JANSEVA SHIKSHAN MANDAL's

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Shivle, Tal. Murbad – 421401

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'National Education Policy 2020' Opportunities & Challenges

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ONE DAY INTERDISCIPILINARY NATIONAL SEMINAR

On

'National Education Policy 2020'

Opportunities & Challenges

24th February 2024

Director & Chief Editor

Dr. K. C. Rathod

I/c Principal

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उप मुख्यमंत्री
महाराष्ट्र राज्य

दि. २३ फेब्रुवारी, २०२४

शुभेच्छा

जनसेवा शिक्षण मंडळ संचलित शिक्षशास्त्र महाविद्यालय, शिवळे येथे 'राष्ट्रीय शिक्षण धोरण २०२०' या विषयावर एक दिवसीय राष्ट्रीय चर्चासत्राचे आयोजन करण्यात आले असल्याचे समजून आनंद झाला.

नवीन शिक्षण धोरण हे भारतीय शिक्षण व्यवस्थेत आमूलाग्र बदल घडवून आणणारे धोरण आहे. शालेय व उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना या धोरणात मोठा वाव देण्यात आला आहे. कुठल्याही धोरणाच्या जशा जमेच्या बाजू असतात तशाच काही उणीवाही असू शकतात. त्यादृष्टीने देशभर विविध शिक्षण संस्थांमध्ये होत असलेली राष्ट्रीय चर्चासत्रे या धोरणाच्या प्रभावी अंमलबजावणीच्या दृष्टीने महत्त्वपूर्ण आहेत. शिवळे येथील शिक्षशास्त्र महाविद्यालयात आयोजित राष्ट्रीय चर्चासत्रात या धोरणांतर्गत शिक्षणाच्या संधी आणि आव्हाने याबाबात सकारात्मक विचारमंथन होईल, अशी खात्री वाटते. या चर्चासत्राच्या आयोजनासाठी शिक्षशास्त्र महाविद्यालयाचे तसेच चर्चासत्रात सहभागी होत असलेल्या वक्त्यांचे हार्दिक अभिनंदन. चर्चासत्राच्या यशस्वीतेसाठीही मन:पूर्वक शुभेच्छा!

(देवेंद्र फडणवीस)

अध्यक्षीय शुभसंदेश

जनसेवा शिक्षण मंडळ मुरबाड संचलित, शिक्षणशास्त्र महाविद्यालय (बी.एड) शिवळे चे पहिले राष्ट्रीय स्तरावरील चर्चासत्र होत आहे, याचा मला अत्यंत आनंद होत आहे. ग्रामीण परिसरातील विद्यार्थ्यांना गुणवत्तापूर्ण शालेय शिक्षण देण्यासाठी 1990 साली शिक्षणशास्त्रमहाविद्यालयाची स्थापना झाली. या महाविद्यालयाला 2024-25 झाली 35 वर्षे पूर्ण होत आहेत. नवीन राष्ट्रीय शैक्षणिक धोरण 2020 चर्चासत्र हा संस्थेच्या इतिहासाचा महत्त्वाचा दस्तऐवज आहे. या चर्चा सत्राच्या माध्यमातून शिक्षणक्षेत्रातील नवनवीन बदलांविषयी जागरूकता निर्माण होईल. एक शिक्षक या नात्याने नवीन शैक्षणिक धोरण 2020 चा सखोल अभ्यास करणे फार गरजेचे आहे. म्हणूनच या चर्चासत्रातू ननवीन शैक्षणिक धोरणातील बदलांबद्दल जाणीव जागृती निर्माण करण्याचे काम होणार आहे.

या चर्चासत्रास मनापासून शुभेच्छा!

मा. आ. श्री. गोटीरामभाऊ पवार
अध्यक्ष, जनसेवा शिक्षण मंडळ.

Message of Joint Secretary

I am very happy to announce that Janseva Shikshan Mandal's College of Education, Shivle organising a One Day National Interdisciplinary Seminar on the topic of 'New NEP 2020' Opportunities and challenges .In1978 the former Revenue Minister Shantarambhau Gholap and MLA. Gotirambhau Pawar established the Janseva Shikshan Mandal Shivle , Tal. Murbad.

New NEP 2020 seminar provided an invaluable platform for knowledge sharing and meaningful discussion on New NEP 2020. This seminar which brought together an exceptional assembly of scholars, researchers & practitioners from diverse background, was a resounding success.

We are confident that the knowledge and insights a gained from this seminar will have a lasting impact on our field and contribute significantly to its advancement. Thank you for the success of the seminar and we look forward to more successful endeavors in the future.

With Warm Regards.

Shri. BhaskarR.Harad

Joint Secretary,

Janseva Shikshan Mandal's, Shivle, Murbad.

प्रति,

डॉ. के.सी . राठोड

प्राचार्य,

जेएसएम संस्थेचे

कॉलेज ऑफ एज्युकेशन, शिवळे, मुरबाड जि. ठाणे

सर, आपण दि 24.2.2024 रोजी राष्ट्रीय शैक्षणिक परिषद आयोजित केली होती. त्यामध्ये आपल्या संस्थाचालकांशी, आपणाशी तसेच आपल्या सहकाऱ्यांशी मुक्त संवाद साधता आला. या परिषदेमध्ये सहभागी असलेल्या सदस्यांशी राष्ट्रीय शैक्षणिक धोरण २०२० च्या संदर्भात संवाद साधता आला. अनेक सदस्यांनी अभ्यासपूर्ण पेपर सादर केले त्यांचाही आस्वाद घेता आला.

एका अत्यंत दुर्गम भागात चालू असलेल्या विनाअनुदानित बीएड कॉलेजने अशी परिषद आयोजित करावी ही खरोखरच अत्यंत कौतुकाची बाब आहे. एखादी परिषद आयोजित करणे किती कष्टाचे काम असते याचा मला पुरेपूर अनुभव आहे. म्हणूनच आपल्या कष्टाला दाद द्यावीशी वाटते. आपण स्वतः अत्यंत तरूण व या महाविद्यालयात नवीनच रुजू झालेले असून देखील आपण हे शिवधनुष्य पेलण्याचे आव्हान स्वीकारले व यशस्वीपणे पार पाडले. यामध्ये आपली इच्छाशक्ती व कष्ट, संस्थेचे अध्यक्ष व सहसचिवांचे पाठबळ, सहकाऱ्यांचे सहकार्य या महत्वाच्या बाबी आहेत. मला पहिल्यांदाच आपल्या सारखा प्राचार्य बघण्यास मिळाला.

अगदी स्वागता पासून ते समारोपा पर्यंत आपल्या स्टाफचे कष्ट तसेच आपल्या विद्यार्थी, विद्यार्थिनींची उपस्थिती प्रकर्षाने जाणवत होती. सर तुमची धावपळ, प्रेमळ संवाद, प्रशासन तर सर्वांचेच लक्ष वेधून घेत होती. भोजनाची व्यवस्था, स्टेज डेकोरेशन, बैठकव्यवस्था सर्वच बाबी उत्तम होत्या. आणि सर्वात महत्त्वाचे म्हणजे आपण ६०-७० लोकांचे पेपर प्रसिद्ध केलेत तेही ISSN, Peer review journal, Impact factor 6. 125 पेक्षा जास्त असलेल्या जर्नलमध्ये ही अत्यंत कौतुकास्पद बाब होय. त्याचबरोबर महाराष्ट्र बाहेरील गुजरात राजस्थान मधील पेपर आले एक महत्त्वाची बाब.

या उपक्रमाच्या निमित्ताने मुंबई विद्यापीठाच्या शिक्षणशास्त्र विभागप्रमुख डॉ सुनिता मगरे, शासकीय महाविद्यालयाचे प्राचार्य डॉ सोनावणे यांच्याही सहवासाचा लाभ मला मिळाला त्यांचेशीही शिक्षणाच्या सद्यस्थिती संबंधी चर्चा करता आली. आणि हा योग आपण घडवून आणला याबद्दल मी आपला व संस्थेचा आभारी आहे.

आपल्या माध्यमातून या महा विद्यालयाच्या कार्याचा दरवळ सदैव दरवळत राहो ,हीच सदिच्छा !

आपला स्नेहांकित

डॉ. ह. ना. जगताप

माजी संचालक

शिक्षणशास्त्र संकुल

सोलापूर विद्यापीठ, सोलापूर

दि. २५ / २ /२०२४

Message of the Conference Director

It is great pleasure for me, as a Principal of the College and Director of the National Seminar, to note that the National Seminar on 'National Education Policy 2020 Opportunities & Challengesis being organized by Janseva Shikshan Mandal's College of Education, Shivle on 24February 2024.

I am thankful to Mr. Gotirambhau Pawarsaheb Chairman, Janseva Shikshan Mandal's, Murbad, Mr. Bhaskar R Harad Sir,Joint Secretary for their guidance and support.They are always motivating and encouraging towards fulfillment of vision of this institution. One Day National Seminar aims to provide an open platform for students, academicians, researchers, scientists and industry person from various organizations for sharing and exchanging their view and knowledge and theories to provide research strategies and solutions for emerging challenges in Higher education. The conference will motivate young researchers to develop their professional and research skill.

To say, this book is by the editor. Without the significant contribution made by the other people and the research scholar, this book would certainly not exist. At the top if the list, there are the members of our Janseva Shikshan Mandal's Tal. Murbad.The truly blessed us to go for this extraordinary activity with devotion and dedication.

I am thankful to Today Chief Guest Dr. Sunita Magare Madam, HOD Dept of Education University of Mumbai.Dr. Baliram Gaikwad Sir, Ragistrar University of Mumbai. Dr. Meena Kute. Principal, Silvasa College of Education Dadra nagar Haveli. Dr. Shobha Kalebag, Mahavir College of Education Kolhapur, Dr. Geeta Vishe, I/c Principal SG Arts, Sci. G Pawar Comm. Collge Shivle. Dr. Santosh Rathod, Director- IDOL University of Mumbai.

I am thankful to Key Note Speaker Dr. H N Jagtap Sir, Chairperson, all National Advisory Committee, Local Advisory Committee, All Participants, all my B.Ed Students, DSM Students, My All Friends, My Teaching Staff – Non teaching Staff. I am grateful to young people for showing over whelming interest for Seminar .I wish an exciting and great day Janseva Shikshan Mandal's, College of Education, Shivle Tal. Murbad.

Principal,
Dr. K C Rathod,
JSM's College of Education, Shivle

Convener Message

       The National seminar provided an invaluable platform for knowledge sharing and meaningful discussions on NEW NEP 2020. The quality of the presentation and the engagement of participants were commendable. It is evident that the dynamic leadership and the efforts of the organizing team played a pivotal role in creating such a productive and memorable event.

       Our seminar which brought together an exceptional assembly of scholars, researchers and practitioners from diverse backgrounds, was a resounding success, thanks to your invaluable contributions and insights.

       I extend my hurtful gratitude to the all members of JSM's College of Education for supporting and guiding us throughout this remarkable journey. I am also thankful to the honorable chief guests, the distinguished keynote speakers, members of the advisory committee, and members of the scrutiny committee for making this seminar a milestone. I appreciate the efforts of members of the organizing committee, session chairs, and the entire support team who worked tirelessly to ensure the smooth execution of our seminar. Your dedication and hard work have been instrumental in making this event a grand success. I would also like to express my gratitude to the participants who traveled from far and wide to be a part of this meaningful dialogue.

       Thank you all once again for being a part of this incredible journey. Your dedication and hard work have not only reflected positively on our institution but have also enriched the academic community as a whole.

With warm regards.

Archana R. Bhalewar
Assistant Professor.
JSM's College Of Education, Shivle.
Tal- Murbad. Dist -Thane.

Co-Ordinator Message

I am very glad that our Janseva Shikshan Mandal's College of education, shivle organized a seminar on 'NEW NEP 2020' on 24 February 2024. Our college always conducts various professional courses, seminar and webinars which helpful to the students, teachers, researchers etc.

The NEP 2020 is founded on the five guiding pillars of Access, Equity,Quality and Affordability and Accountability. It will prepare our youth to meet the diverse National and global challenges of the present and the future. The main objective of conducting a National seminar on NEP 2020 is to create awareness among educators and academicians about the key changes and provisions of the NEP 2020. This seminar provided a chance to interact with experts from the education field, discussing about the relevant topics of the particular subject, students to learn about the latest information and new skills related to the concern subject.

I special thank you our college principal Dr. K. C. Rathod because of his moral support and faith only I able to do the work related seminar. I heartly thanks to my colleagues for their moral support. I also thank to non-teaching staff to for their hardship and support.

Thank you.

Kavita B. Sathe
Assistant Professor.
JSM's College Of Education, Shivle.
Tal- Murbad. Dist - Thane.

INDEX

SCOPE FOR PROMOTING BHASA S AND NEP 2020

Dr. Karan C. Rathod

Principal,

JSM's College of Education, Shivle

Abstract

"After the NEP came, there has been much discussion on what will be the language of instruction. Here we have to understand one scientific fact that language is the medium of education, not entire education itself. People caught in too much of bookish knowledge often fail to grasp this distinction. Whatever language the child can learn easily in should be the medium of instruction." ~ Hon'ble Prime Minister Shri Narendra Modi ji

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.

NEP envisages the promotion of Indian languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as medium of instruction, innovative methods, judicious use of technology and development of positive attitude towards all languages and their remarkable unity.

BharatiyaBhashas are not only just languages but are the JeevanDarshan of this land, fountain-head of thought and culture of Indian civilization and have been the vehicle of Indian Knowledge Systems since times immemorial. The vast part of Indian society is multilingual and their languages belong to BharatiyaBhashaParivar. Unity in diversity, inclusivity and equality, enlightenment and empowerment of all human beings across the globe, etc. are the hall-marks of Indian languages.

Key Word: Language, multilingualism

Introduction

The three-language formula shall be flexible and will promote multilingualism as well as national unity. No language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and the students themselves. However, at least two of the three languages must be native to India. Every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, 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, as well as their rich inter-influences and differences. They will also 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 as well as a bit about the rich and uplifting literature of each (through suitable translations).

First language: It will be the mother tongue or regional language. Second language: In Hindi speaking states, it will be other modern Indian languages or English. In non-Hindi speaking states, it will be Hindi or English. Third Language: In Hindi speaking states, it will be English or a modern Indian language.

In ancient India, 'Education' was never thought to be complete without ShikSaa -- the science of speech sounds.

- "Learning" one's Mother-tongue always remained understood and undiscussed, as that was thought to be inevitable.
- But learning the other tongue and getting to know what others think or how they form ideas and sentences or create new expressions have always been important to us.
- That's how languages traveled – as we did, from one space to another
- It was a common thing to travel to other parts of the country to take up new challenges, new jobs. Our epics and myths are full of these stories.
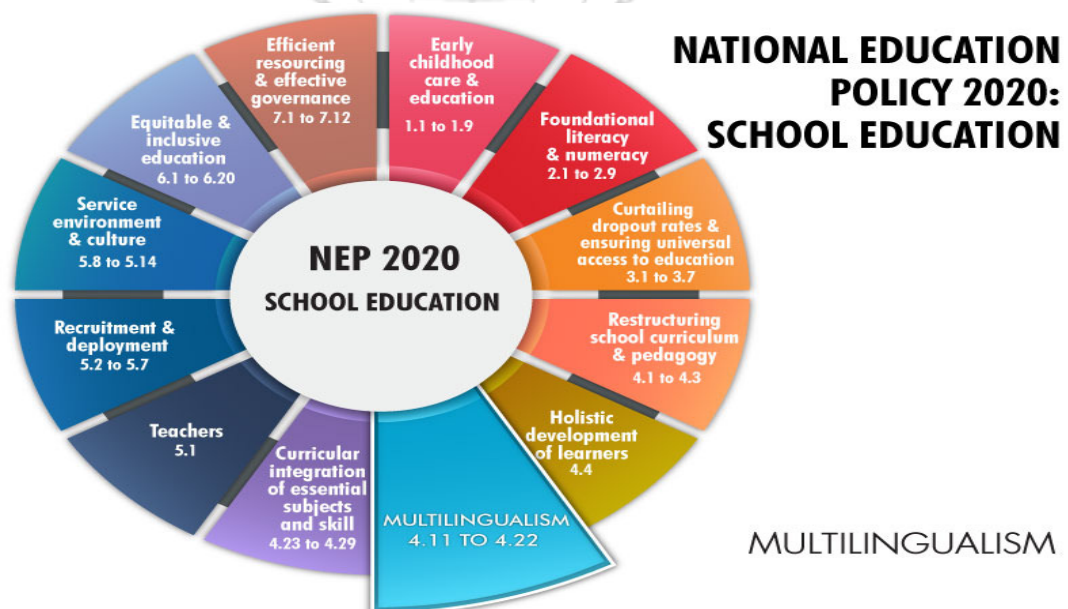
The Hindi Heartland and The Centre-Periphery Debate

- What goes in the name of Hindi speech community would include most parts of many Indian states and union territories incl. Bihar, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh and Uttarakhand.

