
  2. Some students will take interest in research.
  3. A community can get a good leader or social worker.

4. Report writing skill, presentation skill will be the gain of students.
5. University will take an active part in publishing the work of students. It will develop a trust in the student's mind.
6. Community or society will get solutions and overcome some problems.
7. It will increase national integration.
8. Some students will try for fellowships in their subject.

• **Threat of P2BL Model –**

1. Increase the plagiarism.
2. Dropout rate may increase as it is time consuming.
3. Students may suffer from political party pressure while working on the field.
4. There may be misunderstanding of concept or process as students will not meet face to face.
5. Question of permission may arise.
6. It will be difficult to combine the project work and submit.
7. Quality will not be the same over the project report.
8. Student safety questions may arise while working on the field.

Implementation of NEP requires more experimental and research approach curricula. Model of P2BL will be successful even with the Open Distance Learning Program with proper management, planning and awareness. It needs time and modification in the curriculum. Open University should come forward to test the P2BL model.

**References:**

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## नवीन शैक्षणिक धोरण 2020 – भविष्य आणि आव्हाने

डॉ. तुकाराम वैजनाथराव पोवळे

अर्थशास्त्र विभाग,

कै. बाबासाहेब देशमुख गोरटेकर कला, वाणिज्य व विज्ञान महाविद्यालय,  
उमरी, जि. नांदेड

### प्रस्तावना :

शिक्षण व्यवस्था अधिक लवचिक व गुणवत्तापूण बनवण्याच्या दृष्टिने आवश्यक ते बदल करण्यासाठी सन 2017 मध्ये डॉ. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली समितीची स्थापना करण्यात आली. या समितीने सन 2019 मध्ये आपला अहवाल केंद्र शासनाकडे संपुर्ण केला. व केंद्रीय सरकारने सन 2020 मध्ये तो संमत करून त्याची अंमलबजावणी करण्याचे निश्चित केले. या नवीन शैक्षणिक धोरणामध्ये शिक्षण व्यवस्था बहुवैविध्य, बहुभाषिक करण्याकडे अधिक भर देण्यात आला आहे. जीडीपीचा 6 टक्के एवढा निधी शिक्षणासाठी देण्याची व्यवस्था या नव्या धोरणात नमूद करण्यात आली आहे.

या धोरणाच्या निमित्ताने तब्बल 34 वर्षांनी देशाचे शैक्षणिक धोरण अद्ययावत करण्याचे काम केंद्र सरकारने केले आहे. केंद्रीय मंत्री प्रकाश जावडेकर, केंद्रीय मनुष्यबळ विकास मंत्री रमेश पोखरियाल यांनी पत्रकार परिषद घेउन या धोरणासंबंधी अधिक माहिती दिली. भारतीय अवकाश संशोधन संस्था इस्ट्रोचे माजी प्रमुख के. कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने या धोरणाचा मसुदा तयार केला आहे.

नॅशनल पॉलिसी ऑन एज्युकेशन (National Policy on Education) हे भारतातील शिक्षणाचा प्रचार व नियमन करण्यासाठी भारत सरकारने तयार केलेले धोरण आहे. या धोरणात ग्रामीण व शहरी भागातील प्राथमिक शिक्षण ते उच्च शिक्षणाचा समावेश आहे. पहिला एनपीई भारत सरकारने सन 1968 मध्ये पंतप्रधान इंदिरा गांधी यांनी तर दुसरा एनपीई पंतप्रधान राजीव गांधी यांनी सन 1986 मध्ये आणि तिसरा पंतप्रधान नरेंद्र मोदी यांनी सन 2020 मध्ये जाहीर केला आहे.

सन 1947 मध्ये देशाला स्वातंत्र्य मिळाल्यापासून भारत सरकारने ग्रामीण आणि शहरी दोन्ही भारतातील निरक्षरतेच्या समस्यांचे निराकरण करण्यासाठी विविध कार्यक्रम प्रायोजित केले. भारताचे पहिले शिक्षण मंत्री मौलाना अब्दुल कलाम आझाद यांनी एकसमान शैक्षणिक प्रणालीसह संपूर्ण देशभरातील शिक्षणावर केंद्र सरकारच्या मजबूत नियंत्रणाची कल्पना केली.

केंद्र सरकारने भारताच्या शिक्षण प्रणालीचे आधुनिकीकरण करण्यासाठी प्रस्ताव विकसित करण्यासाठी विद्यापीठ शिक्षण आयोग (1948–1949), माध्यमिक शिक्षण आयोग (1952–1953), विद्यापीठ अनुदान आयोग आणि कोठारी आयोग (1964–1966) ची स्थापना केली. भारताचे पहिले

पंतप्रधान जवाहरलाल नेहरु यांच्या सरकारने वैज्ञानिक धोरणाचा ठराव स्विकारला होता.

नेहरु सरकारने इंडियन इन्स्टिट्यूट ऑफ टेक्नॉलॉजी सारख्या उच्च दर्जाच्या वैज्ञानिक शिक्षण संस्थांच्या विकासासाठी प्रायोजित केले. सन 1961 मध्ये केंद्र सरकारने राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (एनसीईआरटी) ची स्थापना एक स्वायत्त संस्था म्हणून केली जी केंद्र आणि राज्य सरकारांना शैक्षणिक धोरणे तयार करण्यासाठी आणि अंमलबजावणीसाठी सल्ला देईल.

### राष्ट्रीय शिक्षण धोरण 1968 :

राष्ट्रीय शिक्षण धोरण 1968 कोठारी आयोगाच्या शिफारशींवर आधारीत होता आणि त्यात कोठारी आयोगाच्या अंमलबजावणीसाठी केंद्र आणि राज्य सरकार आणि प्राधिकरणांना मार्गदर्शन जारी करण्याची शिफारस करण्यात आली होती. या राष्ट्रीय धोरणानुसार भारत सरकारने देशातील शिक्षणाच्या विकासाला चालना देण्यासाठी काही तत्त्वे तयार केली होती. ज्यानुसार भारतीय संविधान कलम 45 नुसार वयाच्या 14 व्या वर्षापर्यंत सर्वांना शिक्षण मोफत आणि सक्तीचे असले पाहिजे अशी शिफारस होती. याव्यतिरीक्त या धोरणात देशात भारतीय तसेच परदेशी भाषांच्या विकासावर भर देण्यात आला होता. तसेच माध्यमिक स्तरावरील विद्यार्थ्यांना हिंदी, इंग्रजी आणि त्यांच्या राज्याची प्रादेशिक भाषा अवगत असावी यासाठी तीन भाषांचे सूत्र सादर केले होते. संपूर्ण देशात शिक्षणाची रचना एकसमान असावी. उच्च माध्यमिक ते महाविद्यालयनी सतरापर्यंत 10+2+3 हा नमूना असावा तसेच या 1968 च्या राष्ट्रीय शैक्षणिक धोरणामध्ये शैक्षणिक खर्चात राष्ट्रीय उत्पन्नाच्या सहा टक्के एवढी वाढ केली जावी अशा शिफारशी करण्यात आल्या होत्या. परंतु 1968 चे हे शैक्षणिक धोरण फारसे यशस्वी झाले नाही. याची अनेक कारणे आहेत त्यापैकी पहिली म्हणजे त्यावेळी कृतीचा योग्य कार्यक्रम आणला गेला नाही. तसेच भारताची अर्थव्यवस्था डबघाईला गेलेली असल्यामुळे निधीची कमतरता होती. त्यावेळी शिक्षण हा विषय राज्याच्या यादीत होता त्यामुळे राज्ये ही योजना कशी राबवतील यावर केंद्राची भूमिका फारशी नव्हती. असे असले तरीही हे राष्ट्रीय शिक्षण धोरण काही प्रमाणात यशस्वी ठरले. त्यात 10+2+3 या शिक्षण पध्दतीचा समावेश करण्यात आला. तसेच तीन भाषांच्या सुत्राचे अनेक राज्यांनी पालन केले. तसेच विज्ञान आणि गणिताला अधिक प्राधान्य देण्यात आले.

### राष्ट्रीय शैक्षणिक धोरण 1986 :

सन 1986 चे राष्ट्रीय शैक्षणिक धोरण हे राजीव गांधी यांच्या पंतप्रधान असतांना जारी करण्यात आले होते आणि पी. व्ही. नरसिंहराव पंतप्रधान असतांना ते सन 1992 मध्ये अद्ययावत करण्यात आले होते. या धोरणात 'असमानता दूर करण्यावर आणि शिक्षणाच्या संधी समान करण्यावर विशेष भर' असे नांव देण्यात आले होते. या धोरणाचा मुख्य उद्देश हा महिला, अनुसूचित जाती आणि अनुसूचित जमातींसह सर्वांना समान शिक्षणाच्या संधी प्रदान करणे हा होता. या शैक्षणिक धोरणामध्ये शिक्षणाचे विकेंद्रीकरण आणि जिल्हा शिक्षण आणि प्रशिक्षण संस्था



स्थापन करण्याची शिफारस करण्यात आली होती. तसेच एकूण राष्ट्रीय उत्पन्नाच्या 6 टक्के पर्यंत खर्च वाढवून शिक्षणासाठी पुरेसा निधी उपलब्ध करून देणे, देशातील शिक्षणाच्या 10+2+3 पॅटर्नच्या एकसमान पॅटर्नची तात्काळ अंमलबजावणी करणे, प्राथमिक, माध्यमिक आणि उच्च माध्यमिक स्तरावर शैक्षणिक कार्यक्रमांची पुनर्रचना तसेच शालेय अभ्यासक्रमाची पुनर्रचना करणे, प्राथमिक शिक्षण पूर्ण होईपर्यंत मोफत आणि सक्तीचे शिक्षण देणे, भाषा, गणित, विज्ञान, सामाजिक विज्ञान, सांख्यिकी, मानविकी, इतिहास आणि नागरिकांची राष्ट्रीय आणि घटनात्मक जबाबदारी यासारख्या काही संकल्पना विद्यार्थ्यांना शिकवण्यासाठी अनिवार्य शालेय विषयांना प्राधान्य देणे, मुक्त विद्यापीठ आणि दूरस्थ शिक्षण संस्था उघडून उच्च शिक्षणाचा विस्तार करून अशा शिक्षणाच्या पध्दतीला यूजीसी कडून समान दर्जा आणि मान्यता देणे तसेच राष्ट्रीय स्तरावर महत्त्व असलेल्या UGC, NCERT, NIEPA, AICTE, ICAR, IMC, इत्यादी संस्थांना राष्ट्रीय शिक्षण व्यवस्थेला आकार देण्यासाठी आणि राष्ट्राच्या उदयोन्मुख मागण्यांना तोंड देण्यासाठी सक्षम बनविणे इत्यादी शिफारसी या धोरणानुसार सरकारला करण्यात आल्या.

सन 1968 च्या धोरणाच्या तुलनेत सन 1986 च्या धोरणाने चांगली कामगिरी केली. याची अनेक कारणे होती. सर्वप्रथम हे धोरण सन 1976 मध्ये 42 व्या घटनादुरुस्तीनंतर आले. तसेच या दुरुस्तीमध्ये शिक्षण हा विषय राज्यातून समवर्ती यादीमध्ये हस्तांतरीत करण्यात आला. त्यामुळे केंद्रीय आपली जबाबदारी स्विकारून सक्षमतेने कार्यक्रमाची अंमलबजावणीसाठी प्रयत्न सुरु करण्यात आले. सर्व शिक्षा अभियान, मध्यान्ह भोजन योजना, नवोदय विद्यालये, केंद्रीय विद्यालये आणि शिक्षणात आयटीचा वापर यासारख्या उत्कृष्ट सरकारी योजना सन 1986 च्या राष्ट्रीय शैक्षणिक धोरणांतर्गत सुरु करण्यात आल्या. हे या धोरणाचे यश मानले जाते.

### सुधारीत राष्ट्रीय शैक्षणिक धोरण 1992 :

पंतप्रधान पी. व्ही. नरसिंहराव सरकारने सन 1992 मध्ये 1986 च्या राष्ट्रीय शैक्षणिक धोरणात काही बदल करण्यात आले. त्यानुसार नवीन विशेष शाळा उघडण्यासाठी आणि विद्यार्थ्यांना व्यावसायिक प्रशिक्षण देण्यासाठी स्वयंसेवी संस्थांनी या क्षेत्रात पुढे येण्यासाठी तरतूदी करण्यात आल्या. तसेच नवोदय विद्यालयाच्या शाळांमध्ये गुणवत्ता वाढीवर भर देणे आणि इतर सर्व शाळांसाठी एक आदर्श प्रस्थापित करणे, प्रत्येक राज्यात किमान एक मुक्त विद्यापीठाची स्थापना करणे आणि त्याचे नियमन करण्यासाठी IGNOU ला तांत्रिक सहाय्य आणि दूरस्थ शिक्षण परिषदेची स्थापना करण्यात आली. देशातील सर्व व्यावसायिक आणि तांत्रिक कार्यक्रमांमध्ये प्रवेशासाठी अखिल भारतीय सामायिक प्रवेश परीक्षांचा आधार घेतला गेला. तसेच खेळ आणि इतर शारिरीक हालचालींवर भर देण्यात आला. विद्यार्थ्यांना NCC व NSS मध्ये सहभागी होण्यासाठी प्रवृत्त करण्याच्या सूचना या शैक्षणिक धोरणानुसार देण्यात आल्या.

### राष्ट्रीय शैक्षणिक धोरण 2020 :

केंद्रीय मंत्रिमंडळाने नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ला मंजूरी देण्यात आली ज्याचा

उद्देश भारतीय शिक्षण व्यवस्थेत शाळा ते महाविद्यालयीन स्तरापर्यंत अनेक बदल करण्यात आले आहेत. या धोरणाचा मुख्य उद्देश हा भारताला जागतिक ज्ञान महासत्ता बनविणे हा आहे. मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय करण्यासही मंत्रिमंडळाने मंजूरी दिली आहे. मंत्रिमंडळाने मंजूर केलेला राष्ट्रीय शैक्षणिक धोरण हा स्वातंत्र्यानंतरच्या भारतातील शिक्षणाच्या चौकटीतील मोठी सुधारणा मानली जाते.

या उद्दिष्टे समोर ठेवून सरकारने या धोरणास मंजूरी दिली. या धोरणात शालेय व महाविद्यालयीन स्तरावर अनेक बदल करण्याचा उद्देश आहे. या धोरणानुसार शालेय शिक्षणामध्ये सन 2030 पर्यंत 100 टक्के सकल नोंदणी गुणोत्तरासह (Gross Education Ratio) पूर्वस्कूल ते माध्यमिक स्तरापर्यंत शिक्षणाचे सार्वत्रिकरण करणे, 2 कोटी शाळाबाह्य मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणण्याचा उद्देश आहे. सध्याची 10+2 प्रणाली अनुक्रमे 3 ते 8, 8 ते 11, 11 ते 14 आणि 14 ते 18 वर्षे वयोगटानुसार नवीन 5+3+3+4 याप्रमाणे अभ्यासक्रम संरचनेद्वारे बदलली जाणार आहे. यात 3 ते 6 वर्षे वयोगटातील मुलांना शालेय अभ्यासक्रमांतर्गत आणले जाईल ज्याला जागतिक स्तरावर मुलांच्या मानसिक क्षमतांच्या विकासासाठी महत्त्वाचा टप्पा म्हणून ओळखले जात आहे. यामध्ये तीन वर्षांच्या अंगणवाडी शिक्षणासह 12 वर्षांचे शालेय शिक्षण देखील असेल. विद्यार्थ्यांच्या कौशल्याचा विकास व्हावा यासाठी कौशल्याधारीत शिक्षणाकरीता व्यावसायिक शिक्षण इयत्ता 6 वी पासून इंटरनॅशनलसह सुरु करायची शिफारस करण्यात आली आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 मधील मुख्य वैशिष्ट्ये म्हणजे उच्च शिक्षणातील सध्याचे एकूण नोंदणी प्रमाण 26.3 टक्के आहे ते वाढवून सन 2035 पर्यंत 50 टक्के पर्यंत नेण्याचे तसेच उच्च शिक्षणात 5 कोटी जागा नव्याने जोडल्या जाणार आहेत. तसेच भारतीय उच्च शिक्षण आयोग वैदयकीय आणि कायदेशीर शिक्षण वगळता संपूर्ण उच्च शिक्षणासाठी एकच छत्र म्हणून स्थापन केले जाईल. तसेच उच्च शिक्षण आयोगाकडे पूढील चार स्वतंत्र विभागांचा समावेश असेल. (1) उच्च शिक्षणाच्या नियमनाकरीता राष्ट्रीय उच्च शिक्षण नियामन परिषद (NHERC), (2) मानांकनाच्या नियोजनाकरीता सामान्य शिक्षण परिषद (GEC), (3) उच्च शिक्षणाच्या निधी करीता उच्च शिक्षण अनुदान परिषद (HEGC) व (4) मान्यता प्राप्त करण्यासाठी राष्ट्रीय मान्यता परिषद (NAC).

या नवीन शैक्षणिक धोरणानुसार एक स्वायत्त संस्था, नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF), शिक्षण, मूल्यमापन, नियोजन, प्रशासन वाढविण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवाणघेवाण करण्यासाठी एक व्यासपीठ प्रदान करण्यासाठी तयार केले जाणार आहे. तसेच विद्यार्थ्यांचे मूल्यमापन करण्यासाठी राष्ट्रीय मूल्यमापन केंद्र 'पारख'ची (PARAKH) निर्मिती केली जाणार आहे. यामुळे परदेशी विद्यापीठांना भारतात कॅम्पस उभारण्याचा मार्ग मोकळा झाला आहे. नॅशनल इन्स्टिट्यूट फॉर पाली, पर्शियन आणि प्राकृत, इंडियन इन्स्टिट्यूट ऑफ

ट्रान्सलेशन आणि इंटरप्रीटेशनची स्थापना करण्यात येणार आहे. तसेच शिक्षण क्षेत्रातील सार्वजनिक गुंतवणूक वाढवून एकूण राष्ट्रीय उत्पन्नाच्या 6 टक्के पर्यंत लवकरात लवकर पोहोचवण्याचे तसेच एकूण जीडीपी च्या 6 टक्के खर्च हा शिक्षणावर करण्याचे उद्दिष्ट्य समोर ठेवण्यात आलेले आहे.

### नवीन शैक्षणिक धोरणाची प्रमुख वैशिष्ट्ये :

- नवीन शैक्षणिक धोरणामुळे केंद्रीय मनुष्यबळ विकास मंत्रालयांचे नामकरण करून शिक्षण मंत्रालय असं करण्यात आले आहे.
- नवीन शैक्षणिक धोरणानुसार एकाच वेळी वेगवेगळे विषय एकत्रीतपणे शिकता येणार आहेत. यात मेजर आणि मायनर असे विषयांचे विभाजन करण्यात आले असून आर्थिक किंवा अन्य कारणांमुळे होणारे ड्रॉपआउट प्रमाण यामुळे कमी होईल तसेच ज्यांना एखादा विषय आवडीचा असेल तो विषय त्यांना शिकता येईल.
- मुलांना शिकवतांना एकाच भाषेच्या माध्यमातून अध्यापन न करता विविध प्रादेशिक भाषांचा वापर करता येणार नाही.
- आतापर्यंत 10+2 अशी शाळेची रचना होती. ती आता 5+3+3+4 अशी करण्यात आली आहे. बालवाडी ते दुसरी, तिसरी ते पाचवी, सहावी ते आठवी आणि नववी ते बारावी अशी रचना करण्यात आली आहे.
- 3 ते 14 वर्ष वयोगटाचे विद्यार्थी शिक्षण हक्क कायद्याच्या कक्षेत आले आहेत. यापूर्वी हा वयोगट 6 ते 14 वर्षे होता.
- 9 वी पासून विद्यार्थी अभ्यासाकरीता विदेशी भाषा निवडू शकतात.
- जे संशोधनासाठी उच्च शिक्षण घेऊ इच्छितात त्या विद्यार्थ्यांसाठी चार वर्षांचा पदवी अभ्यासक्रम तर जे विद्यार्थी पदवीनंतर नोकरी करू इच्छितात त्यांच्यासाठी तीन वर्षांचा पदवी अभ्यासक्रम ठेवण्यात आला आहे.
- चार वर्षांची पदवी करणाऱ्या विद्यार्थ्यांना एका वर्षात पदव्युत्तर शिक्षण पूर्ण करून पीएच.डी. करिता प्रवेश घेता येणार आहे.
- अभ्यासक्रमात विद्यार्थ्यांने जमा केलेल्या शैक्षणिक क्रेडीटला डिजीटल स्वरूपात सुरक्षित ठेवण्यासाठी Academic Bank Credit (ABC) ची आवश्यकता असेल.
- नवीन शैक्षणिक धोरणामुळे विधी व मेडिकल शिक्षण वगळता सर्व उच्च शिक्षण एकाच छताखाली येणार आहे.
- एकूण पट नोंदणी सन 2035 पर्यंत 50 टक्क्यांवर पोहोचवण्याचे शासनाने उद्दिष्ट ठेवले आहे. त्यासाठी 3.5 कोटी नवीन जागांना मान्यता देण्यात येणार आहेत. तर शिक्षणावरील खर्च

हाएकूण राष्ट्रीय उत्पन्नाच्या 6 टक्के करण्याचे शासनाचे उद्दिष्ट आहे जे की सन 2017–18 मध्ये केवळ 2.7 टक्के एवढे आहे.

- सन 2030 पर्यंत किंवा त्यानंतर प्रत्येक जिल्ह्यामध्ये कमीत कमी एक मोठी बहू-भाषिक संस्था (Multidisciplinary) स्थापन करण्याचा शासनाचा उद्देश आहे.
- नवीन शैक्षणिक धोरणानुसार जागतीक स्तरावरील मोठ्या मानांकीत विद्यापीठांना भारतात आपली शाखा उघडण्यास मान्यता देण्यात येणार आहे.

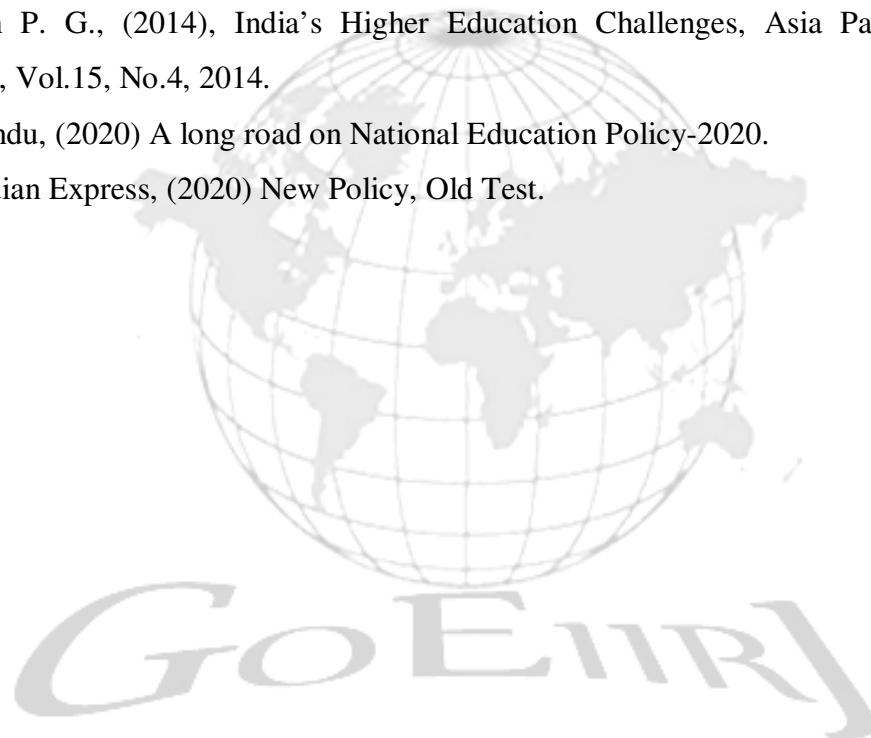
#### नवीन शैक्षणिक धोरणापूढील आव्हाने :

नवीन शैक्षणिक धोरण 2020 ला शासनाने मान्यता दिली असली तरी त्याच्या अंमलबजावणी बाबत अनेक आव्हाने आहेत. ती पुढीलप्रमाणे पाहता येतील.

- सन 2017–2018 मध्ये भारत सरकारने एकूण जीडीपीच्या फक्त 2.7 टक्के एवढा शिक्षणावर खर्च केला होता. कोरोना काळामध्ये तर शिक्षणासाठी राखीव असलेला पैसा दुसरीकडे वर्ग करण्यात आला होता. नवीन शैक्षणिक धोरणामध्ये मात्र एकूण जीडीपीच्या 6 टक्के एवढा खर्च शिक्षणावर खर्च करण्याचे उद्दिष्ट आहे. परंतू ते आव्हानात्मक वाटते.
- नवीन शैक्षणिक धोरणामध्ये संशोधनावर भर देण्याचे लक्ष आहे. परंतू एकूण शैक्षणिक खर्चापैकी संशोधनावर सन 2017–18 मध्ये केवळ 0.7 टक्के एवढा खर्च करण्यात आला होता. तेच प्रमाण चीन मध्ये 2 टक्के, अमेरिकेमध्ये 2.8 टक्के तर इस्त्राईलमध्ये 4.3 टक्के एवढे होते. या देशांच्या तूलनेत भारतातील संशोधनामध्ये अजून मोठ्या प्रमाणात खर्चाची आवश्यकता आहे.
- सन 2035 पर्यंत एकूण पट नोंदणी 50 टक्के पर्यंत नेण्याची लक्ष ठरविण्यात आले आहे. सध्या हे प्रमाण 26.3 टक्के एवढे आहे. ध्येय मोठे असले तरी या शैक्षणिक धोरणामध्ये या ध्येयापर्यंत कसे जायचे याची योजना आखलेली दिसून येत नाही.
- भारतामध्ये सध्या दर 1 लाख लोकसंख्येमागे संशोधन करणाऱ्यांची संख्या 15 एवढीच आहे. यामध्ये मोठ्या प्रमाणात वाढ होण्याची आवश्यकता आहे.
- UGC, AICTE, NCTE या संस्थांऐवजी एकच नियंत्रण करणाऱ्या संस्थेचे केंद्रीकरण करण्याचे सरकारचे लक्ष आहे. परंतू या संस्थांचे केंद्रीकरण होणे आव्हानात्मक आहे.
- नवीन शैक्षणिक धोरणामध्ये मूलांना स्थानिक मातृभाषेमध्ये शिक्षण देण्याचे निश्चित करण्यात आले आहे. परंतू शहरी भागामध्ये एकाच शाळेत विविध राज्यातील मूले शिक्षण घेतात. त्यांना कोणकोणत्या मातृभाषेतून शिक्षण देणार याची शंका आहे. यांच्या शिक्षणाचे माध्यम कोणते असेल तसेच इंग्रजी शाळा हे मातृभाषेचे धोरण स्विकारतील का हे पाहणे आव्हानात्मक आहे.
- नवीन शैक्षणिक धोरणाला प्रत्यक्षात राबविण्यासाठी प्रबळ राजकीय व शैक्षणिक संस्थांच्या इच्छाशक्तीची आवश्यकता आहे. ते हे धोरण कितपत यशस्वी करतात यावर या धोरणाचे यशापयश अवलंबून आहे.

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## नवीन शैक्षणिक धोरण - भविष्य आणि आव्हाने

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सहाय्यक प्राध्यापक

श्री.सुरुपसिंग हिऱ्या नार्क शिक्षणशास्त्र महाविद्यालय, नवापूर जि. नंदुरबार

## प्रास्ताविक :-

कोणत्याही देशाच्या शिक्षणाची स्थिती हे दर्शविते की तेथील सरकारच्या प्राथमिकतेत शिक्षणाची जागा काय आहे. आणि ती त्याच्याशी किती परस्परसंबंध, व्यवहारसंबंध ठेवते. गेल्या काही वर्षांमध्ये जगभरातील उत्कृष्ट गुणवत्ताधारक विश्वविद्यालयांच्या सूचीमध्ये भारताचे स्थान खूप मागे होते. त्यामुळे असे अपेक्षित केले जात होते की, सरकार संबंधित व्यवस्थे संदर्भात सुधारणा करण्यासाठी या विषयावर काहीतरी ठोस निर्णय घेईल. तेव्हा केंद्रीय कॅबिनेट द्वारा राष्ट्रीय शिक्षा आयोग २०२० मंजूर करण्यात आला व त्याकडे मोठ्या आशेने पाहिले जात आहे. याकडे आशेने पाहण्याचा महत्वाचा दृष्टिकोन असा आहे की गेल्या ३४ वर्षांनंतर राष्ट्रीय शिक्षण आयोग यात बदल पहायला मिळाला आहे. प्रामुख्याने १९६८ व १९८६ नंतरचा हा तिसरा राष्ट्रीय शिक्षण आयोग-२०२० आहे. याचा अहवाल इ.स २०१९ मध्ये तयार केला होता.

इस्रो प्रमुख राहिलेले डॉ.के.कस्तुरीनंदन यांच्या अध्यक्षतेखाली इ.स.२०१७ मध्ये एक समिती नेमण्यात आली .या समितीने हा राष्ट्रीय शिक्षण आयोग २०२० चा अहवाल तयार केला होता. त्यानंतर प्रधानमंत्री यांच्या अध्यक्षतेखाली असेलेल्या केंद्रीय कॅबिनेट कमिटीने या अहवालास मंजूरी देऊन शाळेबरोबरच उच्चशिक्षण व्यवस्थेत परिवर्तन होण्यासाठी परवानगी दिली. तेव्हाच 'मानव संसाधन विकास मंत्रालय' या नावात बदल करून 'शिक्षा मंत्रालय' हे नवीन नाव देण्यास देखील परवानगी दिली.याचा हेतू शिक्षण आणि शिकणे याकडे पुन्हा अधिक लक्ष केंद्रीत करणे आहे. त्यामुळे हे समजून घेणे अत्यंत महत्वाचे आहे की, सरकार शिक्षण व्यवस्थेला अधिक गुणवत्तापूर्ण बनविण्यासाठी काय काय योजना घेऊन आली आहे.पहिल्यापेक्षा शिक्षण व्यवस्थेकडे पाहण्याचा सरकारचा नवीन दृष्टिकोन कसा असेल याकडे सर्वांचे लक्ष केंद्रीत झालेले आहे. त्याबरोबरच नवीन राष्ट्रीय शिक्षण आयोग-२०२० च्या काही योजनांवर टिका व विरोध होत आहे. शिक्षणक्षेत्रातील अभ्यासू वर्ग काही गोष्टिकडे संकेत करत आहेत. तेव्हा नवीन राष्ट्रीय शिक्षण आयोग-२०२० च्या सकारात्मक व नकारात्मक पैलूंवर चर्चा होणे आवश्यक आहे. सर्वप्रथम नवीन शैक्षणिक धोरणानुसार शालेय शिक्षणात झालेले बदल कोणते आहेत ते समजावून घेणे गरजेचे आहे.

## शालेय शिक्षणातील बदल -

नवीन शैक्षणिक धोरणानुसार १०+२ हा पाठ्यक्रम बदलण्यात आला आहे. आतापर्यंत आपल्या देशात शालेय पाठ्यक्रम १०+२ यानुसार राबविला जात होता. नवीन शैक्षणिक धोरणानुसार हा पाठ्यक्रम ५+३+३+४ या नुसार राबविला जाईल. जो क्रमशः ३ से ८, ८ से ११, ११ से १४ और १४ से १८ वर्षापर्यंतचे वय असलेल्या मुलांसाठी आहे.पायाभूत शिक्षणात (Pre-Schooling) ३ वर्षापर्यंतचे मुले आंगणवाडी येथे पूर्व शालेय शिक्षण

घेतील. यानंतर दोन वर्षे वर्ग १ व वर्ग २ मध्ये मुले शाळेत शिक्षण घेतील. या पाच वर्षांच्या शिक्षणासाठी एक नवीन पाठ्यक्रम तयार केला जाईल. प्रारंभिक टप्प्यात मुले वर्ग ३ ते वर्ग ५ पर्यंतचे शिक्षण घेतील. या कलावधीत विद्यार्थ्यांना विज्ञान, गणित, कला इत्यादि विषय शिकवले जातील. माध्यमिक शाळेत (Middle School) मुले वर्ग ६ ते वर्ग ८ चे शिक्षण घेतील आणि या वर्गांमध्ये विषयावर आधारीत पाठ्यक्रम शिकवले जातील. वर्ग ६ पासून एक व्यवसायिक शिक्षण व कौशल्य विकास हे नवीन कोर्स सुरू केले जातील. स्थानिक स्तरावर Internship देखील सुरू केली जाईल. व्यवसायिक शिक्षण व कौशल्य विकास यावर भर देण्याचा ऊद्देश हा शालेय शिक्षणा दरम्यानच रोजगार प्राप्त करण्यास विद्यार्थ्यांना सक्षम बनविणे असा आहे. माध्यमिक शाळेत (Secondary School) मुले वर्ग ९ ते वर्ग १२ चे शिक्षण घेतील. हे शिक्षण दोन टप्प्यात होईल. ज्यात विषयांचे सखोल अध्ययन केले जाईल. तसेच या स्तरावर विषय निवडण्यास स्वातंत्र्य असेल. या अगोदरच्या १०+२ या पाठ्यक्रमात वर्ग १ ते वर्ग १० सामान्य शिक्षण दिले जात होते आणि वर्ग ११ पासून विषय निवडण्यास स्वातंत्र्य दिले जात होते. पहिले ६ वर्षांनंतर शिक्षणास सुरुवात होत होती. परंतु आता नवीन शैक्षणिक धोरणानुसार ३ वर्षांतच मुलांचे शिक्षण सुरू होईल. इयत्ता १० आणि १२ वीच्या बोर्डाच्या परीक्षांमध्ये मोठे बदल करण्यात आले आहेत. नवीन शैक्षणिक धोरणानुसार वर्ग ३, ५ व ८ वी या वर्गांच्या परीक्षा होतील. इयत्ता १० आणि १२ वीच्या परीक्षा बदलत्या स्वरूपात होत राहतील. वर्षभरात दोनदा परीक्षा होतील. त्यापैकी एक परीक्षा वस्तुनिष्ठ असेल तर दुसरी परीक्षा व्यक्तिनिष्ठ घेतली जाईल. बोर्डाच्या परीक्षांचा भर हा विद्यार्थ्यांनी प्राप्त केलेल्या ज्ञानावर आधारीत असेल. कारण त्यामुळे विद्यार्थ्यांची पाठांतर करण्याची सवय नाहीशी होईल. यास अनुसरून सरकारचा हा दृष्टिकोन खूप महत्वाचा/स्वागत करण्यासारखा आहे. नवीन शैक्षणिक धोरणानुसार ५ वी पर्यंत किंवा शक्य झाल्यास ८ वी पर्यंत शिक्षणाचे माध्यम मातृभाषा किंवा स्थानिक किंवा क्षेत्रिय भाषा हेच राहिल. महत्वाचे म्हणजे मुले जी भाषा बोलतात आणि शिक्षणाचे माध्यम यांच्या दरम्यानचा पुल तयार करण्याचे काम स्थानिक किंवा मातृभाषा करतील म्हणून या भाषांमधून शिक्षण देण्याचे नियोजन केले आहे. Secondary Level म्हणजेच ९ व्या वर्गापासून मुले पाश्चिमात्य भाषेचे शिक्षण घेऊ शकतील. विद्यार्थ्यांना शाळेतून सर्व स्तरावर आणि उच्च शिक्षणात संस्कृत या भाषेस एक वैकल्पिक भाषा म्हणून निवडण्याचे स्वातंत्र्य दिले जाईल. त्रिभाषा सूत्रानुसार राज्य, क्षेत्र आणि विद्यार्थ्यांची आवड यास प्रथम प्राधान्य दिले जाईल. विद्यार्थ्यांनी निवडलेल्या भाषांमध्ये कमीत कमी दोन भारतीय भाषा असतील. उदा - मुंबई मध्ये एखादा विद्यार्थी मराठी आणि इंग्रजी विषय शिकत आहे, तर त्यास तिसरी भाषा ही भारतीय भाषा शिकावी लागेल. यामुळे विद्यार्थ्यांवर कोणती भाषा निवडावी याचे दडपण नसेल, तर त्यांना त्याच्या सोईनुसार भाषा निवडता येईल. भारतातील इतर पारंपारीक साहित्य देखील पर्याया नुसार उपलब्ध होईल.