- In the Hindi heartland, what was Boli till the other day has become the epicenter – the Language, usually heard in AIR and official bulletins.

- In contrast, Braj-bhasha or Awadhi which were the literary-poetic standards of bhasha till recently have been relegated to the periphery – as dialects.

- This has been an interesting game that has gone on for thousand years.

Tasks Ahead & Suggestions

- The language policy as stated in NEP 2020 had emphasized on the use of our mother-tongues as medium of instruction as much as possible because numerous cognitive science experiments have shown that children make great strides in education if they do not face a distant or an alien medium in the initial years.

- The critics have found that there has been a resurrection of the NEP 1968 Three-language formula here. As if that is the key point, although the emphasis in NEP2020 has been to promote respect for multilingualism - remind us of the rightful place of our home language in schools, especially in early childhood education.

- NEP also reiterates the RTE Act 29 (2) (f) through (h) provisions, which clearly states that (f) the "medium of instructions shall, as far as practicable, be in child's mother tongue; (g) making the child free of fear, trauma and anxiety and helping the child to express views freely; (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same."

- Unlike 'dictations' in many other countries, it has only appealed to the conscience of the schools, states, teachers and parents to appreciate the causes for the problems faced by our children. Only if we agree to leave out the polemics and sit across to think of the issues that this push towards vernacular education has thrown up, we may be able to appreciate the nature of our challenge.

World of Vernaculars

- Launch, with NCTE approval, a massive programme – jointly with all SCERTs and our RLCs in many Multilingual Teacher-Training modules where the teaching is partly face-to-face, and partly online with specialized lessons in our language labs.

- Locate best teachers and teaching talents country-wide and use them as consultants to record online.

- Films on our mother-tongues and speech patterns of various tribes of Karnataka and Tamil Nadu could set an ideal example of how new cultural contents could come in.

Sanskrit, is 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. It contains vast treasures of mathematics, philosophy, grammar, music,

politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more. Sanskrit will thus be offered at all levels of school and higher education as an important and enriching option for students, in the three-language formula. It will be taught in interesting and experiential manner making it contemporarily relevant. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit to teach Sanskrit through Sanskrit and make its study truly enjoyable.

There will be a major effort from both the Central and State governments to invest in large number of language teachers in all regional languages around the country, and for all languages mentioned in the Eighth Schedule of the Constitution of India. 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. Extensive use of technology will be implement teaching and learning of different languages.

The National Education Policy-2020 in its chapter-22 raises

Many concerns and recommendations related to promotion of Indian languages. For instance, all the languages of India, such as the 22 languages of the Eighth Schedule of the Constitution of India, various mother tongues, tribal languages, classical languages, minor languages, endangered languages, etc. are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching, too, must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning. Other than that, almost all the reforms enumerated in different chapters of the NEP 2020 have direct bearing on languages and language education. Hence there is a need to plan language education afresh at both macro and micro levels.

With above context, the Ministry of Education (Govt. of India) has constituted the 'BharatiyaBhashaSamiti' in November 2021, with mandate to explore and recommend pathways for the holistic and multi-disciplinary growth of Indian languages as envisaged in the National

Education Policy-2020. The committee has been entrusted to advise the Ministry on all matters pertaining to revitalization of existing language teaching and research and its extension in various institutions in the country. The committee is working towards achieving the following objectives:

• Strengthen the implementation of the three-language policy in education by creating suitable contents, preparing teachers for multilingual education, capacity building of teachers to handle technological tools related to teaching/imparting education in and through Indian languages.

• Develop materials for creating terminology in all subjects and areas by which the vocabulary of the Indian languages would be enriched and production of study material in all the subjects through all the major BharatiyaBhashas would be easier.

• Make Bharatiya Bhashas compatible with modern technology and increase their visibility by facilitating expansion of the domains of their use.

Developing Skill of Word Creation in Indian Languages

Popular use of words/terms of Indian languages in any sector will automatically lead to promotion of such languages. Therefore, expansion of vocabulary in Indian languages is the basic need for maximizing their use.

Translation/Writing of Contemporary Knowledge Texts/Textbooks in various Indian languages

The contemporary knowledge texts/textbooks are an essential part in the academic development of any field. However, most of such texts are created in English language only due to which their outreach becomes very limited in India. This problem can be mitigated if such texts can be made available in Indian languages.

Translation through Internet tools: Challenges and Solutions

Translating any text from one language to another through Internet tools is very easy and quick but it also leads to loss or degradation in real meaning of the original text. At present, many Internet tools are being used extensively without thinking of their repercussions about the meaning loss of the original text.

Research and Academic Writing in Indian Languages

Availability of research studies and academic writing in Indian languages is very low. One of the key reasons is that we have very limited knowledge and skills about how to write quality research papers, articles, etc. in Indian languages.

Conclusion

we critically review the multilingual policy guidance offered in NEP 2020, then lay out a theoretical foundation for the LFL framework based primarily on current translanguage theory, and also discuss the history of India's much maligned three-language formula (TLF), which forms the core of language policy in India. The framework itself is presented with reference to specific contextual challenges in India that may also serve to indicate its relevance for other multilingual contexts around the world.the reductive construct of 'Medium of Instruction', which itself originates in the monolingual habitus of historically outdated language-in-education policy theory. We invite critical evaluations of the utility of our framework, both for India and other multilingual contexts.

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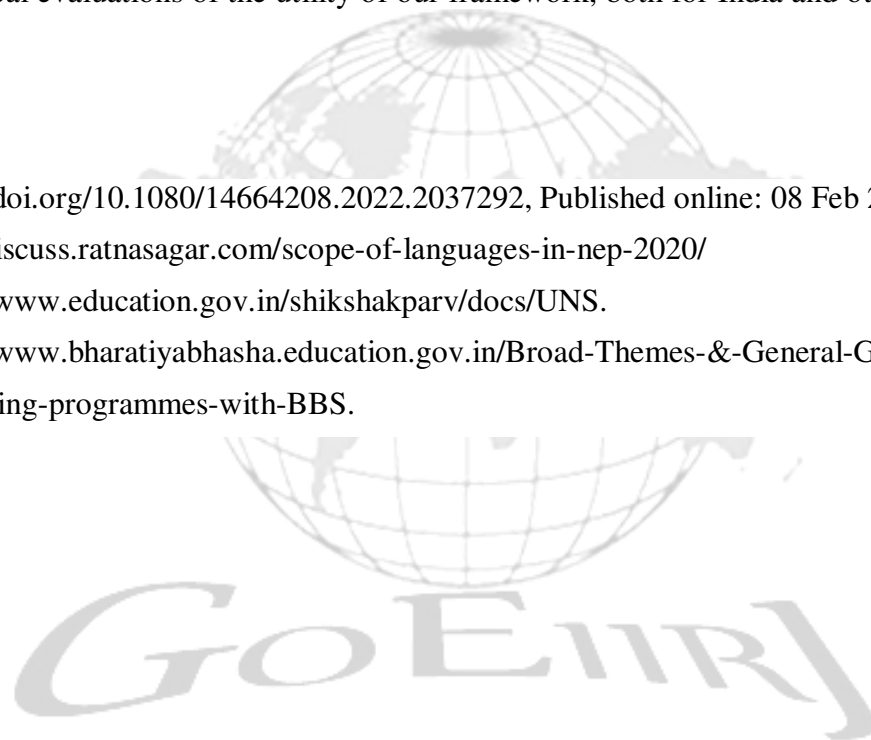
PROMOTING LANGUAGES THROUGH NEP 2020: A REVIEW

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Abstract :-

In an effort to save endangered Indian languages as well as the rich local arts and cultures that go along with them, all Indian languages will have their literature documented via a web-based platform, portal, or wiki. Video, dictionary, audio, and other materials featuring people speaking the language, narrating tales, reciting poetry, acting out plays, dancing to traditional music, and more will be available on the platform. By providing pertinent content to various platforms, websites, and wikis, people from all over the nation will be encouraged to support these efforts. Collaborating with communities nationwide, universities and their research teams will enhance these kinds of platforms. NRF funding will support these preservation activities as well as related research projects in history, archaeology, linguistics, etc.

This paper attempts to focus role of languages in NEP for nation's economic growth and the provision of sustainable livelihoods are greatly aided by higher education. Young Indians are expected to pursue higher education at an increasing rate as the country transitions to a knowledge-based economy and society.

Key Words :- New Education Policy, Art, Culture, Education, Language

In order to create India as envisioned in its Constitution—a democratic, just, socially conscious, cultured, and compassionate nation respecting liberty, equality, fraternity, and justice for all—and to promote human as well as societal wellbeing, higher education is crucial. The nation's economic growth and the provision of sustainable livelihoods are greatly aided by higher education. Young Indians are expected to pursue higher education at an increasing rate as the country transitions to a knowledge-based economy and society.

Quality higher education must strive to create good, thoughtful, well-rounded, and creative individuals in light of the demands of the twenty-first century. In addition to developing character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects, it must allow a student to study one or more specialized areas of interest at an in-depth level. A top-

notch university education should facilitate constructive public participation, individual success and enlightenment, and positive societal contributions. It must empower students to become economically independent and prepare them for lives and careers that are more meaningful and fulfilling.

India has a long history of integrating themes from different domains in its literature and at universities like Takshashila and Nalanda, which promote holistic and multidisciplinary study. A good education was defined as knowledge of the 64 Kalaas, or arts, in ancient Indian literary works like Banabhatta's Kadambari. These 64 "arts" included subjects like singing and painting as well as "scientific" and "vocational" fields like chemistry and mathematics, carpentry and clothing making, medicine and engineering, as well as "soft skills" like discussion, debate, and communication. Indian roots can be seen in the fundamental notion that all fields of creative human endeavor, including science, math, physics, professional and vocational studies, and soft skills, ought to be categorized as "arts." The idea of a "knowledge of many arts," or what is now commonly referred to as the "liberal arts" (i.e., a liberal notion of the arts), needs to be reinstated in Indian education since it is precisely the kind of education that will be needed in the twenty-first century.

All human capacities—intellectual, artistic, social, physical, emotional, and moral—should be developed in an integrated way through a comprehensive, interdisciplinary education. The development of well-rounded people with critical 21st-century skills in the humanities, sciences, social sciences, and professional, technical, and vocational fields, as well as an ethic of social engagement and hard and rigorous specialization in one or more chosen fields, will be facilitated by such an education. All undergraduate programs, including those in professional, technical, and vocational fields, should eventually adopt this comprehensive approach to education.

India has an abundance of cultural riches that has been cultivated over thousands of years and is expressed through art, literature, heritage sites, customs, languages, and more. On a daily basis, millions of individuals from all over the world engage with, relish, and reap the benefits of this cultural wealth. These benefits include travel to India, experiencing Indian hospitality, buying handcrafted goods and textiles, reading Indian classic literature, engaging in yoga and meditation, drawing inspiration from Indian philosophy, taking part in India's distinctive festivals, savoring the country's varied music and visual arts, and viewing Indian films, among myriad other activities. As stated in India's tourism motto, "Incredible India" is genuinely made of this country's cultural and natural riches. Given how crucial it is to both the nation's identity and economy, India must place a high premium on the preservation and promotion of its rich cultural heritage.

The relationship between language and art and culture is, of course, intrinsic. Language structures so influence how a native speaker perceives the world since various languages "see" the world in different ways. Languages specifically affect the tone of discourse and how members of a

certain culture talk with each other, including peers, family, and superiors. Speaking in a shared language allows people to reflect and record a culture through the tone, perspective of experience, and familiarity, or "apnapan," that these talks carry. So our languages are a container of culture. Without language, it is impossible to properly appreciate art in the forms of plays, novels, films, music, etc. Languages are essential to the preservation and advancement of civilization. With the loss of over 220 languages in the previous 50 years alone, Indian languages have not received the proper care and attention. According to UNESCO, 197 Indian languages are "endangered." Particularly vulnerable to extinction are a number of unscripted languages. These languages frequently disappear along with the senior member(s) of a tribe or community who speak them; all too frequently, no organized efforts are made to conserve or document these rich languages/expressions of culture.

Furthermore, even the Indian languages that are not formally listed as endangered, like the 22 languages listed in the Eighth Schedule of the Indian Constitution, are dealing with significant challenges on multiple fronts. All levels of schooling and higher education must incorporate the teaching and learning of Indian languages. High-quality learning and print products in these languages, such as textbooks, workbooks, movies, plays, poems, novels, magazines, etc., are necessary for languages to stay current and lively. For the most recent topics and ideas to be effectively debated in these languages, vocabularies and dictionaries must also have regular official changes that are widely distributed. For languages like English, French, German, Hebrew, Korean, and Japanese, countries all over the world provide such learning resources, print materials, translations of significant items from other world languages, and continuously update vocabularies. To assist maintain its languages' purity and optimal vibrancy, India has been somewhat sluggish in generating dictionaries and other learning resources. Furthermore, in spite of several initiatives, India has a significant shortage of qualified language instructors. It is necessary to enhance language instruction by making it more immersive and emphasizing conversational and interactive language skills rather than merely language grammar, literature, and vocabulary.

Increased use of the mother tongue/local language as a medium of teaching and/or bilingual programming are planned for HEIs and higher education programs in order to boost GER and encourage the vitality, strength, and use of all Indian languages. Additionally, Indian language instruction and/or bilingual programs would be promoted and rewarded at private higher education institutions. Bilingual four-year B.Ed. dual degree programs will also be beneficial, for example, in preparing cadres of math and science teachers to teach science in multilingual classrooms across the nation.

In an effort to save endangered Indian languages as well as the rich local arts and cultures that go along with them, all Indian languages will have their literature documented via a web-based platform, portal, or wiki. Video, dictionary, audio, and other materials featuring people

(particularly seniors) speaking the language, narrating tales, reciting poetry, acting out plays, dancing to traditional music, and more will be available on the platform. By providing pertinent content to various platforms, websites, and wikis, people from all over the nation will be encouraged to support these efforts. Collaborating with communities nationwide, universities and their research teams will enhance these kinds of platforms. NRF funding will support these preservation activities as well as related research projects in history, archaeology, linguistics, etc.

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IMPORTANCE OF SKILL DEVELOPMENT IN THE WORLD

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Abstract :

Skill development can contribute to structural transformation and economic growth, and help countries become more competitive. It's important to develop skills as it helps you improve the attributes and qualities that are essential for effective workplace performance. Personal development can help you maximize your potential and achieve your career goals in record time by developing these skills. The main aim is to provide the country's young people with adequate skills that will help them secure jobs in relevant sectors and increase productivity. The development of a country depends heavily on skills and knowledge that enable individuals and communities to participate effectively in economic, social, and political activities. Economic growth is necessary for skills and knowledge to be effective in driving economic growth.

Key Words : Skill Development

Introduction

Degree and skill are essentially the same things. A person must have a degree and the ability to achieve something. A degree without talent is as meaningless as a skill without a degree. Both must coexist for the battle of the fittest to occur. A degree is just the certified verification of an individual's expertise. Every person with the ability may not be able to obtain the degree. Likewise, not every university graduate is necessarily skilled. The degree or expertise required is determined by the company, the nature of the position, and so on. In general, which criteria is more important: the degree or the skill? Or will graduation become Irrelevant in the age of life-skill-based education? Let's get to know them in detail.

Skill development -

Skill development is the acquisition of new skills. This can be formal or informal. It is a lifelong process. In this article, we have a lot to say about skill development, which is very helpful for anyone who is thinking about a specific career path.

Importance of skill development -

Skill development plays an important role in today's fast-changing world. Skills are needed to keep up with the changing world. The pace of change is so rapid that people need more skills to compete in the job market and succeed in life. Skill development is vital for economic growth and

social stability. You may be wondering what is the importance of skill development with respect to economic growth, unemployment and social stability.

Developing skills can help people find jobs. Having the right skills can make it easier for people to launch their own businesses or find jobs they enjoy. Investing in skills development can help companies retain their employees and reduce employee turnover costs, such as recruiting, training, and lost productivity. Employee turnover is when people leave their jobs quickly, and it costs businesses money and lowers productivity in companies with high turnover rates.

Skill based education be combined with a standard academic curriculum :

Life skills-based education fosters and enhances the art of learning, allowing students to excel academically and in the modern world. Learning via action is also a component of this system for improving the mental process underlying skill improvement.

This is a sophisticated approach to learning, applying, and developing abilities acquired through experience and understanding the learning system. The strategy encourages pupils to think, evaluate, and apply what they have learned. This contemporary learning style will assist students in developing motivated autonomous intellects and preparing them for future difficulties. The world is shifting swiftly as economies grow, and the nation requires a qualified workforce to propel it forward. Skills are essential in many areas to boost production as needed. Most schools and universities in India only offer formal schooling with a set curriculum. However, they exclude skill-based education, regarded as short-term vocational training. As a result, we may conclude that graduation and skill-based education are required for the best-imagined future.

Skill based learning :

Skill-based learning develops students through hands-on practice and real-world application. Specific skills -- reading, writing, speaking and overall literacy progression, for example -- are both taught and intuited through repeated situational exposure and demonstration.

Skill-based education ensures a learner's competency, flexibility and, therefore, overall value, ingraining the new skill while also awakening a recognition of its portability from one area of interest to another.

A worldwide revolution has made almost every classroom and workplace dependent on technology, highlighting the vital importance of literacy, ethical decision-making and clear communication in the field. Technology's ubiquity helps explain skill-based learning's emphasis in the 21st century. Beneficial to students, teachers, employees and employers alike, this style of learning is designed to target and sustain a higher level of retention.

Skill-based learning is utilized across an array of fields and subjects due to its malleability and proven benefit to the learner's proficiency in any workplace. Successfully harnessing a skill-

based approach to learning leads to personal and professional growth, bringing long-sought-after goals within reach. Developing these skills means boosting one's self-confidence, raising job satisfaction and improving one's adaptability.

The following are some of the advantages of skill-based education:

Flexibility:

Skill-based education gives students ownership of their learning and helps them close the comprehension gap. The evaluation, rather than grades, proves their proficiency. The education process is a beautiful advantage for dropouts since they may go ahead without the need for a gap. The framework depends on the individual; students direct their learning through examinations and hands-on projects.

Gaining experience:

Students are nurtured in skill-based education to become great leaders in the chosen sector. To support this process, students must think beyond academics and gain real-world skills. Unfortunately, these physical experiences are frequently missed in traditional teaching.

Improves Creativity:

A schooling system that combines skill-based learning improves children's creativity. Schools must encourage kids to participate in hobbies such as dance, singing, and sketching, as the benefits of doing so extend beyond learning those specific abilities.

Education with a purpose:

The conventional educational system has taught pupils to evaluate themselves regarding grades and test scores. Beyond test results, however, providing life skills-based education at a young age helps students prepare for the real world.

Children will learn about their talents and limitations relatively early in life thanks to the skill development they receive in school. Instead of concentrating only on passing tests and getting excellent grades in the near term, they will learn with a specific goal in mind.

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ROLE OF NEP – 2020 IN HIGHER EDUCATION

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Abstract :

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela

It is apt for all the time and precisely current time when our government visions of Viksit Bharat i.e.to make India developed nation @ 2047 exactly upto the 100th year of its Independence and the only mean to achieve it can be education. Since the Independence @1947 our government is constantly focusing and taking efforts for its betterment and effective deliverance at all stages Again our government has taken timely efforts by appointing different committees, commissions and acts and through their effective implementation it has achieved satisfactory success especially in case of earlier two levels of education. which resulted in the improved percentage of literacy in our country. One more distinctive effort that our government was taking and is taking upto the current time to systematize these efforts and achieve the goal upto the mark i.e. making Educational Policies and its effective implementation since the century ago i.e.since 1947. During the whole century three policies respectively in the years 1968(1st), 1986(2nd) and 2020(3rd) were planned, two amongst them were implemented successfully and one is ready for the same. Through these policies government tried for the all-pervasive development of all levels of education and through Right to Education Act, Sarv Shiksha Abhiyan and through its effective implementation our government achieved the betterment of primary and secondary level education to the great extent. Now its turn of higher education as it plays extremely important role in social well-being and can be the mean to achieve the goal of making our nation superpower @ 2047. It is mainly concerned with theeducation of crucial strength of our nation i.e. Youth who is our main human resource as our country is now well known as the country of youngsters; so,it's possible through their upliftment and development through education means higher education, so NEP-2020 has focused more on higher education and has given different insights, recommendations, and provisions for it.So,the current paper also aims to highlight the same.

Introduction:

We are living in the era of technology, advancement, globalization where outbreak of knowledge and knowledge - based societies are existing so to survive in it we should be strong

enough and one weapon that can be our savoir is education, and the same thing is advocated by many philosophers, educationists and social workers and reformerslike Nelson Mandela who said,

"Education is the most powerful weapon which you can use to change the world.It is the great engine of personal development.It is through education that the daughter of a peasant can become a doctor, that the son of mineworker can become the head of the minethat a child of farm workers can become the president ofa great nation."   **-Nelson Mandela**

In the above lines Nelson Mandela aptly underlines the importance of education in human life which means that education is the mean or weapon with which even an ordinary human being can become a successful, influential and superior one and can lead quality life and when individual becomes successful, he or she can progress the society and can directly indirectly change the world. In other words, we can say education is one of the basic needs of man without it no one is able to survive. Further as per Darwin's theory 'Survival of fittest'which implies that those who are strongest will survive in this current era we can little bit modify and say those who are educated and literate can only survive because current is the era where there is an outbreak of knowledge, and in such case, education is the only weapon and mean by which one can become strong and survive so it's a must. This is the fact universally accepted so our government since the independence in 1947 till the current date is focusing on it and trying for its better deliverance and development by sponsoring a variety of programmes to address the problems of illiteracy and it's eradication in both rural and urban India by formulating numerous committees and commissions, Institutes of Technologies (IIT) and Councils like NCERT which as an autonomous organization would advise both Union and State governments on formulating and implementing Educational Policies.

Furthermore, one of the commissions i.e. Kothari Commission (1964-1966) also recommended the same so the government headedby Prime Minister Indira Gandhi announced the first National Education Policy on Education in 1968 which called for a"radical restructuring". Then the second by Prime Minister Rajiv Gandhi in 1986 and the third by present Prime Minister Narendra Modi in 2020 which is the latest one so is crucial and so it is the central idea or mainly focused in present paper and discussed in great detail by taking into consideration more precisely the recommendations or guidelines it gives on higher education as it provides valuable insights and recommendations on various aspects of it as it can be the mean for the upliftment and development of our great strength i.e. youngsters who are our influential and crucial human resource who is our country's real strength, identity, and the crucial source to achieve the vision of our government i.e. to make India Viksit Bharat i.e. developed nation and superpower @2047. So the role of the current policy of education is important, it can become clear through its recommendations and provisions in it so the present paper focuses this very thing through the theme 'Role of NEP-2020

in higher education' by exploring the details.

Role of National Education Policy in Higher Education:

National Education Policy,2020(NEP-2020) is founded on the five guiding pillars namely Access, Equity,quality, Affordability and Accountability. It will prepare our youth to cope up with the diverse national and global challenges of the present time and future.

In Higher Education NEP-2020 provides valuable revelation about it and recommendations on various aspects of education that includes multidisciplinary and holistic education, institutional autonomy, promotion of quality research, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, blended pedagogy, valid reliable and blended assessment and availability of content in Indian languages. Let'sdiscuss all these aspects in detail one by one.

i)   Holistic Multidisciplinary Education:

NEP – 2020 emphasizes on providing multidisciplinary education to students, allowing themto choose subjects across various disciplines rather than restricting or confining them toa specific stream. In simpler terms this policy removes distinctions like streams and provides an autonomy to the learners to choose their favourite subjects from any stream in any combination. (e.g. Science and music, history and maths) not bothering for streams. So, in this way this policy is trying to remove the inequalities or discriminations made among the students on the basis of subjects or streams they pursue education through so it plays vital role in establishing and creating harmonious educational environment.

ii)   Flexibility in Curricular Structure:

This policy recommends implementation of flexible curricular structure including multiple entry and exit points that allow students to pursue education at their own pace and switch between different courses and programs. In simpler terms this policy provides autonomy to the learners to pursue education at their own paceand following their interest and choice without any academic loss they can shift from one course to another at any point of time. This autonomy will definitely prove helpful in reducing and turning the disinterestedness or somberness/boredom of students into favourable condition. So, it's role is again crucial as it will create favourable educational environment.

iii)   Autonomy:

The current policy grants autonomy to the institutions delivering higher education to design curricula, set academic standards and improve governance which will add to its effectiveness.

iv)   Skill development:

This policy focuses on skill development among the learners which will provide scope for their interest through the potential qualities and skills' development.it will again enhance

employability and entrepreneurship among youngsters. To achieve it NEP recommends integrating skill development programmes(the short term 2/4 creditskill- basedcourses) to be designed and implemented by higher education institutions.

v)   Promotion of Research and Innovation:

This policy stressed the promotion of research and Innovation so recommended establishment of a National Research Foundation(NRF) to promote research culture, innovation and collaboration among higher education institutions. Further it focuses on encouragement of research and innovation through initiatives such as National Educational Technology Forum(NETF) and National Educational Alliance for Technology(NEAT).

vi)   QualityEnhancement:

NEP-2020 aimed at enhancing the quality of higher education so it recommended the setting up of Higher Education Commission of India (HECI) to regulate and maintain the quality of Institutions delivering it. In addition it suggested the modification or upgradation of accreditation and assessment mechanisms to ensure continuous quality improvement in higher Education which will definitely bring expected improvements and betterment of condition,level and quality of both higher education and concerned Institutions and so the role of this policy is very important from the quality enhancement point of view.

vii)   Internationalization of Higher Education:

This policy focuses on the development of higher education and wants it to globalize so nothing but internationalization of it can be the only effective mean so it recommended the promotion of International collaboration and partnerships to enhance the quality and relevance of higher education. In order to achieve it current policy recommended facilitation of student and faculty exchange programs, joint research projects and academic collaborations with foreign universities. Of course, it will fulfil it's aim of making India a global knowledge superpower therefore it's role will be pivotal.

viii)   Teacher Training and Development:

As teacher is the mediator between the learners and the system and again the deliverer of knowledge he is the central figure, game changer and important factor in the process and again a sensitive one so its development is crucial that can lead towards the achievement of goal of development of educational process and system and this very fact is taken into consideration in this policy so there is recommendation of introduction of rigorous teacher training programs and continuous professional development opportunities to enhance the quality of teaching in higher education. Inadditionit recommends the integration of technology enabled teaching and learning methods to improve pedagogical practices.

ix)   Promotion of Indigenious KnowledgeSystems:

NEP-2020 recommends promotion of Indigenious Knowledge Systems for the

development of higher education and for that it suggested recognition and promotion of indigenious knowledge systems, languages and cultural heritage in higher education curriculum and research. Further it recommended the inclusion of different Indian languages (different regional languages /native languages/mother tongues/dialects) as a medium of education for the learners.So, the hurdles or barriers like medium of education can not hinder the learners' learning and achievement.

x)   Financial Support and Inclusivity:

In India percentage of learners completing higher education is not that satisfactory and there are so many reasons/causes of it one important of them is financial inability, economic incapability and some other disabilities and social causes so all these are focused or taken into consideration in this policy so recommendations and provisions are made for financial support and inclusivity by making provision of financial assistance and scholarships to ensure equitable access to higher education for all socio-economic groups including marginalized communities. In addition to it there are recommendations for special provisions for students with disabilities to facilitate their participation and success in higher education. Which will definitely result into the growing percentage of highly educated individuals.

Conclusion:

In this way we can say thatthese provisions made in NEP-2020   aim to transform the higher education landscape in India by promoting inclusivity, quality, innovation, skill development, employability and entrepreneurshipand global competitiveness. They reflect a comprehensive approach to address the diverse needs and challenges of higher education institutions and stake holders in the country. Further their effective implementation will help to fulfil the vision of our government of transforming our nation from developing to developed nation and becoming super power.

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INDIA'S EDUCATION POLICIES: PAST, PRESENT & FUTURE PAST

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Abstract

National Policy on Education (NPE) of 1968The objectives and strategies outlined in the National Policy on Education (NPE) of 1968 aim to address various challenges and promote the development of the education system in India. Here is a summary of the key objectives and strategies presented in the document:

The National Policy on Education 1968 laid the foundation for subsequent reforms and policies in the field of education in India. It served as a guiding framework for the development of the education system, aiming to make it more inclusive, equitable, and responsive to the needs of a diverse population.

Introduction

The future of NEP 2020 holds the potential to usher in a new era of education in India, characterized by holistic development, flexibility, innovation, and global engagement. However, realizing this vision will require concerted efforts from policymakers, educators, students, and other stakeholders to implement and sustain the reforms outlined in the policy.

Objectives:

- Universal Elementary Education: The primary objective is to provide free and compulsory education to all children up to a certain age, ensuring equal opportunities for education for all.

- Removal of Disparities and Promotion of Equality: The policy seeks to eliminate disparities based on social, economic, and regional factors, promoting equality in educational opportunities.

- Improvement of Quality: Enhancing the quality of education at all levels is a fundamental objective, focusing on curriculum development, teacher training, and educational infrastructure.

- Relevance and Adaptation: The NPE aims to make education more relevant and adaptable to the needs of society and the changing economic landscape, ensuring that it prepares students for practical life.

- Promotion of Science Education: Recognizing the importance of scientific and

technological advancements, the policy emphasizes the promotion of science education and research.

- Integration of Vocational Education: There is a focus on integrating vocational education into the mainstream curriculum to equip students with practical skills for employment and self-reliance.

- Adult Education: The policy aims to address the problem of illiteracy and promote adult education programs to provide opportunities for lifelong learning.

- Promotion of Social and National Integration: Education is seen as a tool for promoting social cohesion, national unity, and integration, fostering values of secularism, democracy, and social justice.

The National Policy on Education 1968 laid the foundation for subsequent reforms and policies in the field of education in India. It served as a guiding framework for the development of the education system, aiming to make it more inclusive, equitable, and responsive to the needs of a diverse population.

(2)   National Policy on Education (NPE) of 1986

The National Policy on Education (NPE) of 1986 in India was a significant document that aimed to provide a framework for the development of education in the country. Here are the key objectives and strategies outlined in the policy:

Objectives:

- Universal Access to Education: Ensuring universal access to education for all children up to the age of 14 years and reducing disparities in access based on gender, socio-economic status, and geographic location.

- Improvement of Quality Education: Enhancing the quality of education at all levels by improving curriculum content, teaching methods, evaluation systems, and educational infrastructure.

- Promotion of Vocationalization of Education: Integrating vocational education into the mainstream curriculum to equip students with practical skills and enhance their employability.

- Equalization of Educational Opportunities: Addressing disparities in educational opportunities by providing special support to marginalized groups such as Scheduled Castes, Scheduled Tribes, and socially and economically disadvantaged communities.

- Promotion of Science and Technology Education: Fostering a scientific temper and promoting the study of science and technology to advance national development and

technological innovation.