### उच्च शिक्षणातील परिवर्तन -

नवीन शैक्षणिक धोरणात उच्च शिक्षणा सदंर्भात केलेल्या बदलानुसार पहिल्यांदा Multiple Entry आणि Exit System लागू करण्यात आली आहे. याचा अर्थ एखादा विद्यार्थी मध्येच एखादा कोर्स सोडणार असेल, तर त्याचे त्या शैक्षणिक वर्षाचे नुकसान होणार नाही. जर चार वर्षांचा पदवी ( Under

Graduate ) कोर्स आहे. तर एक वर्षानंतर कोर्स सोडल्यावर प्रमाणपत्र (Certificate), दोन वर्षानंतर (Diploma) व तीन वर्षानंतर (Intermediate Certificate) आणि चार वर्षानंतर पूर्ण पदवी प्रमाणपत्र Complete Degree मिळेल. यामुळे अशा विद्यार्थ्यांना खूप फायदा होईल की, ज्यांना काही कारणास्तव शिक्षण पूर्ण करता आले नाही. तसेच असे विद्यार्थी काही वर्षानंतर पुन्हा दुसऱ्या कोर्ससाठी जर प्रवेश घेतील तेव्हा त्यांनी सुरुवातील घेतलेल्या Certificate किंवा Diploma या शिक्षणास अधिकचे महत्व देले जाईल.तेव्हा यास Credit Transfer असे म्हटले जाईल.विविध उच्च शिक्षण संस्थाद्वारे प्राप्त अंक किंवा Credit यास Digital स्वरूपात सुरक्षित ठेवण्यासाठी एक Academic Bank of Credit असेल.कारण की अलग-अलग संस्थामध्ये केलेल्या विद्यार्थ्यांच्या प्रदर्शनाच्या आधारावर त्यांना Degree प्रदान केली जाऊ शकेल. नवीन शैक्षणिक धोरणानुसार जर इंजिनिअरींग क्षेत्रातील एखादा विद्यार्थी हा कोर्स दोन वर्षानंतर सोडणार असेल त्यास (Diploma) देण्यात येईल.यामुळे इंजिनिअरींग क्षेत्रातील विद्यार्थ्यांना खूप मोठा फायदा होईल. तसेच ५ वर्षांचा संयुक्त Graduate Master Course तयार केला जाईल. नवीन शैक्षणिक धोरणानुसार विद्यार्थ्यांना हे स्वातंत्र्य देखील असेल, जर विद्यार्थी एखादा कोर्स मध्येच सोडून दुसऱ्या कोर्ससाठी प्रवेश घेणार असेल, तर तो पहिल्या कोर्स करीता नियोजित कालावधीसाठी गॅप Break घेऊ शकतो आणि दुसऱ्या कोर्ससाठी प्रवेश घेऊ शकतो. तीन वर्षांचा Degree कोर्स अशा विद्यार्थ्यांसाठी असेल की, ज्यांना उच्च शिक्षण घ्यायचे नाही आणि संशोधन करायचे नाही. संशोधन करावयाचे आहे अशा विद्यार्थ्यांना तीन वर्षांचा Degree कोर्स करायचा आहे. चार वर्ष Degree करणारे विद्यार्थी एका वर्षात एम.ए. करू शकतील.त्यांनंतर सरळ ते पीएच.डी. करू शकतील. यानंतर विद्यार्थ्यांना एम.फिल.करण्याची गरज नाही.

उच्च शिक्षणात २०३५ पर्यंत ५०% Gross Enrolment ratio पोहचवण्याचे लक्ष ठेवले गेले आहे.उच्च शिक्षणावर आखिल भारतीय सर्वेक्षण वर्ष २०१८ - २०१९ नुसार हे प्रमाण फक्त २६.३% आहे. Gross Enrolment ratio म्हणजे कोणत्याही शिक्षण स्तरावर एकूण प्रात्र लोकसंख्या आहे की, ज्यांनी शिक्षण संस्थामधून प्रवेश काढून घेतला आहे. उदाहरण - उच्च शिक्षणामध्ये प्रवेश घेण्या योग्य वय असलेल्या एकूण विद्यार्थ्यांचे प्रमाण १०० आहे. पण त्यापैकी ६० विद्यार्थ्यांनीच प्रवेश घेतला आहे. तर हे प्रमाण ५०% आहे असे म्हटले जाते. हेच महत्वाचे कारण आहे की, उच्च शिक्षणात हे प्रमाण वाढविण्यासाठी ३.५ करोड नवीन जागा जोडण्यास सांगितले आहे. ही योजना २०३० किंवा त्यांनंतर प्रत्येक जिल्हयात कमीत कमी एक मोठी बहुविद्याशाखीय (Multidisciplinary Institute) संस्था बनविण्यावर लक्ष केंद्रीत करण्याचे सांगितले आहे. याबरोबरच तंत्रज्ञान संस्थामध्ये देखील कला आणि मानवविद्या शाखा यांचे विषय शिकवले जातील. IIT, सह देशातील सर्व तंत्रज्ञान संस्था समग्र दृष्टिकोन (Holistic Approach) स्वीकारतील. Science, Arts किंवा Commerce यासारखे कोणतेही विभाजन होणार नाही . विद्यार्थी आपल्या आवडीचा कोणताही विषय निवडू शकतील यास खूप मोठा बदल मानला जात आहे. Medical आणि Law या दोन विद्याशाखा सोडून सर्व उच्च शिक्षणासाठी Higher Education Commission of India ची निर्मिती केली जाईल व ते University of Grant Commission ची जागा घेईल. IIT व IIM च्या दर्जाची Multidisciplinary Education or



Research University ची निर्मिती केली जाईल, या संस्था जागतिक दर्जाच्या असतील. नवीन शैक्षणिक धोरणात देशभरातील सर्व संस्थामध्ये प्रवेश देण्यासाठी एक सामुहिक प्रवेश परिक्षा घेतली जाईल. ही परीक्षा National Testing Agency द्वारे आयोजित केली जाईल. परंतु ही परीक्षा वैकल्पिक असेल सर्वच विद्यार्थ्यांना या परीक्षेसाठी बसणे अनिवार्य नसेल.

### उच्च शिक्षणासंदर्भातल्या इतर घोषणा

- उच्च शिक्षणात UGC, AICTE, NCTE च्या ऐवजी फक्त एकच नियामक असेल. जो संस्थांना निर्देश करेल. महाविद्यालयांना स्वायत्तता देऊन १५ वर्षात विश्वविद्यालयांशी संबंधित पक्रियेस पूर्णपणे पूर्णविराम दिला जाईल. या महाविद्यालयांना हळू हळू स्वायत्त बनविले जाईल. ही महाविद्यालये येत्या काळात Degree देणारे स्वायत्त महाविद्यालय होतील किंवा एखाद्या विद्यापीठांशी संबंधित महाविद्यालये बनतील.
- शिक्षणास आंतरराष्ट्रीय स्वरूप देण्यासाठी Top Global Ranking असलेल्या Universities ला भारतात आपल्या शाखा उघडण्यास परवानगी दिली जाईल. तज्ज्ञांचे असे मत आहे की, यामुळे भारतातील विद्यार्थी जगभरातील उत्कृष्ट संस्था किंवा विद्यापीठात प्रवेश घेऊ शकतील. त्यांना शिक्षण घेण्यासाठी परदेशात जावे लागणार नाही.
- संशोधन करण्यासाठी आणि उच्च शिक्षणात एक भक्कम संशोधन संस्कृती आणि संशोधन क्षमता वाढविण्यासाठी सर्वोच्च संस्था म्हणून National Research Foundation म्हणजेच NRF ची स्थापना केला जाईल. याचा प्रमुख हेतू विद्यापीठांद्वारे संशोधन संस्कृतीस सक्षम बनविणे आहे. NRF स्वतंत्ररूपेने सरकारद्वारे (Board of Governor) संचलित केले जाईल.
- Electronic पाठ्यक्रम क्षेत्रीय भाषांना अनुसरून तयार केला जाईल. Virtual Lab विकसित केल्या जात आहेत आणि एक राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच बनविला जात आहे. सद्यस्थितीत जागतिक महामारी यामुळे ऑनलाइन शिक्षणास प्रोत्साहन देण्यासाठी शिफारसीच्या व्यापक व्याप्ती पर्यंत पोहचण्याचे काम करण्यात आलेले आहे. जेथे पारंपारिक आणि व्यक्तिगत शिक्षण प्राप्त करून घेण्याचे साधन/पर्याय उपलब्ध होणे शक्य नाही, तेथे गुणवत्तापूर्ण शिक्षण घेण्याच्या वैकल्पिक साधनाची तयारी सुनिश्चित करण्यासाठी सरकार Digital Structure, Digital Content क्षमता निर्माण करण्याच्या हेतुने एक समर्पित युनिट तयार करेल.
- सर्व भारतीय भाषांचे संरक्षण विकास आणि त्यांना जीवंत बनविण्यासाठी नवीन शैक्षणिक धोरणात पाली, फारसी आणि प्राकृतिक भाषांसाठी एक Institute of Translation and Interpretation ची स्थापना करण्याचे सुचविण्यात आलेले आहे. उच्च शिक्षण संस्थांमध्ये संस्कृत आणि सर्व भाषा विभागांना मजबूती देणे आणि जास्तीत जास्त उच्च शिक्षण संस्थांच्या कार्यक्रमांमध्ये मातृभाषा किंवा स्थानिक भाषांचा उपयोग करण्याची महत्त्वपूर्ण शिफारस केली आहे.
- शिक्षणात तांत्रिक शिक्षणांवर अधिक भर देण्यात आलेला आहे. यामध्ये ऑनलाईन शिक्षणाचा क्षेत्रिय

भाषांमध्ये आशय तयार करणे, Virtual Lab, Digital Library, School, Student, Teacher यांना Digital साधनांबरोबर जोडणे यासारख्या योजनांचा समावेश आहे. शिक्षकांसाठी राष्ट्रीय व्यावसायिक मानक राष्ट्रीय अध्यापक शिक्षण परिषदद्वारा वर्ष २०२२ पर्यंत विकसित करण्यात येणार होते. त्यासाठी NCERT, SCERT शिक्षक, सर्वच स्तर किंवा क्षेत्रांशी संबंधित विशेषतज्ञ व विविध संघटनांशी विचारविनिमय करण्यात येणार होता. National Entering Plan द्वारे शिक्षकांचा उत्कर्ष केला जाईल.

## आव्हाने

- नवीन शैक्षणिक धोरण लागू करण्यात कोणती आव्हाने येतील. नवीन शैक्षणिक धोरण लागू करण्यासंदर्भात अनेक संभावना बरोबर अनेक प्रश्न व आव्हाने सोबत येतील. नवीन शैक्षणिक धोरणानुसार सरकार शिक्षणांवर GDP चा एकूण ६% खर्च करेल. मागील १९८६ च्या राष्ट्रीय शैक्षणिक धोरणात देखील हेच सांगण्यात आले होते. परंतु प्रत्यक्ष परिस्थिती खूपच वेगळी आहे. प्रामुख्याने भारत सरकारने वर्ष २०१७-२०१८ मध्ये GDP चा फक्त २.७% शिक्षणावर खर्च केला. भारत सरकार स्वतः स्पष्ट करते की २०१७-२०१८ मध्ये संशोधनासाठी ०.०७% इतका खर्च केला आहे. त्यामुळे खर्च करण्यासंदर्भात सरकार ६% इतकी मोठी झेप कशी घेईल. या संदर्भातली स्थिती अद्याप स्पष्ट होऊ शकली नाही.
- Gross Enrolment ratio वाढविण्याचे लक्ष २६.३ % वाढवून ५०% केले आहे. आर्थिक सर्वेक्षण २०१७-२०१८ नुसार भारतात प्रत्येकी एक लाख लोकसंख्येवर आधारीत संशोधन करणाऱ्यांची संख्या फक्त १५ आहे. भारत सरकारने लक्ष प्राप्ती करण्यासाठी ३.५ करोड नवीन जागा जोडण्यास सांगितले आहे. पण तोच प्रश्न निर्माण होतो की या लक्षापर्यंत पोहचण्यासाठी सरकारकडे काय रूपरेषा आहे व सरकार हे लक्ष कशाप्रकारे पूर्ण करेल.
- उच्च शिक्षणात UGC, AICTE, NCTE च्या ऐवजी फक्त एकच नियामक असेल. यासंदर्भात देखील वाद आहे. तज्ज्ञांचे मत आहे की, या नियामक नुसार सर्व अधिकार सरकारच्या हातात असेल. यामुळे शिक्षणाचे केंद्रीयकरण होईल. त्यामुळे संस्थांना स्वायत्ततेच्या मार्गातून जातांना खूप अडचणींना सामोरे जावे लागेल. शिक्षणक्षेत्रातील अनुभवी व्यक्तींचे असे मत आहे की, सद्यस्थितीत शिक्षणाचे विकेंद्रीकरण अपेक्षित आहे. तेव्हा सरकार विनाकारण शिक्षणाचे केंद्रीयकरण करून गोंधळलेली परिस्थिती निर्माण करीत आहे. या परिस्थितीत केंद्र सरकार राज्य सरकारच्या समस्येकडे दुर्लक्ष करू शकते.
- विद्यार्थ्यांना मातृभाषा किंवा स्थानिक भाषा शिकवण्यामध्ये देखील अनेक प्रश्न व अनिश्चितता आहे. उदाहरणार्थ -दिल्ली या सारख्या केंद्रशासित प्रदेशात विविध राज्यातून आलेले लोक राहतात. अशा परिस्थितीत एकाच शाळेत वेगवेगळ्या मातृभाषा योणारे विद्यार्थी असतील. त्यावेळेला असा प्रश्न येतो की त्या विद्यार्थ्यांचे शिक्षणाचे माध्यम काय असेल? अजून एक मोठा प्रश्न इंग्रजी माध्यमाच्या शाळासंदर्भात देखील आहे की, या शाळा स्थानिक भाषा या संकल्पनेला स्वीकारायला तयार होतील का? तेव्हा प्राथमिक शाळामध्ये एका

राज्यातून दुसऱ्या राज्यात जाणारे विद्यार्थी यांचे माध्यम बदलू नये यासाठी सरकार काय ऊपाययोजना करेल? हे सर्व असे प्रश्न यावर अजून देखील चर्चा सुरू आहे.

### यावर पुढे काय मार्ग असेल

- प्रामुख्याने यात काहीच शंका नाही की, नवीन शैक्षणिक धोरणास प्रत्यक्ष राबविण्या करिता सरकार समोर अनेक समस्या आहेत. सर्व केलेल्या घोषणांना प्रत्यक्ष आमलात आणण्यासाठी जास्तीत जास्त पायाभूत सुविधा याबरोबरच राजकीय शक्तींना प्रबळ करण्याची आवश्यकता आहे. शैक्षणिक धोरण कार्यान्वयित करणे किती कठीण आहे याचा अंदाज या गोष्टिवरून लावला जातो की, शिक्षणासाठी अघोषित निधीचा पूर्ण वापर देखील केला जात नाही. ही परिस्थिती केव्हापर्यंत आहे. आपले सरकार दुसऱ्या देशाच्या तुलनेत कमी खर्च करते तोपर्यंत. मागील ५ वर्षात ४ वर्षे असे गेले आहे की, शिक्षणासंदर्भात घोषित केलेल्या निधीचा पूर्ण खर्च केला गेला नाही. वर्ष २०१४ -२०१५ अघोषित निधी पैकी १७% निधी खर्च केला गेला नाही. हा निधी मागील १० वर्षातील सर्वात जास्त निधी आहे. शिक्षणात सुधारणा होण्यासाठी हे सर्वात महत्वपूर्ण आहे की शिक्षण संस्थांच्या स्वायत्ततेला कायम केले पाहिजे.

- सरकारला त्यांच्या २०० शीर्ष रँक असलेल्या जागतिक विद्यालयांना पूर्ण शैक्षणिक, प्रशासनिक आणि आर्थिक स्वायत्तता दिली गेली पाहिजे. असे केल्यास ते जागतिक नाविन्यता वाढविण्यासाठी नवनवीन कोर्स सुरू करून विविधता आणू शकेल. आपण पाहिले की भारत संशोधन आणि नवीनता यावर खूप कमी खर्च करते. वर्ष २०१७ -२०१८ मध्ये GDP चा फक्त ०.७% खर्च संशोधनावर केला आहे. यादरम्यान भारता शेजारील चीन या देशाने २.१%, अमेरिकाने २.८%, इस्त्राईलने ४.३% खर्च संशोधन कार्यावर केला आहे. आता नवीन शैक्षणिक धोरण देखील National Research Foundation संदर्भात स्पष्ट आहे. तेव्हा गरजेचे आहे की ही प्रक्रिया Fast track basis नुसार स्थापन केली पाहिजे. संशोधन आणि विकासास अनुसरून राष्ट्र निर्माण च्या दिशेने मोठ्या प्रगतीसह भारत सरकारला एक प्रतिस्पर्धी आधारावर जागतिक विद्यालय प्रयोगशाळा आणि संशोधन संस्थामध्ये प्रत्येक वर्षी कमीत कमी ५००० करोड रूपये अघोषित निधी म्हणून मंजूर केला पाहिजे. याबरोबरच उच्च शिक्षणात जागतिक स्तरावर स्वतः सिद्ध करण्यासाठी सर्व प्रकारच्या पायाभूत सुविधा या उत्कृष्ट करण्यासाठी गंभीर होणे गरजेचे आहे. तेव्हा देशातील सर्वोत्तम विद्यापीठे कौशल्यपूर्ण पीएच.डी धारक विद्यार्थी तयार करू शकेल. भारतातील सर्वोत्तम विद्यापीठांना प्रत्येक वर्षी ५०००० पेक्षा जास्त संख्येन पीएच.डी धारक विद्यार्थी तयार करावे लागतील. तेव्हा आपल्या नवनवीन विशेष प्रतिभेत सुधारणा होईल. नवीन शैक्षणिक धोरण पर्यावरण, संशोधन आणि विकास, खेळ, सांस्कृतिक, वैद्यकीय सुविधा वर देखील भर दिला आहे. सद्यस्थितीत भारतीय जागतिक विद्यालयांमधील सर्व गरजा पूर्ण करण्यासाठी आवश्यक पायाभूत सुविधा पूर्ण करण्याची कमतरता आहे. त्या पूर्ण करण्यासाठी भारत सरकारने जागतिक विद्यालयांना २० ते ३० वर्षा पर्यंत मोठ्या प्रमाणात कर्ज द्यावे की जेणेकरून ही विद्यालये आवश्यक त्या सर्व पायाभूत सुविधा पूर्ण करतील.

- सरकारला Gross Enrolment ratio मध्ये वाढ व्हावी असे अपेक्षित करते. याबरोबरच समान

शैक्षणिक संस्थामधील व्यावसायिक शिक्षणाचा प्रचार करण्यास देखील उत्सुक आहे. या दोन्हीही लक्षांच्या प्राप्तीसाठी केंद्र आणि राज्य सरकारने संस्थांना समान स्वरूपात विशेष Package दिले पाहिजे. तेव्हा पुढील १० वर्षात राष्ट्रीय सरासरी प्रमाणे या संस्थामध्ये प्रवेश निश्चित होतील.

तथापि या नवीन शैक्षणिक धोरणाची सरकार कशाप्रकारे अमलबजावणी करेल हे भविष्यच निश्चित करेल. तरी देखील सरकारकडून हीच अपेक्षा केली जात आहे की, केवळ कागदावर नियोजन न करता खऱ्या अर्थाने या योजनांना कार्यान्वित करण्याचा सरकारने प्रयत्न करावा. जर असे झाले तरच शिक्षण क्षेत्रामध्ये प्रचंड क्रांतीकारी परिवर्तन होण्याची अपेक्षा आपण करू शकतो..

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## CHALLENGES BEFORE THE ITEP SUGGESTED IN THE NATIONAL EDUCATION POLICY 2022

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### **Abstract**

*Teachers are always considered as the most important factor in any society for development. As usual great importance is given on teachers' role and its preparation in the National Education Policy 2022. There are various recommendations about the changing role of the teachers and teacher preparation program. One of the important recommendations is to start the Integrated Teacher Education Program in the country – ITEP. Initially it is aimed to introduce the ITEP in the forty five institutions of the country and by 2030 the ITEP would be implemented all over the country. This recommendation is very crucial and has extensive implications especially for the Teacher Training Institutions. Because of the implementation of the Integrated Teacher Education Program so many challenges would have to be faced by the Teacher Training Institutions. In this paper an humble attempt has made to discuss such challenges like need of infrastructure, up gradation in infrastructure, appointment of the faculty members to run the suggested Integrated Teacher Education program, planning and implementation of National Common Entrance test, expected number of students in the said course, maturity of the future teachers, even the appointment procedure of the teachers in the schools, situation of the standalone Teacher Training Institutions....etc. These are some very important issues which are the determinant factor of the success of the Integrated Teacher Education Program and need to be understood and solved with due focus.*

**Key Words:** National Education Policy, Integrated Teacher Education Program.

### **Background**

Teachers always play a key role in the development of any country. Teacher is always considered as the most important factor in any society for its betterment and development. All the thinkers and authors emphasized on the importance of the teacher in different perspectives. Prahallada (2022) has rightly observed that; “Teachers who are given the privilege of stimulating the thought and moulding the character of children entrusted to their care are expected to dedicate themselves to their task with a sense of mission and vision”. But the success and fulfillment of due expectations from the teachers in real sense depends on the teacher education program. Thus in all the reports of almost all the committees enough importance is given on teacher education. Thamarasserri and Martin (2022) noted that, “Teacher education is a programme that is related to the development of teacher proficiency and competence that will enable and empower the teacher to meet the requirements of the profession and face the challenges therein.”

In these perspectives as usual great importance is given on the teacher's role and its preparation in the National Education Policy 2022. There are various recommendations about the changing role of the teachers and teacher preparation program. One of the important recommendations is to start the Integrated Teacher Education Program in the country – ITEP. Initially it is aimed to introduce the ITEP in the forty five institutions of the country and by 2030 the ITEP would be implemented all over the country. This recommendation is very crucial and has extensive implications especially for the Teacher Training Institutions. Because of the implementation of the Integrated Teacher Education Program so many challenges would have to be faced by the Teacher Training Institutions. In this paper a humble attempt has been made to discuss such challenges.

### **Challenges before the ITEP**

1. The very first challenge before the implementation of the ITEP is about its clarity. There are many issues, questions and challenges regarding the structure of the ITEP. First of all in Appendix-13 of the NCTE Regulations-2014 new norms and standards for the ITEP were issued. But again there were changes suggested in the same. There are so many questions and queries about the structure of the ITEP. Thus, the structure of the ITEP is still a challenge before the whole Teacher education programme.
2. There is a disparity in the calendars of the teacher education institutions as each semester of the ITEP would be of 125 days which would require about twenty weeks. While as per the norms of the University Grants Commission each semester must be of fourteen to fifteen weeks. This is a serious issue regarding the mismatch of the calendars. This picture itself highlights the challenge before the whole teacher education programme.
3. It is expected that the ITEP would provide very good infrastructure to the aspirant learners of the ITEP. But the lack of proper infrastructure is always a serious drawback of the institutions of Higher education. Particularly in the Higher education institutions of the rural areas of the country infrastructure is a matter of utmost concern. In these regards the challenges of providing good infrastructure and up gradation in infrastructure are to be faced by the concerned institutions.
4. Similar to the issue of infrastructure, the issue of human resources needs to be solved with great efforts. The ITEP is purely a multi-disciplinary approach and requires a multi-disciplinary environment. But to achieve this noble idea and philosophy, a sufficient number of faculty members is needed. At present too higher education institutions are facing the problems of lack of enough faculty members. Appointment of the faculty members is not an easy process. Moreover, the quality and motivation of the faculty members also matters. In this point of view too an effective implementation of the ITEP is a great challenge for us.
5. It is required to convert all the stand-alone teacher training institutions into multidisciplinary institutions. This is also a headache before the ITEP. There are some very good stand-alone Teacher education institutions existing and contributing a lot in the country. Naturally in the ITEP there would be a big challenge before such stand-alone teacher training institutions.
6. It is a very good sign that in the ITEP students would be able to save their valuable one

year and go to get dual-liberal bachelor's degree in education and specialized subjects. Off course, students would get admission in ITEP through the National level common entrance Test. This is also a very good initiative. But the planning, implementation and success of the National level common entrance test is also a very big challenge and a question mark.

7. Expected number of students who would be enrolled or not in the ITEP is a big suspense. How many students would take interest in getting admission in this course is also a question and is to be answered properly. If students would not be attracted towards the four years integrated course then our dream would not become true.

8. Students to be enrolled in the four years integrated teacher education would be mature or not? This question would also emerge before the success of the four years integrated teacher education programme. In the two years teacher education programme quite mature students get enrolled. +2 students would be mature enough or not for the ITEP is also becoming a challenge.

9. As per the National Education Policy-2020 the process of teacher's appointment in the schools is going to be changed drastically. This procedure may also affect the ITEP in various perspectives.

### Conclusion

Here some of the important points regarding the challenges before the four years integrated teacher education programme are discussed. They may affect and become the determinant factors of the success of the Integrated Teacher Education Program. It is needed to understand such points well and solve them with due focus and consideration. So that we can prepare qualitative teachers for the 21st century.

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## PROMOTION OF INDIAN LANGUAGES AND CULTURE IN NEW EDUCATION POLICY

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### **Abstract:**

*The arts enhance psychological traits and creative talent in humans while also fostering cultural identity, expanding consciousness, and enhancing personal fulfilment. By citing the 64 kalas listed in Vanbhatt's Kadambini, the NEP emphasises the evolution of Indian art. The humanities are inextricably tied to language and culture. Language serves as a barrier between the culture of a community from outsiders. Languages should be supported and preserved in order to advance and retain culture. The culture and language of the entrance are compared to a dwelling. The Republic of India has allegedly lost 220 languages alone in the last 50 years, according to the United Nations organisation, which lists 197 Indian languages as endangered.*

*According to the NEP, technology will be heavily utilised to support translation and interpretation tasks. Sanskrit will be mainstreamed with substantial offerings at schools, along with the language options within the three-language formula, as well as in teaching, according to NEP policy. Additionally, it is possible for Sanskrit Universities to grow to be huge, multidisciplinary research institutions. By making substantial efforts to gather, conserve, translate, and study the tens of thousands of manuscripts that have not yet received the attention they deserve, India can increase the institutions and colleges that teach all classical languages and literature. The paper is a sincere attempt to explore the role of NEP in reviving Indian language and culture through education.*

**Key words** - Indian ethos, Language, New Educational Policy, Culture etc.

The arts develop cultural identity, advance consciousness, increase personal satisfaction, and improve psychological features and artistic ability in people. The NEP draws reference to the sixty-four kalas stated in the *Kadambini* of *Vanbhatt* in order to emphasise the development of Indian art. Language is deeply and permanently linked to the humanities and culture. The language of a group acts as a curtain around its culture. In order to advance and preserve culture, languages should be fostered and protected. Both the culture and the language of the door are likened to a house. The Republic of India has lost 220 languages merely in the last 50 years, according to the United Nations organisation, which has designated 197 Indian languages as 'endangered.'

The twenty-two languages included in the Eighth Schedule of the Constitution of the Republic of India also encounter considerable difficulties, albeit to various degrees and on a variety of fronts. NEP emphasises the necessity of authoritatively updating dictionaries and vocabularies on a regular basis for all languages. Such vocabulary changes are permitted in many different languages, including English, French, German, Hebrew, Korean, and Japanese. The Republic of India has lagged behind



and has continued to move slowly in generating such learning and print products, including dictionaries, in order to support the survival of our languages. According to the NEP, technology will be heavily utilised to support translation and interpretation tasks. Sanskrit will be mainstreamed with substantial offerings at schools, along with the language options within the three-language formula, as well as in teaching, according to NEP policy. Additionally, it is possible for Sanskrit Universities to grow to be huge, multidisciplinary research institutions. By making substantial efforts to gather, conserve, translate, and study the tens of thousands of manuscripts that have not yet received the attention they deserve, Bharat can increase the institutions and colleges that teach all classical languages and literature.

The realisation of all human potential, the promotion of national growth, and a just and equal society are all dependent on education. Ensuring that everyone has access to a high-quality education is crucial to India's continuous ascent and leadership on the global stage in terms of economic development, social justice and equality, scientific advancement, national integration, and cultural preservation. Providing universal access to high-quality education is the best way to use the enormous potential and resources of our country for the good of the individual, the society, the country, and the globe. India will have the largest youth population in the world in ten years, and our ability to provide them with opportunities for a top-notch education will determine our country's future.

The higher education system must be revised, revamped, and re-energized as soon as possible to meet these demands as India moves toward becoming a knowledge society and economy and in consideration of the demands of the fourth industrial revolution, which are characterised by an increase in the proportion of employment opportunities for a creative, multidisciplinary, and highly skilled workforce. The mission of a world's best university or college education must be to develop positive, well-rounded, and creative people in perspective of these 21st-century demands. In addition to building character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines, including the sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational crafts, it must enable a person to study one or more specialised areas of interest at a deeper level. Our demographic size and variables may defeat us however, there is **one common factor** that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is **'the teacher'**. The Kothari Commission, 1966 said, *'Of all the different factors which influence the quality of education and its contribution to national development, the **quality, competence and character** of teachers are undoubtedly the most significant.'* The NEP 2020 too exhorts, *'Teachers truly shape the future of our children – and, therefore, the future of our nation'* thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

As is common knowledge, a language is more than just a collection of alphabets; it also contains information about the traditions and social mores of a given area. A language is a means through which a culture, its customs, and its common values are communicated and maintained. The same is true for the appreciation of art in the forms of plays, music, movies, books, etc.

The National Education Policy gives Indian classical languages a lot of attention because of their worth and practicality. Along with Sanskrit, other Indian classical languages including Kannada, Tamil, Telugu, Malayalam, Oriya, and others have been given priority in the "National Education Policy." There is a strong oral and written literature heritage in these languages. A student's career prospects are increased by learning and becoming proficient in Indigenous languages in addition to English. As for as "National Education Policy"- 2020 is concerned, the policy considered that promotion of Indian Languages, Arts and Culture as area of key focus as it emphasizes the importance of Indian Culture and heritage with different dimensions. The major importance of NEP to promote Sanskrit Language. Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Sanskrit language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes.

A one-stop shop for cultural studies, translation studies, and the promotion of the arts, languages, and culture through all suitable channels will be the cultural centre of each state's open university. It is able to run a skill-training facility where local arts, crafts, culture, and languages can be taught. Students will be encouraged to read up on and conduct research on the state's history, famous residents, natural features, festivals, way of life, and culinary traditions. National Education Policy 2020 offers new opportunities for "Bhartiya" language, arts, and culture as well as open and online learning. Together, we can use these to achieve the more ambitious objectives of the Sustainable Development Goals and increase the nation's Gross Enrolment Ratio. I think that no one will now go to the cemetery with music still inside of them; instead, the music will be realised and a harmonious symphony will resonate with people all over the world.

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## EQUITABLE & INCLUSIVE EDUCATION- NEW PROSPECTIVE OF NEP 2020

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### *Abstract*

*New Education policy has provided basic focus on Curriculum and pedagogy need to be transformed by 2022 in order to minimize rote learning and encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics social responsibility, and digital literacy in new generation. As per the guidelines of our previous education system we are running our educational journey. National Education Policy 1986 has provided special focus on academic growth & development of school students. Board examination has given more importance & in higher education special focus on research is given. Central government & State government provided more focus on all round development of education but till satisfactory progress is not visible in school education & higher education as expected in policy. Our Education is engage in examination & academic credit distribution vise a versa foreign education is more on entrepreneurship, science centric, technology based etc. more opportunity of industrial sectors are automatically attracted towards foreign students. Our IIT, NIT & other well reputed institutes are trying to provide good opportunity to our Indian students, but in percentage is very less. Opportunity is not equally distributed to all students. Big gap is visible in rural & urban education, educational opportunity of poor students & rich students.*

*Many questions of Indian education system are in front of every Indians. Commercialization of education is also one more basic problem in Indian Education system. New Education Policy 2020 suggested many changes in Indian education System to make equitable & Inclusive Education System. Establish Indian Education for all citizens & reduce gap between rural & urban, rich & poor etc. Into an equitable and vibrant knowledge society by providing high quality education to all and thereby making India a global knowledge superpower” (“Ref- National Education Policy 2020” 5-6). In present study researcher has focused on critical analysis of NEP 2020 in special reference of Higher Education & also explained Roadmap of Indian Higher Education in 2050.*

**Key Words-** NEP 2020, Equitable Education, Inclusive Education

### **Introduction**

The restructuring of school education & Higher education mentioned in this Policy is based, in particular, on the cognitive importance of play-based ECCE starting at age 3, together with the modern necessity of providing free and compulsory education for all students through Grade 12 . Free & compulsory education basically focuses on creating equitable society. Within

this school-age range of 3 to 18 years, there must be periodic changes in curricular and pedagogical delivery and styles, designed to be in sync with a child's natural cognitive, emotional, and physical development. Studies in cognitive science demonstrate that children prior to the age of 8 learn best through play-based, activity-based, and discovery-based multilevel styles of learning and interaction, whereas around the age of 8 children naturally begin to adapt to a more accurate style of learning, indicating that teaching-learning processes in Grade 3 may also begin to transition to a more formal style of learning, e.g. by incorporating some basic textbooks, while still maintaining a strong play- and discovery-based approach. It will create interest & more opportunity in education

### **Objectives-**

- To Explain the various aspects of National Education Policy 2020
- To Explain various key areas of NEP in reference with Equitable & Inclusive Education
- To explain importance of NEP in reference to Equitable & Inclusive Education

### **National Education Policy: 2020**

The National Education Policy 2020 has taken place of the second National Policy on education and is based on the pillars of Access, Equity, quality, Affordability, Accountability and will transform India into vibrant knowledge hub. The NEP 2020 intended to develop a new curriculum framework of 5+3+3+4 ages 3-8, 8-11, 14-18 and above 18. Students will be instructed till they reach the fifth grade in their mother tongue or regional language only

Indian education System waiting from many days to achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030. Equal opportunity in education will create more interest & it will increase opportunity to the society for the participation in education. Nation needs society participation for the promotion of education & equal opportunity of education. Society will be problem free from the gender issues, caste discrimination, gap between rural & urban education. Education in mother tongue will be provide more opportunity of learning.