- Nurturing Talent: Identifying and nurturing talent in various fields, including arts, culture, sports, and academics, to foster holistic development.

- Promotion of Social and National Integration: Using education as a tool for promoting social cohesion, national unity, and understanding among diverse cultural and linguistic groups.

- Protection of Environment: Integrating environmental education into the curriculum to create awareness about environmental issues and promote sustainable development practices.

Overall, the National Policy on Education 1986 provided a comprehensive framework for the development of education in India, with a focus on promoting universal access, quality, equity, and relevance in education to support the country's socio-economic development goals.

(3) National Policy on Education (NPE) of 1992

The National Policy on Education (NPE) of 1992 in India continued the trajectory set by earlier policies while introducing some new elements to address contemporary challenges. Here are the objectives and strategies outlined in the policy:

Objectives:

- Universal Access and Enrollment: Ensuring universal access to education for all children, especially those from marginalized and disadvantaged communities, and improving enrollment rates at all levels of education.

- Elimination of Disparities: Reducing disparities in educational opportunities based on gender, socio-economic status, caste, religion, and geographic location.

- Improvement of Quality: Enhancing the quality of education at all levels by improving curriculum content, teaching methodologies, assessment systems, and educational infrastructure.

- Relevance and Vocationalization: Making education more relevant to the needs of society and the economy by integrating vocational education and skill development programs into the mainstream curriculum.

- Modernization and Technological Integration: Promoting the use of modern educational technologies, including computers, multimedia, and the internet, to enhance teaching and learning outcomes.

- Promotion of Science and Technology Education: Fostering a scientific temper and promoting the study of science, mathematics, and technology to advance national

development and technological innovation.

- Promotion of Languages and Culture: Preserving and promoting linguistic and cultural diversity by ensuring the availability of education in regional languages and promoting the study of Indian heritage and culture.

- Environmental Education: Integrating environmental education into the curriculum to create awareness about environmental issues and promote sustainable development practices.

The National Policy on Education 1992 aimed to address the evolving needs of the Indian education system and society while building upon the foundational principles established in earlier policies. It sought to promote universal access, equity, quality, and relevance in education to support the country's socio-economic development goals.

Present:

(1)   National Policy on Education (NPE) of 2020

The National Education Policy (NEP) 2020 is a comprehensive framework for the transformation of the education system in India. Here are the objectives and strategies outlined in the policy:

Objectives:

- Universalization of Early Childhood Care and Education (ECCE): Ensuring access to quality early childhood education for all children aged 3-6 years.

- Foundational Literacy and Numeracy: Ensuring that every child achieves foundational literacy and numeracy by Grade 3.

- Quality Education: Enhancing the quality of education at all levels by improving curriculum design, pedagogy, assessment methods, and teacher training.

- Equity and Inclusion: Addressing disparities in educational access and outcomes based on gender, socio-economic status, geography, and disability.

- Vocational Education and Skill Development: Integrating vocational education and skill development programs into the curriculum to promote employability and entrepreneurship.

- Multidisciplinary and Holistic Education: Promoting a multidisciplinary approach to learning and holistic development of students, including cognitive, social, emotional, and ethical aspects.

- Promotion of Indian Languages and Culture: Encouraging the study and preservation of Indian languages, arts, and culture to promote national integration and diversity.

- Integration of Technology: Leveraging technology for educational purposes, including e-

learning platforms, digital resources, and educational apps, to enhance access and quality of education.

- Teacher Training and Professional Development: Enhancing the quality of teacher education and training programs to improve teaching effectiveness and support continuous professional development.

- Promotion of Research and Innovation: Fostering a culture of research and innovation in education to improve teaching methods, curriculum design, and educational policies.

- Flexibility and Choice: Providing flexibility and choice in the educational pathways, allowing students to pursue diverse interests and talents.

- Governance and Management Reforms: Strengthening governance and management structures to ensure effective implementation of educational policies and programs at all levels.

Overall, the National Education Policy 2020 aims to transform the education system in India to meet the needs of the 21st century and prepare students for the challenges and opportunities of the future. It emphasizes access, equity, quality, flexibility, and relevance in education to support the holistic development of every learner.

Future:

Future Directions:

The future of the National Education Policy (NEP) 2020 in India holds significant promise for transforming the education landscape in the country. Here are some potential developments and outcomes that may shape the future of NEP 2020:

- Implementation and Execution: The successful implementation of NEP 2020 will be crucial for its effectiveness. This involves translating policy objectives into actionable initiatives at various levels of the education system, including central and state governments, educational institutions, and local communities.

- Holistic Development of Students: NEP 2020 emphasizes the holistic development of students, including cognitive, social, emotional, and ethical aspects. The future of NEP 2020 will likely see a shift towards more learner-centered approaches that focus on nurturing the overall well-being and capabilities of students.

- Flexibility and Choice: NEP 2020 advocates for flexibility and choice in education, allowing students to choose their subjects and pathways based on their interests and aptitudes. In the future, there may be greater diversity in educational offerings, including interdisciplinary programs, vocational courses, and experiential learning opportunities.

- Technology Integration: NEP 2020 emphasizes the integration of technology in education to enhance access, equity, and quality. The future of NEP 2020 will likely see continued advancements in educational technology, including the widespread adoption of digital resources, e-learning platforms, and adaptive learning technologies.

- Skill Development and Employability: NEP 2020 places a strong emphasis on vocational education and skill development to enhance employability and entrepreneurship among youth. In the future, there may be greater alignment between education and industry needs, with a focus on developing practical skills and competencies that are in demand in the job market.

- Environmental Sustainability: NEP 2020 incorporates environmental education and sustainability into the curriculum to create awareness and promote sustainable practices among students. In the future, there may be increased emphasis on environmental literacy and action-oriented learning experiences that empower students to address environmental challenges.

- International Collaboration: NEP 2020 emphasizes the importance of international collaboration and partnerships in education. In the future, there may be increased exchange programs, research collaborations, and cultural exchanges with other countries, enriching the educational experience and promoting global citizenship.

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VOCATIONAL EDUCATION IN INDIA: NEED OF THE HOUR

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Abstract:

This paper emphasis on vocational education in India with respect to the global scenario. It focuses on the meaning, need, significance and objectives of the vocational education. It also highlights the role of National Education Policy 2020 in reimaging vocational education.

Key Words: Vocational Education, National Education Policy 2020

Introduction

Unemployment has several adverse effects, including economic, social, and psychological impacts. It can lead to a decrease in consumer spending, hindering economic growth. Socially, it may contribute to poverty, crime, and social unrest. Psychologically, individuals may face stress, anxiety, and a loss of self-esteem due to joblessness. Additionally, it can strain social safety nets and challenge the overall well-being of the population. Unemployment Rate in India is 6.78 percent in January 2024. To overcome this issue, vocational education in India is need of the hour.

Vocational education

Definitions

1. Education that is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programmes leads to labour-market relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

2. Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Vocational education also addresses the demand for skilled workers in various industries, contributing to a well-equipped and adaptable workforce. Secondly, it offers an alternative path for individuals who may not thrive in traditional academic settings, providing them with practical skills for employment. Additionally, vocational education helps bridge the gap between education and the labour market, promoting economic growth and reducing unemployment by producing professionals with industry-relevant skills. It is a vital component in fostering a diverse and

resilient workforce to meet the evolving demands of the global job market.

Vocational education varies widely across the globe, with each country having its own system and priorities. Some nations, like Germany and Switzerland, place a strong emphasis on vocational training, integrating it with traditional education. In contrast, others may prioritize academic routes over vocational paths. The effectiveness and acceptance of vocational education also depend on societal attitudes and economic needs within each region. Overall, it plays a crucial role in preparing individuals for specific careers, contributing to workforce development on a global scale.

In India, vocational education plays a crucial role in addressing skill gaps and promoting employment. The National Skill Development Corporation (NSDC) and other initiatives aim to enhance vocational training across various sectors. Programs like Skill India focus on skill development, offering courses in areas like IT, healthcare, construction, and more. Despite progress, challenges such as infrastructure limitations and the need for increased industry collaboration persist. The government continues to invest in vocational education to empower individuals and boost economic growth.

Objectives of vocational education:

Vocational education aims to equip individuals with practical skills and knowledge relevant to specific trades or occupations. The objectives include:

Skill Development:

Provide hands-on training to develop specific skills required for particular jobs or industries.

Employability:

Enhance job prospects by aligning education with industry needs, making individuals more marketable to potential employers.

Career Readiness:

Prepare students for the workforce by instilling a practical understanding of their chosen field and its professional requirements.

Industry Relevance:

Ensure that the curriculum reflects current industry standards and technological advancements to keep graduates up-to-date with the demands of the job market.

Entrepreneurship:

Foster an entrepreneurial mindset by encouraging the development of business and problem-solving skills, enabling individuals to start and manage their ventures.

Adaptability:

Equip learners with the ability to adapt to evolving workplace environments, promoting

flexibility and lifelong learning.

Reducing Skills Gap:

Address the gap between the skills demanded by industries and those possessed by the workforce, contributing to economic development.

Inclusivity:

Provide education opportunities for individuals who may not pursue traditional academic paths, catering to diverse learning styles and abilities. Social Mobility: Act as a tool for social and economic mobility by offering pathways for individuals to enter and progress within various professions.

Personal Development:

Cultivate personal and professional growth, emphasizing qualities such as teamwork, communication, and problem-solving in addition to technical skills.

Role of National Education Policy 2020 in Reimagining Vocational Education The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education.

This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into

higher education. It will ensure that every child learns at least one vocation and is exposed to several more.

This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India 's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets.

The development of vocational capacities will go hand-inhand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor 's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.

The possibility of offering vocational courses through ODL mode will also be explored. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization.

This Framework will provide the basis for Recognition of Prior Learning. Through this,

dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education. A well-rounded education system should balance vocational education with academic studies to provide a holistic learning experience for individuals and strengthen the Nation!

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INDIAS EDUCATION POLICY IN PAST PRESENT AND FUTURE

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Abstract

Education in India has seen a frequent changefrom the history to the present. Education is notjust learning the subjects like history, economics,mathematics, science, et cetera, but gainingrelevant skills. Education helps to utilizeresources successfully. Through the enhancementof education, individuals can gain knowledge andskills related to each subject. Through thedevelopment of education, a country can foster resources and development can be achieved.India has now come up with new policies relatedto the education sector. Journey through the national education policy provides an overall viewof all the policies which were introduced in India. In this particularresearch article, an outlook is provided overfocus on three major national educationpolicies introduced by the Government of India. in 1968 1986 and now in 2020.

Key words: Education, Policy,National, Resolutions.

Introduction.

The Policy covers elementary, education to higher education in both rural and urban India. The First National Education Policy was promulgated by the Government of India by Indira Gandhi in 1968 .The second by the Prime Minister Mr. Rajiv Gandhi in 1986 and Narendra Modi in 2020.In past National Education Policy in 1968 . It was Governed by Indira Gandhi.. Based on Kothari Commission.(1964-67)Was Famous for- radical reconstructivity - equal educational opportunities.

Resolution of NPE 1968.

The Education Policy in India Since Independence.

1.   Free and compulsory education for all children up to the age of 14 years.

2.   Improvement in status emoluments and competence of the teachers.

3.   Three languages formulas Hindu Sankrit and International languages spelkrityEnglish should be emphasized.

4.   Equal education opportunities to all sections of society

5.   Subjects, Science and maths should be the integral part of General education till end of the school

6.   Agricultural and Industry education

7.   The quality of books should be improved.

8.   Facilities for technical and vocational education at this stage.

9.   Adult educational program

10.   It would beadvantageous to have a broad uniform educational structure as 10+2+3.

11.   The Govt. of India would review every five years the progress of the present policies.

In present National Policy on Education 1986

Modification of NPE 1968.. About removal of disparities..To provide educational opportunities.. Especially woman / backward and minority classes.

Importance

1.   Education for equality ie education to women. SC/ST/OBC/ Minorities / Handicapped. Early childhood care and education.

2.   Use of technology in education ie computer literacy.

3.   Emphasis on child centeredapporach in Primary education through operationa blackboard. [2 classroom use in all weatheratleast 2 teachers] blackboard map chart, necessary toys and games .

4 .   Non formal education

5.   Rural University based on Gandhian basic education.

6.   Vocational education; Self employmentlinkage In get of degree with occupation. In10+2+3education structure 10 as(5+3+2).Institutes will be Strenghtened UGC, AICTE, NCERT etc.

 Main Resolutions. 1986

Operation Blackboard was lauched by NPE. 1986 to expand primary educatter nationwide. That's why the NPE 1986 was known as "Child centered approach."

1.   Make provision for the teachers from SC, ST, employment back ground. of

2.   Expand scholarship to encourage every pupil.

3.   Promote adult education as well as introduced open universities. [IGNOU established in 1985]

4.   Sarv Shiksha Scheme Abhiyaan, Mid Day meal, NavodayaVidyalaya, NVS, KendriyaVidyalaya and use of information and technology in education has started by NPE .

5.   National Curriculum Framework should be developed nationwide [grading system)

6.   It recommended to strenghten the Institution of National imporatancelike UGC, NCERT, AICTE, NIEPA etc.

7.   It has more emphasis on women empowerment, women literacy, status of women and technical and vocational women education.

8.   Recommend to provide all facilities in the area where people of SC and ST lives.

9.   Incentives should be provided to tribal families to send their child to school.

National Policy Education 1992

By the Government of PV Narshima RaoBased on Ram Murthi Commission led bychairperson Shri Janardhan Reddy. Modification of NEP 1986 only the minor changes were changed.

Resolution

1.   To accept + 2 level as part of school education.

2.   Greater emphasis was given on SamagraShakshartaAbhiyaan.

3.   Operation blackboard as 3 classroom and 3 teachers should be implemented on Upper primary classes.

4.   Poa 1992 was recognized as Common Minimum Programme in 2005.

5.   Adding common entrance exam for professional and technical programmes. It is also known as Revised National Policy.

Future

*   Newest Educational Policy 2020.

1.   Approved on 29th July 20 2020.

2.   By the Government of Narendra Modi.

3.   Is replacement of NPE 1986 after 34 years.

4.   It is First Education Policy by B.J.P. Government.

1.   The Nation Education Policy to change the School's academic structure from (10+2) years of school format to [5+3+3+4] format.Five years as Foundation stage. 3 years. for Nursery , LKG, UKG 2 years for Class 1 & 2
     Three years :-Primary School. for class 3 to 5.Three years :- Middle School ie 6 to 8 class. Four Years Secondary School 9 to 12 class.

2.   The Undergraduate UG degree structure will be available for 3 and 4 years duration. It now has multiple entry and exit options.

3.   The Higher Educational institutes now will have the option of offering 1 year master degree under NEP 2020.

Under NEP 2020

•   A certificate after completing of 1 years study. Diploma after completing 2 years study
A Bachelor after completing of 3 year programme and 4 years disciplinary "Bachelor's degree (the preferedoption) 4 Govt to discontinue in M. Phil. 5. There will be I year master degree between arts and commerce and sciences. between curricular and extracurricular activities between vocational and academic streams etc. [to eliminate harmful hierarchies among the silos between different areas of learning.

Conclusion.

The New Education Policy Much Needed and comprehensive reform that aimed forms for the Indian Education system into more inclusive, flexible and learner centric one. The New policy is designed to address the current challenges and gaps in education sector and provide quality education to all sector of their socio. economic background. And In future Education will take place only by Robots. Students have therefore no need to go to school can study in home itself through Online or department of technical inworldwide, nationwide.

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COMPARATIVE ANALYSIS OF 1986 AND 2020 NATIONAL EDUCATION POLICIES IN INDIA

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Abstract

This research article meticulously examines the old (1986) and new (2020) National Education Policies (NEP) of India, dissecting their objectives, methodologies, and potential implications. It sheds light on the pivotal shifts in educational paradigms and their repercussions on the Indian education system.

Important Words : National Education Policy (NEP), Educational Paradigms, Indian Education System.

Introduction

The National Education Policy (NEP) holds a paramount position in shaping the trajectory of educational progress in India. Serving as a guiding framework, it sets the tone for reforms and advancements in the realm of education. The release of the 2020 version marked a significant milestone, introducing substantial changes and ushering in a new era of educational transformation. Consequently, a meticulous examination of the disparities between the 1986 and 2020 NEP becomes imperative to grasp the evolution of educational strategies and their implications for the Indian education landscape.

This article embarks on a comprehensive exploration of both the old (1986) and new (2020) NEP, scrutinizing various facets encompassing their objectives, methodologies, and anticipated outcomes. By delving into the core principles and strategies outlined in each policy, this research endeavors to unravel the underlying shifts in educational paradigms and their potential ramifications. Through this analysis, we aim to gain deeper insights into the trajectory of educational reforms in India, discerning the key drivers and challenges shaping the contemporary educational discourse.

The evolution of the Indian education system mirrors the dynamic interplay of societal needs, economic imperatives, and global educational dynamics. Over the years, the landscape of education in India has witnessed profound transformations, driven by a multitude of factors ranging from technological advancements to shifts in pedagogical paradigms. Against this backdrop, the National Education Policy (NEP) of 1986 emerged as a seminal milestone, laying a sturdy foundation for the modernization of education and the democratization of access to schooling.

The 1986 NEP, with its emphasis on universal elementary education, vocational training,

and regional language promotion, represented a pivotal step towards addressing the prevailing disparities in educational access and quality. By prioritizing decentralization and community involvement, it sought to empower grassroots stakeholders and foster a more inclusive educational ecosystem. However, as the 20th century drew to a close and the dawn of the 21st century loomed, new challenges and opportunities began to emerge on the educational horizon.

The onset of the 21st century brought with it a wave of unprecedented changes and disruptions, reshaping the contours of the global educational landscape. Rapid advancements in technology, evolving economic imperatives, and shifting societal aspirations underscored the need for a recalibration of India's educational framework. Against this backdrop of change and innovation, the government embarked on a journey to overhaul the educational paradigm with the introduction of the 2020 NEP.

The 2020 NEP embodies a courageous and ambitious effort to reshape the Indian education system, aligning it with the demands of the modern era. With its visionary goals and transformative strategies, the policy seeks to transcend the constraints of the past and embrace the opportunities of the future. By embracing concepts such as experiential learning, digital integration, and vocational education, the 2020 NEP aims to equip learners with the skills and competencies needed to thrive in an increasingly complex and interconnected world.

In essence, the transition from the 1986 NEP to the 2020 NEP symbolizes a paradigm shift in India's approach to education. This evolution not only demonstrates the shifting educational priorities and methodologies but also highlights the nation's unwavering commitment to harnessing education's transformative power for the betterment of its populace and society as a whole. As India continues its journey towards becoming a global knowledge economy, the 2020 NEP stands as a beacon of hope and possibility, ushering in a new era of educational excellence and innovation.

1986 NEP: A Bridge to Accessibility and Equity:

The National Education Policy (NEP) of 1986 emerged as a pivotal milestone in India's educational landscape, aimed at addressing the multifaceted challenges of ensuring widespread access, equity, and quality in education. At its core, the 1986 NEP sought to serve as a bridge towards fostering accessibility and equity across all levels of the education system.

One of the primary objectives of the 1986 NEP was to prioritize universal elementary education, recognizing it as the cornerstone of a well-rounded educational foundation for every child. By placing a strong emphasis on expanding primary education infrastructure and ensuring the availability of qualified teachers, the policy endeavored to break down barriers to access and pave the way for universal enrollment.

Moreover, the 1986 NEP recognized the crucial role of vocational training in empowering individuals with practical skills and competencies necessary for gainful employment. Through the

promotion of vocational education alongside traditional academic pathways, the policy aimed to cater to the diverse aspirations and career trajectories of students, thus fostering greater inclusivity and relevance in the education system.

Furthermore, the 1986 NEP underscored the importance of linguistic and cultural diversity by advocating for the promotion of regional languages in education. By embracing linguistic plurality and encouraging the use of regional languages as mediums of instruction, the policy sought to ensure that education resonated with the cultural identities and linguistic backgrounds of learners, thereby promoting a more inclusive and culturally responsive learning environment.

In addition to its substantive reforms, the 1986 NEP championed the principles of decentralization and community involvement in educational governance. Recognizing that effective decision-making and implementation require grassroots participation and ownership, the policy emphasized the empowerment of local communities in shaping educational policies and programs tailored to their unique needs and contexts.

In essence, the 1986 NEP served as a bridge towards fostering accessibility and equity in education by prioritizing universal elementary education, promoting vocational training, embracing linguistic diversity, and advocating for decentralization and community involvement. By addressing these fundamental pillars of educational development, the policy laid the groundwork for a more inclusive, responsive, and empowering education system that aimed to serve the diverse needs and aspirations of all learners across the nation.

2020 NEP: Reimagining Education for the 21st Century:

The 2020 National Education Policy (NEP) heralds a transformative era in the Indian education system, presenting a paradigm shift in educational priorities and methodologies. This watershed moment is marked by a visionary outlook towards education, aiming to equip learners with the skills and competencies needed to thrive in the rapidly evolving 21st-century landscape. Central to the 2020 NEP's vision are a multitude of transformative changes designed to overhaul the educational framework and foster holistic development among learners. These changes include:

1.   Restructuring School Curricula: The policy advocates for a departure from rote learning towards a curriculum that emphasizes conceptual understanding, critical thinking, and holistic development. By transcending traditional teaching methods, the aim is to nurture learners who can apply their knowledge creatively and analytically in real-world contexts.

2.   Promoting Holistic Learning: Recognizing the importance of a well-rounded education, the 2020 NEP emphasizes the integration of physical education, arts, and life skills into the curriculum. By fostering creativity, physical well-being, and emotional intelligence, the policy seeks to develop individuals who are not only academically proficient but also socially and emotionally resilient.

3.   Integrating Technology: Embracing the digital age, the policy advocates for the integration of technology in education through digital learning platforms, ICT-enabled classrooms, and online resources. By harnessing the power of technology, the aim is to enhance accessibility, engagement, and personalized learning experiences for all students.

4.   Emphasizing Vocational Education: Recognizing the changing nature of the job market, the 2020 NEP emphasizes vocational education and skill development. By aligning educational pathways with industry needs, the policy aims to equip students with practical skills and competencies that are relevant to the evolving job landscape.

5.   Promoting Multilingualism and Flexibility: Acknowledging India's linguistic diversity, the policy promotes multilingualism and offers flexibility in subject selection. By allowing students to choose subjects based on their linguistic backgrounds and individual interests, the aim is to foster a more inclusive and culturally responsive educational environment.

6.   Shifting towards Outcome-Based Education: Moving away from rote memorization, the policy advocates for outcome-based education that assesses not just knowledge but also critical thinking, problem-solving, and real-world application of skills. By focusing on learning outcomes, the aim is to develop learners who are capable of adapting to dynamic challenges and contributing meaningfully to society.

In essence, the 2020 NEP represents a bold and comprehensive effort to redefine education in India, with a strong emphasis on holistic development, technological integration, vocational readiness, linguistic diversity, and outcome-based learning. By embracing these transformative changes, the policy aims to equip learners with the skills, knowledge, and mindset needed to navigate the complexities of the modern world and contribute positively to society.

Conclusion:

This comparative analysis offers a deep insight into the significant advancements and paradigm shifts witnessed in the educational landscape between the 1986 and 2020 National Education Policies (NEP). While the 1986 NEP established a sturdy foundation for ensuring universal access to education, the 2020 NEP represents a response to the evolving demands of the 21st century by prioritizing innovation, creativity, and the cultivation of lifelong learning skills.

The contrast between the two policies is stark: the former focused on addressing basic educational needs and expanding access, while the latter embraces a more holistic approach that aims to equip learners with the skills and competencies needed to thrive in a rapidly changing world. By emphasizing innovation and creativity, the 2020 NEP seeks to foster a culture of inquiry, critical thinking, and problem-solving, preparing learners to navigate the complexities of the modern global landscape.

However, the realization of the lofty goals outlined in the 2020 NEP hinges on effective implementation and concerted efforts from various stakeholders. Challenges such as infrastructure

development, equitable access to education, and the provision of quality teacher training must be addressed to ensure the successful execution of the policy. Without adequate infrastructure and resources, the transformative potential of the 2020 NEP may remain unrealized, leaving many learners underserved and marginalized.

Achieving the objectives of the 2020 NEP requires a collaborative effort from policymakers, educators, and other stakeholders. It is imperative for policymakers to formulate clear strategies and allocate sufficient resources to support the implementation of the policy. Additionally, educators must be provided with the necessary training and support to effectively implement the new pedagogical approaches outlined in the NEP.

Ultimately, the efficacy of the 2020 NEP in transforming the Indian education landscape will be measured by its ability to empower learners, foster inclusivity, and propel the nation towards a knowledge-based society. By nurturing a generation of lifelong learners equipped with the skills and knowledge needed to succeed in the 21st century, the policy has the potential to shape the future trajectory of India's educational journey and contribute to its socio-economic development on a global scale.
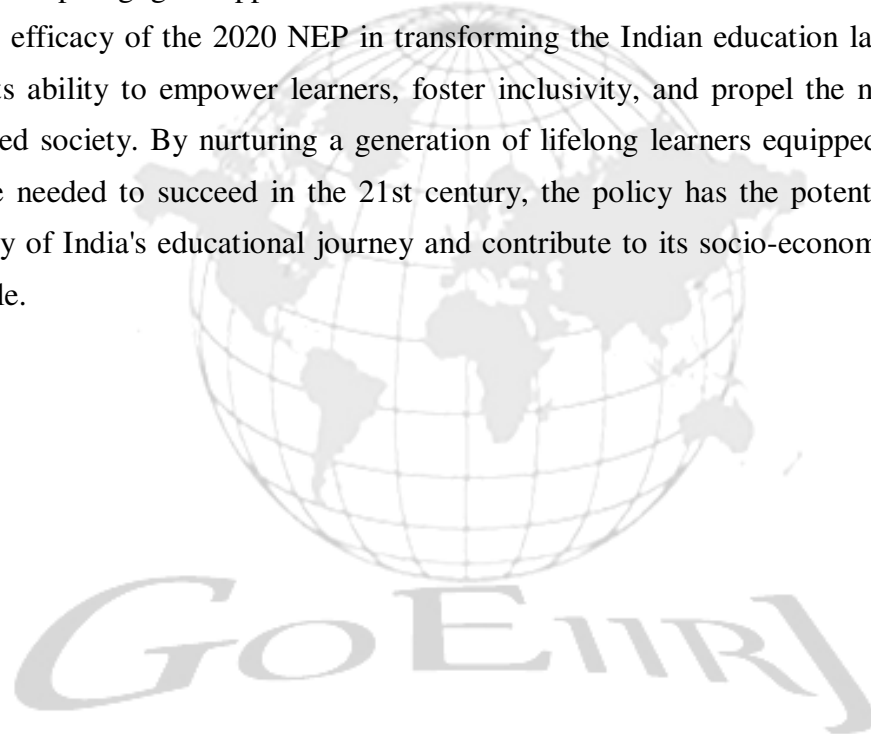
EDUCATIONAL POLICIES IN INDIA SINCE INDEPENDENCE

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Introduction

British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. The education system was first developed in the three presidencies (Bombay, Calcutta and Madras).By linking entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. In the early 1900s, the Indian National Congress called for national education, placing an emphasis on technical and vocational training. In 1920 Congress initiated a boycott of government-aided and government- controlled schools and founded several 'national' schools and colleges. These failed, as the rewards of British-style education were so great that the boycott was largely ignored.

Nehru's Vision for Education

- Local elites benefited from the British education system and eventually used it to expel the colonizers. Nehru envisaged India as a secular democracy with a state-led command economy.

- Education for all and industrial development was seen as crucial tools to unite a country divided on the basis of wealth, caste and religion, and formed the cornerstones of the anti-imperial struggle.

- Following Independence, school curricula were thus imbued with the twin themes of inclusiveness and national pride, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation.

- The legacies of this Nehruvian approach to education are considerable; perhaps most notable is the entrenchment of the pluralist/secularist perspective in the minds of the Indian people.

- Subsidized quality higher education through institutions such as the IITs and IIMs formed a major contribution to the Nehruvian vision of a self-reliant and modern Indian state, and they now rank amongst the best higher education institutions in the world.

- In addition, policies of positive discrimination in education and employment furthered the case for access by hitherto unprivileged social groups to quality education.

- It has been argued that while access for some marginalized communities continues to be limited, the upward mobility of a few Dalit and tribal households resulting from positive discrimination in educational institutions and state patronage has created role models that

help democracy survive in India.

The Kothari Commission

- Education for modernization, national unity and literacy drawing on Nehru's vision, and articulating most of his key themes, the Kothari Commission (1964-1966) was set up to formulate a coherent education policy for India.

- According to the commission, education was intended to increase productivity, develop social and national unity, consolidate democracy, modernize the country and develop social, moral and spiritual values. To achieve this, the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14.

- Other features included the development of languages (Hindi, Sanskrit, regional languages and the three-language formula) equality of educational opportunities (regional, tribal and gender imbalances to be addressed) and the development and prioritization of scientific education and research. The commission also emphasized the need to eradicate illiteracy and provide adult education.

- India's curriculum has historically prioritized the study of mathematics and science rather than social sciences or arts. This has been actively promoted since the Kothari Commission, which argued that India's development needs were better met by engineers and scientists than historians. The perception has remained that students only study social science or arts subjects as a last resort, though recently commerce and economics have risen in stature.

Need for Change - National Policy on Education

- In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE), which was intended to prepare India for the 21st century. The policy emphasized the need for change: 'Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.'

- According to the new policy, the 1968 policy goals had largely been achieved: more than 90 percent of the country's rural population were within a kilometre of schooling facilities and most states had adopted a common education structure. The prioritization of science and mathematics had also been effective. However, change was required to increase financial and organizational support for the education system to tackle problems of access and quality.Other Problems also Needed Addressing

- India's political and social life is passing through a phase that poses the danger of erosion to long- accepted values. The goals of secularism, socialism, democracy, and professional ethics are coming under increasing strain.

- The new policy was intended to raise education standards and increase access to education.

- To this end, the government would seek financial support from the private sector to complement government funds.

- The central government also declared that it would accept a wider responsibility to enforce 'the national and integrative character of education, to maintain quality and standards.

- The states, however, retained a significant role, particularly in relation to the curriculum. The central government committed itself to finance a portion of development expenditure, and around 10 percent of primary education is now funded under a centrally sponsored scheme. The key legacies of the 1986 policy were the promotion of privatization and the continued emphasis on secularism and science.

Another consequence of the NPE was that the quality of education in India was increasingly seen as a problem, and several initiatives have been developed since, in an attempt to counter this:

1. Operation Blackboard (1987) aimed to improve the human and physical resources available in primary schools.

2. Restructuring and Reorganization of Teacher Education (1987) created a resource for the continuous upgrading of teachers' knowledge and competence

3. Minimum Levels of Learning (1991) laid down levels of achievement at various stages and revised textbooks

4. National Programme for Nutritional Support to Primary Education (1995) provided a cooked meal every day for children in Classes 1-5 of all government, government-aided and local body schools. In some cases grain was distributed on a monthly basis, subject to a minimum attendance.

5. District Primary Education Programme (DPEP) (1993) emphasized decentralized planning and management, improved teaching and learning materials, and school effectiveness.

6. The movement to Educate All (2000) aimed to achieve universal primary education by 2010 through microplanning and school-mapping exercises, bridging gender and social gaps.

7. Fundamental Right (Article 21A) involved the provision of free and compulsory education, declared to be a basic right for children aged between 6 and 14 years.Other schemes specifically targeted at marginalized groups, such as disabled children, and special incentives targeting the parents within scheduled castes and scheduled tribes have also been introduced.

In 1992, when education policy was re- examined, the NPE was found to be a sound way forward for India's education system, although some targets were recast and some re-formulations were undertaken in relation to adult and elementary education The new emphasis was on the expansion of secondary education, while the focus on education for minorities and women

continued.