### **Meaning & Concept of Equitable Education**

A commitment to equity requires measures designed to ensure that the most marginalised children and young people have access to an education of the same quality as the least marginalised, and this has to be reflected in the targets and indicators of a new framework

Equity focuses on taking those opportunities presented to students and infusing them with support and resources to turn the education system into a level playing field. This means that disadvantaged students will get the support they need to become equal to students who are not disadvantaged

### **Indian Problems for Equity in Education**

In the developing country like India we are facing many problems for establishment of equity in Indian education. Create barriers to learning, which in turn lead to low attendance, poor learning outcomes, and higher rates of dropping out. Indeed, there is a complex web of discriminatory and exclusionary practices and realities, due to various economic, social, political,

and historical factors, that often lead to such barriers.

**Poverty:** plays a major role in both exclusion and discrimination. School education also having impact on Indian Education System. Government school & private schools are creating large distance in Indian education. Village parents are not ready to give education to the kids in English medium schools due to economical income & status of required aspects ex. Parents education, language of communication etc

**The lack of quality infrastructure:** functional and secure toilets, safe drinking water in schools in poorer areas represent a severe form of discrimination in education for children from socio-economically disadvantaged communities. The lack of good libraries, laboratories, and learning supplies at school hits children from disadvantaged communities the hardest, as they generally will not have as many educational resources at home.

**Social mores and biases** also contribute in a serious way to discriminatory practices; for example, many communities believe that girls need not go through formal schooling & in higher education it is observed that many girls students have not received opportunity of education due to lack of economical support. Taking admission in good institution requires more amount of admission. Farmer & daily worker are not able to get admission in reputed institute to their children's due to economical condition.

#### **Curriculum, medium and Course Structure**

Many talented, dedicated & work centric students are not able to take admission in reputed courses. Few courses are only in English medium so our students are not able to take admission due to medium of instructions. Fee structure of these courses is also not affordable.

#### **Meaning & Concept of Inclusive Education**

Inclusive education means all children in the same classrooms, in the same schools or colleges. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.

Inclusive education is a type of education where education is provided to all the students irrespective of their caste, religion, race, color, gender, and disabilities. Inclusive education provides an equal environment for all learners

#### **Focus on Inclusive Education**

**Eliminating exclusionary practices:** Clear criteria on equity and inclusiveness will be laid down that schools will be expected to follow. Criteria for assessing equity and inclusiveness of all schools will be developed and given adequate weight during accreditation or self-evaluation processes.

**Sensitizing learners:** NEP 2020 all students will develop sensitivity and appreciation of the diverse cultures and traditions to which we belong. A concerted set of actions on various fronts will be implemented, e.g. through inclusion of narratives around different socio-economic situations in the curriculum, questioning simplistic labeling of individuals on the basis of their community or beliefs, etc. Basic human values of tolerance, inclusiveness,

Equitable and Inclusive Education equity, empathy, helpfulness, service, etc. will be

incorporated throughout the curriculum.

#### **Inclusive curriculum:**

NEP 2020 suggest school curricula, syllabi and teaching learning materials (especially textbooks) will be reviewed to identify and remove overt or hidden bias and stereotyping. In all curricular reform, a concentrated effort will be made to mainstream issues related to URGs in curricula for school education as well as for teacher development program

#### **Ways for Equitable & Inclusive Education**

##### **1. Free & affordable education –**

NEP suggest free & affordable education to all students. It will create equality in education. All the students of all caste, religion, gender will be able to take education free of cost. It will provide more opportunities for learning. If we will provide special focus on higher education it will be helpful for increasing the percentage enrolments in higher education

##### **2. Attractive Scholarship –**

Government need to provide different types of scholarship to the intellectual students without support of caste documents & certificates. NEP provides opportunity to the scholars & intellectual needy students. Special focus need to be given to this students for completion of higher education & engagement in various service sectors

##### **3. Change in school & higher education culture-**

NEP strongly suggested that our higher education system need to be changed. It should not discriminate students on the basis of money, caste & other available components. Admission & other support to the students need to be based on marks & quality of the students. Private Schools also give admission to the economically weaker students. It also needs to accept entries of admission on the basis of merit. It will make positive impact on inclusion & equity in educational system

##### **4. Respectful School & College Culture**

All participants in the school education system, including teachers, principals, administrators, social workers, counsellors, and students, will need to be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect and dignity of all persons. Such an educational culture will be the best tool to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens.

##### **5. Establishment of Special Education Zones**

Special Education Zones will be set up in disadvantaged regions across the country. It is known that there is inequitable development across regions - even within States that are otherwise performing better than the national average on human development indicators. It will be based on clear social development & socio- economic indicators. Central & State government will provide support to the institutes for creating educational opportunity. Infrastructure, learning resources, and teacher capacity will receive targeted support in these regions. Other innovative educational initiatives will also be piloted in these zones, and will be closely monitored and adjusted based on

outcomes

**6. Availability and capacity development of teachers**

Teacher Education institute need to create innovative, creative and dedicated teacher for the new era. Teachers need to focus on engagement of every learner. Skills of every child need to be enhancing for the capacity development. Good teachers will create knowledge centered society. In higher education cluster of colleges and institute need to be create. It will help for creating multidisciplinary campus. University & colleges need to implement certificate course for equality in education & Inclusiveness in education

**7. Pupil Teacher Ratio**

Pupil Teacher ratio should be 25:1. All academic tasks will be including in the entire task. Special guidance need to be provided for weak students. Remedial activity & bridge activity need to be mentioned in the personal guidance

**8. Special Financial Support**

Central & State government need to provide special financial support will be providing to the needy students. Targeted scholarship will be distributed to the students for economical weaker section through single window system. Additionally, data will be linked to the NRED to ensure that no student is denied due support or resources, while also ensuring that the privacy and dignity of students are always respected. Provision of district wise funding will create more easy way for financial assistance.

**9. Funding for research**

Research schemes of UGC, ICSSR & other apex bodies need to modify according to inclusive & equitable society. Research focus need to be on inclusive practices of schools or colleges. Impacting Research Innovation & Technology ( IMPRINT), UchhatarAvishkarYojana (UAY), Global Initiative of Academic Networks (GIAN), Technical Education quality Improvement Programme (TEQIP) , Campus Connect Programme, Special Assistance Programme & Research Project

**10. Education of girls**

NEP 2020 has provided special concentration on girl's education. Concentrated efforts required for the development of girls education & promotion of girls education. Thus a key strategy in uplifting Indian society is to give concerted attention to uplifting women and girls; and a key strategy in uplifting URGs is to give due attention to uplifting the women in these groups

**11. Partnerships with States and community organizations for girls' education:**

Indian government will generate Gender Inclusion Fund to build the nations capacity. Quality education of girls will be depend on following parameter of education

- a. Ensuring 100% participation of girls in the schooling system and a high participation rate in higher education;
- b. Closing gender gaps in educational attainment at all levels;
- c. Changing mindsets and halting harmful practices to foster gender equity and inclusion;
- d. Inculcating girls' capacity for leadership to help develop current and

Future role mode

- e. Improving dialogue with civil society to exchange best practices and lessons learned  
Fostering women's participation and leadership in education

## **12. Education of children belonging to Scheduled Caste Communities and Other Backward Class**

To establish equality in education & create inclusive pathway of education backward class people need to be in proper stream of education. SC & ST category need to get government support for increasing percentage schedule caste communities. Government special schemes need to implement for deprived group of education. Recruitment of teachers need to be made from these category. Translated learning material need to be given to these students for the improvement of academic levels. Efforts will be created to the teachers to speak various local home languages Above mentioned quality enhancement programmes of higher education provides an interdisciplinary approach to upgrade the research to bring new innovations in teaching learning process.

All these pave way to augment academic standard and quality in higher education. Many mentioned schemes of technical and vocational education will be improve the quality standard. It will helps to higher education institute for accreditation & good grade through performance. Enhancing percentage of employable students is the big challenge in front of all higher education institution. National Employability Enhancement Mission need to be expand through practical, need based education. NEP 2020 has provided special attention on Employability Enhancement.

### **Conclusion**

Education is the backbone of development and growth of a country. Education is without a doubt a fundamental pillar of growth for human beings all round the world. Every country has its own methods in teaching and raising children in order to become part of the unique culture. NEP 2020 has provided road map for the expansion of higher education with standards. Finally success of NEP 2020 will be depend on active participation of every stakeholders. We hope that 2050 will be shown us India as a Superpower with the expansion of Research, Innovations and Employability

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## ROLE OF NEW EDUCATION POLICY IN INDIAN LANGUAGES AND CULTURE

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### **Introduction / Abstract:**

Recently the cabinet approved the new education policy 2020 to bring large-scale transformational reforms in the education sector in both School And Higher Education. The new education policy has come after a gap of 34 years it stipulates to overhaul the existing education system. Among highlights of the new education policy 2020 is the decision to make mother tongue as the medium of instruction up to 5 class. The objective is to create a long-term impact on nation building. It may also create a profound effect on the ongoing process of human resource development and to help students establish social and cultural relationships with the 1/4 the environment they are living in.

Principles of this Policy The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and National Education Policy 2020 5 creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- 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;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty,

- responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning;
  - Life skills such as communication, cooperation, teamwork, and resilience;
  - Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
  - Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
  - Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
  - Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
  - Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
  - Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
  - A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
  - Outstanding research as a co-requisite for outstanding education and development;
  - Continuous review of progress based on sustained research and regular assessment by educational experts;

### **Multilingualism and the power of language**

It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty

of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.

Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.

The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the

Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as ‘Sanskrit Knowledge Systems’), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the next generation will want to National Education Policy 2020 15 partake in and be enriched by India’s extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

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## AN AWARENESS OF NEP 2020 AMONG THE DEGREE COLLEGE STUDENTS - A SURVEY

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### **ABSTRACT**

*NEP 2020 has been formulated for transformation of quality in higher education. it has been reviewed and revised thoroughly by experts from various fields. There are different principles of this policy which caters to different areas of higher education. According to the latest information this policy would be implemented in the current year. But are the different stakeholders prepared to face the challenges posed for them. The teachers also have a fair knowledge about the same. However the students of higher education are going to be the major stakeholder who are part of implementation of the policy. Are they aware about the different provisions of NEP 2020, the different areas which are part mentioned in the policy, are they aware about the policy in all its perspectives is the crux of my research paper.*

**Key words:** NEP 2020,awareness,principles.

### **Introduction**

The NEP 2020 announced by Ministry of Education, is a welcome move for the countrymen. It emphasizes on holistic multidisciplinary education for future nation's stakeholders. There are seven salient features or objectives of the announced National Education Policy apart from what is clearly evident in its documentation and which are in perfect harmony with Government's previous initiatives since 2014. NEP 2020 caters to different aspects of education to promote quality in Education. The students are one of the stakeholders who will be greatly influenced by this policy. Hence this research aims at finding the level of awareness about the policy among the students.

### **Topic of the research :**

To study the awareness about NEP 2020 among the degree college students

### **Objectives of the research**

- 1) To analyse the level of awareness among the degree college students.
- 2) To compare the awareness about NEP 2020 between degree college students on the basis of gender

### **Hypotheses of the study**

- 1) There is no significant differences in the awareness about NPE 2020 between the students based on gender.

### **Methodology of the study.**

The researcher used descriptive survey method to collect data from the college students.

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**Sample**

The size of the sample is 75 students studying in degree colleges.

**Composition of the sample**

| s.no | Gender     | Percentage |
|------|------------|------------|
| 1    | Male -38   | 50.7       |
| 2    | Female -37 | 49.3%      |

**Sampling** : Random sampling method was used to collect data. The researcher posted the tool on a social media platform for the students.

**Tool used for the study**

The teacher prepared statements relating to NEP 2020 with a 3 point rating scale namely, agree, undecided and disagree. The researcher prepared a google form consisting of two sections. The first section collected personal details and professional details of the students. The second section consisted 30 statements relating to different aspects NEP 2020. The reliability of the tool using **Cronbach's Alpha** was **0.8**.

**1) Descriptive Analysis of data**

Following is the **descriptive analysis of data question wise**:

60.8 percent of students were aware about NEP 2020. 88 % of the students were aware that there should be flexibility for students to choose their learning programmes as per NEP 2020. More than 50% of the students were aware that NEP 2020 gives emphasis beyond rote learning. 80.6% students were aware that focus on regular formative assessment of learning is one of the principle of NEP 2020. 50% were not aware about the new educational structure according to NEP 2020 . 76.4% were aware that according to NEP 2020 experiential learning will be adopted in all stages of education. 60.6% students were aware that according to NEP no language will be imposed on any state. 51% students were aware that according to NEP 2020 Sanskrit will be offered at all levels of school and higher education .61% were aware that according to NEP 2020 foreign languages will be offered from higher education. 60.3% students were aware that according to NEP 2020 art -integrated education will be embedded in classroom transactions. 64.2% respondents were aware that there is no imposition of any particular language regarding the medium of instruction up to grade. 62.7% students were aware that according to NEP 2020 the three language formula will continue to be implemented in schools. 69.6% were aware that according to NEP 2020 every student in the country will participate in the 'language of India "project. 37% were aware and 37% undecided , that according to NEP 2020 teaching of languages will be based on experiential-learning pedagogy. 68.7% students were aware that according to NEP 2020 Indian Sign Language will be standardized everywhere for the hearing impaired students. 41.2% were aware that according to NEP 2020, Mathematics and computational skills will be given increased emphasis throughout the school years. 58.8% were aware that according to NEP 2020 the progress card of the students will assess beyond the cognitive domain..41.8% were aware that according to NEP

2020 students will not be engaged in any other work but teaching. 47.8% of the students were aware that according to NEP 2020 each teacher will be expected to participate in at least 40 hours of continuous professional development. 54.5% of the students were aware that according to NEP 2020 vertical mobility of students based on merit is most important. 58.2% of the students were aware that according to NEP 2020 a 'gender inclusion fund' is for providing equity quality education for all boys. 50.7% were aware that according to NEP 2020 one of the key changes to the current system is moving towards institutional autonomy. 73.1% were aware that according to NEP 2020 all higher education institutions shall aim to become multidisciplinary institutions by 2040. 43.3% of students were not aware that according to NEP 2020 higher education institutions will have the flexibility to offer different designs of master programmes. 67.2% of the students were aware that according to NEP 2020 there shall be counselling system in every education institution. 71.2% were aware that according to NEP 2020 one of the objective to establish national research fund is to recognise outstanding research and progress. 76% of the students were not aware that NEP 2020 has given more priority for research and innovation by students. 57.6% of the students were aware that according to NEP 2020 there will be a new accreditation framework for schools. 43.3% of the students were aware that according to NEP 2020 there will be no M.Phil programmes. 64.2% of the students were aware that according to NEP 2020 the B.Ed degree will be a four year integrated course by 2030.

## 2) Inferential analysis ( objective wise)

1) Table no.1 showing the differences in the level of awareness on the basis of gender

| Sex    | N  | Mean  | S.D | Obtained t value (two tailed) | Level of significance              |
|--------|----|-------|-----|-------------------------------|------------------------------------|
| Male   | 38 | 36.25 | 2.8 | 0.3                           | Table value 0.9 (Not significant ) |
| Female | 37 | 34.74 | 4.1 |                               |                                    |

From the above table no.1, it is clear that t value is 0.32 is less than the table value. Hence the hypothesis is accepted. There is no significant difference between the level of awareness between students based on gender.

## Conclusion

In this study it is seen that the students do have a considerable knowledge about the different aspects of NEP 2020. Moreover the level of awareness is similar in terms of gender.

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## AWARENESS OF NATIONAL EDUCATION POLICY (NEP) 2020 AMONG THE TEACHER TRAINEES

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### **Abstract:**

*Different educational policies have tried their level best to bring about changes in the educational system. Revamping and rejuvenating the educational system through National Educational Policy has brought about a change in the whole structure of education after 34 long years. It focuses on taking into consideration high quality education and stresses on the need to utilize the capacities of all the individual of the country to the maximum. It prepares them for the 21<sup>st</sup> century skills.*

*The National Educational Policy 2020 with its focus on changing the entire structure of education attempts to cater to the development of the nation through the economic growth, bringing in social justice and equality. It also ensures inclusive and equitable quality education, lifelong learning opportunities for all by 2020 which is reflected in the SDG4 goals by 2030*

*The paper focuses on the awareness of NEP 2020 among the teacher trainees. The objective of the study is to find out the awareness of teacher trainees about NEP 2020. A survey method for used for the purpose of the research using a multiple choice of 15 statements based on the NEP 2020 policy was prepared by the researcher to find out if the to be teacher trainee are aware of this policy which they have to know when they are employed as teachers. Simple Random sampling was used with 253 teacher trainees as sample size.*

*The results will help to find out whether the future teachers are aware of the salient changes made in NEP 2020. The paper will suggest measures to prepare the student teachers for NEP 2020*

**Keywords:** Awareness of NEP 2020, salient changes of NEP 2020, orientation of student teachers.

### **Introduction**

In order to achieve an individual's wholistic development, education is vital. This helps in not only developing an individual, but also enhances in developing a just and equitable society which in turns promotes national development. This will enable the economic growth, scientific development, preservation of the rich cultural heritage and provide equal access to quality education for all its citizens. India can reach the ladder of success by increasing the country's rich resources and talents for the benefit of the individual society, country and the world at large. There need to bring about transformation in the field of education in all its aspects.

Different educational policies have tried their level best to bring about changes in the educational system. Revamping and rejuvenating the educational system through **National Educational Policy 2020** has brought about a change in the whole structure of education after 34



long years. It focuses on taking into consideration high quality education and stresses on the need to utilize the capacities of all the individual of the country to the maximum. It prepares them for the 21<sup>st</sup> century skills which attempts to cater to the development of the nation through the economic growth, bringing in social justice and equality. It also ensures inclusive and equitable quality education, lifelong learning opportunities for all by 2020 which is reflected in the SDG4 goals by 2030. There is a dire need to bridge the gap between the existing state of learning outcome and what is required through major reforms that result in highest quality, equity and integrity into the system right from ECCE to Higher Education

The current NEP 2020 is already on the verge of implementation and hence the researcher wanted to find out the awareness of the NEP 2020 among the future teacher trainees.

**Need and Importance of the study:**

Since, the revamping of the total educational structure is implemented, the present study will help in understanding the Awareness of National Education Policy (NEP) 2020 among the Teacher Trainees. The study will create an awareness of the need for National Education Policy (NEP) 2020 among the Teacher Trainees.

**Statement of problem:**

Awareness of National Education Policy (NEP) 2020 among the Teacher Trainees

**Aim of the study**

To study the Awareness of National Education Policy (NEP) 2020 among the Teacher Trainees.

**Objectives:** The study has following objectives

1. To find out the awareness of NEP 2020 among the teacher trainees.
2. To suggest measures to increase the awareness of NEP 2020 among the teacher trainees.
3. To analyse the percentage Awareness of National Education Policy (NEP) 2020 among the Teacher Trainees

**Research Methodology:**

Descriptive Survey Method used for this research because the study intends to elicit Awareness of National Education Policy (NEP) 2020 among the Teacher Trainees

**Sampling:**

In present research, researcher included 253 Teacher Trainees on the basis of simple random sampling. A google form was sent out and the teacher trainees of various teacher trainee institutions filled up the form

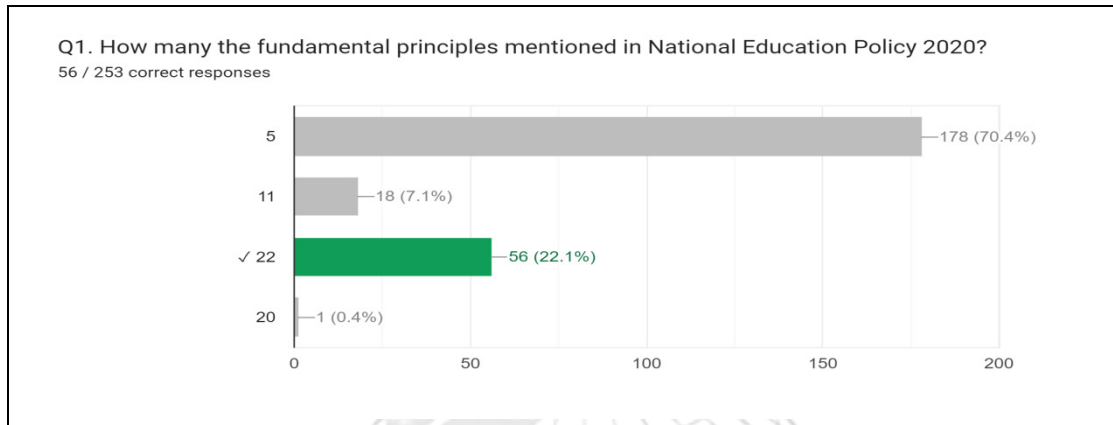
**Tool and Techniques for Data Collection:**

A multiple choice 15 question was prepared by the researcher to find out the awareness of National Education Policy (NEP) 2020 among the Teacher Trainees. The percentage was analysed.

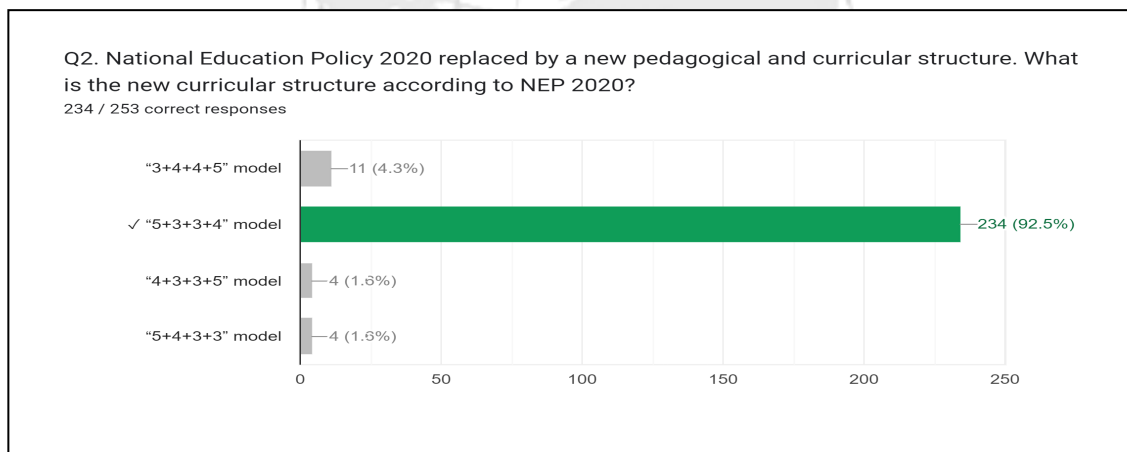
**Data Collection:**

Data was collected through a google form, from 253 B.Ed. Teacher Trainees of various teacher trainee institutions

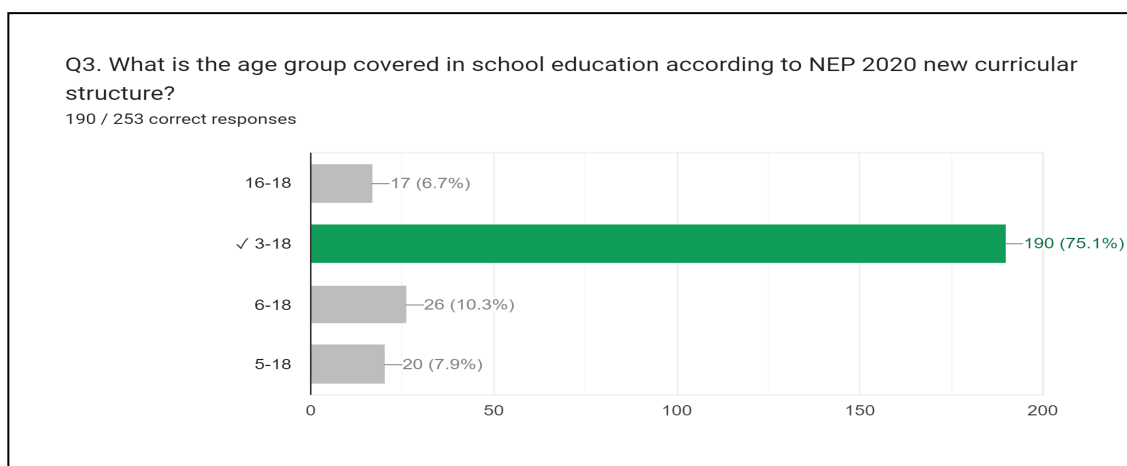
## ANALYSIS OF THE RESPONSE OF THE AWARENESS OF NATIONAL EDUCATION POLICY (NEP) 2020 AMONG THE TEACHER TRAINEES



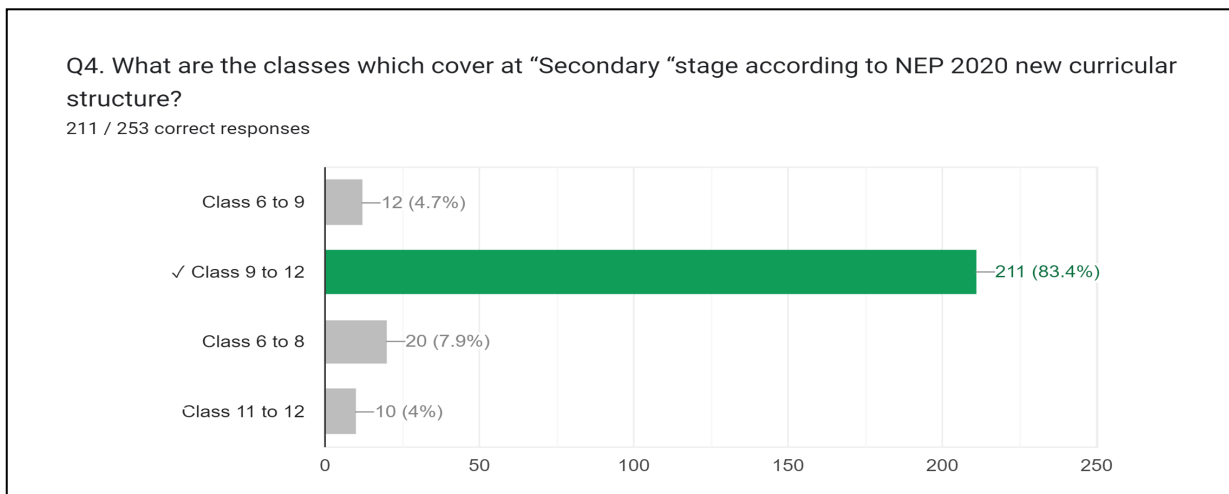
From the above graph it can be seen that out of 253 only 56 teacher trainees were aware that 22 fundamental principles were mentioned in the NEP 2020.



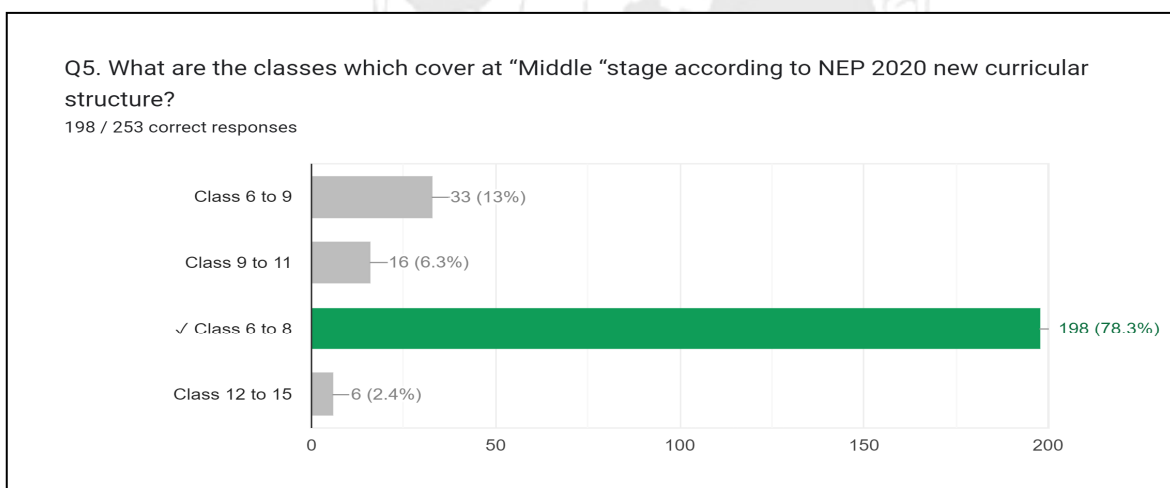
From the above graph, we can say that 92.5% of teacher trainees were aware of the structure of NEP 2020.



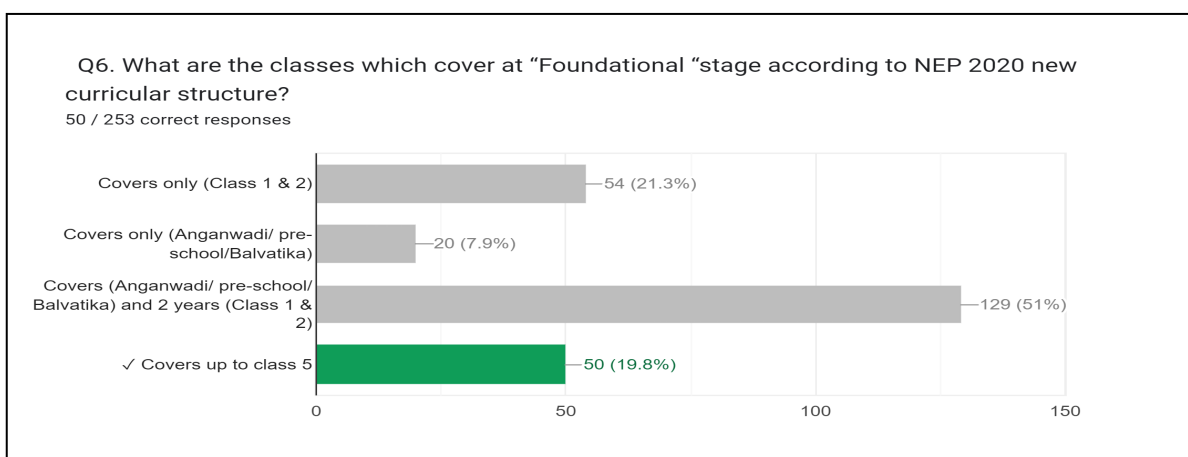
From the graph above, it can be said that,75% of teacher trainees were aware of the age group covered in school education according to NEP 2020 new curricular structure.



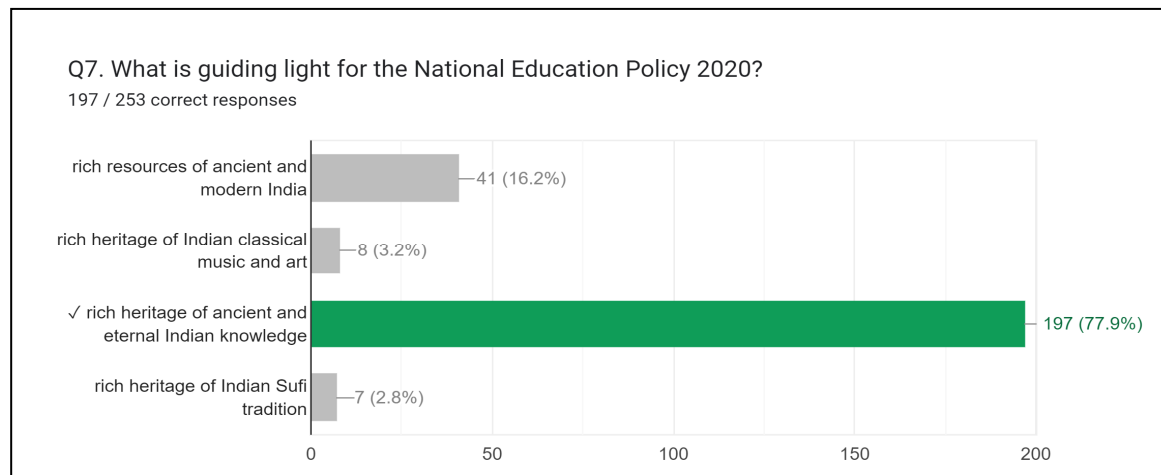
From the graph above, it can be said that almost 83.4% knew about which classes covers the Secondary Stage as per the new educational policy



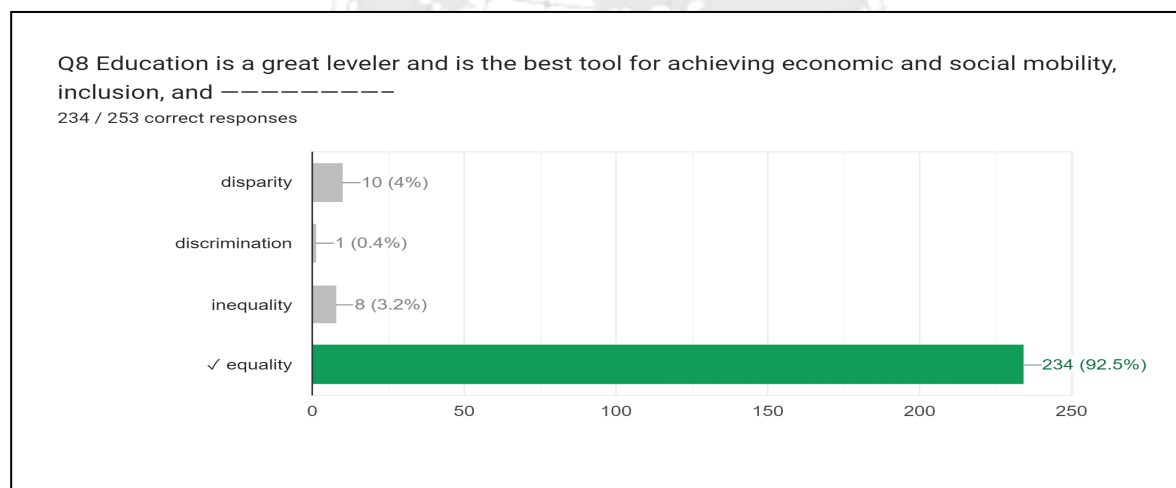
From the above graph, it can be said that only 78.3% of the teacher trainees were aware about the middle stage according to NEP2020 new curricular structure



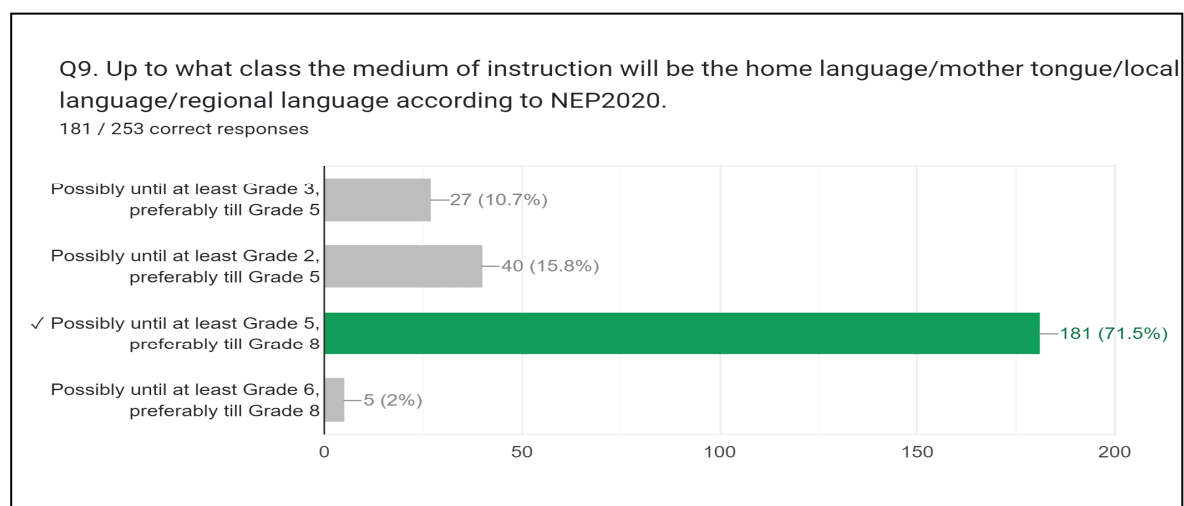
Only 51% of the teacher trainees were aware of which classes gets covered at Foundational stage according to NEP 2020 as per the above graphical representation.



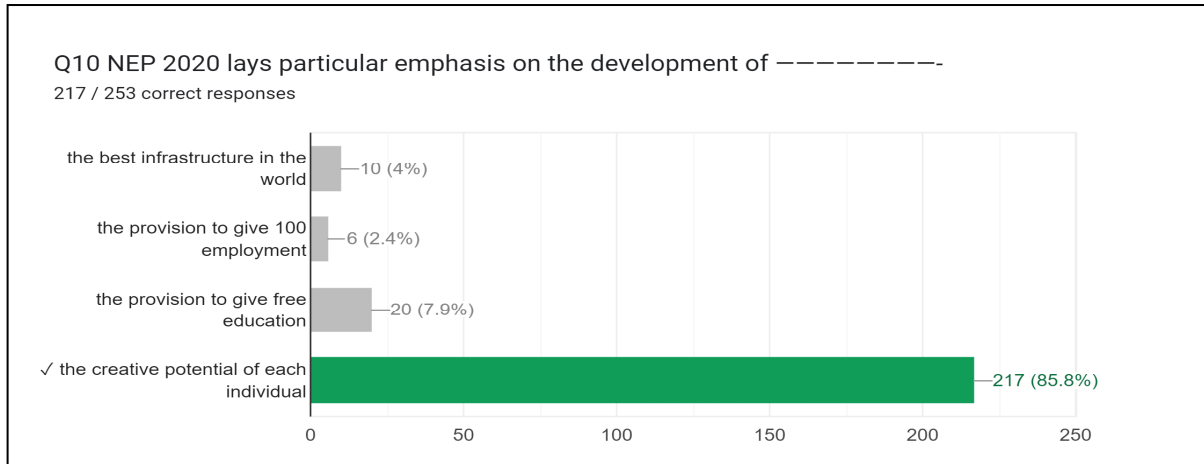
From the graph above, it can be said that, 77.9% of the teacher trainees were aware of the guiding light for the National Education Policy 2020.



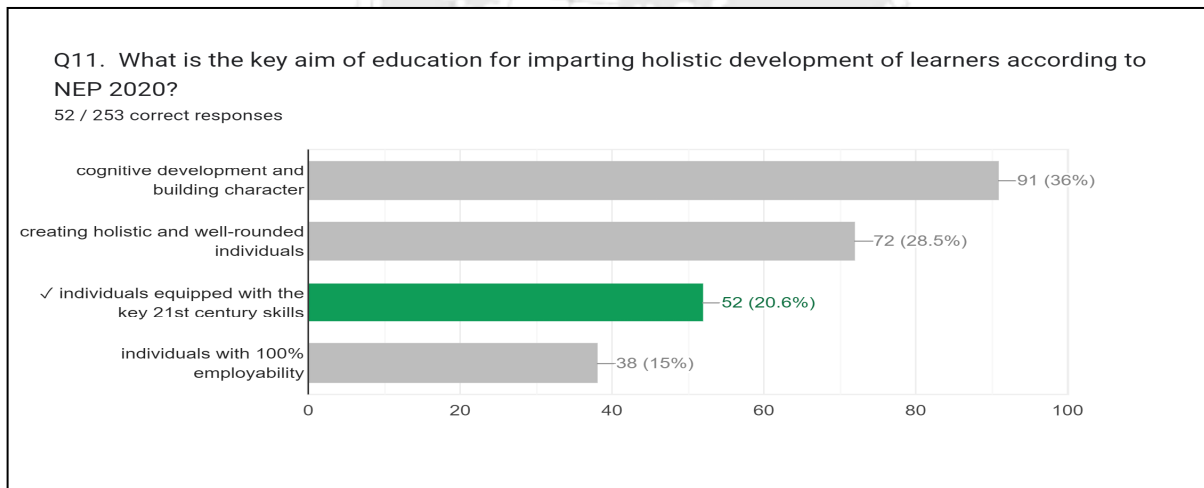
From the graph above, it can be said that, 92.5% teacher trainees are aware that education is a great leveler and the best tool for achieving economic and social mobility and inclusion



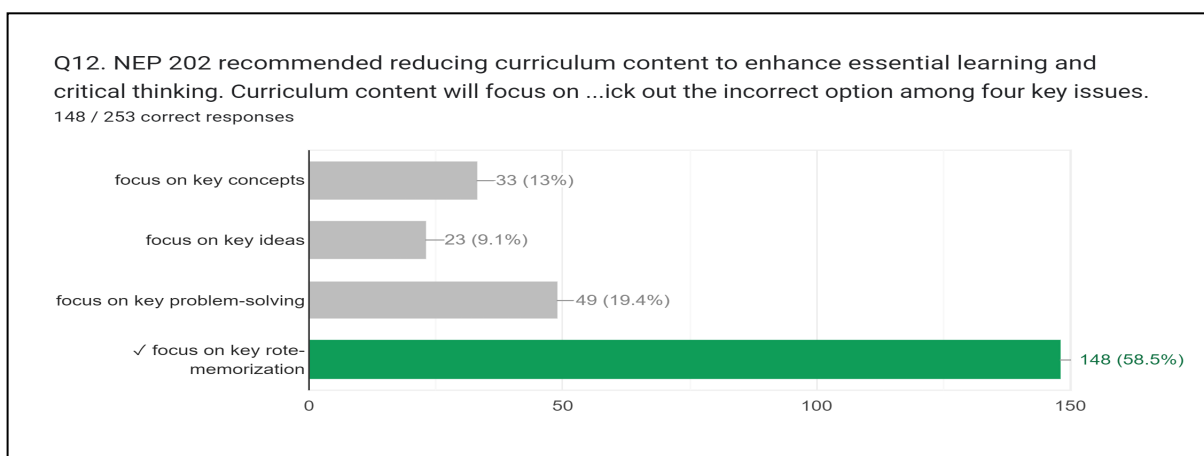
From the above graph, it can be said that 71.5 % of the trainee teachers were aware up to what class the medium of instruction will be



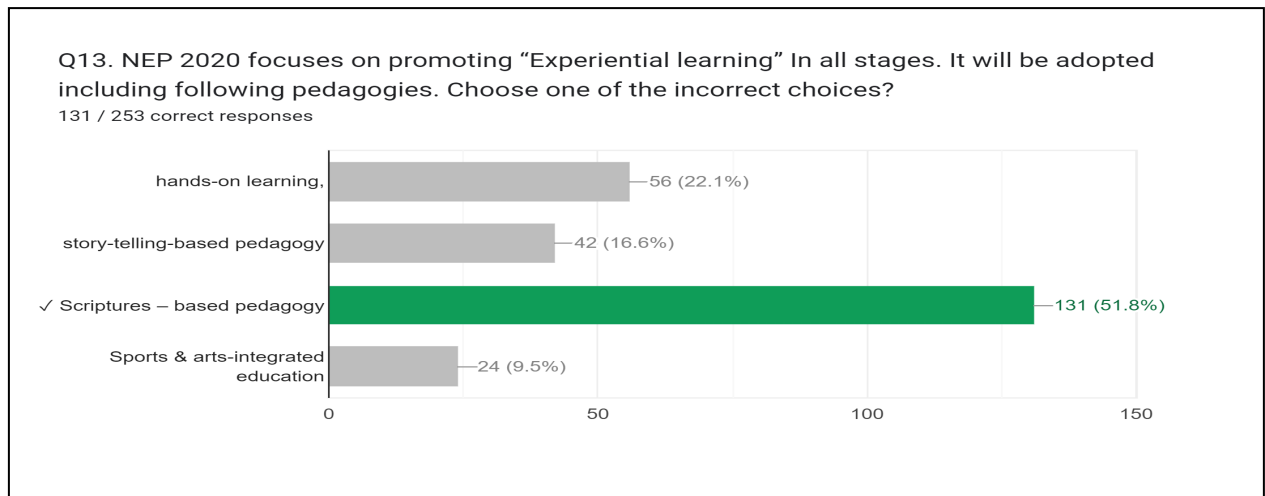
From the above graph, it can be said that only 85.5% of the teacher training were aware that NEP 2020 gave importance to the creative potential of the individual



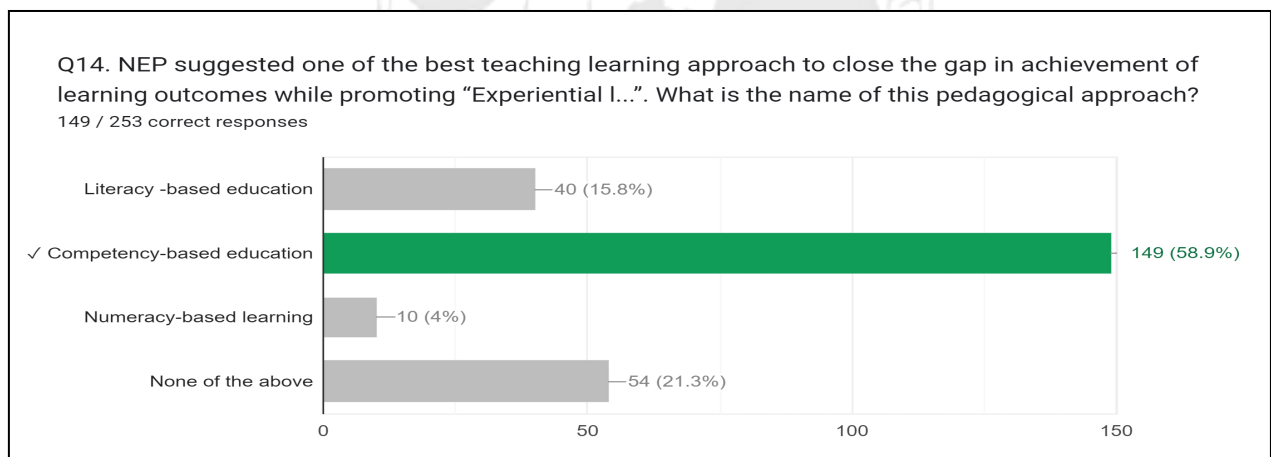
From the above graph it can be said that only 20% of the teacher trainees were aware of the key aim of education for imparting holistic development of learner according to NEP2020 is that individual should be equipped with the key 21<sup>st</sup> century skills.



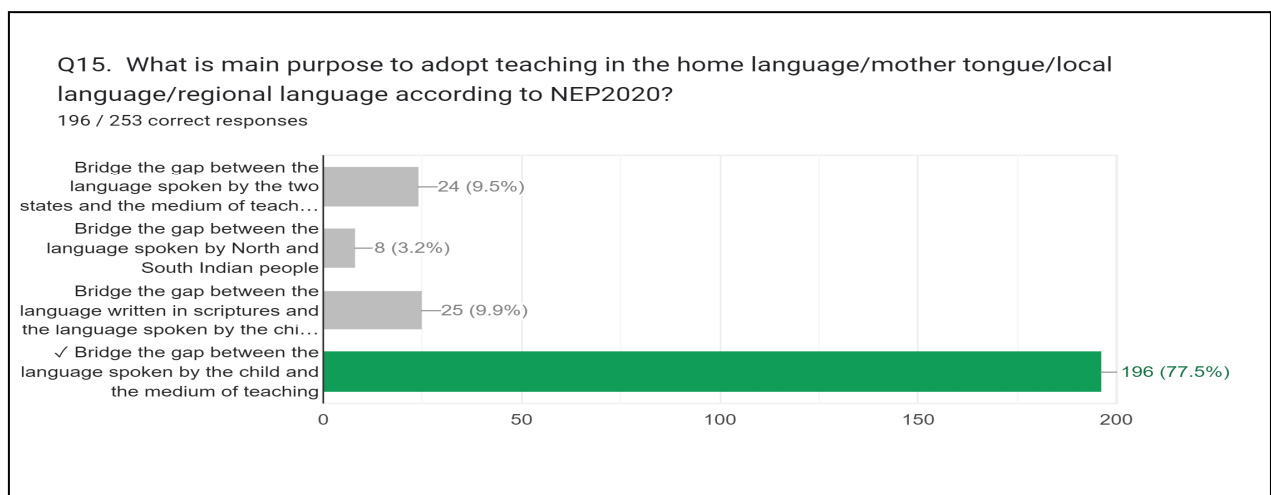
From the graphical representation it can be said that 58.5% of the teacher trainees still believe in focusing on rote memorization



From the graphical representation above, 51.8% of teacher trainees still believe in scripture based pedagogy in NEP 2020



From the graphical representation above it only 58.9% are aware of competency based education on the New Educational Policy 2020.



From the graphical representation, it can be said that 77.5% of the teacher trainees are aware of the purpose to adopt teaching in the home language/mother tongue/local language/regional language according to NEP 2020

### Findings & Discussion

1. Based on the question on the number of fundamental principles mentioned in NEP2020 it was shocking to find out that only 56 out of 253 teacher trainees knew the correct answer. i.e. only 22.1 % of the teacher trainees were aware of these principles. We are talking about implementation of NEP 2020 and the basic awareness of the number of the fundamental principles is not known to the majority of the teacher trainees
2. It was a sigh of relieve to know that 92.5% of the teacher trainees knew the new structure of the NEP 2020 replaced by a new pedagogical and curricular structure. i.e., the 5+3+3+4
3. 75.1% of the teacher trainees were aware of the age group 3-18 is covered in school education according to NEP 2020 new curricular structure
4. 83.4% of the teacher trainees were aware of the classes from 9 to 12 covers the “Secondary “stage according to NEP 2020 new curricular structure. This could probably be as these teacher trainees are going to be secondary school teachers.
5. 78.3% of the teacher trainees were aware of the classes from 6 to 8 covers the “Middle “stage according to NEP 2020 new curricular structure.
6. However only 51% of the teacher trainees were aware of the classes up to class 5 covers the “Foundational “stage according to NEP 2020 new curricular structure. This could probably be because they are not going to teach the foundational stage students.
7. 77.9% of the teacher trainees were aware of the guiding light for the National Education Policy 2020 is the rich heritage of ancient and eternal Indian knowledge. 22% of the teacher trainees are not aware of the same.
8. 92.5% of the teacher trainees were aware that education is a great leveller and the best tool for achieving economic, social mobility, inclusion and equality.
9. 71.5% of the teacher trainees were aware that the medium of instruction will be possibly until at least Grade 5, preferably till Grade 8 the home language/mother tongue/local language/regional language according to NEP 2020.
10. 85.8% of the teacher trainees were aware that NEP 2020 lays particular emphasis on the development of creative potential of an individual.
11. Only 20.6% of the teacher trainees were aware that is the key aim of education for imparting holistic development of learners according to NEP 2020 was that the individual should be well equipped with the key 21<sup>st</sup> century skills.
12. 58.5% of the teacher trainees selected the correct answer in which the NEP 2020 recommended reducing curriculum through rote learning. It means that nearly half of the sample still feel rote learning is permitted in the current education.
13. 51.8% of the teacher trainees feel that scripture-based pedagogy also includes and

promotes experiential learning. It only shows that half of the sample are not aware of the different types of Experiential learning

14. 58.9% of the teacher trainees were aware of the name of pedagogical approach for experiential learning is competency-based education
15. 77.5% of the teacher trainees are aware of the main purpose to adopt teaching in the home language/mother tongue/local language/regional language according to NEP2020.

The results are obviously quite surprising and there is a lack of awareness among the teacher trainees about National Education Policy 2020.

They are the future teachers and the lack of awareness of the National Education Policy will prove detrimental to the revamping of the educational structure. There is an instant need to create awareness among the future teacher trainees. Workshops, Guest lectures, conference on NEP 2020 has been done quite a lot. Lack of involvement of teacher trainees in these academic endeavour is the outcome of the lack of awareness. College principals of all teacher training institutions must provide awareness in the form of participation in various educational activities like group discussion, paper reading, writing a research or conceptual paper on National Educational Policy 2020. All these attempts will be a stepping stone to create an awareness of the indebt study of NEP 2020 as they are going to be a part and parcel of it.

### Conclusion

National Education Policy 2020 is already implemented and the success of this revamping can be only possible if all the educational institutions are aware of it. Being a teacher training institution, the teacher trainees must know the National Education Policy 2020 thoroughly if it has to become successful. They can implement it in their classrooms when they become teacher in the immediate near future.

As Gandhi rightly said , “ Be the change, you wish to see in the world.”

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**NEP 2020 AND ROLE OF A TEACHER & TEACHER EDUCATOR****Sarita Soy**

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**ABSTRACT:**

*Education is the process of or acquisition of knowledge, skills, moral values for full human potential. In the teaching learning and education process, teachers and teacher educators play an important role. Teacher is the role model and facilitator for students. Teachers truly shape the future of our children and therefore, the future of our nation. Teacher is a person whose job is to teach, especially in a school or college. And Teacher educator means professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching and internships.*

*John Adam the great American Statesman and diplomat described teachers as the maker of man.*

*The National Policy on Education of 1986 of India also described that no system of education can rise higher than its teachers. Teachers play a role in the transformation of society through education. The value of real-world learning is essential for a good teacher. As described in NEP2020, emphasis has been put on experiential or real world learning.*

*The role of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. It is because of this noblest role that the teacher in India was the most respected member of society.*

*So, in this paper I discuss the NEP2020 and the teacher and teacher educator.*

**Key Word:** knowledge, teacher, society

**INTRODUCTION OF NEP 2020:**

Education is the process of learning or acquisition of knowledge, skills, values, morals, beliefs for full human potential. Education is considered to be the single greatest tool for social and individual development. As we know Education in India is a Concurrent List subject.

The National Education Policy of India 2020, which was started by the Union Cabinet of India on 29<sup>th</sup> July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge

superpower.10+2 refers to two years of schooling post grade 10. According to India's new National Education Policy (NEP) 2020,10+2 schooling system in India is set to be replaced by a new 5+3+3+4 system .Here is the age-wise breakdown of the different levels of the school education system based on the new education policy 2020.This new policy is based on four pillars which are Access ,Equity ,Quality and Accountability. The 10+2 system will be divided into 5+3+3+4 format. The New Education Policy has changed the school education system to 5+3+3+4 format. This means the first five years of the school will comprise the foundation stage including three years of pre-primary school and classes 1 and class 2. The next three years will be divided into a preparatory stage (classes 3 to 5), three years of middle stage (classes 6 to 8), and four years of secondary stages (classes 9 to 12). Schools will not have any rigid formation of streams of arts, commerce, science, students can take up whichever courses they want.

The NEP 2020 replaces the National Policy on Education of 1986.In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the new Education policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization chief Krishnaswamy Kasturirangan.

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible. Through this new education scheme ,they are trying to bring more than 2 crore students into the mainstream and with the help of this ,they aim to achieve 100% GER(GROSS ENROLLMENT RATIO) from pre-school to secondary by the end of 2030.Through this NEP 2020 government is looking forward to making India a 'global knowledge superpower' and it will be only done by making education system for schools and colleges more flexible ,holistic and multi-disciplinary which will bring out their unique capabilities.

#### **ROLE OF TEACHER AND TEACHER EDUCATOR:**

The teacher is the principle means for implementing educational programs and of the organization of education .While speaking of teachers we include heads of educational institutions ,whole-time teacher in institution of formal education ,instructors of non-formal and adult education Centre's, teachers engaged in instruction through the various techniques of distance learning and also voluntary and part-time workers who may be engaged for playing a specific role for a specific period of time .As far as the whole-time teachers in educational institutions are concerned ,their principle role is, and will always be ,teaching and guidance of their pupils ,not only through class-room instruction and tutorials but by personal by personal contact and numerous other ways teacher have always employed for building the character of their pupils .Teachers at all stages have to be expected to undertake or promote research, experimentation and innovation. Teachers have an indispensable role in extension and social service. They also have to participate in the management of a variety of services and activities to which educational institutions undertake to implement their programmes.

Education is fundamental for achieving full human potential, developing an equitable and

just society and promoting national development. Therefore, teachers have to play a very critical role. As teachers and teacher educators, one has to nurture the children to become problem solvers and be able to take responsibility in the future. Education is considered to be the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Though every individual learns many things in everyday life, formal education, which is the preferred tool for human resource development, refers to the academic institution where defined curriculums are taught or demonstrated by teachers. The definition of a teacher is ‘one that teaches; especially: one whose occupation is to instruct’, while a teacher educator is defined as; a person who gives intellectual, moral, and social instructions.

The tasks and responsibilities of teacher educators are broad. Teacher educators teach a variety of subjects. They are responsible for the education of future teachers at both the undergraduate and the graduate level.

Teachers merely focus on teaching their students and not educating them, it usually results in telling them facts and a way of looking at topics, instead of inspiring the students to take learning into themselves. Teacher educators often inspire students to pursue their interests and develop deeper into certain subjects. Throughout the discovery process, educators will encourage this development and continue to cultivate any inspiration and interest. True educators teach students valuable life lessons and help them grow and become better people. Teacher educators support the professional development of prospective and practicing teachers. They perform a wide range of roles that might include:

- Informally providing advice to early career teachers in a school setting
- Delivering training to teachers within a ministry of education teacher development program
- Working as an e-moderator within a MOOC for teachers.
- Working as a tutor on a certificate or diploma level teacher qualification course in a private training institute
- Overseeing professional development provision as a school principal or director of studies.
- Conducting academic research into teacher education in a university setting.
- Facilitating a community of practice made up of teachers working on a collaborative output
- Working as an inspector or supervisor evaluating the competence and performance of classroom teachers
- Formally mentoring undergraduate/postgraduate teachers in training

So, the teacher and teacher educator must be at the Centre of the fundamental reforms in the education system. The new education policy must help re-established teachers at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.

### **NEED OF TEACHER AND TEACHER EDUCATOR**

It has been aptly remarked, if you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole

community.

Our education system, which is one of the oldest in the world, has recently come under the radar about its effectiveness to cater to the 21<sup>st</sup> century student.

The Education Commission (1964-66) said, a sound program of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

The reminiscences from the distant past, when the teacher was viewed as a perfect person from all angles. The priest as a teacher in Hinduism, Judaism, Christianity and Islam endeavored to come up to expectations of the learners, parents, community and country. Similar expectations are cherished by all insofar as teachers of today are concerned. The reason is that the teacher is entrusted with the responsibility of mending, moulding and developing young people, the future destiny makers in any society.

Teacher educator is not teaching the teacher how to teach. It is to kindle his initiative, to keep it alive, to minimize the evils of the hit and miss process; and to save time, energy, money and trouble for the teacher and the teacher. The teacher's role is described beyond teaching. They are more than an educator and are counselors, mentors, role models, external parents, and so on to a student. There are many significant ways that provide a better understanding of a lesson to help students in a better future. A good teacher helps us to become good human beings in society and good citizens of the country. Because teachers know that students are the future of any country.

In present education system need teacher and teacher educator for the following benefits:

- Professional growth and development of both students as well as teachers to learn new ways, methods, strategies, skills and tools. Confident and happy teachers mean confident and happy students.
- Better student Management, as a teacher it is important to know, understand and analyses one's students effectively. Teacher educators help teachers to better understand and therefore, better manage their students.
- Equips them with modern pedagogy strategies, through a holistic teacher training program teachers, especially those who have been teaching for many years and therefore not likely to be aware of updated practices and methodologies, learn new methods and techniques which they can implement in the classroom to better educate their students.
- Builds better relationships with parents, in every school, one of the important predictors of happiness and success is the relationships teachers have with parents. It is important for teachers to cultivate and maintain positive relationships with the parents of the students.
- Impacts thousands of students indirectly, a teacher training program not just impacts teachers but also students. A single teacher who is up-skilled can go on to impact thousands of students. Teachers have a big role to play in nation building because students are the citizens of tomorrow.

**CONCLUSION:**

Rabindranath Tagore thinks: A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flames.

As per, poet Kabir Das, Teacher is even greater than God. He says, if the teacher and God are both in front of me, who will I greet first? He then says it is only because of the teacher's teaching that I can see God. It shows how important a teacher plays a role in educating students. They do not just teach students but influence them for good. The role and importance of a teacher is not limited to only the classroom but their different roles can be seen even outside the classroom. All other roles of an educator are derived from this primary role of a teacher. This role gives birth to other roles. Teachers must fulfill this basic duty. Otherwise, they won't be able to fulfill other duties.

Our education system needs to go from, Is teacher training important? Our teachers must be trained regularly! Only then can any other change we bring into our education system really impact students positively.

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GOEIIRJ

## नवीन शैक्षणिक धोरण 2020 - शिक्षण

डॉ. प्रतिभा दीपक सूर्यवंशी  
साने गुरुजी विद्या प्रबोधिनी सर्वसमावेशक  
शिक्षणशास्त्र महाविद्यालय खिरोदा.

## प्रास्ताविक -

आजचे पालक विद्यार्थी परंपरागत शिक्षणाकडून अद्यावत शिक्षणाकडे सरसावत आहे आणि ती काळाची गरज आहे एकीकडे वैयक्तिक कारणास्तव जे शिक्षण पूर्ण करू शकले नाही ते दुरुस्थ शिक्षणाचा मार्ग निवडतात तर दुसरीकडे प्रतिभावंत विद्यार्थी कमीत कमी वेळात जास्त अभ्यासक्रम कसे पूर्ण करू शकतील असा मार्ग शोधतात. कोणत्याही देशातील उत्तम दर्जाचे मनुष्यबळ हे तेथे शाळांच्या वर्ग खोल्यांमध्ये तयार होते त्यामुळे देशाचे भवितव्य घडविण्यात शिक्षकांची भूमिका खूप मोलाची आणि महत्त्वाची ठरते विविध प्रश्न, कालानुरूप आव्हाने, गरजा यांचा सर्वांकष विचार करून भावी काळासाठी दिशादर्शक कालबद्ध कार्यक्रम शिक्षणाच्या धोरणात सुचवण्यात येतात. मात्र या धोरणाची अंमलबजावणी करणारा सर्वात महत्त्वाचा व जबाबदार घटक या नात्याने शिक्षकाने याबाबत अधिक संवेदनशील व जबाबदार असणे अपेक्षित आहे.

34 वर्षांनंतर 21 व्या शतकातील पहिली शैक्षणिक सुधारणा 2020 मध्ये करण्यात आली 29 जुलै 2020 रोजी नवीन राष्ट्रीय शैक्षणिक धोरणाला मान्यता दिली. 1964 मध्ये डॉ. डी.एस.कोठारी यांनी मांडलेले शैक्षणिक धोरणानुसार शिक्षण प्रणाली चालू आहे डॉ. कोठारी यांनी 10+2+3 ही शिक्षण प्रणाली देशाला दिली आणि ही स्वीकारण्यात आली. यासोबतच त्यांनी त्रिभाषा सूत्र अमलात आणले. यामध्ये प्रथम भाषा मातृभाषा द्वितीय राष्ट्रभाषा हिंदी आणि तृतीय ज्ञानभाषा म्हणून इंग्रजीचा स्वीकार करण्यात आलेला होता. भारतीय स्वातंत्र्यानंतर पहिले राष्ट्रीय शैक्षणिक धोरण 1968 मध्ये ठरविण्यात आले होते त्यानंतर दुसरे राष्ट्रीय शैक्षणिक धोरण 1986 मध्ये लागू करण्यात आले होते. 1992 मध्ये या धोरणात काही प्रमाणात बदल करण्यात आले 2009 मध्ये मोफत व सक्तीच्या शिक्षणाचा अधिकार अधिनियम RTE Act 2009 संमत केला गेला या कायद्याने प्रत्येक बालकाला प्राथमिक शिक्षणाचा अधिकार मिळाला त्यानंतर नवीन राष्ट्रीय शैक्षणिक धोरण निश्चित करण्यासाठी अभ्यास गट स्थापन करण्यात आला. 31 ऑक्टोबर 2015 मध्ये एस.आर. सुब्रमण्यम यांच्या समवेत पाच सदस्यांची समिती गठित करण्यात आली. एस. आर. सुब्रमण्यम हे कॅबिनेट सचिव होते यांच्या अध्यक्षतेखाली नवीन राष्ट्रीय शैक्षणिक धोरण निश्चित करण्यासंदर्भात एक समिती गठीत करण्यात आली. या समितीने 27 मे 2016 रोजी आपला अहवाल सादर केला. त्यानंतर 24 जून 2017 मध्ये डॉ. के.के.कस्तुरीरंगन यांच्या अध्यक्षतेखाली नवीन शैक्षणिक धोरणाचा मसुदा करण्याचे काम करण्यात आले. या समितीने मानव संसाधन मंत्रालयाला मे 2019 मध्ये हा अहवाल सादर केला. या अहवालावर अनेक मते मतांतरे दिली. या अहवालात योग्य तो बदल करून नवीन राष्ट्रीय शैक्षणिक धोरण 2020 देण्यात आले. या धोरणात 5+3+3+4 हा नवीन आकृतीबंध देण्यात आला. या आकृतीबंधानुसार शिक्षणाची वाटचाल सुरू करण्याचे ठरविण्यात आले.

पहिली पाच वर्ष - पूर्व प्राथमिक त्यानंतर दोन वर्षे पहिली व दुसरी

पुढील तीन वर्ष - तिसरी ते पाचवी

पुढील तीन वर्ष - सहावी ते आठवी

अखेरची चार वर्ष - नववी ते बारावी अशा पंधरा वर्षांमध्ये शालेय शिक्षण विभागण्यात आले आहे.

### नवीन शैक्षणिक धोरण 2020 ची वैशिष्ट्ये -

1. नवीन शैक्षणिक धोरण 2020 अंतर्गत शालेय उच्च शिक्षणाच्या रचनेत अमुलाग्र बदल करण्यात आले.
2. शिक्षण अभ्यासक्रमांना वेगवेगळ्या शाखांच्या चौकटीतून बाहेर काढून आंतरशाखीय आणि समन्वयी करण्यात आले.
3. एकाच वेळी अभियांत्रिकी व संगीत हे दोन्ही विषय घेऊन उच्च शिक्षण पूर्ण करता येईल.
4. नवीन शैक्षणिक धोरणानुसार शालेय विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टिकोन विकसित केला जाईल.
5. 21 व्या शतकासाठी आवश्यक असलेली सर्व कौशल्य शिक्षणातून देण्यात येतील.

वरील वैशिष्ट्यावरून आपल्याला असे सांगता येईल की, अंगणवाडी ही प्राथमिक शिक्षणाला जोडली गेलेली आहे. वयोगट तीन ते आठ मधील शिक्षण हे मूलभूत शिक्षण समजले जाईल. यासाठी लागणारा अभ्यासक्रम विकसित केला जाईल. अंगणवाडीच्या शाळा पूर्वप्राथमिक वर्गाशी जोडल्या जातील. जिथे शक्य असेल तेथे पूर्व प्राथमिकच्या शाळा प्राथमिकशाळेशी जोडण्यासाठी प्रयत्न केले जातील. तीन ते सहा वयोगटातील मुलांच्या बौद्धिक मानसिक आणि शारीरिक विकासासाठी आवश्यक सुविधा निर्माण केल्या जातील. तसेच तीन ते आठ या वयोगटातील मुलांसाठी उपक्रमाधारित खेळांच्या माध्यमातून आणि लवचिकता असलेले शिक्षण दिले जाईल. पूर्व प्राथमिक शिक्षण पूर्ण होईपर्यंत मुलांमध्ये मूलभूत साक्षरता आणि संख्याज्ञान यावे यासाठी प्रयत्न करण्यात येतील.

इयत्ता सहावी नंतर तीन भाषा शिक्षण पद्धती सुरु केली जाईल. ज्यामध्ये स्थानिक भाषेला अधिक महत्त्व असेल. ज्या प्रदेशात हिंदी बोलली जात नाही त्या प्रदेशात हिंदी भाषा शिक्षणाला महत्त्व दिले जाईल. व्यावसायिक शिक्षण शालेय शिक्षणात समाविष्ट केले जाईल शाळांमध्ये असलेल्या हुशार मुलांना योग्य शिक्षण मिळावे म्हणून राष्ट्रीय शिक्षण कार्यक्रमांतर्गत आठवड्याला पाच तासांचे अधिक शिक्षण दिले जाईल. तसेच जे मुलं अपेक्षित क्षमतेपेक्षा मागे असतील अशा मुलांसाठी शाळेच्या वेळेत आणि शाळा भरण्यापूर्वी किंवा शाळा सुटल्यानंतर वेळ देऊन उपयोजनात्मक शिक्षण दिले जाईल. महाविद्यालयीन व विश्वविद्यालयीन शिक्षणात समितीने मूलभूत बदल सुचवलेले आहेत प्रत्येक तरुणाचे बौद्धिक भावनिक सामाजिक प्रगती होण्याच्या दृष्टीने बहुशाखीय शिक्षण प्रणाली सुचवलेली आहे कला, वाणिज्य व विज्ञान अशा वेगवेगळ्या शाखांचे शिक्षणाऐवजी विद्यार्थी आपल्या कला, आवड आणि करिअरचा विचार करून विषय निवडू शकतात. यामुळे विद्यार्थ्यांला विविध क्षेत्रांमध्ये रोजगाराची संधी उपलब्ध होऊ शकते.