The development of non-formal education Despite Nehru's visions of universal education, and the intentions of the Kothari Commission to provide all young children with free and compulsory schooling, a significant proportion of India's young population remained uneducated by the 1970s. To address this problem, the Centrally Sponsored Scheme of Non-Formal Education was set up to educate school dropouts, working children and children from areas without schools. It started on a pilot basis in 1979 and expanded over next few years to cover ten educationally backward states.

The 1986 National Policy on Education built upon this scheme and recognized that a large and systematic programme of non- formal education was required to ensure access to elementary education. The NPE developed the system of non-formal education and expanded it to urban slums and other areas beyond the initial ten states. It also revised the system, involved voluntary organizations and offered training to local men and women to become instructors.
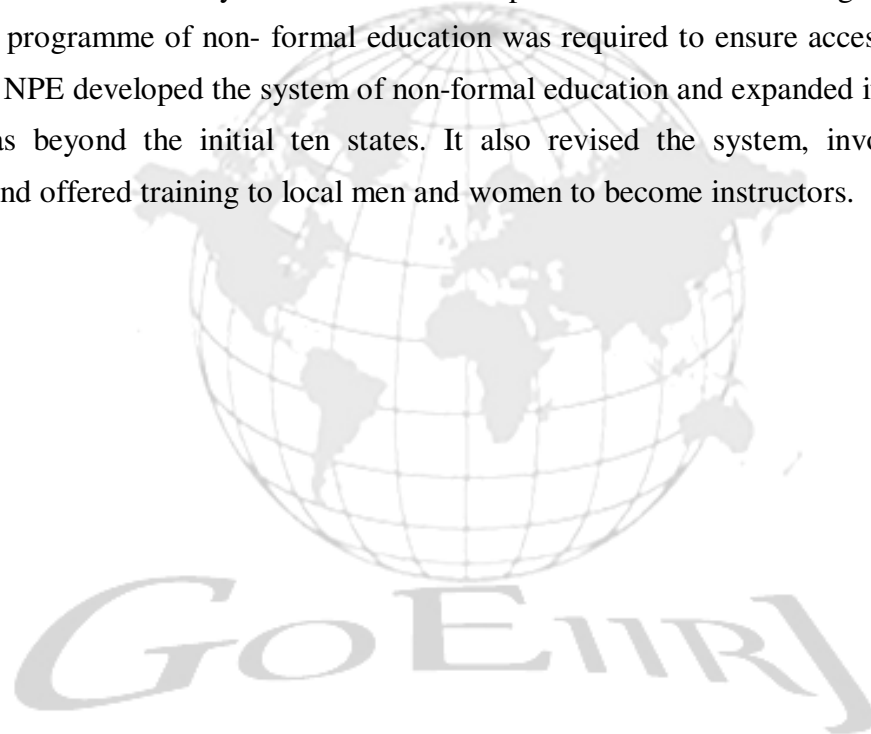
ROLE OF ICT IN PEDAGOGICAL TRAINING

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Abstract :

The Learning system in India is in a period of transition, with significant changes and reforms taking place across the board. With the use of information and communication technologies, this is now achievable. In all spheres of life, information and communication technology (ICT) have become widespread. The usage of ICT has radically transformed the practices and procedures of practically all forms of business and governance over the last twenty-five years. Education is a very social activity, and great education has always been associated with strong teachers who have a lot of one-on-one time with students. ICT in education allows for more student-centered learning environments. However, with the world rapidly shifting toward digital media and information, the function of ICT in education is becoming increasingly important. ICT in education allows for more student-centered learning environments. However, as the world rapidly moves toward digital media and information, the role of ICT in education is growing in importance, and this importance will continue to increase and develop in the twenty-first century. This study provides a literature analysis on the use of ICTs in education, which will benefit us in understanding the ICT aids that can assist stakeholders in delivering high-quality education. This paper will assist us in comprehending the notion of information and communication technology (ICT) and how it can benefit the teaching and learning process.

INTRODUCTION :

ICT is a knowledge handling, implementation and association research, technology, and engineering practice and technology management. ICT is used to treat information and its application. ICT stands for knowledge and communication technology. Information and communication technologies. In the educational environment, ICT is still commonly used. ICTs are popularly used for teachers, educators, managers and everyone interested with education. Teachers use ICT to render learning a quick and fascinating process. A professional teacher has multiple abilities and methods to instruct effectively. The growth and creation of teacher skills and expertise needs ICT and science & technology expertise. In this report, we concentrated on ICT's position in education for teachers.Considering the different pedagogical, psychological, religious, and political stances from which a class can be boarded, different strategies and efforts have been proposed for the duty of the teacher throughout history, which are considered to be the focus of the functioning of educational institutions and pedagogy (understanding pedagogy as the development

of the education process, that is to say the class itself). In this regard, Tenti (1994) states that "the educational system, despite its unfulfilled promises, constitutes an institutional network that contributed significantly to the social democratization process" and, in the order mentioned above, gives relevance to the role of educational institutions in the society.

Therefore, high results on standardized tests are not precisely a guarantee for the institution, and even less to society, that the objective of "comprehensive learning" is being accomplished; also, it cannot guarantee the minimization or elimination of the current index of corruption, violence, or any other social indicators that show the defects of the education system. Need of pedagogical education :One of the researchers said that Ideal teachers are individuals who make use of themselves as bridges from which their students are called to cross, have therefore made it easy to cross, collapsed with joy and inspired them to build their own bridges.But only if a teacher will inspire students using innovative inspirational instructional approaches can a teacher become a decent and perfect teacher.

Teaching is one of today's most demanding tasks. It needs a strong comprehension of topic subjects; curricula and standards; passion, a loving approach to learning; experience of discipline, instructional abilities and the will to bring a difference to young people's lives. For all pupils, excellent teachers set strong standards. Successful teachers have lesson schemes that give students a good picture about what they will understand, what the activities are and how they will graduate. These activities provide students enough opportunity to practice different abilities, and provide learning objectives.

The Importance Of Ict In Education

Today we do not need to go any further than our own home or even room, to see some form of ICT in our lives. Whether it be a computer, plasma TV, or mobile phone, we all have them in some part of our lives. In today's society, people as consumers of ICT, all strive for the one dream – the dream of a connected life.This makes ICT a lifestyle choice for much of the population. In addition, this lifestyle choice is changing the way we communicate, increasing the rate of consumerism, and changing how we interact and gather information.ICT has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer-driven (Semenov, 2005). No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay.

Key Issues To Remember In Relation To The Importance Of Ict In Education Are That:

1.   **E-learning or Online Learning:** The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only

open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.

2. **ICT promotes higher-order thinking skills**: One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use.

3. **ICT enhances subject learning**: It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.

4. **ICT use** develops ICT literacy and ICT Capability**:** Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.

5. **ICT use encourages collaboration:** You just have to put a laptop, I-Pad or computer in the classroom to understand how this works. ICT naturally brings children together where they can talk and discuss what they are doing for their work and this in turn, opens up avenues for communication thus leading to language development.

Ict Of School In Teacher Education:

In particular in the developed world, education knowledge and communication technology are in the evolving stages. In the design, planning and development of textbooks and other educational materials for schools the basic principle of technology in teaching and learning is expressed. This gigantic challenge was primarily tackled by the National Council of Educational Research and Training (NCERT), New Delhi. In the presentation and usage of instructional aides, the main function of ICT in teaching and learning. Recent changes have been made to the standard of teaching assistance. The spectrum of teaching aids varies from a double diagram to a three-dimensional model. In addition, the advent of electronic media has taken the education help to a third level and movement. Information and communication technology aims to create virtual classroom programs intended to represent the natural environment without the threats, expenses or resources taken for the actual occurrence to be encountered. You provide the customer with constant updates on the state and choices of the case. It's only wise to teach reading in a practical way if learning to read is perceived to be a method. The students are satisfied users because the materials in question are published about their educational standard. Simulations are incredibly motivational since the consumer requires continuous feedback. Simulation enables the learner to be internalized by constant experience and circumstance in existence that literally goes beyond the

potential of a textbook, besides being able to engage the learner through the educational method.

Research Methodology :

Educational institutions all across the world are undergoing a metamorphosis. To meet stakeholders' social and commercial expectations, the government has taken a number of steps to strengthen and meet the demand for technology-based, futuristic, and career-oriented education. The majority of programmes and activities have been focused on increasing student enrollment and opening new institutions, but there have been little efforts to introduce technological and qualitative reforms to the institutions and teaching. The purpose of this article is to: • research and comprehend the role of information and communication technology (ICT) in education promotion. • research and analyse the role of information and communication technology (ICT) in promoting modern educational tools and practises in education, as well as their ramifications. • study and examine the role of ICT is promoting modern educational tools and techniques in education and its relative impacts. • study and examine the role of ICT in enabling learning, teaching and assessing in education and its overall impacts. The current research paper is based on secondary data that was gathered from a variety of previous research literature. Due to the difficulty in acquiring information from primary sources, the article relies on secondary data resources, i.e. material that has already been gathered and made available. The information comes primarily from government sources, university websites, books, journals, articles, research papers, blogs, and other sources.

Tools

•   Close-ended questionnaire for knowing the significance of integrating ICT in teaching training.

•   Open-ended questionnaire for knowing the perception of Teacher Educators about various techniques to integrate ICT in teaching training.

Role Of Ict In 21st Century's Teacher Education

•   ICT offers instruction for teachers both in pre-service training and in-service.

•   ICT aids professors with communicating with pupils.

•   It lets you plan the classes, gets input.

•   ICT also assists teachers accessing NCERT, NAAC NCTE, and UGC colleges and colleges, etc.

•   It also allows to allow good use of ICT tools and learning hardware.

•   It increases the capacity to educate and encourages creative teaching.

•   It helps to make the classroom more successful.

It aims to strengthen teacher teaching and career growth, and increases teacher learning.• The obsolete technology is already being updated. As we remember, students have a

competitive mind now and then. The teacher would then have the subject matter expertise. This is possible through ICT.

- **In training for instruction, ICT supports teachers. Different approaches and techniques are used to implement ICT in pre-service teacher education. Various resources like word processing, database, spreadsheet, etc. are included. Different technology-based plans are being used to support teachers with their practice.**

- **ICT trains teachers to utilize their expertise in the actual scenario in the school and thus enables students gain potential jobs and social lives.**

Conclusion:

Teaching has an honorable role in culture. ICT lets the teacher upgrade the latest knowledge, know-how and resources of the new interactive technologies. By utilizing and learning information and communication abilities, student teachers become successful teachers. In order to produce swift improvements in our culture, ICT is one of the main considerations. The essence and responsibilities of students and teachers in the learning phase may be modified. Teachers in India have already been utilizing classroom equipment. The common media for teaching institutions are being Tablets, LCD projectors, desktops, EDUCOM, smart classrooms, memory clubs.

In the 21st century, thus, teacher education can utilize knowledge and communication technologies, so now teachers will build a promising future just for students.

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ROLE OF INDIAN LANGUAGES IN THE NEP 2020

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Abstract

Language is the unique capacity of human beings. It is a medium through which we gain knowledge and education. It helps us to express our views and thoughts to others. Language also helps in the preservation of the culture and tradition of Indian, as from ancient times, people passed on their values and rituals through oral or written forms of language.

The 8th Schedule of the Constitution also acknowledged 22 languages as the official language of India. NEP – 2020 laid down numerous recommendations for the promotion and preservation of Indian languages. This is a review-based study, which is conducted by analysing the recommendations laid down by the National Education policy 2020 for the promotion of Indian Languages and Language education. Other data is collected by reviewing different journals, articles, education policies, etc.

Key words: education, languages, Indian education system, NEP-2020

Introduction

The study is conducted to understand the role of NEP-2020 in the promotion of Indian Languages through Language education at the school level and to know a few pros and cons of imparting education in vernacular language. It can be assumed that the steps recommended by NEP-2020 will not only promote the languages of India but will not only promote the Languages of India but will also help in the preservation of rich cultural and traditional values. Through the integration of vernacular languages in the Early stages of learning , up to class 5, students will be able to learn and respect the diversity of India. But attention should be paid so that the amalgamation of other languages in higher classes.

NEP envisages the promotion of Indian languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as medium of instruction, innovative methods, judicious use of technology and development of positive attitude towards all languages and their remarkable unity. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language teaching should also be improved to be more experiential; and to focus on the ability toconverseand interact in the language and not just on the literature, vocabulary and grammar of thelanguage. Language must be used more extensively for conversation and for teaching-learning.

National Education Policy (NEP)-2020 envisions 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; and thereby making India a global knowledge superpower. The policy recognizes that the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India.

Language in education policy derives from the Indian constitution which guarantees linguistic right to all citizens; most importantly, members of minority groups (both religious and linguistic) are granted a special right to be educated in their mother tongue. Indian Languages The issue of language, both as a medium of instruction, as well as an independent disciplinehas been dealt with in great detail both at school and higher education level in the new policy. Language, of course, is intrinsically linked to art and culture.

Different languages see the world differently; and the structure of a language, therefore, determines a native speaker`s perception ofexperience. In particular, languages influence the way people of given culture speak with others, including the family members, authority, peers and strangers; and influence the tone of conversation. Cannot be fully appreciated without language. In order to preserve and promote a culture`s languages. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. various unscripted languages are in danger of becoming extinct. When senior member(s) of a tribe or community thatspeak such languages pass away, these languages often perish with them; and no measures are taken to preserve or record these rich languages/ expressions of culture.

It is the need of the hour to integrate teaching and learning of Indian languages with school and higher education at every level. For languages to remain relevant and vibrant in the system of education, it is necessary to provide a steady stream of high-quality learning and print materials in these languages including textbook, workbooks, videos, plays, poems, novels, magazines etc. Languages should also have consistent official updates to their vocabulary and diction, widely disseminated, so that the most current issues and concepts can effectively be discussed in these languages.

Enabling such learning materials and translations of important materials and from world languages are carried out by countries around the world languages such as English, French, German, Hebrew, Korean and Japanese. However, India has remained quite slow in producing such learning and print materials to help keeping its languages optimally vibrant and current with integrity. Further, there has been a severe scarcity of skilled language teachers in India, despite should also be improved to be more experiential and to focus on the ability to converse and interact

in the language, but not simply on the literature, vocabulary and grammar of the language. It should be remembered that languages should be used more extensively for conversation and for teaching-learning.

NEP envisages the promotion of Indian languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as medium of instruction, innovative methods, judicious use of technology and development of positive attitude towards all languages and their remarkable unity.

PROMOTION OF INDIAN LANGUAGES

Language(s) in School Education

The linguistic diversity of India necessitates linguistic diversity in schools too. Schools can play an important role in sustaining multilingualism in India. Therefore, the relatively high thrust that New Education Policy (NEP) gives on languages in schools does not require any justification. In doing so, the NEP 2020 has also amply focused the promotion of all Indian languages and mother tongues irrespective of their status. For the same, NEP recommends development of skilled teachers through four-year integrated B.ED. Programmes.

NEP 2020 emphasizes

The continuation of the three-language formula in schools and teaching-learning in bilingual and trilingual format. Skill development of teachers and teacher educators and involvement of modern technology for enhancing learning outcomes and making learning enjoyable. Teaching-learning of classical languages like Sanskrit, Tamil, Telugu, Kannada, Malayalam and odia. Efforts in preparing high-quality bilingual textbooks in Indian languages and offering of courses in foreign languages. Preparation of innovative pedagogical materials and language course for various levels. The involvement of translation and the use of modern technology for making language learning easy and interesting.

The efforts of CIIL Offering language diploma courses for in-service/ prospective school teachers and promoting implementation of three-language formula. Preparation of basic grammar, primers and phonetic readers for version mother tongues including lesser-known and tribal languages. Developing children`s materials bank and coordinating the establishment of language centres. Coordinating with state governments and publishers the procurement of children`s literature.

The effects of CIIL contd. The LDC-IL housed in CIIL has developed corpora of language date that can help the development of language textbooks, tools for analysis and applications for teaching-learning. CIIL through its Bharatavani Project offers digitization and web-hosting of pedagogical resources including books and dictionaries for numerous languages. CIIL through its SPPEL project is documenting and developing digital archives of lesser-known and endangered

languages with an aim to revitalize these languages. The National Translation Mission housed in CIIL provides training to translators and works for translation of textbooks. The National Testing Service – India housed in CIIL has developed testing and evaluation facility for various Indian languages and provided training to school teachers.

Pedagogy of Indian Languages

NEP recommends the teaching of Indian languages with English and Foreign Languages. NEP envisages the promotion languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as medium of instruction, innovative methods, judicious use of technology and development of positive attitude towards all languages and their remarkable unity. NEP also recommends of linguistic empowerment of hearing- impaired population through teaching of Indian Sing Language with its local varieties.

Conclusion

The effectiveness of any Policy depends on its implementation. Therefore, the implementation of NEP-2020 should be led by various bodies including MHRD, CABE, Union and state Governments, education-related Ministries, State Department of education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIsincluding all the stakeholders in order to ensure that the policy is implemented in its true spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

Reference

National Education Policy-2020: Language, Literature and culture

NEP 2020- promotion of indian languages

Role of NEP-2020 in Multilingual Education: A Study

NEP 2020 AND THE FUTURE OF INDIA

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Abstract:

The New Education Policy 2020, introduced on July 29, 2020, is the first education policy of the twenty-first century. Higher education is crucial in a developing nation like India because it promotes human development. India's higher education system has grown astronomically since its independence. It will aid the country's growth by disseminating specialised information and abilities. This study aims to investigate how NEP 2020 has impacted the higher education system. It also emphasises the problems and difficulties facing India's current higher education system. The data used in this study are secondary data which are descriptive in nature and analysed according to the objective of the study. Here, the researchers have collected the data from various journals, books, reports, internet sites, newspapers etc. The higher education system in India is to be modernised as part of NEP 2020. The NEP 2020 will significantly advance Indian higher education. The NEP 2020 is a very forward-thinking document with a firm understanding of the current socioeconomic landscape and the potential to tackle future challenges. It could turn India into a global hub for education by 2030 if appropriately implemented.

Introduction:

The National Education Policy 2020, introduced on July 29, 2020, is the first education policy of the twenty-first century. To ensure continuous learning, NEP 2020 strongly emphasises five pillars: accessibility, affordability, equity, quality, and accountability (Chandra, 2021). It has been designed to the requirements of the people, who regularly seek new information and skills to succeed in society and the economy. According to the Policy, all dimensions of the educational system, including its governance and regulation, are to be re-examined and restored. The focus of NEP 2020 is to ensure that everyone has access to high-quality education and opportunities for lifelong learning, which result in appropriate jobs and productive employment as outlined in the United Nations Sustainable Development Goals 2030 (Inamdar&Parveen, 2020). It will result in radically altering India's educational system. The policy aims to increase enrollment and foster egalitarian, internationally benchmarked literary trends. The National Education Policy emphasises various dimensions of education, including early childhood education, curriculum and pedagogy reform, changes to the examination process, and teacher preparation initiatives (Aithal&Aithal, 2019). The New Education Policy's consultation process was started in January 2015 by a committee led by former Cabinet Secretary Subramanian. The committee report states that a panel

led by former Indian Space Research Organization (ISRO) director KrishnaswamyKasturirangan submitted the NEP proposal in June 2017, which was finalised in 2019. The Draft New Education Policy (DNEP) 2019 was made public by the Ministry of Human Resource Development (MHRD) following numerous public meetings for consultation, and there were 484 pages in the Draft. The aim of the NEP 2020 is "National Education Policy 2020 envisions an India-centric education system that directly contributes to the transformation of our country into a vibrant knowledge society by providing high-quality education to all"

METHODOLOGY:

The study was purely descriptive in nature which was based on qualitative work and the data used in this study were secondary. The study only used theoretical information; therefore, content analysis of the accessible materials was performed. Therefore, the researchers have collected the data from various journals, books, reports, magazines, internet sites, newspapers etc.

DISCUSSION AND ANALYSIS:

1)   Significant Changes in Higher Education System According to NEP 2020 Higher education's organisational structure will change once the NEP 2020 is fully implemented. Here is a list of some of the significant modifications made in this regard:

Four-year Undergraduate Programme The undergraduate programme is now a three-year curriculum. However, the New Education Policy (2020) will offer a four-year undergraduate degree.

•   Certificate Programme for the first year.

•   Advanced Diploma Programme, second year

•   Bachelor's degree in the third year.

•   Bachelor's degree with research in the fourth year.

2)   Termination of the M.Phil. programme After completing a master's degree, the M.Phil. is now regarded as a higher education degree. This situation has changed as a result of the New Education Policy. The M.Phil. degree will no longer be offered; hence the higher education system will only provide bachelor's, master's, and doctoral degrees (Gupta &Choubey, 2021).

3)   Current Issues and challenges of the present higher education system in India Higher education plays an important function that must be considered. Therefore, India's higher education system deals with various issues. Several of these problems are covered below.

Impact of New Education Policy 2020 on education.

Transforming the Regulatory System of Higher Education

The regulatory framework must be revamped entirely to re-energise the higher education sector and allow its success. The higher education regulatory framework assures that different, autonomous, and empowered authorities will carry out the various duties of regulation, accreditation, financing, and academic standard setting. This is crucial for establishing checks and

balances inside the system. To ensure that the four institutional organisations performing these crucial tasks operate separately while collaborating to achieve their shared objectives.

1)   **Internationalisation at home**

NEP 2020 also enables international universities and faculties to return to Asian countries, which challenges local institutions to raise the level of education they provide. The possibility of paving the way for foreign universities to establish campuses within the nation is causing the Indian education sector to boom everywhere. The Asian country has one of the world's largest networks of higher education systems, with over 900 universities and 40.000 colleges. However, the GER (Gross Entering Ratio) of Asian countries in education is only 26.3%, which is significantly lower when compared to other BRICS nations like China (51%), Brazil (50%) and other countries in the region.

2)   **Towards a More Holistic and Multidisciplinary Education**

A holistic and interdisciplinary education would combine the development of a person's moral, social, physical, emotional, and intellectual faculties. Even engineering Institutions like the IITs would transition to a more comprehensive, interdisciplinary curriculum emphasising the arts and humanities. Arts and humanities students would aim to study more science and include more vocational and soft skill disciplines. The curriculum of all HEIS should contain credit-based courses and projects in community participation and service, environmental education, and value-based education to achieve such a comprehensive and interdisciplinary education.

3)   Financial Support for Students Financial and economic assistance may help students achieve their objectives. NEP 2020 has made the following suggestions in this regard: • The HEIs should provide financial aid to needy students so that no student is denied the opportunity to pursue higher education (Gupta, 2020).

•   To ensure students' financial assistance, the "National Scholarship Portal" will be enlarged to include publicly funded institutions' stipends, board, and lodging (Banerjee et al., 2021).

4)   Evaluation System The institutions and faculty can determine the curriculum and pedagogy to ensure that every student has an exciting and engaging learning experience. The HEI must also approve any evaluation programmes that result in final certification. The Choice-Based Credit System (CBCS) will be redesigned to provide flexibility and change. A more constant and thorough review process will replace high-stakes exams (Banerjee et al., 2021).

5)   The National Education Technology Forum (NETF) The NETF that NEP 2020 intends to create is a step in the right direction. Institutions of higher learning would be able to respond fast if quality Ed-tech tools were hosted across all delivery dimensions for teaching and learning. The focus should be on hosting local EdTech products on "open-source development platforms" with integrated cyber security resilience to assure "privacy & security" in addition to adherence to cyber security standards, adoption of firewalls, and Intrusion Detection Systems (IDS) against external

threats and vulnerabilities. This will protect each student's "personal privacy" (Kumar, 2020). Empirical data of the present study very strongly poses that optimism is related with physical and mental health. Optimistic individuals have fewer physical and psychological complaints with their life. If there is any problem like illness of her child then also, mothers with optimistic outlook help themselves to cope with the situation.

6)   The structure Lengths of Degree Programmes Each college degree at any institution lasts three or four years in the framework of the National Education Policy 2020 theme. Any institution may be required to provide the code with a certificate after two years, a degree after three years, and a certificate for those students. United Nations agency finishes a year of study in any chosen profession or career course. The government of an Asian country will also assist in constructing a tutorial Bank of Credit for electronically keeping the educational results.

7)   One year of Master degree programme Students who complete their undergraduate programme in four years, including a year of research activity, can get their master's degree in one year. On the other hand, students who finish their undergraduate studies in three years, indicating they did not complete their last year of research, are still eligible to apply for admission to the master's degree programme.

During this work, several limitations have been discovered since there are few examples of studies regarding the impact of higher education in the context of NEP 2020. This restriction could be caused by the fact that the NEP 2020 was not implemented, and also review's scope was restricted to looking for existing articles in the databases. Moreover, it should be noted that the investigator selected only secondary data which are descriptive in nature.

Conclusion :

Education has a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behaviour. The responsibility of the country's education department is to increase the Gross Enrolment Ratio (GER) so that all citizens have access to higher education opportunities. The National Education Policy of 2020 is working towards this goal by implementing creative policies to raise higher education quality, affordability, and supply while opening it up to the private sector and enforcing tight quality controls in all higher education institutions (Aithal&Aithal, 2020). The National Education Policy has a favourable and long-lasting influence on India's higher education system. The government's decision to let international colleges establish campuses in India is laudable. This would enable students to get a high standard of education in their nation. Establishing interdisciplinary institutions would result in a revitalised emphasis on every discipline, such as the arts and humanities. This kind of education would allow students to study and develop holistically. Hence, learners would possess a strong knowledge basis (Das & Barman, 2021). The goal of NEP 2020 is

to modernise higher education in India. Overall, the NEP 2020 tackles the need to train experts in various fields, from agriculture to artificial intelligence. India needs to be prepared for the future. NEP 2020 provides the door for many young aspirant pupils to have the appropriate skill set. The NEP 2020 is a crucial turning point for higher education. It will only be revolutionary with effective and constrained implementation.

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A CRITICAL ANALYSISOF THE NATIONAL EDUCATION POLICY 2020 : IMPLICATIONS AND CHALLENGES

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Abstract:

The National Education Policy (NEP) 2020 stands as a pivotal document shaping the trajectory of education in India, offering a visionary framework for its future development. This study undertakes a thorough examination of the NEP 2020, delving into its nuances, implications, and the hurdles that must be overcome for its successful execution. Through a critical lens, this research paper scrutinizes the core tenets of the NEP 2020, including its revamped curriculum, pedagogical approaches, assessment methodologies, and governance structures, assessing their potential ramifications on the educational landscape. Moreover, it navigates through the policy's overarching emphasis on fostering holistic, multidisciplinary learning, integrating digital platforms, and promoting inclusivity. By dissecting the opportunities and challenges inherent in these facets, this paper seeks to enrich the ongoing dialogue surrounding educational reform efforts. Ultimately, the insights gleaned from this research offer invaluable guidance for policymakers, educators, and stakeholders engaged in translating the NEP 2020 into tangible educational reforms.

Keywords : NEP-2020,Education,Socio-cultural,governance,

Introduction:

Ensuring stability in educational activities, enhancing critical thinking, and striving for equitable access to quality education for all students are fundamental goals in India. However, like any endeavor, the National Education Policy (NEP) 2020 also faces various challenges that require deep consideration. Titled "National Education Policy 2020: An Important Analytical Analysis of Impact and Challenges," this thesis engages in a comprehensive examination with a critical perspective. By analyzing the implications of NEP 2020 and the challenges associated with its effective implementation, it aims to contribute to discussions on educational improvement. Through research, this study seeks to identify practical obstacles in translating policy into action, considering NEP's key objectives, its impact on different stakeholders, and innovative approaches to implementing the policy. Research will scrutinize both the strengths and weaknesses of this policy, aiming for a balanced understanding of its benefits and limitations.

The significance of this study lies in the insights it can provide. It has the potential to raise awareness among policymakers about the consequences of NEP 2020 and its resultant challenges,

assist educators in adapting their teaching methods, and aid researchers in identifying areas for further study and improvement.

In the subsequent sections of this research paper, we will delve deeply into the fundamental aspects of NEP 2020, examine its potential impact on various aspects of the education system, and assess the significance of overcoming challenges for successful policy implementation. Through this detailed analysis, we aim to enhance understanding of the importance of NEP 2020 and contribute to discussions on educational improvement that can impact the future of India.

Background:

The National Education Policy 2020 (NEP 2020) is a significant reform initiative introduced by the Government of India to overhaul the education system and cater to the evolving needs of the nation. This policy aims to bring about a transformative change in education by promoting a holistic and multidisciplinary approach, focusing on skill development, integrating technology, and encouraging innovation.

NEP 2020 has sparked considerable interest and debate among educators, policymakers, and society at large. While some commend the policy for its ambitious vision and potential to drive positive transformation, others raise concerns about its implementation challenges, impact on marginalized communities, and alignment with the practical realities of the education sector.

This study aims to conduct a critical analysis of NEP 2020, exploring its implications and challenges in the Indian context. It will delve into various aspects of the policy, including its objectives, strategies, and potential outcomes. Through a critical evaluation of NEP 2020, this analysis seeks to offer insights and perspectives that can inform informed discussions and decision-making processes related to the policy.

ResearchQuestions:

- What are the main aims and rules of the National Education Policy 2020?
- How does the NEP 2020 plan to solve the problems and gaps in the education system today?
- What could be the effects of NEP 2020 on different people like students, teachers, parents, and schools?
- What are the problems and difficulties that need to be managed to make NEP 2020 work well?
- How well does NEP 2020 match with the social, economic, and cultural conditions of [Country Name]?

Methodology:

This study will use qualitative research methods. We will extensively review policy

documents, academic literature, and expert opinions to gain a deep understanding of the NEP 2020 and its implications. Additionally, we will conduct interviews and focus group discussions with important stakeholders such as educators, policymakers, students, and parents to gather different perspectives.

Over view of the National Education Policy 2020:

The National Education Policy 2020 (NEP 2020) is a set of new rules brought by the Government of India to change the education system in a big way. It takes the place of the old National Policy on Education, which was made in 1986 and changed a bit in 1992.NEP 2020 aims to make big changes in India's education by dealing with the needs of the modern world and helping students grow in all areas. It wants the education system to be based on Indian values, encourage thinking and creativity, and get students ready for worldwide challenges.

Key High lights of the NEP 2020:

1. **Early Childhood Education and Environmental Welfare:** The policy recognizes the importance of education for children aged 3-6 years and aims to provide quality education to every child. It places importance on organized activities based on play-oriented education and intelligent development.

2. **Foundational Curriculum and Numeracy:** NEP 2020 focuses on obtaining fundamental knowledge and numeracy skills by every child by grade 3. It emphasizes new teaching methods, improvement programs, and continuous evaluation to achieve this goal.

3. **Multidisciplinary and Choice-Based Education:** The policy understands the importance of selecting specialized education from various fields based on interests and abilities. It aims to reduce the rigid distinction between arts and sciences and encourages students to pursue extended education.

4. **Vocational Education and Skills:** NEP 2020 recognizes the importance of integrating vocational education with mainstream education. Its goal is to provide students with opportunities to acquire vocational skills and knowledge, making them ready for jobs and entrepreneurship.

5. **Use of Technology:** The policy acknowledges the importance of technology in education and encourages the integration of technical tools and resources in the teaching and learning process. It focuses on developing technical infrastructure, e-learning platforms, and technical content to enhance the reach and quality of education. The National Education Policy 2020 aims to revolutionize and make the education system in India more inclusive. It aims to prepare students with skills for the 21st century, promote overall development, and encourage creativity and innovation. Implementing the policy successfully will need cooperation from all involved parties, including policymakers, educators, parents, and the

community.