नवीन राष्ट्रीय शैक्षणिक धोरणाचा विचार करता आपणास असे सांगता येईल की शालेय उच्च शिक्षणाच्या रचनेत अमुलाग्र बदल करण्यात आलेले आहेत. शिक्षण प्रकारांना शाखांच्या चौकटीतून बाहेर काढून आंतरशाखीय आणि समन्वयी करण्यात आले आहे एकाच वेळी अभियांत्रिकी व संगीत हे दोन्ही विषय घेऊन उच्च शिक्षण पूर्ण करता येईल शालेय विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टिकोन विकसित केला जाणार. या

नवीन शैक्षणिक धरणात प्रगती पुस्तकातही बदल करण्यात आलेला आपल्याला सांगता येईल. प्रगती पुस्तकात आता कोणतीही शिक्षक व शिक्षकांचे श्रे न देता स्वतः विद्यार्थी व सहविद्यार्थी व शिक्षक यांनी मूल्यमापन करायचे आहे. त्या आधारावर विद्यार्थ्यांच्या जीवन कौशल्यांचा विकास करता येईल.

उच्च शिक्षणात लवचिकता आणली असून महाविद्यालय तसेच विद्यापीठांमध्ये विविध विषय एकत्र शिकता येतील. विद्यार्थ्यांला कुठल्याही टप्प्यावर शिक्षण थांबवता येईल त्या शिक्षणाचे गुणांक राखून ठेवले जातील व काही काळाने पुढील शिक्षण घेता येईल, ज्या विद्यार्थ्यांना संशोधन करायचे असेल त्यांच्यासाठी चार वर्षांचा अभ्यासक्रम असेल. आज जर आपण विचार केला तर उच्च शिक्षणाच्या विविध अभ्यासक्रमासाठी वेगवेगळ्या संस्था कार्यरत आहेत आता त्याऐवजी एकच नियमक मंडळ असेल. अमेरिकेप्रमाणे भारतातील संशोधकाला महत्त्व देणे व त्याचा दर्जा सुधारण्यासाठी राष्ट्रीय संशोधक संस्था स्थापन केले जाईल केवळ विज्ञानच नव्हे तर समाजशास्त्रातील संशोधनालाही आर्थिक मदत केली जाईल देशातील उच्च शिक्षणाचा दर्जा आंतरराष्ट्रीय स्तरावर नेला जाईल त्यातून परदेशी दर्जेदार शिक्षण संस्थेतील विद्यार्थ्यांशी संवाद वाढेल व शैक्षणिक देवाणघेवाणही होऊ शकेल.

### राष्ट्रीय शैक्षणिक धोरणाचे पैलू -

1. व्यावसायिक अभ्यासावर लक्ष केंद्रित करणे - इयत्ता सहावीपासून व्यावसायिक अभ्यासक्रम असल्यामुळे दीर्घकालीन स्वयंरोजगाराच्या संधी विद्यार्थ्यांसाठी वाढतील मुलांना इयत्ता सहावी पासूनच इंटरशिप दिली जाईल जेणेकरून त्यांना व्यावहारिक ज्ञान मिळेल. विद्यार्थ्यांना तांत्रिक कौशल्य मिळेल.
2. लवचिकता- नवीन राष्ट्रीय शैक्षणिक धोरणाचे उद्दिष्ट विद्यार्थी केंद्रित करणे हे आहे जेणेकरून विद्यार्थी त्यांच्या कौशल्यासह त्यांची आवड जोपासू शकतील.
3. शिक्षक प्रशिक्षण - उत्तम प्रशिक्षण म्हणजे चांगले शिक्षक आणि चांगले परिणाम ECCE. NCERT अभ्यासक्रमानुसार प्रशिक्षण देऊन त्यांना सहा महिन्यांचा प्रमाणपत्र अभ्यासक्रम आणि एक वर्षाचा डिप्लोमा दिला जाईल. ECCE अभ्यासक्रमाने शिकवण्याच्या पद्धतीची जबाबदारी शिक्षण मंत्रालयाची असेल.

नवीन शैक्षणिक धोरणामध्ये शाळा संकुलाच्या माध्यमातून स्थानिक 30 ते 40 शाळा एकत्र करून त्यांच्या सहकार्य व आदान प्रदान करून आधुनिक शिक्षण देण्याचा प्रयत्न या धोरणात केला आहे. शाळा संकुल तयार करताना त्या समूहातील शाळेमध्ये जे जे उत्तम आहे ते त्यासमूहातील सर्व शाळांच्या विद्यार्थ्यांना उपलब्ध करून देण्याचा मानस आहे मग ते विषयाशी संबंधित असेल किंवा खेळा संबंधित असेल.

या नवीन शैक्षणिक धरणामध्ये खाजगी शिक्षण संस्थांना चालना मिळणार आहे मात्र शिक्षण पद्धती जागतिक दर्जाचे राहिल यावर प्रामुख्याने केंद्राकडून लक्ष दिले जाईल हे करताना या नवीन शैक्षणिक धोरणात साधारणता 15000 विद्यापीठे व सुमारे 40,000 महाविद्यालयांच्या निर्मितीची संकल्पना मांडली आहे. स्वायत्त शिक्षण संस्था परीक्षा घेऊन स्वतःचे पदवी प्रमाणपत्र देऊ शकतील हे करताना या संस्थांना खाजगी फंडिंगचे संधी असणार आहे याच विद्यार्थ्यांसाठी नॅशनल रिसर्च फाउंडेशन अंतर्गत तसेच आपल्या प्राचीन नालंदा व तक्षशिलाच्या धरतीवर प्राचीन भारतीय विद्यापीठांचे पुनरुज्जीवन करून पुन्हा त्यांचे पूर्वीचे



वैभव दिवस आणून देण्याचा प्रयत्न या नवीन शैक्षणिक धोरणात दिसतो.

सर्व शिक्षण व्यवस्थेवर लक्ष ठेवण्यासाठी राष्ट्रीय उच्च नियामक प्राधिकरणाची स्थापना करण्यात येईल. शिक्षण क्षेत्रात खाजगी गुंतवणुकीला महत्त्व असेल. शिक्षणाची गुणवत्ता व दर्जा यात नवीन शैक्षणिक धोरणामध्ये कुठेही तडजोड स्वीकारली जाणार नाही यूपीसीला पर्याय म्हणून व विविध शैक्षणिक उपक्रमांसाठी अनुदान निश्चिती व देण्यासाठी स्वतंत्र उच्च शिक्षण अनुदान परिषदेची स्थापना करण्यात येईल माध्यमिक विभागातील शिक्षण व्यवस्थेवर लक्ष ठेवण्यासाठी नवीन सामान्य शैक्षणिक परिषदेची स्थापना करण्यात येईल व प्रत्येक घटक राज्यालाही अशी यंत्रणा तयार करता येईल.

सध्याच्या शिक्षण व्यवस्थेत विद्यार्थ्यांला एकावेळी एकच पदवी घेण्याची सवलत आहे त्यात बदल करून तो आता स्वतःच्या क्षमतेप्रमाणे एकावेळी अनेक पदव्या घेऊ शकेल अतिशय महत्त्वाची गोष्ट म्हणजे अभियांत्रिकी व वैद्यकीय प्रवेशासाठी बारावी नंतर एन टी ए राष्ट्रीय चाचणी शाखेच्या माध्यमातून परीक्षा घेण्यात येईल त्यासोबतच नववी ते बारावीच्या काळात सतत मूल्यांकनासोबत सामान्य योग्यता प्रमाणपत्र परीक्षेचाही उपयोग करण्यात येईल.

#### समारोप -

शैक्षणिक धोरणाने विद्यार्थ्यांच्या व्यवसाय कौशल्याचा विकासून तो नोकरी मागणार नाही तर इतरांना नोकरी देणारा होईल. नवीन शिक्षण प्रणालीच्या आधारे भारत जागतिक महासत्ता होऊ शकेल. गांधीजींची मूलोद्योगी शिक्षा किंवा कोठारी आयोगाच्या तरतुदी या देशाला प्रगतीकडे घेऊन जायला अतिशय सक्षम होत्या. नवीन शैक्षणिक धोरणाचा आराखड्याची अंमलबजावणी जर ठरल्याप्रमाणे झाली तर आपण निश्चितच जागतिक दर्जा गाठू याची मला खात्री आहे. देशाची वाटचाल उज्वल भवितव्याकडे होणार हे निश्चित.

#### संदर्भ ग्रंथ--

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2. ममता सिंग, चेतन पोखरियाल, भारत की राष्ट्रीय शिक्षानीती 2020
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**HIGHER EDUCATION - A FORCE TO SOCIAL CHANGE****Dr. Rajesh Kumar Pandey***Student MA (Education) 2<sup>nd</sup> Year,**School of Open Learning (Distance Education)- SPPU, Pune**Study Centre – SSR College of ACS, Silvassa**Associate Professor, SSR IMR, Silvassa*

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**ABSTRACT:**

*Education has always been the priority for the Society. It is construed to be an element that has potential to influence the behaviour and actions of the Individuals and society at large. Education leads to the Holistic Development of individuals. Individuals sum up to be the group & groups lead to formation of the Society. A developed individual eventually becomes the base for a developed society. Higher Education is wing of Education that deals with the array of Education which controls the momentum of people at definite age who have completed Education at Schools and are experiencing a collegial environment of Independency in Education & their respective actions. One of major aim of Higher Education along with the domain expertise of the respective discipline of Education is the nurturing individual on Humanistic Value. (www.education.gov.in, 2023) That's the pre-requisite for any Individual. One must have the human Value in order to excel in life. The National Education Policy (NEP) 2020 has the dignified approach to support the momentum of Education. All advancements have a role to play in development, so has the NEP 2020.*

*This Paper attempts to deliberate upon the Higher Education domain of the Education System. The Author aims to understand the scope of Higher Education. It aims to study the implications of Higher Education towards Social Change and present the inferences gathered from the Interviews of the Higher Education Institution heads & leaders. The data collection for the research was attempted through both Primary & Secondary sources. Interview method was adopted for collecting the Primary data. This literary effort encapsulates the generation of further literature pertaining to the Higher Education domain and links the same with societal benefit. The study is in light of the NEP 2020. The author has discussed the higher education in general rather any specific discipline of the higher education which may turn up as limitation of the study. The inferences drawn from the study may be indicative in nature rather exhaustive. Education has been considered as the torch bearer for the societal development and Higher education supplements on to the responsibility of Education to the society at large.*

**Key Words:** Education, Higher Education, Social Change, Educational Environment

**INTRODUCTION:**

*“An investment in knowledge pays the best interest.”*

- Benjamin Franklin

Education has travelled through the path of Vedas Gyan, Gurukuls, to the class rooms and now to the Virtual medium. Motto remains the same i.e., equip the individual with the purpose of existence. Education & Learning has been a never ending process. A person learns the best of the possible experiences in life. The experiences comprises of personal life, professional life, environmental exposure, socio – cultural learning, civic sense, political know-how etc. All such avenues contribute to the true education in life. Truly the Education has no age bar; however it is important to define education with respect to its formal arrangement. The NEP 2020 has come with the new School Education format (5+3+3+4) with 12<sup>th</sup> being the board examination. The Higher Education begins from here when one completes the 12<sup>th</sup> and proceeds with specialisations & various streams of education like Engineering, Medical, other Professional programmes etc. The Nation certainly is gearing up with the modern educational practices in the digital form.(www.ugc.ac.in, 2023)

The Higher Education plays an important role in shaping the career of the citizens. The youth of the nation is facing this dilemma of choosing between higher studies and job. There are several factors that influences the choice for higher studies i.e., the economic factors, personal factors, family background, financial factors etc. Having said that Higher education in the Nation is flourishing, thanks to the efforts of the government, local bodies, NGOs etc. The youth has various avenues to seek education now as against the past. Post schooling, the university level education is essential for citizens. Whether education leads to success or not, may be debatable yet the importance of education doesn't diminish. Education eventually adds to the development pace of the society. People are integral part of the Society and hence any development of the society can never be without the inclusion of human development. Education enables human development which in turn enables societal development & brings change. (www.education.gov.in, 2023)

#### **OBJECTIVES OF THE STUDY:**

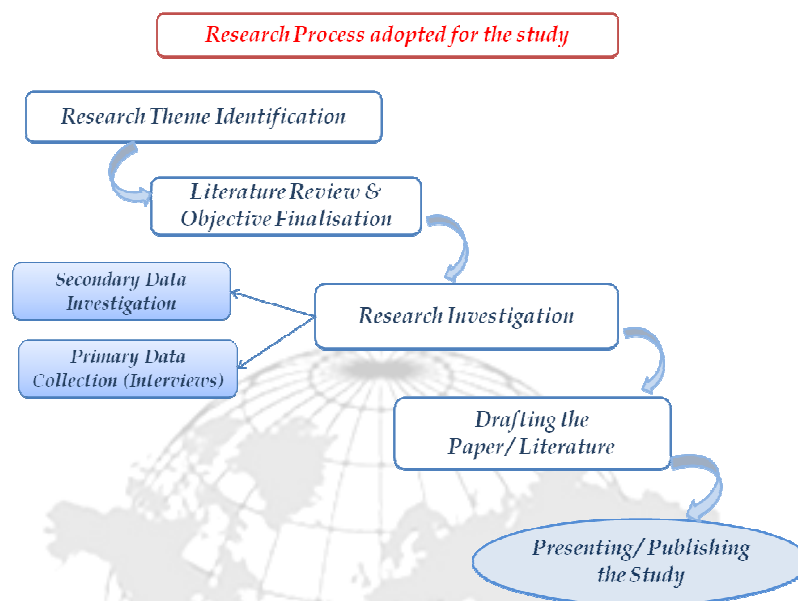
The Author has considered the following objectives for the study:

- i. To understand the scope of Higher Education.
- ii. To study the implications of Higher Education towards Social Change.
- iii. To present the inferences gathered from the Interviews of the Higher Education Institution heads & leaders.

#### **RESEARCH METHODOLOGY & PROCESS:**

The article on *Higher Education – A Force to Social Change* is descriptive article attempted by collecting data through the Primary & Secondary sources. The Primary data was collected through the Interview method by interacting with the heads of selected higher education institutions. 5 heads of Institutions have been interviewed for the Article. The Author through the article aims to understand the scope of Higher Education and study the implications of Higher Education towards Social Change. This literary effort encapsulates the generation of further literature pertaining to the Higher Education domain and links the same with societal benefit. The author has discussed the higher education in general rather any specific wing of the higher

education which may turn up as limitation of the study. The inferences drawn from the study may be indicative in nature rather exhaustive.



**Fig. 1: Research Process adopted for the study**

**Source: Author's Study**

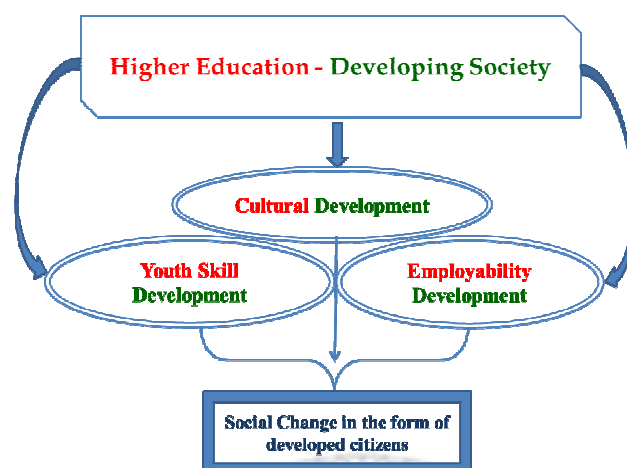
### Exhibit – 1: Interview with Dr. Meena Kute, Principal

**“Youth should be constructive and Education can prepare them for future.”**

- **Dr. Meena Kute**

Dr. Kute believes that Culture and Civilizations have a strong command over Social Change. The Culture predominantly can be shaped through Education. Higher Education Institution in the Nation got a good boost post the LPG approach in early 1990's. The Globalized approach gave new perspectives to the Institutions in terms of curriculum development & delivery. Education builds the base for the human being and hence an educated person contributes to the Societal developments. Dr. Kute distinguishes between Literacy & Education. She feels that even an Illiterate is civilized and can add value to social change however when it comes to Educated persons, they may develop society to the next level.

Everyone has potential, shaping the path is necessary. Education does the same and leads a person's life to a better zone which eventually leads to a better society. The ill practices in society, short comings of the religious practices, development of youth etc., all these may have the answer by seeking proper & structured education. The Government started with the Skill India campaign, in order to equip youth with the skill sets to develop their vocational expertise. The aim certainly was to promote the society to the next level. Education hence has the power to move society to next level. Education is the straight answer to develop employability. Dr. Kute concludes that *Education is essential and surely it contributes to the Societal Development.* (Kute, 2022)



**Fig. 2: Higher Education – Developing Society**

**Source: Personal Interview with Dr. Meena Kute, Principal, SSR College of Education, Silvassa on 13<sup>th</sup> Aug. 2022**

### Higher Education: Perspective and Agenda

In India it has been observed that the education system gets categorized into Pre-primary, Primary, Secondary & Higher Education. There are several other ways to define the education system especially the higher education i.e., Technical & Non-Technical, Vocational, Diplomas, Certifications etc. Education has massively contributed to the development of the Society. The Society has witnessed developments through Education. A lot of change is experienced in the 21st Century, Education does support in adopting changes. Higher education offers many benefits to People and society at large in terms of mobility, advancing health avenues, growing social support networks etc. Higher education is third level education after one leaves the higher secondary school. Higher Education takes places at Universities & Colleges and normally includes undergraduate and postgraduate study. Higher education primarily refers to the education in colleges and universities. India has one amongst the largest higher education system in the world. As on Nov. 2019 in India we have altogether 920 Universities which includes State Universities (404), Deemed Universities (126), Central Universities (50) & Private Universities (340) ([www.ugc.ac.in](http://www.ugc.ac.in)). Approx. 40000 Colleges and around 10000 Stand Alone Institutions in the Nation explains the mammoth strength of the higher education. The Number of Schools providing Pre-primary, Primary & Secondary education may range beyond imagination in numbers. Then comes the parallel education system which often gets considered as the grey area i.e., Tuition Classes. Also the Coaching Classes may well support the distant dreams of the youth but the existence is again debatable.

Higher Education develops the society in terms of providing the perspective towards advancement and progress. The agenda of the Higher Education is pretty clear in terms of enhancing Learning and Innovation Skills in youth. Proactively instil the Creativity and Innovation Skills among students. The agenda continues with creating opportunities of leaning towards

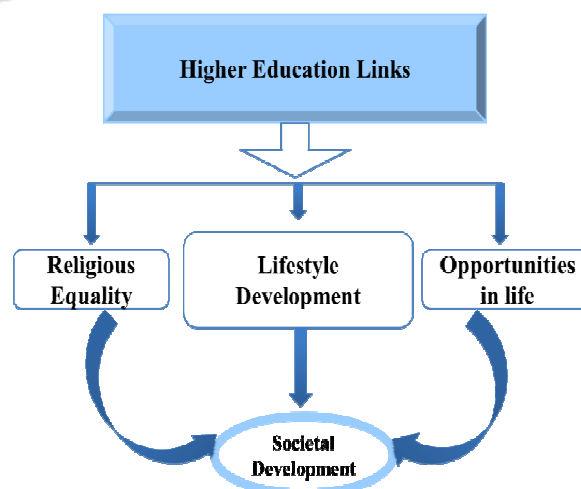
Media, Information management and Technology Skills. Higher Education develops the momentum towards Life and Career Skills. The avenues of higher education have evolved over the years, the number of courses, number of colleges & Institutes have flourished. The massive attention has to be on meeting the defined agenda of education and creating an ecosystem of development through Education.

### Exhibit – 2: Interview with Dr. Rajeev Singh, Principal

**“Higher Education has essential link to lifestyle development.”**

- **Dr. Rajeev Singh**

The thought process of human beings travels through a series of developments. The Human beings together constitute the Society and for developing society, development of human being is essential. The higher education has essential link to life style development says Dr. Rajeev Singh who is in the profession of Higher Education for Two Decades. He states that every era had significance of Education be it the Chanakya Niti or be it the current National Education Policy, the focus has always been DEVELOPMENT which is beyond just survival. The Nation must not disregard its history as the same has potential to guide. The historical evidences state that with Education the society had developed its conscience. The Vedas & Upanishads as ancient scriptures are knowledge prone and Geeta Gyan is Solution prone. Education has the power to bring religious equality. It has the immense control on Individuals action. Dr. Rajeev adds that Education and Human Being’s development are interdependent. The better the society develops, better will be the educational practices and better is the sociology of Education, better will be the societal development. Education has the enormous potential for developing opportunities in society and enhances the decision-making capacity of citizens. Change being inevitable, Dr. Rajeev concludes that *Education certainly leads to Social Change.* (Singh, 2022)



**Fig. 3: Higher Education links**

Source: Personal Interview with Dr. Rajeev Singh, Principal, SSR College of Arts, Commerce & Science, Silvassa on 9<sup>th</sup> Sept. 2022

**Nation's Education Policy: The Journey**

The Nation has been experiencing the National Policy on Education (NPE) is 1960's and the recent feather in the cap is the NEP 2020. Over the years the Education system in the Nation has been progressing. The Government set up and Private players have created the good avenue for education for the Youth. Having said that the Government set ups over the years deteriorated and the Private players have bridged the gap. Infact not all have been fair with the move by private players as the investment by the Youth in terms of monetary value has gone uncontrolled. The onus certainly lies on the Private players to scrutinise their practices, at the same time the Government plays a leading role in regulating the same. The journey of the Education policy and leading highlights in respective policy is presented below:

**Table No. 1: Highlights of the Education Policy over the Years**

| Sr. No. | NEP / NPE | Key Highlights of the Policy   |
|---------|-----------|--|
| 1       | NPE 1968  | <ul style="list-style-type: none"> <li>• 1<sup>st</sup> National Policy on Education - recommendations of Kothari Commission</li> <li>• Free &amp; Compulsory Education</li> <li>• 10+2+3 Pattern of Education</li> <li>• Focused on multiple languages for education</li> </ul>   |
| 2       | NPE 1986  | <ul style="list-style-type: none"> <li>• Further Equalize educational opportunities especially for Women &amp; different castes</li> <li>• +2 encouraged to be part of Schools</li> <li>• Primary, Secondary sections &amp; Higher Secondary establishment</li> <li>• Open Education and Distance Education</li> <li>• Jawahar Navodaya Vidyalayas</li> </ul>  |
| 3       | Rev. 1992 | <ul style="list-style-type: none"> <li>• Review of 1986 Policy by the Ramamurti committee</li> <li>• 1986 policy was updated in 1992 during P V Narsimha Rao Government</li> <li>• Special Schools with hostels, arrangement for vocational training, Education for Specially abled</li> </ul>   |
| 4       | NEP 2020  | <ul style="list-style-type: none"> <li>• FOUR Sections for focus: School Education, Higher Education, Other Key Areas &amp; Implementation</li> <li>• 5+3+3+4 school system, with board exams in 12<sup>th</sup></li> <li>• Multidisciplinary Education</li> <li>• Multiple exits at Graduation level, potential of 4 years Graduation with 1 Year PG after Graduation. Early PhD enrolment with no scope of M Phil</li> <li>• Promotion of Indian Languages, Arts, and Culture</li> </ul> |

The National Education Policy (NEP) 2020 aims to address the growing development educational need of the Nation. The Policy proposes the revision and revamping of all aspects of the education structure, NEP 2020 promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experimental learning at all stages, low stake board exams, holistic progress card, transformation in assessment to promote critical and higher order thinking among students, mainstreaming of vocational education and reforms in teacher education. The National Education Policy is the improvised way of structuring the education system leading to nurturing the Talent in Nation. It is an initiative that gives importance not only to the weak students but also to the creative minds of this new generation. The NEP 2020 is a wonderful opportunity to revamp the Education system and progress further with Affordable and Quality Education for All.

### **Exhibit – 3: Interview with Mr. Dipesh Shah, Campus Director**

**“Higher Education essentially needs to cater the need for Entrepreneurship development.”**

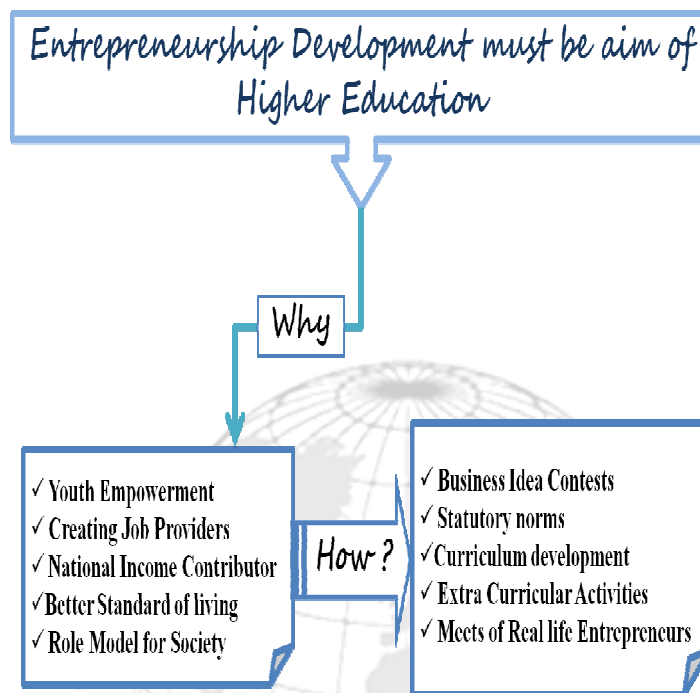
**- Dipesh Shah**

Dipesh Shah, the Leading Educationist, states that Higher Education is the definite medium for societal change. He adds to the notion that Social Change may get reflected through several means. One such medium is the enhancement of employment and entrepreneurship development in society. Higher Education can play a leading role in the upliftment of Society through enhancement of Employment and Entrepreneurship Development. The Modern day Society requires focus on Entrepreneurship. It has been evident through the Skill India, Start Up India, Make In India campaigns of the Government of India in recent past.

The world of Education has transformed over the years and the kind activities at the Educational Institutions have also transformed. Further focus is required in the Entrepreneurship Development aspects and the Higher Education can join hands with local Players in meeting the goals. He cited the example of Startup Star contest conducted at Vapi, Gujarat. The School level & College Level participants express their Ideas and compete for the Best Idea contest. Such event ignites the Entrepreneurship fire among Youth which eventually leads to success. The stories of leading entrepreneurs are an ample proof of the notion that business Ideas lead to extreme success. Today's business world is no longer dependent on Manufacturing, the various facets of Service Industry has created a lot of Business avenues. The World of Education needs to turn focus from the rote learning to experiential learning. Right from the School education to the Higher Education the focus now need to turn on Entrepreneurship Development. He cited a story of his own Students, one being successfully managing the Hotel Business as Manager. He was brilliant since school days and studious in nature. The Other Student in the same class who was less studious with the tag of Back bencher on his credential, today owns that Hotel where the earlier student is the Manager. The message is not to degrade the potential of studious students, one needs to be studious, but the essence here is to shift mindset from just high scoring & being pampered students to the mindset of a student who focuses on high learning & professional goal. Mr. Dipesh concludes his thoughts with an aim to bring change in society with higher Education & its



potential to nurture Entrepreneurs. (Shah, 2022)



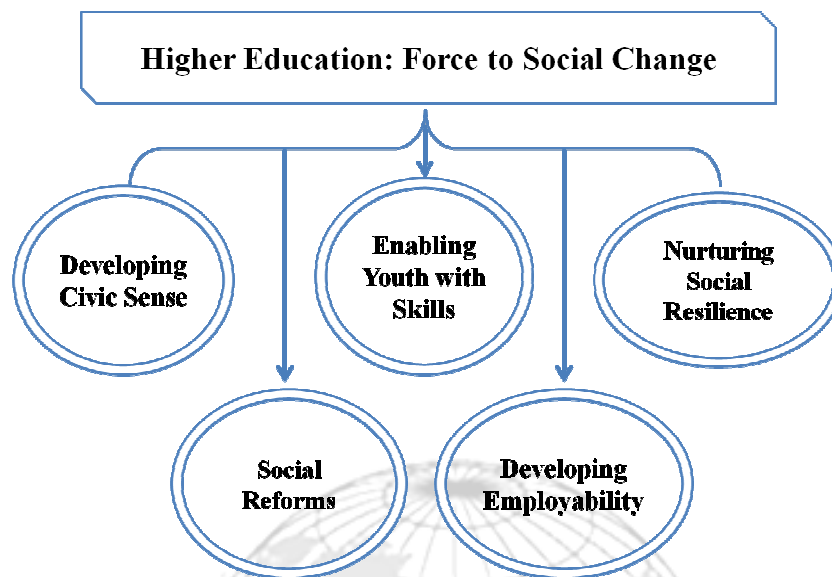
**Fig. 4: Entrepreneurship Development through Higher Education**

**Source: Personal Interview with Mr. Dipesh Shah, Campus Director, N. K. Desai Science & Commerce College, Killa Pardi on 24<sup>th</sup> Oct. 2022**

### **Higher Education: The force for Social Change**

Education is an enabler to development. The Citizens once educated are better placed to take civic responsibilities and contribute to the societal development. The Educationist are attributed to the contributions such as Developmental approach, Nurturing youth and Social Reform. The main benefit of going to higher education is linked to the range of higher skilled careers that one can aim for in future. Higher education helps to become more independent, create more acquaintances, represent themselves in societies, learn new skills, and develop confidence & resilience. All such attributes concretise the notion that Education has the potential to impact the development of citizens and eventually develops the Society.

Education results in tolerance and improves intellectual and social skills. An educated citizen is indeed an asset to society who works on their personal development and contributes in all ways back to society. Higher Education essentially leads to Developing Civic Sense, Enabling Youth with Skills, Social Reforms, Developing Employability and Nurturing Social Resilience. Higher Education has morally proved to be a force to social change.



**Fig. 5: Higher Education: Force to Social Change**

**Source: Author Understanding**

**Exhibit – 4: Interview with Dr. Kedar Shukla, Director**

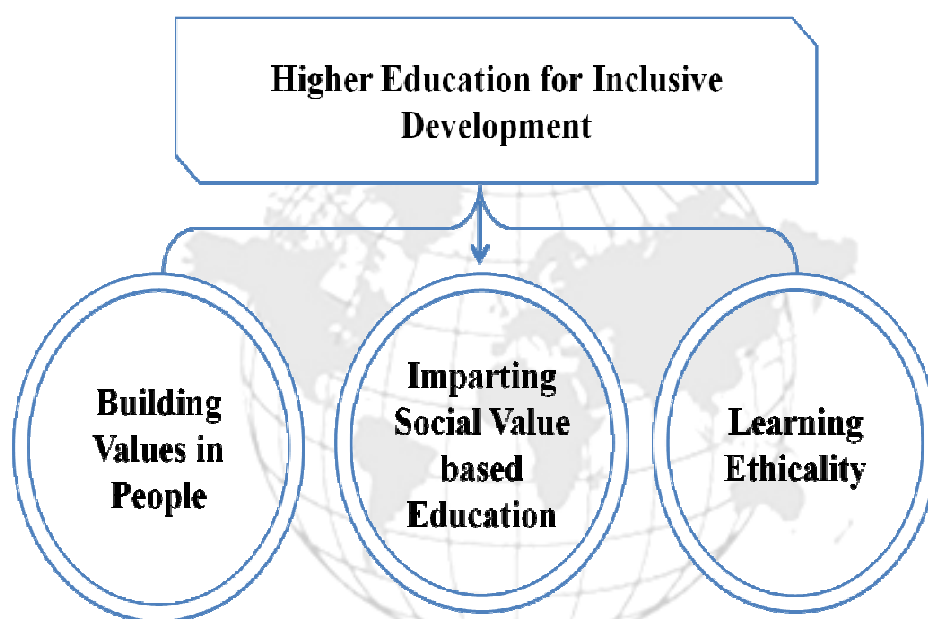
**“Higher Education helps in building values and inclusive development.”**

**Dr. Kedar Shukla**

Dr. Kedar Shukla, Director at a MBA Institute believes that higher education starts at an age for a student when their overall maturity level grows with time. The sense of being responsible and building their professional career crops up in mind. Responsibilities of earning lively hood used to be about to begin after a year or two so whatever is needed to avail a good professional career opportunities or setting up entrepreneurship they can adopt easily. The Values and Ethics are the most important part in professional career and higher education syllabus has lot of emphasis on that, hence students are adopting these values and it impacts a lot.

Dr. Shukla has his stake in the Post Graduate (PG) education. He stresses on understanding what emphasis PG syllabus or Pedagogy has for Social Value Based Education? For majority of professional courses like MBA /MCA / ME etc. All India Council of Technical Education (AICTE ) has designed aspecialized orientation programme of Universal Human Values (UHV) specifically emphasizing social values and culture and from orientation to advance course it is a part of students education and similar arrangement and emphasis are there with other professional programmes too.Dr. Shukla believes that Neweducation policy NEP 2020 has complete reforms, transformation and provisions based on Social Value Based and Vocational education as well as, well guided pedagogical approach and freedom for innovation for Teachers in emphasizing social value based education.Dr. Shukla explains why emphasis on Social Value and Integration with Education is needed? He states that with a change in social dimension post digital revolution , various social media and no restrictions in telecast, society has been rapidly accepting changes, few are good and many are adverse to social systems and have negative outcome. Imparting Values and realizing towards “Do”s and “Don’ts” can certainly been done with proper education

and Higher Education pedagogy and time is perhaps the best to make them understand it. However the same isn't a cake walk, there will be bottleneck. At a particular age which is between teenage and adulthood negative attractions and habit attract the most. Youth is also highly influenced by Social Media and varied global culture, so pulling them back and to make them sense the need of Social Values and Social Support is not one time session – kind – They have many resistance and arguments – towards that and against that. It needs to be addressed with emotional intelligence and proper ways using various tools. It should be consistent, passionate efforts.(Shukla, 2022)



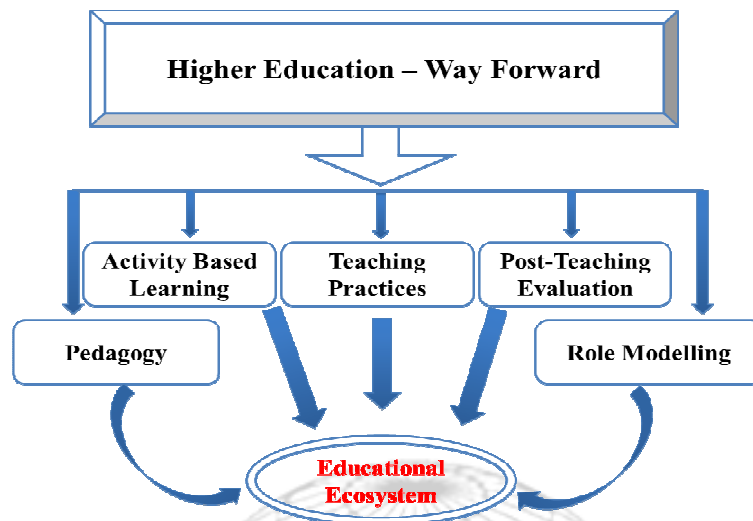
**Fig. 6: Higher Education for Inclusive Development**

**Source: Personal Interview with Dr. Kedar Shukla, Director, ROFEL MBA, Vapi on 29th Dec. 2022**

### **Higher Education: The Way Forward**

The Way Forward of Higher Education is broadly defined in the NEP 2020. The following attributes based on the learning & observation of the Author has potential to be the way forward:

- Pedagogy
- Activity based learning
- Teaching practices
- Post Teaching Evaluation
- Role Modelling



**Fig. 7: Higher Education – Way Forward**

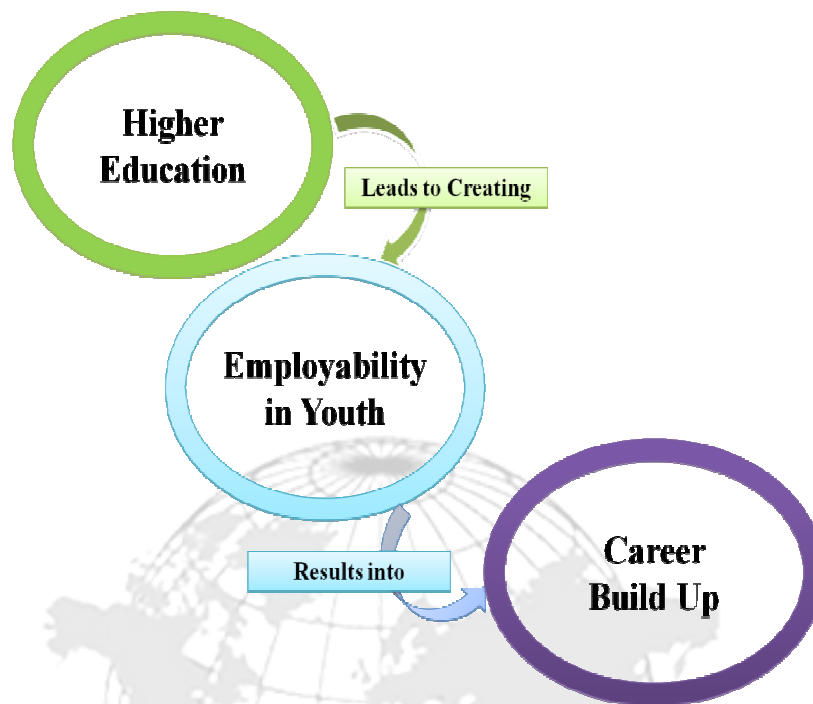
The Author also contributes that the Institutions of Higher Education potential need to further work on the essential skill development. Such skillsets could be Collaborative Skills leading better business management as well societal harmony. The Communication skills that would generate the sense of openness and clarity. Institutions must push the Creativity & Critical Thinking approach in youth. The Higher Education has a strong role in building Character & nurturing Citizenship. As an Institution believes that the Teachers / facilitator's main job is to prepare students for successful futures, then essentially the students must get the opportunities to strengthen these skills.

#### **Exhibit – 5: Interview with Principal of Graduation College**

**“Higher Education is Career Oriented platform that enables the Youth to aspire for a future that is progressive.”**

- **Anonymous**

Education doesn't require a push in order to accept its significance. The results of being educated in itself proves its excellence. The Principal of the leading Graduation College at Vapi, Gujarat is the firm believer of the fact that Higher Education is Career Oriented platform that enables the Youth to aspire for a future that is progressive in nature. Higher Education builds Career and enables the Youth to prosper. The Higher Education providers must ensure that they tap the potential of the Youth and educate them to the best possible manner. Not every student is going to be a master class in academics; they may have their excellence in extra-curricular or vocational expertise. The Higher Education can nurture the talent of the youth and make them ready for the Career. The Institutions may focus on developing the Key skills required for employability which includes the Communication skills, adaptability skills, risk taking approach, Business practicality, specialized approach to academics etc. The Principal concludes that major aim of Institutions must be enhance employability of the students leading to Career building. (Anonymous, 2023)



**Fig. 8: Higher Education & Employability**

**Source: Personal Interview with Principal of a Higher Education Institution (Name Anonymous on request) on 15th Jan. 2023**

#### **CONCLUSION:**

Higher Education does influence the change in Society. The developed citizens, cultured & civilized citizens and the more aware citizens will be a definite asset for the society. The Higher Education can nurture the talent of the youth and make them ready for the Career. The Institutions may focus on developing the Key skills required for employability which includes the Communication skills, adaptability skills, risk taking approach, Business practicality, specialized approach to academics etc. The major aim of Institutions must be to enhance employability of the students leading to Career building, eventually leading to societal change. The emphasis on Social Value and Integration with Education is needed to achieve societal development. The Article was attempted by the Interview method where by the interaction was held with Principals & heads of the Higher Education Institutions. The concluding points from the Interview were as briefed below:

Table No. 2: Brief Learning from the Interviews (Highlights)

| Sr. No. | Name of the Interviewee | Credentials   | Key Highlights  |
|---------|-------------------------|---|---|
| 1.      | Dr. Meena Kute          | <b>Principal</b><br>(Education – B. Ed)                 | <ul style="list-style-type: none"> <li>• Culture and Civilizations are influenced by Education</li> <li>• Youth Skills &amp; Employability are influenced by Education</li> </ul>                   |
| 2.      | Dr. Rajeev Singh        | <b>Principal</b><br>(Arts, Commerce & Science College)) | <ul style="list-style-type: none"> <li>• Higher Education leads to Religious equality &amp; Life Style Development</li> <li>• Higher Education brings the opportunities in life</li> </ul>          |
| 3.      | Mr. Dipesh Shah         | <b>Campus Director</b><br>(Science & Commerce College)  | <ul style="list-style-type: none"> <li>• Higher Education essentially needs to cater the need for Entrepreneurship development.</li> <li>• Focus on experiential learning</li> </ul>                |
| 4.      | Dr. Kedar Shukla        | <b>Director</b><br>(MBA Institute)                      | <ul style="list-style-type: none"> <li>• Higher Education helps in building values and inclusive development.</li> <li>• Higher Education helps in learning ethicality</li> </ul>                   |
| 5.      | Anonymous               | <b>Principal</b><br>(Graduation College)                | <ul style="list-style-type: none"> <li>• Higher Education is Career Oriented platform</li> <li>• Higher Education supports Business practicality &amp; specialized approach to academics</li> </ul> |

The Author concludes that Higher Education is the definite medium for societal change. The Social Change may get reflected through several means. One such medium is the enhancement of employment and entrepreneurship development in society. Higher Education can play a leading role in the upliftment of Society through enhancement of Employment and Entrepreneurship Development. Culture and Civilizations may get influenced by Higher Education and it has a strong command over Social Change. Education is essential and surely it contributes to the Societal Development. The Author further concludes that Higher Education may involve further into delivering instructions that are student-centred. The Education should be collaborative and Learning should have impactful context & effective content. The Institutions must integrate with society leading to an ecosystem of change & development.

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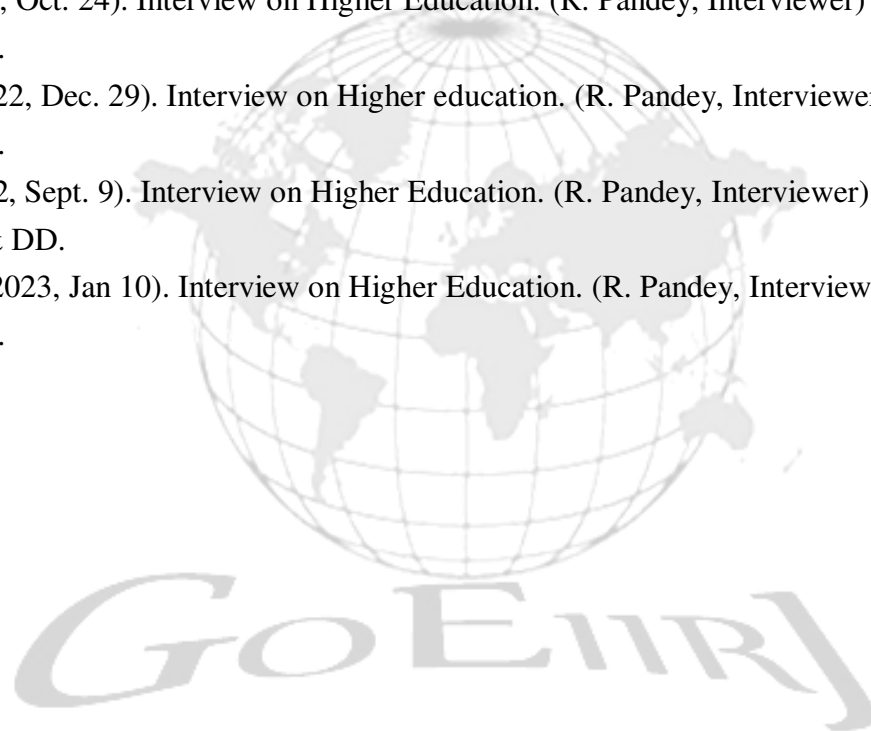
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**NEP 2020: CHALLENGES TO TEACHER EDUCATION****Mrs. Nirupama Sahu***Asst. Professor**SSR College of Education, Sayli, Silvassa, D&NH.*

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**Abstract**

*One of the significant educational developments that India has been eagerly awaiting is the National Education Policy. The National Policy on Education (NPE), 1986, is replaced by NEP 2020, the first education policy of the twenty-first century. It is a comprehensive framework for elementary education to higher education. The aim of the policy is to transform India's education system by 2030. Necessary improvement in teacher education is a challenge for every nation to provide effective and competent teachers. The educational system as well as teacher preparation undergoes several fundamental changes as a result. The framework of the educational system and teacher preparation are two of the modifications. The teachers need training of high quality content and pedagogy, the teacher education institutions will gradually be moved by 2030 into Multidisciplinary colleges and Universities. Teacher education has experienced a paradigm shift. Convergence will produce several problems that need to be addressed in a more academic way. The paper is to highlight on 1.Features of Teacher Education as per NEP 2020, 2.Issues of teacher education. As per the issues included in this paper, scopes to overcome these issues are also discussed.*

**Keywords :** NEP 2020, Challenges, Teacher Education.**Introduction**

The NEP 2020 was designed to raise the standard of education in the country and was centered on giving every person access to educational opportunities. The new educational strategy needs to support efforts to attract the absolute best and brightest individuals to careers in teaching at all levels. In order to create a pool of school teachers who will influence the next generation, teacher education is crucial. The process of preparing teachers needs diverse knowledge and a multidisciplinary perspective.

As well as being knowledgeable about the most recent developments in education and pedagogy, teachers must have a solid foundation in Indian values, languages, knowledge, ethos, and traditions, especially tribal traditions. W. H. Kilpatrick promotes "teacher training" by asserting that "education is for human beings, whereas training is given to animals and circus performers." Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. To paraphrase Clinton, "Every town should have a skilled and dedicated teacher in every classroom," he said in his Call for Action for American Education in the 21st Century. Therefore, if we get talented individuals into teaching and provide them with the best preparation and training, we have a wealth of techniques and strategies to ensure teacher quality long into the 21st century. It is impossible to undervalue a teacher's role or significance in society.



The teacher preparation program's quality needs to be improved. The necessary standards have not been met by teacher education. Teachers lack the critical thinking skills necessary to address problems with organization, content, and other aspects of instruction. The curriculum of teacher-education programmes needs to be altered in accordance with the shifting needs of society, and teacher-education programmes as a whole require restructuring. Teacher education programmes need to be revised according to changing needs of society. This paper focuses on features of teacher education as per NEP, challenges for teacher education and scope to overcome these problems also discussed.

### **Features of Teacher education as per NEP**

#### **1. Pre-Service Teacher Education:**

To direct pre-service teacher education and training, the NEP 2020 recommends creating a National Curriculum Framework for Teacher Education, or NCFTE 2021. For teachers working in academic, vocational, and other specialized streams of education, the NCFTE will prescribe the finest pre-service and in-service education/training techniques.

#### **2. Teacher Recruitment & Employment:**

Teachers must pass Teacher Eligibility Tests (TETs) administered by the National Testing Agency in order to be hired in a private or public school. NEP 2020 encourages schools to share instructors across campuses in order to address the teacher shortage, particularly for subjects like art, craft, music, and dance. The initiative also suggests contacting prominent individuals or local authorities to serve as "master instructors" in traditional arts.

#### **3. Teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy:**

All teacher education programmes must be carried out in institutions that combine many disciplines. To this end, all multidisciplinary universities and colleges will work to establish education departments that will collaborate with other departments such as those for psychology, philosophy, sociology, neuroscience, Indian languages, the arts, music, history, literature, physical education, science, and mathematics to run B.Ed. programmes in addition to conducting cutting-edge research on a variety of topics related to education. Additionally, by 2030, all standalone TEIs must become interdisciplinary institutions in order to offer the 4-year integrated teacher training programme.

#### **4. The 4-year integrated B.Ed. will be minimum qualification for school teachers, by 2030**

The four-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, with concentrations in both education and a specialty field such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. The teacher education will cover sociology, history, science, psychology, early childhood care and education, fundamental literacy, numeracy, and understanding of India and its values, ethos, art, and traditions in addition to teaching cutting-edge pedagogy.

**5. The HEI offer the 4-year integrated B.Ed. may also run a 2-year B.Ed:**

The institutions that provide a four-year ITEP may offer a two-year B.Ed. programme to students who already have a bachelor's degree in a related field. Candidates who have completed a 4-year undergraduate degree in a specialized field may also be eligible for a 1-year B.Ed. programme. To attract outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes, scholarships for deserving students will be offered.

**6. Availability of a range of experts in education and related disciplines as well as specialized subjects:**

Higher education institutions with teacher preparation programmes will make sure a variety of experts in education and related fields, as well as in specialized subjects, are available. Each higher education institution will collaborate closely with a network of public and private schools where future teachers will teach student in addition to taking part in other activities like community service, adult and vocational education, etc.

**7. Common entrance test at national level for admission to all Institutions of Education:**

A common entrance test at the national level for admission to all institutions of education is also recommended by policy in order to ensure the objective and transparent selection of excellent and effective candidates for the teaching profession. The National Testing Agency will administer appropriate topic and aptitude exams that are standardized while taking into account the nation's linguistic and cultural diversity.

**8. National Mission for Mentoring:**

A National Mission for Mentoring will be developed, with a large pool of exceptional senior/retired academics who are willing to mentor university/college teachers over the short and long terms and help them professionally.

**9. Teaching Career & Professionalism:**

The National Professional Standards for Teachers (NPST) will be established by the NEP and will govern all strategies for professional development, wage increases, and other areas of managing a teacher's career. Another crucial component of NEP for teachers is teacher audits and professional evaluations. In-depth research will be done on foreign pedagogical methods by NCERT, and the results will be included into the CPD programmes for NEP teacher training. In accordance with NEP 2020, teachers must complete a minimum number of hours of continuous professional development (CPD) annually.

**Challenges to implement NEP 2020 In Teacher Education****1. The multi entry and exit concept:**

The idea is very intriguing, but it may make it difficult to keep track of students who enter the system at any point and leave at any point in their education. This was evident when the stream system was abolished, as it was simple to tell which students belonged to which stream by looking at their scorecards. The difficulty in implementing such a program may worry higher educational institutions. (Jadhav,Netaji,D,2022)

**2. Choice of Youngsters:**

Even if a person does not have a clear idea of their career path at the age of 17, or immediately following the completion of standard 12, they must choose the teaching profession. Because it is not as fascinating as other fields like IT, management, or medical, teaching will not really attract youngsters

**3. Need of Talented teachers teaching in multiple languages:**

The B.Ed. programme will be adjusted in considering the fact that schools will require teachers who are fluent in several languages and knowledgeable about modern subjects like computational thinking, coding, etc. that were introduced at the school level under the NEP.

**4. Changing the Mindset:**

The practices of the British and Industrial periods are being used in our modern educational system. Parents, teachers, grandparents, and educators from two or more generations will be involved in the mentality transformation. The NEP must take the place of an age that prioritized Education system. The corporate world will also need to adjust its recruiting and grooming practices to reflect this. The process of changing this perspective will be difficult in many ways. However, the government can execute that by employing a lot of soft power.

**5. Need to Control over Teacher Education Institutions:**

The regulatory bodies for teacher education must be given the authority to impose strict penalties on teacher education institutes (TEIs) that do not adhere to essential educational standards. The NCTE is a regulatory agency that has influence over how teacher education institutes operate and how well they educate their students. The educational standards of these institutions are established and maintained by it. However, the number of institutions offering teacher education has grown so rapidly in the last few years that it is hard to keep track of them all. Some of these organizations are sacrificing quality only for economic profit.

**6. Lack of Proper Supervision:**

Student teachers need proper supervision at each step in order to bring desirable changes and improvement in skills and behavior. They need supervision while practicing skills, developing and delivering lessons, to develop confidence in facing the classroom situations. But there is a lack of good supervision and supervisory staff in teacher education institutions.

**7. Lack of proper infrastructure facilities:**

B.Ed. colleges will be merged with senior colleges/multidisciplinary institutes. They need adequate infrastructural facilities to run 4 years integrated B.Ed. Programme. Without proper infrastructure facilities, the teaching learning process will not be successful. Large number of education colleges has unhealthy financial conditions. They lack basic facilities such as experimental schools, laboratories, libraries, hostels, and buildings. Some of them are even running in the rented buildings.

**8. Availability of Employment Opportunities:**

Implementation of NEP2020 will also create a big challenge in the employment industry as all new young people who are post-graduate will run into the market seeking jobs with high

expected packages. So the industry too should be able to create jobs in variety to fulfill their dreams, otherwise educated people's unemployment ratio might increase which will also hamper nation's progress.

#### **9. Lack in developing Life Skills:**

Life skills are essential for personal growth and Development. These skills enable man to deal with life's problems. Life skills are Thinking Skills- Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking; Social Skills- Interpersonal relations, effective communication and empathy; Emotional Skills-Stress Management, sympathy. Main issue is that teacher-education is memory based. They are not giving proper time to conduct various activities to develop life skills. Active participation of students is not there, they are just completing it like assignments or project work. Here the role of teacher educator is very important to orient and conduct various programmes under life skills.

#### **10. Duration of B.Ed. course:**

The duration of B.Ed. course is two years now, students will not be motivated to do four years B.Ed. course, because it will be a very long duration for them.

#### **11. Need of Trained teacher educators:**

These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement. Teacher educators need to teach a specific age group (Std.-12 passed teen agers). Reduction in entry-level qualification (graduate level to std. 12th) needs to be considered and training should be given accordingly to teacher educators.

#### **12. Accepting Change in Teaching – Learning Styles:**

The new NEP has suggested many new methods of dealing with children of different age groups right from pre-primary stage to higher education. Making such arrangements at each school and college to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So this shift from old methods to modern scenarios may prove a problem for both students and teachers. The students also in our country cannot afford such grasping knowledge and lack of resources would prove a burden on them and their parents.

### **Suggestions**

#### **1. Need for Orientation to Teacher Towards Multidisciplinary Education**

The National education policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attain this goal has been paved with good intentions. For this purpose, there is need for proper training of teacher educator. NEP 2020 implementing such bold objectives will require training teachers, educators and official staff appropriately. Learning has to be an enjoyable and engaging task rather than a difficult exercise which ultimately churns out unemployable youth. The policy will have to design a learning ecosystem which takes into account the geographical and cultural diversity of our country as well as the varied learning pace of each student. (Ahangar,S.D. 2022)

**2. The need of proper planning for integrated teacher education programme**

Proper planning is needed for integrated teacher education. The following factors should be prioritized by multidisciplinary institutions offering teacher education programmes like Seats ,Student-teacher ratio, Different streams and subjects, age, medium of instruction, and freedom to choose among institute-designed or pre-combined groups of subjects are among the other factors.

**3. Facilities with adequate infrastructure**

The institutions of four-year integrated B.Ed. programme should include the necessary infrastructure, including a lab with the newest technology, a library, and the suitable facility. Every topic needs to have the facilities needed for microteaching, practical labs, and counseling rooms.

**4. The demand for expert talks, webinars, and ongoing training**

In order to successfully implement NEP 2020, we must direct our attention toward the objective of developing the practical strength, real-world experience, and technological savvy of our upcoming youth. This can be accomplished through ongoing training, webinars, and expert talks.

**5. A curriculum with a wider scope**

All academic topics, the arts, sports, and practical training like carpentry, electrical work, auto mechanics, ITI courses, etc. can be included in a curriculum with a broader focus. Foreign languages, spoken English, public speaking, and communication skills must be included. The creation of student Teacher Training Modules (TTM) is necessary. The TTM programme must be an exercise and skill-based one.

**Conclusion**

From the explanation above, it is clear how NEP 2020 will benefit our country and how it will enhance the image of our youth to the rest of the world. Every positive thing that happens to change the future has some challenges, but we as educators should be prepared to face those problems, we should calmly resolve them using just knowledge, and not let them discourage us from working to find a solution. However, the NEP 2020 will undoubtedly lead us down a hopeful path.

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## NATIONAL EDUCATION POLICY: 2020 AND VOCATIONAL EDUCATION

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### **Abstract**

*Education provides awareness about rights and sense of duties towards the society, nation and the whole world. Education is the medium to impart knowledge, to develop skills and techniques. It is essential for cognitive, psychomotor and physical development of human beings. The goal of education system is to develop competent citizens in terms of rational thinking and 21<sup>st</sup> century skills. Revised and updated education system is the need of modern dynamic world. It is recommended in order to transform individuals into productive and responsible citizens. NEP 2020 aimed to transform Indian education system by 2030. It has comprehensive framework for early childhood education, school education and higher education. It has emphasized on inclusive education and vocational training as well. Previously students were not giving importance to vocation due to lack of attraction towards the subject, a smaller number of choices, no spark of interest, lack of skilled teachers. Students who selected vocational education as a subject were perceived as weaker category of students. Hence, there was less enrolment ratio in vocational education.*

*New education policy has given weight to inclusion of vocational education in the main stream. In the revised curriculum, it is mandatory for students to opt at least one subject of vocational education. NEP 2020 has made provision of ten bag less days for students in every academic year and those days will be exposed to the training of chosen vocational training course. This paper will torch light on inclusion of vocational education in NEP 2020. Scope of vocational education as a new emerging trend in the field of education. Challenges may be raised while implementation of vocational education in the main stream. Contribution of vocational education in developing self-reliance India.*

**Key words:** NEP: 2020 and Vocational Education

### **Introduction**

Education provides awareness about rights and sense of duties towards the society, nation and the whole world. Education is the medium to impart knowledge, to develop skills and techniques. It is essential for cognitive, psychomotor and physical development of human beings. The goal of education system is to develop competent citizens in terms of rational thinking and 21<sup>st</sup> century skills. Revised and updated education system is the need of modern dynamic world. It is recommended in order to transform individuals into productive and responsible citizens. NEP 2020 aimed to transform Indian education system by 2030. It has comprehensive framework for early childhood education, school education and higher education. It has emphasized on inclusive

education and vocational training as well. Previously students were not giving importance to vocation due to lack of attraction towards the subject, a smaller number of choices, no spark of interest, lack of skilled teachers. Students who selected vocational education as a subject were perceived as weaker category of students. Hence, there was less enrolment ratio in vocational education. New education policy has given weight to inclusion of vocational education in the main stream. In the revised curriculum, it is mandatory for students to opt at least one subject of vocational education. NEP 2020 has made provision of ten bag less days for students in every academic year and those days will be exposed to the training of chosen vocational training course.

### **Status of vocational education in India**

Vocational education prepares students to work as a technician. It provides employment in a skilled craft, trading, art or performing art. It is a career-oriented part in technical Education. The three stages of inclusion of vocational education are:

- (1) Elementary or Primary School Stage,
- (2) Secondary School Stage and
- (3) The College or University Stage.

The framework of vocational education in India is performed at two levels: Theoretical (theory) and practical (training). In the National Institute of Open Schooling, **only 2% of the total population** in between **15-29 years of age** have received formal vocational training, and non-formal vocational training taken by only 8% have received. **12<sup>th</sup> Five-Year Plan (2012–2017)** estimates that lesser than 5% of the Indian workforce between the age of 19-24 received formal vocational education.

### **Provisions for Vocational Education in NEP**

NEP 2020 has given a special emphasis on Vocational Education. By 2025 at least 50% of learners going through school and higher education system shall have exposure to vocational education. It also stated that there will be 'no hard separation' between the vocational and academic streams.

Under the - Samagra Shiksha (Centrally Sponsored Scheme) Department of School Education and Literacy (DoSEL) is implementing the scheme of Vocational education in School Education. The Government of India has taken many Initiatives for Skill development like Skill Development Mission (SIM) Under this mission 20 ministries are working to implement the skills to enhance the skills in million people to create more skilled workforce for various sectors.

Vocational education will help students to acquire various skills which will be fulfilling the demands of Industries and their progress. Vocational education will help increasing the employability and entrepreneurial abilities of the students, providing more exposure to work environment; and promoting general awareness among the students about various career fields so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. Vocational Courses are given to students of class 9-12 students. For class 9 and 10<sup>th</sup> grade it is a subjective subject but for class 11 and 12<sup>th</sup> it is going to be compulsory (elective) subject. Best part of the skills is developing various skills along with Employability Skill module has been made a

mandatory part of the vocational Courses

In order to fulfil various objectives of NEP, the existing scheme of Samagra Shiksha has been revised and various new interventions relating to Vocational Education have been incorporated

Vocational Education skills consist of many skills which will help students in their overall development needed. It teaches various skills like Communication skills, IT skills, Entrepreneurships skills, green skills and many more.

### **Challenges for inclusion of vocational**

According to 12<sup>th</sup> Five-year plan (2012-17) it states that negligible amount of India workforce in age group from 19-24 is less than 5% from Vocational Education. Where as in other countries such as USA has 52%, in South Korea is at high of 96%. There is very less exposure to vocational education. Students passing out with their vocational subjects have unclear paths they were unable to think about their future.

As this policy is new though this policy was already existed in the form of Samagra Shiksha which is now reframed and reconstructed. This policy is going to give various opportunities to every student to learn skills according to their interest but it is socially unacceptable because it is new and along with that rate of employment is unpredictable. How much money they will earn with that skill. Other technical skills have the fix placement along with payment but in this it can't be said.

The increasing digitization in the current world of work is associated with accelerated structural changes. These changes are related to with changed qualification/eligibility profiles and hence new challenges are there for vocational education and training (VET). Professional colleges, Companies, vocational schools, training institutions and other educational institutions must respond appropriately. There are diverse expectations from teachers, learners and educational institutions in vocational education and training. It is required to provide effective results on learning in the digital age.

### **Infrastructure of Industries or Workplace**

For the fulfilment of this policy best infrastructure of Industries are needed. For every skill every particular organization is needed to handle all vocational education skills graph of achievement. For every skill ideal place is needed so that student can know about the consequences with those skills, how to manage student will learn how to deal with it with its failure they will learn in a particular infrastructure. Moreover, all the institutions providing training courses are needed to correlate with their corporate world in considering the aspects like infrastructural facilities.

### **Curriculum**

Vocational education is developing new skills. It deals with the technical knowledge. Knowledge based on technology operating, handling machines. But it lacks giving theoretical knowledge related to those skills. In academic programs students can explore various subjects but vocational education is limited to a particular field or course. Students of vocational education will



face a lot of problems in this upgrading technological world because they will have knowledge related to a particular technology only.

### **Lack of trained Teachers**

For expertise in any field trained teachers are needed, usually trained experts go with the technical field because their packages and chances of getting highly paid job is high so they don't opt for teaching career due to which there is lack of faculties

### **Conclusion**

The National Education Policy 2020 has given importance to Vocational education, Development of teachers to increase the capacity of learners to learn those skills. Vocational Skill is going to play a major role in development of a nation. Vocational education deals with learning (any occupation) and application(employment).It will increase labour force,Industrial productivity, it will help in overall development of our country and also the best thing it will helps in development of a skilled person. It will help students to get new job opportunities.Vocational education is in demand these days because every industrialist needs a labour who has skills.This vocational education will give contribution in upliftment in our country's economy. As India is a developing country so we have more chance to inculcate more skills which will contribute to increase in production of nation. But this whole process is very difficult, to make this process work more fluently, flexibility is needed.

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**A STUDY OF EQUITABLE AND INCLUSIVE EDUCATION IN U.T. OF  
DADRA AND NAGAR HAVELI WITH REFERENCE  
TO NEP-2020**

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**Abstract:**

*In connection with the central theme of NEP-2020, this research paper is related to the sub theme of Equitable and Inclusive education. A study of the provisions and facilities available in Dadra and Nagar Haveli's schools for equitable and inclusive education is the subject of this study. Researchers tried to find out and understand the meaning and concept of Equitable and Inclusive education. Further in this study researchers tried to find out the provisions for the equitable and inclusive education in schools of Dadra and Nagar Haveli. As per the mentioned in Chapter 6 of NEP-2020 draft, meaning and definition of equitable education is explained and according to that criteria gathered information analyzed and interpreted. Further in this study it is also tries to the categorization of type of schools on the basis of their medium, owner ship, board affiliation and rural urban area location is done in this study, with the finding out about the available various facilities in Dadra and Nagar Haveli schools for implementation of equitable and inclusive school concept mentioned in NEP-2020. It is expected that the study will gives details about the Dadra and Nagar Haveli schools preparation for the implementation of NEP-2020as well as available facilities and provisions for the execution of equitable and inclusive education. The Status of School management committee's structure regarding NEP-2020 will also try to study in this paper.*

**Key words :** Equitable, Inclusive Education, School Education, NEP-2020.

**Introduction:**

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. The Indian government aggregated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown. New Education Policy 2020 is a large step in the field of Education focusing on the elementary-level of education to higher education in India. The policy is focusing on transforming the Indian Education System by 2021. Thus, it was very much required to review all the aspects of the Indian education system in its reference. The aim of this research paper is to discuss the various domains of education under NEP 2020. This research paper will provide deep insight to

readers about various aspects of NEP 2020 for the transformation of the education system in India. NEP 2020 ensures Universal Access at all levels of schooling from pre-primary school to Grade 12. It Aims at making India, a global knowledge superpower.

#### **Review of Related Research and Literature:**

**Sudha K. (2009)** The history of Dadra and Nagar Haveli freedom fighting was in detail given in this please mention the name of the book. The history of Dadra and Nagar Haveli from the 12th century is mentioned clearly in this book. Geographical location between Maharashtra and Gujarat, as well as origin of Daman ganga river at western ghat of Trimbakeshwar and its flow towards Arabian sea, ruler of Dadra and Nagar Haveli from B.C 177 to A.C 1292 various emperor of Mourya , Chalukya, Yadav, Rashtrakul, Badami, Satakarni, Triputak, etc. emperor of different Royal families ruled over Dadra and Nagar Haveli for different periods. After 1292 Prince Ramsingh from Rajasthan ruled over Dadra Nagar Haveli and named his empire as Ramnagar. Portuguese entered the region after 1523 and occupied the territory with the agreement of the Sultan of Gujarat for business purposes. After the attack on surat Shivaji Maharaj returned securely by this short way towards Raigarh. On of the faithful minister Moropant Pingale made treaty with Portuguese to maintaining administration in the region for Shivaji Maharaj by offering them particular Tax from 1672 to till the death of Moropant Pingale in 1680. After the death of Shivaji maharaj in 1687 Mughal Emperor Aurangzeb captured region from 1707 to 1737. Again from 1737 Maratha emperor Under the peshwas rule control over Ramnagar i.e. Javahar state and Dadra and Nagar Haveli with Vasai fort by agreement with Portuguese till 1818, end of Maratha emperor. Afterwards Portuguese became whole and sole power over Dadra and Nagar Haveli. The struggle of freedom fighting is described in the book further in I with the references of all the eminent freedom fighters of Dadra and Nagar Haveli with their enormous contribution in the movement.

**Usha R (2012)** In the book *Inclusive Education*, the author emphasizes in her book inclusive education about meaning, nature, need, principles, and the benefits of inclusive education in India with a brief historical background. She also critically investigated the inclusive education system in India in details, she also took a short review of the development of inclusive education at universal level also. With the references of public/ private partnership in education she focused on the education of disabled and the hurdles / difficulties in their education. She comparatively focused on the study of inclusive education in India with reference to the Inclusive education of the United states of America, New Zealand, Brazil, and other European countries. In her book she does not stop with the mere study in this section but also throws lights on the possible solutions of the problems and challenges of Inclusive education. The Author also gives an indication regarding the evaluation and assessment in inclusive setup. In this way, throughout 9 chapters, the author studied the problems of inclusive education very well in her book and it helps newcomers to study in the same subject further. (as a reader I found it is outline of the book, Could you write some points from the book which directly relate with your study)

**Shetkar N. (2017)** studied the topic of Evaluation of primary education in Marathwada

region as a case study, in which he try to find out that the expenditure on primary education during 2000-2010, study of implementation of primary education scheme like free book, attendance allowance, mid-day meal scheme etc. in Marathwada region, and also study about the availabilities of physical educational facilities in primary schools in Marathwada region. He studied 3 districts among the 11 districts of Marathwada region for his study in which he collect sample from 3 districts, 9 tahsil's, 45 primary schools 45 headmasters and 450 students by random selection of sampling techniques, by data collection tools of questionnaires, interview scale, observations visiting schools time to time and also by analysis of government records and documents.

In his findings he mentioned that there was no proper and sufficient fund utilized in the same region on primary education, he also stated the observations that there are many shortcomings in the implementation of primary education schemes like mid-day meal, attendance allowance, and other popular as well as useful schemes for primary education.

**Sharma M.(2016)** in the study of assessment of the implementation of rights to education RTE act-2009 in the elementary schools of western uttar Pradesh with the objectives of to understanding about RTE act-2009, assessment of the implementation of this act, the effects of after the implementation of this act, benefits of this act for children's, parents and other stakeholder, difficulties in implementation of this act etc study carried out in western part of uttar Pradesh in 2016. With the adopting descriptive survey method and from the population of all elementary school principals and teachers of western uttar Pradesh total 60 principals and 731 teachers from the four districts of western uttar Pradesh were selected with purposive sampling techniques. Data was collected with the help of Observation scale, information scale for principal, and information schedule for researcher and analyzed by statistical tools such as percentage, t-test and geographical presentation. as per the findings of the research it is found that RTE -2009 was not properly implemented in so many part of western uttar Pradesh, so many principals was not properly aware about the implementation of RTE act, some principal found difficulties in implementation of this act, this act found very supportive, helpful and useful in many ways for specially all students and parents.

**Statement problem:**

A Study of Equitable and Inclusive Education in U.T. of Dadra and Nagar Haveli with reference to NEP- 2020.

**Objective:**

1. To study and understand the concept of Equitable and Inclusive education.
2. To find out the provisions for the Equitable and inclusive education in Dadra and Nagar Haveli.
3. To study the Status & various aspects of Equitable and inclusive education in Dadra and Nagar Haveli.
4. To study the problems of implementing Equitable and inclusive education in Dadra and Nagar Haveli.

**Methodology:**

Descriptive survey method and documents study method was adopted for the research study. The detailed survey of primary education in Dadra and Nagar Haveli was planned for the study. Various tools of data collection was applied on the selected sample for collection of required information for the study. Analysis was done using statistical and graphical tools after categorization and Classification of collected Data. Conceptual and theoretical part of the study was completed by document analysis method.

**Population:**

All the 278 Government primary schools in Dadra and Nagar Haveli were the population of this study. Educational administrative structure with physical and human resources for the 278 school population for the study. All the 278 Headmaster, 1500 Teachers and students of the 278 schools were considered to be the population for this study. Inclusive education in this research work.

**Sample and Sampling Technique:**

Sample for the study was selected by random sampling method for the study. 30% of primary schools 60 Headmasters, 300 Teachers, and Students of all medium schools in Dadra and Nagar Haveli selected as sample by purposive and stratified sampling method.

**Scope:**  
The scope of the study covers all primary education. The study covers the different aspects of school education like infrastructural facilities, technological educational facilities. The study also covers the available human resources and its ratio with students. Study focuses on the various aspects of inclusive education. Findings of the study will be applicable to the status of Inclusive education in other regions too.

**Limitations:**

1. This study is limited to Dadra and Nagar Haveli Primary school education only.
2. This study is limited to the status of primary education in Academic year 2022-2023 only.
3. This study is limited to Dadra Nagar Haveli's Rural Government primary school education only.

**Research Findings:**

**The section below discusses all the findings according to the objectives.**

**Objective 1. To study and understand the concept of Equitable and Inclusive education.**

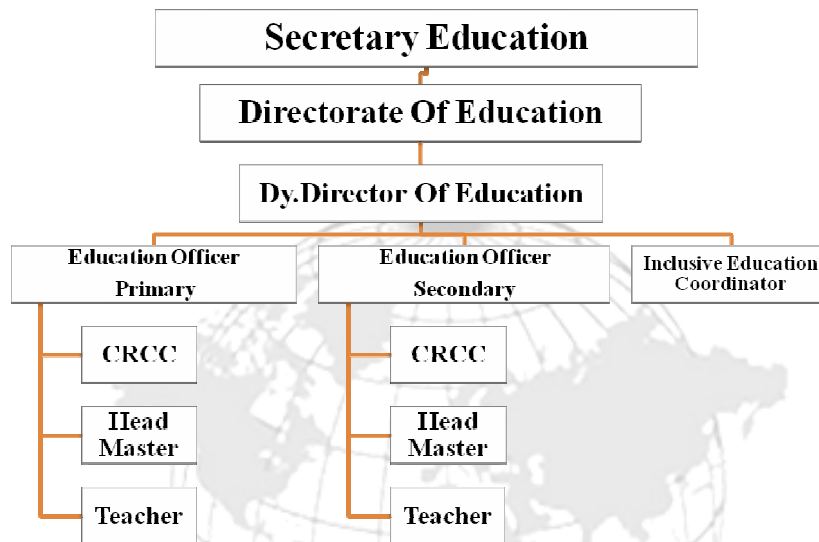
**Equitable and Inclusive Education:**

It promotes Learning for All. It emphasized Socially and Economically Disadvantaged Groups (SEDGs). It has a separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups. This NEP 2020 also has provision of Gender Inclusion Fund. It supports female and transgender students by driving state level inclusion activities, developing sufficient infrastructure for safety, and targeted boarding. It will establish Special Education Zones.

NEP 2020 envisages an inclusive and structural change in the educational system. It

focuses on Equitable and inclusive education which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities.

**Objective 2. To find out the provisions for the Equitable and inclusive education in Dadra and Nagar Haveli.**



**Figure 1. Educational Administration Structure of Silvassa SMC Primary Education Structure of Dadra and Nagar Haveli School Education Administration**

- As per above chart the provisions of administrative structure of Dadra and Nagar Haveli government school education to conduct and manage the system effectively.
- Establishment and conduction of 278 schools of various mediums distributed in all regions of the Union territory for all the type of students primary education.

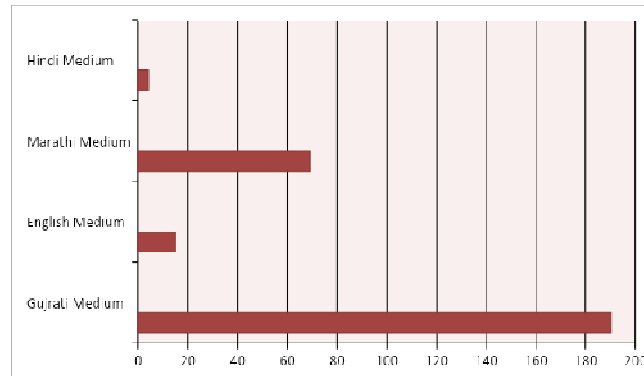
#### Government Primary School Status in Dadra and Nagar Haveli

| Sr. No.      | Medium    | No. of Schools | Enrolled Students | Board/Syllabus    |
|--------------|-----------|----------------|-------------------|-------------------|
| 1            | Gujarati- | 190            | 28336             | Gujarat Board     |
| 2            | Marathi-  | 69-            | 6422              | Maharashtra Board |
| 3            | English-  | 15             | 13714             | CBSE Board        |
| 4            | Hindi-    | 04-            | 441               | CBSE Board        |
| <b>Total</b> |           |                | <b>48913</b>      |                   |

**Table No. -1 Table of Various Medium Schools and students Enrolled in Dadra and Nagar Haveli.**

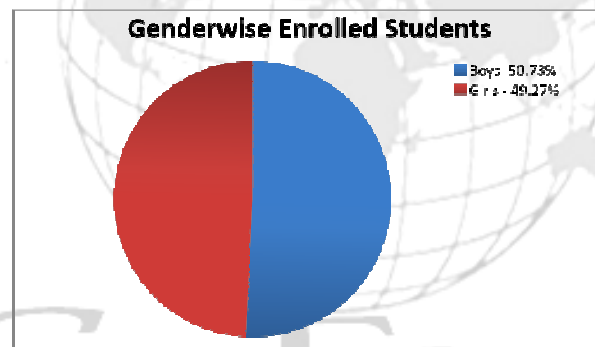
- In this way total No. of **278** Schools for total Students enrolled – **48913** for various mediums in all the regions of U.T. of Dadra and Nagar Haveli is fundamental and proper.
- Facilities of free and compulsory quality education, School uniform, free Books, Mid day Meal, cycles for girl students and various scholarships are some other provisions for Equitable and Inclusive education.

**Objective 3. To study the Status & various aspects of Equitable and inclusive education in Dadra and Nagar Haveli.**



#### Medium wise No. of Schools in DNH.

As shown in the above table no. 1 various mediums of government primary schools are conducted in Dadra and Nagar Haveli. **Total 278** primary schools of various mediums such as Gujarati, Marathi, English, & Hindi are run for diversified linguistic needs and requirements of students.



#### Gender Wise Enrollment of Students in Govt. Schools of Dadra and Nagar Haveli

Above figure No. 3 (mention) shows the gender wise enrollment of students in government schools of Dadra and Nagar Haveli. Among the total enrolled students 24847 (50.73%) are Boys students and 24097 (49.27%) are Girls students enrolled in primary schools. It shows that there is a very small difference (1.46%) between enrollments of boys and girls in DNH Primary government school.

**Objective 4. To study the problems of implementing Equitable and inclusive education in Dadra and Nagar Haveli.**

- i. Lacks of proper and sufficient technological facilities are the problem faced in equitable and inclusive education.
- ii. Need of training for teachers and administrative staff regarding inclusive education and NEP-2020 I required.
- iii. Proper accessibility and facilities of scholarship for SC, ST & OBC & Girl students is need of the hour in Dadra and Nagar Haveli

**Discussion:**

Findings of the study shows that the implementation of inclusive education in Dadra and Nagar Haveli school education is looking satisfactory. As per the administrative structure of DNH school education there is good human resources for the provision of quality eligible teachers and administrative officers. 278 schools for all types of students as per their linguistic abilities is an appropriate provision for primary education. Availability of various medium language schools as Gujrati-190, Marathi-69, English-15, Hindi -4 in very effective provision for the students' needs and requirements due to the variety of existing students from different parts of India. Students can easily choose their medium of instruction as per their mother tongue and preferential language. Gender wise enrollment is also almost equally shared 49.27% & 50.73% in sequence by both gender i.e. girls and boys. Apart from the above thing, problems of equitable and inclusive education with reference to NEP -2020 need to be solved on priority basis.

**Recommendations:**

1. Study of detailed infrastructural facilities should be needed to do properly.
2. Study of secondary and higher secondary school education should be needed.
3. Proper review of all educational policies and programs by the government should be studied properly.

**Conclusion:**

The study shows the present status of equitable and inclusive education with reference to NEP-2020 in Dadra and Nagar Haveli. The study shows the facilities and provisions about NEP - 2020 in the region. Some identified problems also recognized and need to be solved by the course of time.

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## NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

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### **Abstract: -**

*A draft designed by NCTE titled as “National Professional Standards for Teachers (NPST). The standards and related policies based on fundamental principles given in the NEP 2020, which will support the vision of NEP 2020. The aim of NEP 2020 is to provide quality education to all. To achieve this goal, we need well qualified and equipped teachers with professional standards.*

*When we analyze the draft of NEP 2020, we find that the focus of the draft is on teacher education. As we all know the education system is bipolar. Teacher and pupil are the poles of the system. We need to improve the quality of teacher education. That’s why NPST is designed by NCTE. This will monitor pre-service teacher education programmes. This includes all aspects of teacher career management including professional development, tenure, salary increases, promotions. Teaching is the noblest profession. We need to develop professionalism among teachers. For that our focus should be on improving the quality of learning and teaching. There are so many challenges before teachers.*

*Indicators of effectiveness and focus on the skills and strategies facilitating the teaching and learning process. The four stages have been defined as- a) Beginner Teacher, b) Proficient Teacher, c) Expert Teacher, d) Lead Teacher. For this there are four standards set by NCTE. Standard 1) Core values and ethics, 2) Professional Knowledge and understanding, 3) Professional Practice and competence, 4) Professional Development and growth. These standards have measurement criteria for performance reviews for teachers at different levels.*

### **Introduction**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in their profession. Teachers act with honesty and integrity; have strong content knowledge, keep their knowledge and skills up-to-date and are self-critical; should have positive professional relationships; and work with parents in the best interests of their students. Teaching is considered one of the most noble professions worldwide and is linked with social progress. In earlier times, a teacher was the most respected member of society. Teachers were the center of the education system and were needed to pass on their knowledge, skills, and values optimally to students. Due to the evolution in the education system and changing role of teachers, improving teacher quality becomes of utmost importance for sustainable nation-building. The professional teaching standards focus on the improvements to be made in the profession of teaching to contribute to the country's progress.

In the National Education Policy 2020 (NEP 2020) emphasis has been given to teacher

education. It is a fact that education is a lifelong process, and the teacher is the most important factor. The National Professional Standards for Teachers (NPST) sets out to NEP 2020 aim for equitable access to the highest-quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

A draft has been designed by 'NCTE' titled as "National Professional Standards for Teachers (NPST). The standards and related policies based on fundamental principles given in the NEP 2020, which will support the vision of NEP 2020. National Professional Standards for Teachers (NPST) will monitor the pre-service teacher training programmes. This will also guide tenure of service, professional development efforts, promotions, salary increases and other recognitions.

### **The purpose of the "NPST"**

NEP-2020 Vision 'An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all.' To fulfill and support it NCTE designed the draft of 'NPST'.

The purpose of 'NPST' is 'to ensure that all teachers at all levels of school education are passionate, motivated, highly qualified, professionally trained, well-equipped and well-supported for growth in their careers.'

### **Professional Teaching Standards**

Professional standards are those standards requiring a level of performance required for a set position. There are a set of standards required in every profession. In the teaching field, we also required some standards. To define and measure the quality of teaching in a valid way we need to define some standards. These can also be classified into different stages of career. A teacher is expected to demonstrate consistently high standards of professional conduct. The statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career.

Professional Standards play an important role in the Teaching-Learning process. Over the past several years, there has been a move towards promoting the professionalism of teachers through the development of teaching standards. Many nations like the United Kingdom and Australia have developed and implemented Professional Standards to improve the quality of teaching. These are indicators of a teacher's effectiveness, skills and strategies facilitating the teaching and learning process.

These standards do not act alone; these all work together. it's impact needs to be considered in the broader context. These Professional Standards have a significant impact on initial teacher education to enter the profession. In some settings, professional standards have been used as a regulatory framework over the teaching profession, mainly due to the fact that teaching accreditation and licensing rely on the teachers passing the certification process.

**Career stages as per draft are:**

The journey of a teacher starts from the initial pre-service teacher training course.

**1. Initiating Level 1 – Beginner Teacher (Pragammi Shikshak)**

This stage is related to the pre-service teacher training course. In this training, a trainee teacher acquires knowledge, skills which are required for a teacher. Well planned curriculum which is recognized by NCTE helped the trainee. From this training teacher gets necessary knowledge and skills. The future teacher gets support from schools for practice.

**2. Reaching Level 2 – Proficient Teacher (Praveen Shikshak)**

At this career stage teachers should be professionally independent in the application of skills of teaching and learning. The proficient teacher is supported by in-school mentors. The proficient teacher strengthens the knowledge which he has acquired in a pre-service teacher training course. The school-based mentors shall assess proficient teacher as per pre designed standards

**3. Career Level 3 – Expert Teacher (Kushal Shikshak)**

At career level 3, a teacher will consistently perform a high level of execution of their work including teaching practice, collaborative work with colleagues, and provide support to the colleagues for mentoring to enhance their learning and practice. An expert teacher will continually pursue professional knowledge and practice on reflecting their own learning. The expert teachers shall also be involved in peer observations. The lead teacher shall assess expert teachers against Expert Teacher standards and also mentor them to attain the next level.

**4. Career Level 4 – Lead Teacher (Pramukh Shikshak)**

At this career stage, a teacher is expected to comprise the highest standards of teaching grounded in best practices relating to the teaching-learning process. They will lead the teaching and learning and display an exceptional capability to improve their own teaching skill and others by establishing learning communities in the schools. The school management or education leaders shall evaluate Lead Teachers according to the Lead Teacher standards and shall help the teacher in enhancing their teaching practice.

**Standard -1: - Core Values & Ethics****Domains-**

- 1. Professional ethics and values**
- 2. Commitment to students**
- 3. Commitment to profession**
- 4. Responsible and ethical use of technology**
- 5. Constitutional values**
- 6. Professional relationships**

**1. Beginner Teacher Level**

1. Demonstrate knowledge of the constitutional values.
2. Recognize the importance of professional ethics.

3. Demonstrate behavior that supports professional ethics.
4. Understanding of professional autonomy.
5. Identify strategies that support / promote student's welfare.
6. Treat students with respect, dignity and fairness.
7. Understanding and honoring diversity.
8. Describe the importance of maintaining relationships
9. Respect privacy.
10. Evaluate relevant rules and regulations of the teaching profession.
11. Positive behavior.
12. Describe professional responsibility
13. Describe issues and responsible ethics of technology

## **2. Proficient Teacher Level**

1. Practice of constitutional values.
2. Apply ethics and values in professional relations.
3. Practice professional accountability and autonomy.
4. Adopt practices that promote Pupils welfare.
5. Create such an environment in which students treat each other with dignity, courtesy, fairness and respect.
6. Application of knowledge of diversity.
7. Exhibit Appropriate relationships.
8. Maintain confidentiality and privacy in Professional relationship.
9. Apply relevant rules and regulations of the teaching profession.
10. Adopt practices that support the dignity of the teaching profession.
11. Perform professional responsibility.
12. Apply strategies to promote responsible and ethical use of technology.

## **3. Expert Teacher Level**

1. Encourage students to respect constitutional values.
2. Apply personal strengths to support professional ethics.
3. Support peers to practice professional autonomy.
4. Collaborate with colleagues to review welfare.
5. Involve students and colleagues to formulate a framework to promote respect, dignity and fairness.
6. Integrate the knowledge of diversity in professional relations.
7. Employ appropriate and effective relationships.
8. Promote the right to Confidentiality and privacy.
9. Interpret rules and regulations.
10. Identification and use of strategies to build positive teaching- learning culture.
11. Act with honesty and integrity.
12. Reflect and compile best practices.

**4. Lead Level Teacher**

1. Promote the importance of constitutional values.
2. Sound judgements in all professional relationships.
3. Initiatives to develop accountability.
4. Inspire colleagues to give opportunities to enhance student welfare.
5. Encourage colleagues in applying different strategies to promote respect, dignity and fairness.
6. Establish new ways to promote diversity.
7. Engaging with students, colleagues and parents.
8. Development of policy to protect the right of confidentiality and privacy.
9. Implementation of rules and regulations.
10. Act as a role model.
11. Lead initiatives to promote responsible use of technology.

**Standard-2: - Professional Knowledge and Understanding****Domains: -**

1. Knowledge and understanding of the subject area
2. Factors that affect student learning
3. Pedagogical knowledge
4. Curriculum structures
5. Technology use & integration in education

**1. Beginner Teacher Level**

1. Understanding of subject content.
2. Identify stages and their impact on learning.
3. Comparison of different learning styles and the learning needs.
4. Describe the impact of diversity on student learning.
5. Explain different types of disabilities with learning needs.
6. Understand the needs of gifted children and strategies to support their learning.
7. Understand the importance of using individualized learning plans.
8. Describe the principle of inclusive education and its application in teaching and learning.
9. Knowledge of instructional strategies, learning theories and learning taxonomies used in teaching.
10. Subject-specific instructional strategies.
11. Discuss teaching strategies which develop creative and critical thinking, and/or other higher-order thinking skills.
12. Explain various teaching resources, tools and technologies used in teaching.
13. Ability to use different types of educational tools and technologies.
14. Understand the curriculum framework.

**2. Proficient Teacher Level**

1. Knowledge and understanding of inter- and intra-subject content.

2. Up to date knowledge of the subject.
3. Application of knowledge of child development in identifying patterns.
4. Identify learning styles of students.
5. Conscious of students' diversity and identify their individual learning needs.
6. Diagnose and address the diverse needs of students.
7. Plan activities and teaching strategies for special needs of students associated with disability and giftedness.
8. Use the principles of inclusive education in teaching and learning.
10. Apply knowledge to create lesson plans in your own subject/teaching area.
11. Use a range of teaching strategies.
12. Up to date knowledge of technology developments in education.

### 3. Expert Teacher Level

- 1.. Collaborate with colleagues and develop activities in the subject area.
2. Design and update instruction to meet student's needs in each area of development.
3. Reflect on instructions and selection of activities.
4. Collaborative work of evaluating various activities and strategies for students with special learning needs.
5. Work with specialists, professionals and parents in developing individualized learning plans for students with special learning needs.
6. Develop developmentally appropriate learning goals/outcomes using learning taxonomies in own subject/teaching area.
7. Develop teaching strategies to promote creative and critical thinking, as well as other higher-order thinking skills.

### 4. Lead Level Teacher

1. Initiative in subject content development.
2. initiatives of enhancing subject knowledge of colleagues.
3. Evaluate teaching and learning.
4. Give advice to the colleagues on designing appropriate learning experiences.
5. Mentor colleagues for adapting instructions.

### Standard 3: Professional Practice & Competence

#### Domains: -

1. Learning goals and outcomes using knowledge of students to support their learning.
2. Teach/Deliver the lesson in class
3. Classroom management
4. Learner behavior
5. Multilingualism (language of medium of instruction and an additional language)
6. Verbal and non-verbal communication
7. Assessment judgements
8. Assessment data

9. Communication & Feedback
10. Safe and positive learning environment
11. Plan learning experiences
12. Assessment strategies
- 1. Beginner Teacher Level**
  1. Incorporate knowledge of learning taxonomies in creating learning goals and competency-based outcomes.
  2. Develop a learning plan in a subject/teaching area.
  3. Deliver planned lessons in a class using appropriate instructional strategies in the subject/teaching area.
  4. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
  5. Able to organize facilities and resources to create a safe classroom.
  6. Discuss relevant policies that promote students' safety and wellbeing and implement them in class.
  7. Demonstrate knowledge of classroom management approaches.
  8. Provide clear instructions to conduct an activity.
  9. Use classroom space and teaching time effectively.
  10. Apply knowledge of positive behavior management approaches.
  11. Demonstrate proficiency in at least two languages (medium of instruction and an additional language) to deliver instructions.
- 2. Proficient Teacher**
  1. Set learning goals and outcomes.
  2. Create lesson plans approaching individual learners' needs.
  3. deliver lesson plans using ICT.
  4. Link new concepts to prior content knowledge.
  5. Organize facilities and proper use of resources.
  6. Encourage students to share their views without fear.
  7. Use classroom management approaches.
  8. Keep students engaged in their own learning.
  9. Use effective verbal and non-verbal classroom communication.
  10. Use assessment to support learning.
  11. Create assessment activities and use of different assessment strategies.
  12. Participation in moderation.
  13. Interpretation of assessment data and use this data to set goals.
- 3. Expert Teacher**
  1. Set high expectations, developing challenging but achievable goals.
  2. Construct lesson plans to deepen students' learning.
  3. Reflection on lesson plans.

4. Engage in peer observation.
5. Optimal use of resources.
6. Use of different strategies for a safe and supportive learning environment.
7. Sharing of own experiences of a safe and positive learning environment with colleagues.
8. Self-discipline and personal responsibility.
9. Support colleagues for using multilingualism.
10. Develop comprehensive assessment strategies.
11. Create rubrics and conduct moderation.

#### 4. Lead Teacher

1. Use experiences to support Colleagues in setting learning goals.
2. Evaluation of lesson plans.
3. Guide colleagues in developing lesson plans.
4. Evaluation of teaching practice of colleagues.
5. Constructive feedback to support colleagues.
6. Guide colleagues for student's safety and develop policies.
7. Give advice to colleagues regarding classroom management.
8. promote student's self-discipline and leadership qualities.
9. Leadership in the evaluation process.

#### Standard 4: - Professional Development and Growth

##### Domain: -

##### Professional Development

#### 1. Beginner Teacher

1. Application of feedback from supervisor.
2. Identification of learning needs and setting of goals.
3. Continuous professional development for teachers.
4. Participation in professional development.

#### 2. Proficient Teacher

1. Attain feedback from peers and student's.
2. Construct professional development plan.
3. Employ reflective practices of teaching.
4. Professional development and growth.
5. Professional discussion.

#### 3. Expert Teacher

1. Reflection on teaching.
2. Set personal and professional development goals and support colleagues.
3. Motivate and encourage pre-service teachers.
4. Supporting colleagues in reflecting on their own teaching practice.
5. Up to date development in teaching and learning.



6. Conduct action research.
7. Presentation of research papers in seminars and conferences.

#### **4. Lead Teacher**

1. Leadership and professional development.
2. Give professional development opportunities to colleagues.
3. Coach and mentor in using reflective practices.
4. Leadership in professional evaluation of learning programmes.
5. Conduct action research to improve teaching and learning.
6. Guide colleagues to share their learning in seminars and conferences.

#### **Conclusion**

The professional standards for Teachers in India designed by NCTE and which is available in public domain now. These standards are explained with examples. This will help to promote teachers to the next level and also help to set criteria for salary increment. First time in India this type of standard is developed. It provides guidelines for future teachers to understand the teaching profession. In this draft emphasis is given on professional development of teachers.

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**NEP 2020: REFORMS IN EVALUATION FOR 21<sup>ST</sup> CENTURY SKILLS****Nilima S. Kamlu***Assistant Professor,**S.S.R.College of Education, Silvassa.***Dr. Nalini Patil***Principal,**SNDT, College of Education, Pune*

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**Abstract:**

*Nothing is forever except change. Today's era is a rapidly changing and developing era. In each and every field we can see changes and development according to time. Technology plays a very important role in reforming the world .In the field of education also we have to change various aspects of education to withstand the 21st century .As the global scenario in education has been changing, it has become very necessary to reform the education system in India. This transformation in the education system is possible only with the help of NEP. The NEP 2020 focuses on development of skills and also brings new ways of assessment systems. The NEP 2020, advocates development of these skills through the reformed curriculum and reformed evaluation tools. Learning skills, Life skills and Literacy skills collectively come under the 21<sup>st</sup> century skills. 4c's (critical thinking, creativity, collaboration and communication) are mainly learning skills of the 21st century. This paper endeavours to present a concept of 21<sup>st</sup> century learning skills mentioned in NEP 2020, different evaluation tools to assess these advanced skills and different evaluation agencies like PARAKH and NTA.*

**Key words:** 21<sup>st</sup> century skills, evaluation tools, NEP 2020.

**Introduction:**

We all are living in the 21st century , still we can find out problems like unemployment, literacy, valueless education and many more. The solution for all such problems is transformation in the education system .Time to time changes can be found in the education system. After independence the first NEP came in 1968 which mainly focus on compulsory education for children up to age of 14 ,3 language formula .This policy also encourage the teaching of Sanskrit language .This policy also called “radical restructuring” which proposed equal opportunities to achieve national integration .NEP in 1986 specially emphasizes on the removal of disparities . This policy has a child Central approach and focuses on creation of the rural University. As time moves forward changes should be accepted. In 1992 the previous Policy was modified which took care of varying admission standards and also solved problems of overlaps and reduced physical, mental and financial burden on students. Now we have accepted NEP 2020 which proposes various reforms in teacher education, Secondary and Higher Secondary Education, Technical education and in assessment. This policy also focuses on skill based education, equality and quality education which can definitely support our country's economic growth.

The global market requires not only knowledge but also skilled, innovative and creative candidates. So it is the responsibility of the education system to shape the students for future roles. Students must be active learners. Various skills of the 21st century should be developed. Education

must build character, enable students to be ethical, compassionate, skillful and prepare them for fruitful employment. Evaluation is a very important step in education. To know to what extent educational objectives get fulfilled, the evaluation should be carried out in an appropriate manner. NEP 2020 proposed a shift from summative assessment to regular formative assessment.

NEP 2020 focuses on assessment for learning and assesses the higher order skills to achieve the holistic development of a child.

### **Concept of 21st century skill:**

How today's student can stay competitive in a changing market? Getting only a number of degrees is not sufficient. Education should enable a student to face the challenges of a competitive changing market. 21st century students must have the ability to face the challenges of life .

21st century skills are broadly divided into 3 parts.

- 1] Learning skills: Skills required for acquisition of new knowledge.
- 2] Literacy skill: It helps in creating and gaining new knowledge through a digital resource.
- 3] Life skill: Skill required for successfully leading an everyday life.

This paper tries to endeavour on learning skills.

- 1] **Critical thinking:** Students must be critical thinkers . They should ask questions rather than accepting it as it is. “Critical thinking is an educational ideal, it is not an educational option & students have a moral right to be taught how to think critically” (Norris, 1985).

Verbal reasoning, argument analysis, hypothesis testing, uncertainty analysis, problem solving and decision making

are the main element of critical thinking.

- 2] **Creativity:** It is key to innovation, it enables you to think out of the box and form your own ideas. Creative thinking includes analysis, open-mindedness, problem-solving, organization, and communication. Students can look at ideas or problems from multiple perspectives.

- 3] **Collaboration:** It is nothing but working together in a small group to achieve a common goal. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. It develops leadership quality, productivity and leads to problem solving.

- 4] **Communication:** Good communication skills are a building block thus it is necessary to teach verbal and written communication to students. It increases confidence, respect and empathy.

All above learning skills are 4 C's of the 21st century. NEP 2020 promotes critical thinking rather than rote learning. Focus on learning instead of studying, encouragement to scientific temperament (NEP Booklet.pdf). Transform India into a vibrant knowledge society and global superpower through broad based, flexible and multidisciplinary education suited to 21<sup>st</sup> century needs.

**Reforms in evaluation:** Evaluation is one of the important pillars of the education system. Following changes are observed in the culture of evaluation according to NEP 2020.

- 1] **Continuous tracking of learning outcomes of child:**

Learning outcomes are essential to know the progress of a child .What are the weaknesses

and lacking areas of a child can be easily found by tracking learning outcomes. For that NEP 2020 focuses on formative evaluation. Each and every activity which is carried out in the classroom can be evaluated by using various tools like anecdotal records, check list, rating scale etc.

**2] Board exams to be more flexible with assessment of essential skills:**

To reduce the fear and stress of the board exam, transformation in evaluation is necessary. According to NEP 2020 Board Exams for grades 10<sup>th</sup> and 12<sup>th</sup> will be redesigned and the new National assessment centre (PARAKH) will set up standards for exams. Board exams will be made easier. It will test core capacities and competencies and not the memorization. Board exams will be offered twice in a year.

**3] Assessments to focus on core concept, higher order Foundation skills:**

The main aim of the education system is not only to develop cognitive domain but also creating values, building characters and holistic development of students, equipped with 21st century skills. To achieve this aim NEP 2020 tries to carry out a change in curriculum. Content will be reduced in each subject to its core concept and make the space for high order thinking skills like Creative Thinking, critical thinking. So assessment of core concepts and competencies are focused in the new NEP.

**4] AI based software to help track progress of students to enable to make optimal career choices:**

As demand of the global market increases, data analysis, artificial intelligence, machine language are becoming demanding upcoming fields. Thus mathematics and computational thinking will be emphasized. Activities like coding will be introduced in the middle stage. After 12<sup>th</sup> standard, choosing a career is a big task for parents and students are confused most of the time. This critical situation can be solved with the help of AI. AI software can be installed in school to track the progress of a student; his/her interest area, so students will get proper direction for choosing a career.

**5] NTA for a high quality Common Aptitude Test to eliminate the need for taking coaching for exams:**

National testing agency NTA will serve as a premier, expert, autonomous testing organisation to conduct entrance exams. These exams shall test conceptual understanding and application of knowledge of students. And the main aim is to eliminate the need for taking coaching for the entrance exams. The principles for university thereby drastically reducing the burdens on student. NTA will provide high quality Common Aptitude Test in Science, humanity, languages, arts and vocational subject at least twice a year

**6] Self-assessment and peer assessment:**

How students assess their own work, and the work of their peers, has many benefits. It promotes student understanding of their learning, and provides opportunities for critical analysis of their own efforts encouraging them to become more autonomous learners. Meaningful peer and student self-assessment have the potential to positively contribute to student learning and achievement.

**7] 360<sup>0</sup> report card for students:**

Report card should be a mirror of students' progress in each area. So the report card will be redesigned under the guidance from NAAC, NCERT and SCERT. Report card will be holistic, multi-dimensional which reflects detailed progress of students. This report card will focus on all three domains. It will include self-assessment, peer assessment and progress of child in project based, inquiry based learning, role plays, portfolio, quizzes etc. It will also try to link home and school by active involvement of parents in the children's development.

**8] PARAKH (Performance, Assessment, Review, Analysis of knowledge, for holistic development):**

It is proposed to set up National assessment Centre **PARAKH** as a standard setting body under MHRD which gives guidelines about the objective of setting norms standards and evaluation process this centre will also advise school boards regarding new assessment patterns and latest research.

**9] SAFAL (Structured assessment for analysing learning):**

It is a large-scale assessment framework for classes 3, 5, 8 that would act as a system-level check and the schooling system at a regional, state and national level has been developed by CBSE. It will ensure progress throughout school years by providing diagnostic information about students learning to school. The result of this assessment will largely be used to provide development feedback to schools and not for the promotion of students to the next grade. SAFAL is a stepping stone to enable competency based education in all schools.

**Conclusion:**

Multiple modes of assessment such as modular, semester and internal assessment should be carried out across the year. Number of assessments are not important but the quality of assessment is important. Direct and active qualitative feedback are needed rather than the marks. Each student has divergent abilities, scales which are to be evaluated on different dimensions, so various evaluation tools have to be used. All types of assessment must be learning oriented, so children will keep on learning and enjoying the assessment fearlessly. Since learning does not take place in isolation similarly evaluation should not take place in isolation therefore, self-appraisal, peer assessment are also important tools of evaluation. Activities which the teacher takes in the classroom like dictation, fancy dress competition, science project, calligraphy can be used to assess child listening, speaking, psycho motor and social skills. Role play excursion, disaster risk reduction all these can be used to evaluate life skills learnt by students. National Education Policy 2020 recommends transformational reforms in evaluation for 21<sup>st</sup> century skills which can give new direction to India's Education system.

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## भारतातील लायब्ररी आणि राष्ट्रीय शैक्षणिक धोरण (NEP 2020)

स्नेहल जयंत महाजन

ग्रंथपाल

एस एस आर कॉलेज ऑफ एज्युकेशन, सिलवासा

सार :

ग्रंथालये आणि आपल्या शिक्षण व्यवस्थेतील त्यांचे महत्त्व सांगणे हा या लेखाचा उद्देश आहे. नवीन शैक्षणिक धोरण 2020 शाळा, महाविद्यालय आणि उच्च शिक्षणाचे समान समर्थन करते. ह्या लेखामध्ये प्रामुख्याने लायब्ररी वैशिष्ट्यांसह NEP 2020 च्या प्रमुख ठळक गोष्टींवर लक्ष केंद्रित करणे हा विचार आहे. राष्ट्रीय शैक्षणिक धोरण 2020 (NEP) भारतातील शाळा/महाविद्यालये/विद्यापीठ प्रणालींच्या संदर्भात ग्रंथालयावर अत्यावश्यक सेवा म्हणून लक्ष केंद्रित करण्याचा हेतू आहे. ग्रंथालयांद्वारे प्रदान केलेल्या सेवा अभ्यास, संशोधन, शिक्षण आणि कौशल्य विकासामध्ये सर्वात महत्त्वपूर्ण भूमिका बजावण्यासाठी फायद्यांचा विचार करूया.

**कीवर्ड:** शिक्षण, धोरण, लायब्ररी, ऑनलाइन, डिजिटल, संसाधने.

## 1. प्रस्तावना :

राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) हे भारतातील शिक्षण मंत्रालयाने 29 जुलै 2020 रोजी लॉच केले होते. 1986 नंतर जवळ जवळ 34 वर्षांनी नवीन राष्ट्रीय शिक्षण धोरण लागू करण्यात येत आहे. हे धोरण व्यावसायिकांसह प्राथमिक शिक्षण ते उच्च शिक्षणासाठी योग्य मार्गदर्शन करत आहे. भारतीय उपखंडात भारताच्या शिक्षण व्यवस्थेत परिवर्तन घडवून आणणे हे या धोरणाचे उद्दिष्ट आहे. NEP 2020 चे स्वरूप एक प्रकारचे सल्लागार आहे आणि त्याची अंमलबजावणी ठरवणे हे राज्ये, संस्था आणि शाळांवर अवलंबून आहे. राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये भारताच्या नवीन शिक्षण व्यवस्थेची उद्दिष्टे खालीलप्रमाणे आहेत.

"राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये एका भारतीय-केंद्रित शिक्षण व्यवस्थेची कल्पना केली जाते जी आपल्या राष्ट्राचे शाश्वत आणि चैतन्यपूर्ण ज्ञान समाजात रूपांतर करण्यासाठी सर्वांना उच्च दर्जाचे शिक्षण देऊन थेट योगदान देईल."

ह्या लेखामध्ये अध्ययन आणि अध्यापनामध्ये ग्रंथालयांच्या महत्त्व यावर चर्चा करणार आहोत आणि शिक्षणाच्या सर्व स्तरांसाठी ग्रंथालयांच्या भूमिकेवर प्रकाश टाकणार आहोत. वापरकर्त्यांच्या ज्ञान आणि कौशल्यांच्या वाढीसाठी ग्रंथालयांचे योगदान खूप महत्वाचे आहे. ग्रंथालयाची संसाधने वाचकांच्या वापरासाठी आहेत आणि म्हणूनच मानवी जीवनासाठी अन्नाप्रमाणेच ती महत्त्वाची आहेत. ती आपल्या शिक्षण पद्धतीत झपाट्याने बदल घडवून आणताना दिसत आहेत. ग्रंथालय संसाधने आणि वापरकर्त्यांमध्ये तीव्र बदल झाले आहेत. आजची लायब्ररी सर्व वयोगटातील लोकांसाठी ज्ञान आणि माहिती डिजिटल स्वरूपात संग्रहित करते आहे जसे की विद्यार्थी, शिक्षक, वैज्ञानिक, राजकारणी आणि जगभरातील समाजात परिवर्तन घडवणारे सामान्य लोक. भारताच्या नवीन शैक्षणिक धोरणानुसार ग्रंथालयांची भूमिका अनेक पटींनी वाढणार आहे.

## 2. अभ्यासाची उद्दिष्टे

1. नवीन शैक्षणिक धोरण 2020 बदल जागरूकता वाढवणे.
2. शिक्षण व्यवस्थेत ग्रंथालयाची भूमिका अधोरेखित करणे.
3. शिक्षण आणि शिक्षणाच्या बदलत्या चित्रावर चर्चा करणे.

## 3. संशोधन पद्धती

एक प्रकारचा वर्णनात्मक अभ्यास आहे. हा लेख इंटरनेट आणि इतर संबंधित स्रोतांवर प्रकाशित झालेल्या अलीकडील साहित्याच्या मूल्यमापनाच्या आधारावर आहे. भारतातील नवीन शैक्षणिक धोरणानुसार ग्रंथालयाची व्याप्ती आणि संधी यावर पूर्वीच्या समान अभ्यासांची कमतरता आहे. आपल्या शिक्षण व्यवस्थेचा अविभाज्य भाग म्हणून ग्रंथालयांचा वापर समजून घेण्याचा आणि त्याचे मूल्यमापन करण्याचा हा प्रयत्न आहे.

## 4. नवीन शैक्षणिक धोरण-2020 चे ठळक मुद्दे

नवीन शैक्षणिक धोरण शालेय आणि महाविद्यालयीन स्तरावरील शिक्षणाचे समर्थन करते. हा लेख प्रामुख्याने NEP 2020, त्याचे ठळक मुद्दे आणि आपल्या शिक्षण प्रणालीवरील प्रभाव यावर लक्ष केंद्रित करतो आहे. मोठ्या डेटाचा उदय, मशीन लर्निंग आणि आर्टिफिशियल इंटेलिजन्स इत्यादीसारख्या वैज्ञानिक आणि तांत्रिक प्रगतीसह ज्ञान नाटकीयरित्या वाढत आहे, त्यामुळे भारताला विकसित देश तसेच जगातील सर्वात मोठी अर्थव्यवस्था बनवण्यासाठी कुशल मनुष्यबळाची आवश्यकता असेल.

ग्रंथालय संसाधनांचा जास्तीत जास्त वापर करण्यासाठी भारत सरकार देशातील लोकांमध्ये वाचनाची सवय वाढवण्यास इच्छुक आहे. नवीन शैक्षणिक धोरणाने सध्याच्या व्यवस्थेत काही मूलभूत बदल केले आहेत, आणि मुख्य ठळक वैशिष्ट्ये म्हणजे बहु-विद्याशाखीय विद्यापीठे आणि महाविद्यालये, प्रत्येक जिल्ह्यात किंवा त्याजवळ किमान एक असावे. विद्यार्थ्यांच्या अभ्यासक्रमात सुधारणा करणे. अध्यापनशास्त्र, मूल्यमापन आणि विद्यार्थ्यांच्या वर्धित ज्ञानासाठी समर्थन, सक्रिय शिक्षण अनुभव, उत्कृष्ट समवयस्क-पुनरावलोकन केलेल्या संशोधन कार्यास आणि विद्यापीठे आणि महाविद्यालयांमध्ये प्रभावी अभ्यासास समर्थन देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान स्थापन करणे.

## 5. NEP 2020 चे ठळक मुद्दे खालीलप्रमाणे आहेत:-

1. पूर्व-प्राथमिक शाळा ते इयत्ता 12 पर्यंत शालेय शिक्षणाच्या सर्व स्तरांवर शिक्षणासाठी सार्वत्रिक प्रवेश
2. 3-6 वर्षे वयोगटातील सर्व मुलांसाठी अनिवार्य शिक्षण
3. अभ्यासक्रम विकास आणि नवीन शैक्षणिक पॅटर्न (5+3+3+4)
4. मूलभूत साक्षरता आणि संख्याशास्त्रावर राष्ट्रीय मिशनची स्थापना
5. इयत्ता 8 पर्यंत आणि त्यापुढील शिक्षणाचे माध्यम मातृभाषा/मातृभाषा/स्थानिक भाषा/प्रादेशिक भाषा असेल.
6. वार्षिक मूल्यमापन - बोर्ड परीक्षा वर्षातून दोनदा, एक मुख्य परीक्षा आणि इच्छा असल्यास सुधारणेसाठी परीक्षा
7. नवीन राष्ट्रीय मूल्यमापन केंद्र, पारख (परफॉर्मन्स असेसमेंट, रिव्ह्यू आणि अॅनालिसिस ऑफ नॉलेज फॉर समग्र डेव्हलपमेंट) ची स्थापना
8. समान आणि सर्वसमावेशक शिक्षण - सामाजिक आणि आर्थिकदृष्ट्या वंचितांवर विशेष भर दिला जातो.

9. वंचित प्रदेश आणि गटांसाठी स्वतंत्र लिंग समावेश निधी आणि विशेष शिक्षण क्षेत्र
10. शिक्षकांच्या भरतीसाठी मजबूत आणि पारदर्शक प्रक्रिया आणि गुणवत्तेवर आधारित कामगिरी
11. सर्व संसाधनांच्या वाटणीसाठी शाळा संकुल आणि समूह यांची स्थापना
12. राज्य शाळा मानक प्राधिकरण (SSSA) ची स्थापना
13. शालेय आणि उच्च शिक्षण प्रणालीमध्ये व्यावसायिक शिक्षणाचे प्रदर्शन
14. एकाधिक प्रवेश/निर्गमन पर्यायांसह समग्र बहु-विषय शिक्षण प्रणाली
15. NTA HEI मध्ये प्रवेशासाठी सामायिक प्रवेश परीक्षा देईल
16. शैक्षणिक बँक ऑफ क्रेडिटची स्थापना
17. बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERUs) स्थापन करणे
18. संशोधन आणि विकासासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF)
19. मानक सेटिंगसाठी स्वतंत्र संस्थांसह भारतीय उच्च शिक्षण आयोग (HECI) स्थापन करणे- सामान्य शिक्षण परिषद, निधी-उच्च शिक्षण अनुदान परिषद (HEGC); मान्यता- राष्ट्रीय मान्यता परिषद (एनएसी), आणि नियमन- राष्ट्रीय उच्च शिक्षण नियामक परिषद (NHERC)
20. मुक्त आणि दूरस्थ शिक्षणासाठी केंद्राचा विस्तार
21. शिक्षणाचे आंतरराष्ट्रीयीकरण
22. व्यावसायिक शिक्षण हा उच्च शिक्षण व्यवस्थेचा अविभाज्य भाग असेल. स्टँड-अलोन टेक्निकल युनिव्हर्सिटी, हेल्थ सायन्स युनिव्हर्सिटी, कायदेशीर आणि कृषी विद्यापीठे किंवा या किंवा इतर क्षेत्रातील संस्था, बहु-विषय संस्था बनण्याचे उद्दिष्ट ठेवतील
23. एकात्मिक शिक्षक शिक्षणाची चार वर्षांची पदवी - बॅचलर ऑफ एज्युकेशन
24. मार्गदर्शनासाठी राष्ट्रीय मिशनची स्थापना करणे.
25. संपूर्ण अध्यापन आणि शिक्षण वाढविण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवाणघेवाण करण्यासाठी एक व्यासपीठ म्हणून राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच (NETF) ची निर्मिती
26. उच्च शिक्षणाचे व्यापारीकरण थांबवण्यासाठी प्रतिबंधात्मक उपाय
27. ऑडिट आणि प्रकटीकरणाच्या सर्व शिक्षण संस्थेचे मानकीकरण
28. शिक्षण क्षेत्रातील सार्वजनिक गुंतवणूक वाढवण्यासाठी केंद्र आणि राज्यांचे संयुक्त सहकार्य
29. दर्जेदार शिक्षणावर संपूर्ण लक्ष केंद्रित करण्यासाठी समन्वय सुनिश्चित करण्यासाठी केंद्रीय शिक्षण सल्लागार मंडळाचे बळकटीकरण

## 6. लायब्ररी वैशिष्ट्ये

### 1. आकर्षक शिक्षण सामग्रीचा सर्व भाषांमध्ये विकास

सर्व स्तरावरील विद्यार्थ्यांसाठी मनोरंजक व प्रेरणादायक पुस्तके विकसित करण्यात येतील त्यांचा सर्व भारतीय व स्थानिक भाषांमध्ये (आवश्यकतेनुसार तांत्रिक सहाय्य घेऊन ) उच्च गुणवत्ता असणारा अनुवाद केला जाईल ही पुस्तके शालेय आणि स्थानिक सार्वजनिक ग्रंथालयांमध्ये मोठ्या प्रमाणावर उपलब्ध करून देण्यात येतील NEP 2020 नुसार, सर्व स्तरावरील विद्यार्थ्यांसाठी सर्व स्थानिक आणि भारतीय भाषांमध्ये मानक सामग्रीसह पुस्तके विकसित करणे आवश्यक आहे सार्वजनिक खाजगी क्षेत्रातील दोन्ही संस्था, पुस्तकांचा दर्जा आणि



आकर्षकता सुधारण्यासाठी धोरणात्मकपणे काम करतील.

## 2. आनंददायी आणि प्रेरणादायी पुस्तके विकसित करणे

सर्व स्तरावरील विद्यार्थ्यांसाठी सर्व स्थानिक आणि भारतीय भाषांमध्ये आनंददायी आणि प्रेरणादायी पुस्तके विकसित केली जातील. थोर पुरुषांची आत्मचरित्रे त्यांचे विचार लहान मुलांपर्यंत पोहचले पाहिजेत. पंचतंत्र, जातककथा, हितोपदेश यामधील मूळ गोष्टी तसेच इतर मजेदार दंतकथा तसेच भारतीय परंपरेतील प्रेरणादायी गोष्टी वाचण्याची आणि त्यातून शिकण्याची संधी मुलांना मिळेल आणि जागतिक साहित्यावर या गोष्टींचा पडलेला प्रभाव देखील मुलांना जाणून घेत येईल.



## 3. शाळा /सार्वजनिक ग्रंथालयांमध्ये पुस्तकांची उपलब्धता आणि सुलभता सुनिश्चित करणे

शारिरीकदृष्ट्या अपंगांसह सर्वांना पुस्तकांची उपलब्धता आणि सुलभता सुनिश्चित करण्यासाठी भारत सरकार शाळा आणि सार्वजनिक ग्रंथालयांमध्ये पुस्तके मोठ्या प्रमाणावर उपलब्ध करून देण्यावर भर देईल.



## 4. देशभरात वाचनाच्या सवयीला प्रोत्साहन

देशभरातील वाचकसंख्या वाढवण्यासाठी सार्वजनिक आणि शालेय ग्रंथालये मोठ्या प्रमाणात वाढवली जातील सार्वजनिक ग्रंथालयांचे बळकटीकरण आणि आधुनिक तंत्रज्ञानाने विकसित होणे गरजेचे आहे. वाचन संस्कृतिला प्रोत्साहन देण्यासाठी वेगवेगळ्या स्पर्धा आयोजित करणे. वेगवेगळ्या विषयावर विचार मंथन होणे

## 5. गावांमधील शाळांमध्ये ICT सुसज्ज शाळा व ग्रंथालये

वापरकर्ता समुदाय आणि विद्यार्थ्यांना अधिक चांगल्या प्रकारे सेवा देण्यासाठी विशेषत खेड्यांमध्ये शाळा नसलेल्या ठिकाणी, येत्या काही वर्षांत ICT सुसज्ज शाळासार्वजनिक ग्रंथालयांची स्थापना केली जाईल , डिजिटल वाचनालये देखील स्थापन केली जातील विशेषत: गावांमध्ये ज्यांचा उपयोग शाळेनंतरच्या वेळेत आसपास चे लोक देखील येऊ शकतील. वाचन मोठ्याप्रमाणावर सुलभ करण्यासाठी आणि त्याला चालना देण्यासाठी सार्वजनिक वा शालेय वाचनालयांमध्ये बुक क्लब स्थापन करता येतील.

## 6. उच्च शिक्षण प्रणालीसाठी ग्रंथालय संग्रह मजबूत करणे

शैक्षणिक ग्रंथालये ही संस्थांचे हृदय आहेत आणि भारत सरकार पुस्तके, नियतकालिके आणि इतर शिक्षण आणि अध्यापन साहित्य यासारख्या वाचन साहित्याची खरेदी मजबूत करेल आणि वाढवेल. डिजिटल लायब्ररी आणि लायब्ररी पुस्तकांची ऑनलाइन उपलब्धता वाढवण्यासाठी पावले उचलली जातील. प्रादेशिक भाषांमध्येही ई-सामग्री प्रदान केली जाईल.

## 7. प्रौढ शिक्षणासाठी सार्वजनिक वाचनालयाची जागा भारत सरकार यासाठी योग्य पायाभूत सुविधा उपलब्ध करून देण्यावर काम करेल

शिक्षणामध्ये स्वारस्य असलेल्या सर्वांसाठी प्रौढ शिक्षण आणि आजीवन शिकण्याची प्रक्रिया सुनिश्चित करणे. सार्वजनिक वाचनालयाच्या जागांचा उपयोग प्रौढ शिक्षणासाठी आणि इतर उपक्रमांसाठी सामुदायिक सहभाग आणि कौशल्य विकासासाठी केला जाईल.

## 8 ग्रंथालय कर्मचार्यांसाठी योग्य निरंतर शिक्षण तयार करा:

सरकार ग्रंथालय कर्मचार्यांसाठी स्वीकारार्ह करिअर मार्गांना चालना देईल आणि देशभरातील सर्व प्रकारच्या वाचकांच्या गरजा पूर्ण करणे, ग्रंथालय सुविधा निर्माण करणे, विकसित करणे, वाढवणे आणि त्यांच्या गरजा पूर्ण करणे हे त्यांचे उद्दिष्ट पूर्ण करण्यासाठी योग्य कर्मचारी वर्ग सुनिश्चित करेल.

भारतीय राज्यघटनेच्या आठव्या अनुसूचितील 22 भाषा बऱ्याच आघाड्यांवर गंभीर अडचणींना तोंड देत आहेत भाषा उपयुक्त आणि चैतन्यमय राहण्यासाठी पाठ्यपुस्तके, कार्यपुस्तिका, व्हिडिओ, नाटके, कविता, कादंबऱ्या मासिके इ मुद्रित साहित्याची निर्मिती होणे आवश्यक आहे भाषांचे शब्दसंग्रह आणि शब्दकोश नियमितपणे अधिकृतरीत्या अद्ययावत करणे आणि ते मुलांपर्यंत पोहचवणे अपेक्षित आहे.

## राष्ट्रीय शैक्षणिक धोरण 2020 नुसार,

भारत सरकार ग्रंथालयांना प्रोत्साहन देईल आणि देशभरातील सर्व प्रकारच्या वाचकांच्या गरजा पूर्ण करण्यासाठी विद्यमान ग्रंथालय सुविधा निर्माण करणे, विकसित करणे, वाढवणे हे त्यांचे उद्दिष्ट पूर्ण करण्यासाठी योग्य कर्मचारी सुनिश्चित करेल.

## 6. निष्कर्ष

राष्ट्रीय शैक्षणिक धोरण 2020 हे शिक्षण व्यवस्थेच्या सद्य परिस्थितीमध्ये उल्लेखनीय बदल आणि भारतातील गुणवत्तापूर्ण शिक्षण सुनिश्चित करण्यासाठी भविष्यातील नियोजनासह संभाव्यता दर्शवते. NEP, 2020 हे शिकण्याची लँडस्केप बदलण्यासाठी, शिक्षण सर्वांगीण बनवण्यासाठी आणि आत्मनिर्भर भारत (आत्मनिर्भर भारत) साठी मजबूत पाया तयार करण्यासाठी एक तात्विक मार्गदर्शन प्रदान करत आहे. 21 व्या शतकातील हे पहिले शैक्षणिक धोरण आहे ज्याने चौतीस वर्षांचे राष्ट्रीय शिक्षण धोरण (NPE), 1986 मागे टाकले आहे. NEP 2020 हे परिवर्तनात्मक सुधारणांच्या मार्गाने मोकळे झाले आहे आणि ते पाच परस्परावलंबी पायाभूत स्तंभांवर बांधले गेले आहे. प्रवेश, समानता, गुणवत्ता आणि परवडणारी क्षमता. या अभ्यासातून ग्रंथालयाचा विकास उत्कृष्ट शैक्षणिक संसाधनांचे केंद्र म्हणून निदर्शनास आला. हा लेख लायब्ररीतील नवकल्पना आणि शिक्षण व्यवस्थेच्या कल्पना एकत्र आणत आहे भारत सरकारच्या NEP 2020 च्या धोरणाची गरज आणि उद्देश समजून घेणे आवश्यक आहे.

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## A STUDY ON VOCATIONAL EDUCATION UNDER NATIONAL EDUCATION POLICY 2020 IN SCHOOLS OF NAVSARI DISTRICT

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### **Abstract**

*In terms of vocational education, technical high schools, ITI institutes and polytechnic institutes were expanded in various parts of the country after the recommendations of the Kothari Education Commission, however, the prevalence of vocational education has not increased to the expected level. The Government of Gujarat and the Department of Education are going to implement the recommendations of the National Education Policy-2020 in a smooth manner to know the state of vocational education in Gujarat and especially in Navsari District. What type of measures, policy and direction the research is intended to undertake. presents the problem and shows the way to solve the problem. can be presented as a problem. "A Study on Vocational Education under National Education Policy 2020 in Schools of Navsari District".*

*The present research will also be conducted with the following objectives in mind. To study the status of schools in Navsari District regarding vocational education in relation to National Education Policy 2020. For sample selection, stratified random sampling method was used for the present research, 4 primary (2 rural and 2 urban) and 4 secondary (2 rural and 2 urban) schools. In the present research, three different preparations were considered as devices. Observation sheet for school condition and opinion sheet for teachers as well as testimonial sheet for head teacher and principal have been used. Findings obtained through the opinion and number sheet were as follows. Vocational education aims to develop a healthy attitude towards life and work in students. and The purpose of vocational education is to provide students with opportunities for professional development.*

### **1.1 Introduction:**

In terms of vocational education, technical high schools, ITI institutes and polytechnic institutes were expanded in various parts of the country after the recommendations of the Kothari Education Commission, however, the prevalence of vocational education has not increased to the expected level.

The National Education Policy-2020 has given special emphasis to make this picture of vocational education brighter for all times. The National Education Policy-2020 aims to remove the social status category associated with vocational education and integrate vocational education programs into the mainstream education phase by phase in all educational institutions. The National Education Policy-2020 recommends that quality vocational education be smoothly integrated into higher education along with upper primary and secondary schools. It will be

ensured that every child learns at least one trade and is exposed to as many trades as possible, which will enhance the dignity of labor and establish the importance of various occupations of Indian arts and crafts. Some of these important issues are outlined in the National Education Policy-2020.

The Government of Gujarat and the Department of Education are going to implement the recommendations of the National Education Policy-2020 in a smooth manner to know the state of vocational education in Gujarat and especially in Navsari District and to implement the National Education Policy in the state of Gujarat in the present time in which vocational education is concerned. What type of measures, policy and direction the research is intended to undertake.

### **1.2 Statement of the Problem:**

Desai says, “A research problem is a problem presented in a manner that is acceptable for investigation and directed towards a solution within the constraints of time, place and organizational resources.”

Thus, when the researcher is faced with a problem and it is necessary to solve it for the success of the work, the researcher understands all the aspects related to the problem, keeping in mind his strengths and limitations, and creates a statement that presents the problem and shows the way to solve the problem. can be presented as a problem.

### **"A Study on Vocational Education under National Education Policy 2020 in Schools of Navsari District"**

### **1.3 Research Objectives:**

The central part of the entire research is the research objectives. The present research will also be conducted with the following objectives in mind.

- To study the status of schools in Navsari District regarding vocational education in relation to National Education Policy 2020.
- To obtain teachers' views on vocational education in relation to National Education Policy 2020.
- To obtain the opinions of teachers regarding the objectives of vocational education in relation to the National Education Policy 2020.
- To obtain the views of the teachers regarding the curriculum of vocational education in relation to the National Education Policy 2020.
- To obtain the opinions of teachers regarding the challenges related to vocational education in the context of the National Education Policy 2020.
- To obtain the opinions of teachers regarding the school level methodology of vocational education in relation to the National Education Policy 2020.
- To obtain the opinions of teachers regarding the evaluation of vocational education in the context of the National Education Policy 2020.
- To obtain the opinions of teachers regarding in-service training under vocational education with reference to National Education Policy 2020.

- To obtain the opinions of teachers regarding the structural planning of vocational education in the context of the National Education Policy 2020.
- Comparing Teachers' Views on Sexuality in Vocational Education in the context of the National Education Policy 2020.
- To obtain the views of Head Teachers and Principals regarding Vocational Education with reference to National Education Policy 2020.

#### 1.4 Research Questions:

The following research questions will be presented.

- What is the status of Navsari District schools in terms of vocational education in terms of National Education Policy 2020?
- What are the views of teachers regarding vocational education in relation to National Education Policy 2020?
- What are the views of teachers regarding the objectives of vocational education in the context of the National Education Policy 2020?
- What are the views of the teachers regarding the curriculum of vocational education in the context of the National Education Policy 2020?
- What are the views of teachers regarding the challenges related to vocational education in the context of the National Education Policy 2020?
- What are the views of the teachers regarding the school level system of vocational education in the context of the National Education Policy 2020?
- Evaluation of Vocational Education in the context of the National Education Policy 2020: What are the views of the teachers?
- What are the views of teachers regarding in-service training under vocational education in relation to National Education Policy 2020?
- What are the views of the National Education Policy 2020 regarding the structural planning of vocational education?
- Regarding the National Education Policy 2020, there is a difference in the level of teachers' opinions regarding vocational education?
- What are the views of head teachers and principals regarding vocational education in the context of the National Education Policy 2020?

#### 1.5 Importance of Research:

Every research has a specific purpose in mind and its findings remain useful in the field of research. The present research is also important.

- Teachers' opinion regarding vocational education will provide information about vocational education.
- Regarding vocational education, the concepts of teachers can be obtained and implemented.
- It can be known what kind of preparation teachers have in relation to professional education.

- Regarding vocational education, the opinions of the head teachers will give direction to vocational education.
- Through the opinions of teachers regarding vocational education, one can get information about the kind of facilities to be provided in respect of vocational education.
- Policy suggestions can be obtained from head teachers and teachers regarding vocational education.
- From the opinions of secondary school teachers regarding vocational education, the government will be able to know the facilities to be provided at the school level.

#### **1.6 Limitation of Research:**

The present research will be limited to six districts of Navsari District.

- In the present research, only questionnaires for teachers and syllabus for principals and head teachers were used.
- Research will be limited to Gujarati Medium District Panchayat and Nagar Panchayat as well as Grant in Aid and Government Schools.
- A field investor was used for the present research.

#### **1.7 Variables included in the research:**

Identifying variables and defining them operationally is an important step in the research process. For this it becomes necessary to identify the variables included in the research. There are many types of variables. (1) Independent variables (2) Variable variables (3) Variable variables (4) Control variables (5) Intermediate variables (6) Compound variables (7) Active and characteristic variables (8) Continuous and discontinuous variables. Controlling variables in the research process is essential to make the results more reliable.

#### **1.8 Types of Research:**

Keeping in view the research objective and implementation, it can be classified as follows.

The present research can be called practical as well as numerical and qualitative research.

#### **1.9 Research Methodology:**

A researcher implements any method to test his research hypothesis or to get answers to research questions. Thus, various methods for finding solutions are known as “research methods”.

The present research will follow the survey method of research.

#### **1.10 Scope:**

The scope of the present research includes Gujarati Medium District Panchayat and Nagar Panchayat managed primary schools of Navsari District and Grant-in-Aid Secondary and Higher Secondary and Government (year 2022) schools running the curriculum in 6th to 12th standard and including all principals, head teachers and teachers involved in the education process.

#### **1.11. Research Sample:**

Selection of sample is an essential pre-condition of research. For sample selection, stratified random sampling method was used for the present research, 4 primary (2 rural and 2 urban) and 4 secondary (2 rural and 2 urban) schools were selected from six Taluka(Block) of Navsari District, language, social science from each school. And three teachers each teaching

science and technology subject as well as head teacher and principal of the school will be selected as sample. Details of which are shown in Table 1.1.

Table – 1.1

## A prospective sample of research

| Sr.No | Block     | School |
|-------|-----------|--------|
| 1     | Jalalpore | 08     |
| 2     | Navsari   | 08     |
| 3     | Gandevi   | 08     |
| 4     | khergam   | 08     |
| 5     | Chikhli   | 08     |
| 6     | Vansda    | 08     |
| total |           | 48     |

**1.12 Research Tools:**

In the present research, three different preparations were considered as devices. Observation sheet for school condition and opinion sheet for teachers as well as testimonial sheet for head teacher and principal have been used.

**1.13 Collection of Information:**

Data collection is an important step in research. A conclusion has to be reached only from the data collected so that the result is reliable and true as the process of data collection is reliable and true. Field Investigator (FI) was used for data collection as the researcher was a full time lecturer and data collection alone was not possible.

**1.14 Analysis:**

In the present research, considering the purpose, percentage, average, weighted average and categorical test were used. While 't' value as well as 'F' value were calculated for comparison. For which SPSS software and excel application were used. Also content analysis was used for qualitative type of data.

**1.15 Findings:**

Findings obtained through the opinion and number sheet were as follows.

- Vocational education aims to develop a healthy attitude towards life and work in students.
- The purpose of vocational education is to provide students with opportunities for professional development.
- The purpose of vocational education is to imbue students with vocational skills for career development.
- The purpose of vocational education is to create appreciation and attachment to work.
- Vocational education is not intended to make students skilled technical experts.
- The purpose of vocational education is to help the students of the present time to understand the aspects of technology.



- Vocational education aims to expose students to opportunities to make them self-reliant.
- Vocational education aims to prepare students for the profession from the very beginning of their studies.
- Vocational plays an important role in the education system.
- Vocational education in education should be available from the primary level itself.
- By primary education, a child should become proficient in one field.
- Vocational education system is found in India since Vedic period.
- During the medieval period arts and crafts were taught in madrasas.
- In the pre-independence period, there was negligible effort towards vocational education.
- Talked about increasing the number of ITIs in the 11th Five Year Plan. which was complementary to vocational education.
- There are learning opportunities in the existing curriculum.
- Lack of physical facilities at school level for vocational education.
- Vocational education will increase workload at school level.
- In terms of vocational education, it is difficult for every school education to be participatory.
- The implementation of vocational education tends to neglect literacy subjects.
- Teachers have to be made aware about vocational education.
- Industry education is neglected in school.
- Vocational education should be taught theoretically in primary schools.
- Vocational education in primary schools should be imparted theoretically and practically.
- Professionals should only be visited in primary schools.
- For vocational education, assessment should be based on practical work.
- Evaluation should be done during the professional education session.
- Professional education should be evaluated annually.
- Vocational education training should be given to all principals.
- Professional education training should be provided to all teachers.
- Vocational education training should be given to CRC / BRC.

### **1.16 conclusion**

The presented research will be useful to the teachers working in the school for learning as well as teaching process. CRC linked to education will also be useful to BRC. It is humbly believed that it will be useful for the government as well as educational institutions and district education and training buildings.

## A STUDY OF SUCCESS STORIES OF VIBRANT CLASSROOM TEACHING PROCESS

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### **Abstract:**

*Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. Teachers should be aware of the importance of communication skills in teaching.*

*They must also realize that all students have different levels of strengths and weaknesses. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students.*

*Thus, a teacher can enhance the learning process. A teacher, who is able to communicate well with students; can inspire them to learn and participate in class. Workplace communication can improve by participating in a facilitated workshop.*

*The facilitator needs to be able to identify dormant participants and encourage them to come forth with their views without seeming overly patronizing. All this is impossible unless the facilitator has astounding communication abilities coupled with a natural empathy towards fellow beings.*

**Keywords:** Classroom Teaching, communication skills, Students Academics

### **Introduction:**

Communication does not refer only to articulating words. Using sign language and the sense of touch to express and feel are also important modes of communication. Ultimately, communication should be effective. As long as there is clarity in communication, the goal of communication will be accomplished.

Defining the effective teacher, effective teaching and teaching effectiveness can be complex and controversial. 'Effectiveness' is a contested term that can evoke strong emotions because of its perceived links with notions of professional competency and high stakes accountability in some systems. It may question individual teachers' beliefs about their professional autonomy.<sup>2</sup> Notions of what constitutes high quality or good teaching, the idea that teaching is an art or a craft rather than a science, are sometimes used to raise concerns with narrower concepts of effectiveness. However, beliefs about what constitutes 'good' or 'high' quality practice in teaching can vary markedly for different age groups of students, at different times and in different contexts.

### **Effective Communication Skills for Teachers**

Following are some of the communication skills that a teacher must possess so that they interact properly with the students

### Positive Motivation

This is one of the important things that a teacher must possess. In a class, students always have different kinds of taste and preferences over subjects. So it is the job of the teacher to create enthusiasm and interest in the minds of the students towards a subject. It is also a teacher's role to remove any fear and inhibitions that a student may have towards a subject.

### Effective Body Language

This is the most powerful communication skill that a teacher must possess. Good presentation skills include a powerful body language supported by verbal skills. This can create a long lasting impression in the minds of the students. Thus, a teacher's lecture will inevitably become more interactive and interesting for the students. Besides, a teacher should maintain the volume, tone and rhythm of their voice during a lecture.

### Sense of Humor

The importance of this factor has been regularly underestimated. A good sense of humor keeps the students active and interested in the teacher's class. A teacher who is dour and lacks humor doesn't contribute to the overall well being of the students.

### Understanding the Students

Teachers should encourage students to communicate openly. There should be emphasis on cultivating a dialogue rather than a monologue. So while solving any kind of problems in the classroom, it is always wise to hear the opinions of the students also.

### Team Formation

This is a good method where you can divide the classroom into small teams and ask them to solve different problems or complete assignments. This practice will increase not only the interaction among the students but also among the teacher and students.

### Technical Skills

It is also important that teachers should be up to date with all the latest teaching aids like computers, video conferencing and especially the use of internet. This will also help the students to keep up their interest in the learning process.

### Types of Communication

#### Based on Communication Channels:

Based on the channels used for communicating, the process of communication can be broadly classified as verbal communication and non-verbal communication. Verbal communication includes written and oral communication whereas the non-verbal communication includes body language, facial expressions and visual diagrams or pictures used for communication.

#### Verbal Communication

Verbal communication is further divided into written and oral communication. The oral communication refers to the spoken words in the communication process. Oral communication can either be face-to-face communication or a conversation over the phone or on the voice chat over the Internet.

Spoken conversations or dialogs are influenced by voice modulation, pitch, volume and

even the speed and clarity of speaking. The other type of verbal communication is written communication. Written communication can be either via snail mail, or email. The effectiveness of written communication depends on the style of writing, vocabulary used, grammar, clarity and precision of language.

### **Non-verbal Communication**

Non-verbal communication includes the overall body language of the person who is speaking, which will include the body posture, the hand gestures, and overall body movements.

The facial expressions also play a major role while communication since the expressions on a person's face say a lot about his/her mood. On the other hand gestures like a handshake, a smile or a hug can independently convey emotions. Non verbal communication can also be in the form of pictorial representations, signboards, or even photographs, sketches and paintings.

Listening skills are also an important skill that should be taught to a student. Listening skills should not only be limited to the classroom but also in a normal conversation. Students should be taught as how to give undivided attention to a person with whom a conversation is taking place.

Expressive skills are those which are used to express our feelings, thoughts and expressions and thus get across our point successfully to the listener. To develop expressive skills, students need to learn is how to communicate effectively and get the full attention of the listeners.

### **Based on Style and Purpose**

Based on the style of communication, there can be two broad categories of communication, which are formal and informal communication that have their own set of characteristic features.

### **Formal Communication**

Formal communication includes all the instances where communication has to occur in a set formal format. Typically this can include all sorts of business communication or corporate communication.

The style of communication in this form is very formal and official. Official conferences, meetings and written memos and corporate letters are used for communication. Formal communication can also occur between two strangers when they meet for the first time. Hence formal communication is straightforward, official and always precise and has a stringent and rigid tone to it.

### **Informal Communication**

Informal communication includes instances of free unrestrained communication between people who share a casual rapport with each other. Informal communication requires two people to have a similar wavelength and hence occurs between friends and family.

Informal communication does not have any rigid rules and guidelines. Informal conversations need not necessarily have boundaries of time, place or even subjects for that matter since we all know that friendly chats with our loved ones can simply go on and on.

### **Conclusion**

The procedure of communication is dynamic concept and not a stationary. It takes presence of mind and courage to face people with the power to prove what we want to convey through communication. A communication can be said successful only if we are able to convince people for whatever we wanted to convey.

Effective teachers recognize the increasing importance of technology as a tool for student learning and as a major communication resource to be developed. Technological media, classroom environment, and the teacher's verbal and nonverbal communications should all work together to send the students clear and consistent messages about classroom expectations goals and challenges.

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