Curriculum Reforms:

The National Education Policy 2020 (NEP 2020) introduces substantial changes to India's curriculum, with a focus on fostering a comprehensive and multidisciplinary educational approach. It highlights a transition from a curriculum centered around content to one that prioritizes competencies and skills. Below are the primary curriculum reforms outlined in the NEP 2020:

1. **Early Childhood Education:** NEP 2020 recognizes how crucial early childhood care and education (ECCE) are. It suggests incorporating play-based and activity-based learning for kids aged 3 to 8 years. The aim is to build basic literacy, numeracy, and other skills, alongside socio-emotional and physical growth.

2. **Foundational Literacy and Numeracy:** The policy stresses the importance of strong literacy and numeracy skills by Grade 3. It suggests using creative teaching methods, early assessments, and extra help to ensure all children become proficient in these basics.

3. Multidisciplinary Approach: NEP 2020 encourages a mix of subjects in education. It lets students pick topics they like from different areas, like arts, humanities, and sciences. This breaks the usual divide between subjects and gives a broader understanding of the world.

4. Reducing Curriculum Load: The policy wants to ease the burden on students by cutting unnecessary parts of the curriculum. It suggests a flexible framework to let students explore key ideas more deeply and develop critical thinking.

5. Life Skills and Vocational Education: NEP 2020 pushes for including practical life skills and job-related education in the curriculum. It aims to teach things like communication, teamwork, critical thinking, and digital skills. It also promotes vocational training to improve job prospects.

The curriculum reforms outlined in NEP 2020 aim to establish an education system centered around learners and inclusive of all. Their goal is to equip students with the skills needed to tackle the modern world. These reforms emphasize the development of a diverse skill set, nurturing creativity and innovation, and encouraging continuous learning. Implementing these changes calls for teamwork among educational institutions, policymakers, teachers, and others to ensure the curriculum is well-designed and effectively delivered.

PedagogicalTransformations:

The National Education Policy 2020 (NEP 2020) introduces notable shifts in teaching methods within the Indian education framework. The policy advocates for teaching and learning methods that prioritize the learner's needs and focus on overall development, encouraging critical thinking, creativity, and skill enhancement. Here are some key changes in teaching methods proposed in NEP 2020:

Shift from Rote Learning to Conceptual Understanding:

Shifting from Rote Learning to Conceptual Understanding: NEP 2020 marks a departure from traditional rote memorization, urging educators to embrace interactive teaching methods that encourage students to delve deeper into concepts. This fosters not just the recall of information but also a thorough understanding and practical application.

Active and Experiential Learning:

Active and Experiential Learning: The policy advocates for dynamic learning experiences, such as project-based activities and hands-on investigations, allowing students to actively engage with the material. By encouraging exploration and collaboration, these methods cultivate critical thinking and problem-solving skills.

Multidisciplinary Approach:

Shifting from Rote Learning to Conceptual Understanding: NEP 2020 marks a departure from traditional rote memorization, urging educators to embrace interactive teaching methods that encourage students to delve deeper into concepts. This fosters not just the recall of information but also a thorough understanding and practical application.

Integration of Technology:

Multidisciplinary Approach: NEP 2020 promotes an interconnected view of subjects, empowering students to understand real-world challenges from various perspectives. This holistic approach nurtures creativity and innovation, enabling learners to think beyond disciplinary boundaries.

Assessment for Learning:

Integration of Technology: Recognizing the transformative potential of technology, the policy underscores its seamless integration into educational practices. Digital tools and resources enhance personalized learning journeys, enriching students' experiences with diverse materials and collaborative learning environments.

TeacherTrainingandProfessionalDevelopment:

Assessment for Learning: The emphasis shifts from one-time exams to continuous assessments that provide ongoing feedback and support students' learning journeys. By focusing on understanding, skills, and application, rather than mere memorization, assessments become opportunities for growth and improvement.

Inclusive Education:

Teacher Training and Professional Development: NEP 2020 acknowledges the pivotal role of educators in shaping pedagogical practices. It underscores the importance of ongoing training and development programs to equip teachers with innovative methods and a deeper understanding of student needs.

AssessmentandEvaluation:

The National Education Policy 2020 (NEP 2020) introduces substantial changes in the assessment and evaluation procedures within the Indian education framework. The policy advocates for a transition from predominantly end-of-term assessments to a more inclusive and ongoing evaluation system, prioritizing holistic growth and educational achievements. Below are the fundamental components of assessment and evaluation reforms outlined in NEP 2020:

1.   **Continuous Assessment:** NEP 2020 underscores the significance of ongoing and classroom-based assessment, termed as formative assessment. This type of assessment aims to offer feedback to both students and teachers, facilitating learning and improvement. Its focus lies on monitoring students' progress, identifying learning gaps, and adjusting instructional methods accordingly.

2.   **Skill-based Evaluation:** The policy advocates for an evaluation system based on competencies, assessing students' understanding, skills, and application of learning outcomes. It encourages assessing critical thinking, problem-solving, effective communication, and collaborative abilities. This method provides a comprehensive view of students' overall development beyond mere content knowledge.

3.   **Diminishing High-Stakes Tests:** NEP 2020 aims to lessen the reliance on high-pressure board exams and the resulting stress on students. It suggests multiple assessment opportunities throughout the academic year to gauge students' progress. The policy promotes a move away from memorization-focused exams towards assessments evaluating conceptual understanding, critical thinking, and problem-solving skills.

4.   **Comprehensive Evaluation:** The policy stresses holistic assessment, considering various dimensions of a student's growth, including cognitive, social, emotional, and physical aspects. It advocates for evaluating life skills, values, and attitudes alongside academic accomplishments. Holistic evaluation acknowledges the significance of a well-rounded education fostering overall student development.

5.   **Varied Assessment Techniques:** NEP 2020 encourages employing diverse assessment methods to effectively capture students' learning outcomes. It suggests a mix of written exams, presentations, projects, portfolios, group discussions, practical assessments, and performance-based evaluations. This approach allows students to showcase their knowledge, skills, and abilities through various assessment modes.

6.   **Technology-driven Assessment:** The policy acknowledges technology's potential in assessment practices and supports the integration of digital tools and platforms. It promotes using educational technology for online assessments, automated grading, data analysis, and adaptive evaluations. Technology-driven assessment facilitates real-time feedback, personalized learning paths, and efficient assessment management.

7.   **Teacher Development and Assessment Literacy:** NEP 2020 underscores the importance of teacher training and professional development in assessment methods. It stresses the need for educators to possess a comprehensive understanding of various assessment methods, techniques, and tools. The policy encourages enhancing teachers' assessment literacy to ensure fair, valid, and reliable evaluations.

8.   **Transparent and Inclusive Assessment**: The policy advocates for transparent and inclusive assessment practices. It emphasizes the necessity of clear assessment criteria, rubrics, and guidelines to ensure fairness and consistency. NEP 2020 also acknowledges the diverse backgrounds and needs of students, promoting inclusivity in assessment approaches.

The assessment and evaluation reforms outlined in NEP 2020 aspire to establish a learner-centric, thorough, and equitable assessment framework. By prioritizing continuous evaluation, competency-driven assessment, and holistic growth, the policy seeks to offer a more precise reflection of students' abilities and advancement. To effectively implement these reforms, it is imperative to enhance teacher capacity, adopt suitable assessment strategies, and develop supportive policies and infrastructure.

Governance and Implementation:

The successful implementation of the National Education Policy 2020 (NEP 2020) requires effective governance structures, collaboration amongstakeholders, and supportive mechanisms. Here are key aspects related to the governance and implementation of the NEP 2020:

1.   **National Implementation Framework:** The NEP 2020 envisages the establishment of a National Implementation Committee (NIC) tooversee the implementation process. The NIC will be responsible for coordinating with various stakeholders, monitoring progress, and addressing challenges that arise during implementation.

2.   **Role of Central and State Governments:** The central and state governments play a crucial role in implementing the NEP 2020. The policy encourages a collaborative approach, with the central government providing policy guidelines and support, while state governments adapt and contextualize the policy according to their specific requirements and regional needs.

3.   **Institutional Reforms:** The NEP 2020 proposes significantins titutional reforms to support the implementation process. This includes setting up State School Standards Authority (SSSA) or State School Education Council (SSEC) at the state level, which will focus on implementing and monitoring various aspects of the policy.

4.   **Financial Support:** The successful implementation of the NEP 2020 requires adequate financial support.The policy emphasizes the need for increased investment in education by both

the central and state governments. It encourages the allocation of sufficient funds for infrastructure development, teacher training, technology integration, and other initiatives outlined in the policy.

5. **Stakeholder Engagement:** The NEP 2020 emphasizes the active involvement of various stakeholders in the implementation process. Thisincludes teachers, school administrators, parents, students, educational institutions, civil society organizations, and experts from relevantfields. Regular consultations, feedback mechanisms, and partnerships with stakeholders are crucial for effective implementation.

6. **Capacity Building:** The NEP 2020 recognizes the importance of capacity building among teachers, administrators, and other educationprofessionals. It emphasizes the need for comprehensive training programs to familiarize them with the new pedagogical approaches,curriculum reforms, assessment practices, and technology integration outlined in the policy.

7. **Monitoring and Evaluation:** The NEP 2020 emphasizes the importance of a robust monitoring and evaluation mechanism to assess theprogress and impact of the policy. It calls for the development of a credible system for monitoring the implementation at various levels andconducting periodic evaluations to identify challenges and make necessary adjustments.

8. **Public Awareness and Communication:** The NEP 2020 highlights the significance of public awareness and communication campaigns toensure that the objectives, provisions, and benefits of the policy are effectively communicated to all stakeholders. It encourages the use ofvarious media channels, workshops, and community engagement initiatives to create awareness and garner support

Challenges and Potential Road blocks:

While the National Education Policy2020 (NEP2020) aims to bring about transformative changes in the Indianeducation system, its implementation is likely to face several challenges and potential roadblocks. Here are some key challenges that could arise during the implementation of NEP 2020

Financial Constraints: The implementation of NEP 2020 requires significant financial resources, including investments in infrastructure development, teacher training, technology integration, and curriculum reforms. However, budgetary constraints and competing priorities may pose challenges in allocating adequate funds to support the policy's implementation

1. **Capacity Building:** NEP 2020 emphasizes the need for capacity building among teachers, administrators, and education professionals. However, the scale and scope of training required to familiarize them with new pedagogical approaches, assessment practices, and curriculum reforms may pose challenges in terms of resource availability and the ability to reach all stakeholders effectively.

2.   **Resistance to Change**: Any significant policy reform often faces resistance to change. NEP 2020's transformative vision and shift from traditional approaches to education may face resistance from various stakeholders, including teachers, administrators, and parents. Overcoming resistance and fostering acceptance of new practices and mindsets could be a challenge.

3.   **Implementation at the State Level:** Education is primarily a state subject in India, with states having the autonomy to implement and adapt policies based on their specific needs. Ensuring consistent and effective implementation across all states and union territories can be challenging, as different states may have varying levels of readiness, resources, and capacity.

4.   **Infrastructure and Access Disparities**: India has significant disparities in infrastructure and access to quality education across regions. Implementing NEP 2020's vision of universal access, equitable education, and digital integration may be challenging in remote and economically disadvantaged areas with limited infrastructure and resources.

5.   **Monitoring and Evaluation Mechanisms**: Establishing a robust monitoring and evaluation framework to assess the progress and impact of NEP 2020 can be a challenge. Developing appropriate indicators, data collection mechanisms, and ensuring effective coordination among central and state agencies may require significant efforts.

6.   **Socio-cultural Context:** India's socio-cultural diversity poses challenges in implementing NEP 2020. Adapting policies and practices to accommodate the diverse needs, languages, and cultural contexts across the country can be complex. Ensuring that the policy aligns with regional and local requirements while maintaining its overall objectives may pose challenges.

7.   **Alignment with Existing Systems:** NEP 2020 proposes significant reforms that may require alignment with existing educational structures, examination boards, and regulatory bodies. Coordinating and managing this alignment process, including revising policies and regulations, can be a complex task.

8.   **Inclusivity and Equity:** While NEP 2020 aims to address inclusivity and equity in education, ensuring effective implementation and reaching marginalized communities, including those from rural areas, economically disadvantaged backgrounds, and marginalized groups, may present challenges. Adequate support mechanisms and targeted interventions will be needed to address these disparities.

Policy Sustainability: Maintaining the momentum and sustainability of the policy's implementation over the long term can be a challenge. Ensuring that the policy's objectives and reforms continue to be prioritized by successive governments and stakeholders is crucial for thesustained impact of NEP 2022

Addressing these challenges will require a coordinated and collaborative approach, involving central and state governments, policymakers, educationinstitutions, teachers, and

communities. Continuous monitoring, flexibility in implementation, stakeholder engagement, and adaptive strategies will beessential to navigate potential roadblocks and ensure the successful implementation of NEP 2020.

Findings:

The National Education Policy 2020 (NEP-2020) is a comprehensive framework introduced by the Government of India to revamp the country'seducation system. While the policy includes some positive aspects, it also has certain limitations that warrant critical analysis. Here is a criticalexamination of NEP-2020:

Emphasison Holistic Education: One of the not able strengths of NEP-2020 is its emphasison holistic education, focusing on the over all development of students. The policy recognizes the importance of skills such as critical thinking, problem-solving, creativity, and socio-emotional learning. This shift from rote learning to a more comprehensive approach is commendable.

Early Childhood Education: NEP-2020 recognizes the significance of early childhood education and proposes the integration of preschool educationinto the formal schooling system. This is a positive step as it lays a strong foundation for children's cognitive, social, and emotional development.

Multidisciplinary Approach: The policy promotes a multidisciplinary approach, allowing students to choose subjects beyond the traditional science, commerce, and arts streams. This flexibility encourages students to explore diverse fields and pursue their interests. It also helps in breaking the stereo type that academic success is solely defined by stream selection.

Skill Development and Vocational Education: NEP-2020 acknowledges the importance of skill development and vocational education to enhance employ ability. The policy aims to integrate vocational education in to mainstream curriculum and emphasize sinternships, apprenticeships, and hands-on learning. This is a positive step towards addressing the skill gap and promoting practical knowledge.

Digital Educationand Technology Integration: The policy recognizes the role of technologyin education and advocates for the integration of digitaltools and platforms. This can enhance accessibility, improve pedagogy, and enable personalized learning. However, the implementation of digitalinfrastructure across the country, particularly in remote areas, remains a significant challenge.

Conclusion:

The research paper aim stocritically analyze the National Education Policy2020, evaluating its implications and challenges in thecontext of the Indianeducation system. By examining the key provisions of the policy and assessing its potential impact on curriculum, pedagogy, assessment, governance, inclusion, and equity, the paper provides valuable insights

into the opportunities and roadblocks associated with its implementation. The findings contribute to the on going dialogue on educational reforms and provide recommendations for policy makers and stake holders to effectively implement the NEP 2020 and shape the future of education in India

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NATIONAL EDUCATION POLICY 2020 AND THE FUTURE OF INDIA.

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Abstract

India's New Education Policy 2020 (NEP) released in middle of a pandemic, aimed to provide a direction to the education sector through its multidisciplinary focus and restructuring of the existing system. NEP will transform the education sector in the country as it focus on making education accessible, equitable and inclusive for all learner. As India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for future India. In order to attain and achieve goals of 2030 agenda for sustainable development with the help of providing inclusive and equitable equity education to all and ensuring life long learning opportunities to next decade generation, the NEP has designed and dissemination it's guidelines, approaches, model and course curriculum. To achieve this goals, the NEP propose several major reform in the education system.

Key Words : NEP 2020, multidisciplinary, higher education, policy, education

Introduction

National Education Policy, 2020 (NEP) envision a massive transformation in education through an education system rooted in India ethos that contributes directly to transforming India. Skills education are two fundamental pillar of success. They hold the potential to revolutionize the Indian education system. The New Education Policy (NEP) 2020 stands as a monumental milestone in India's educational landscape. This transformative policy has initiated a wave of change with the ultimate goal of endowing learners with a comprehensive skill set that transcend conventional academic knowledge. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, society, country and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high quality educational opportunities to them will determine the future of our country. Education is a great leveler and is the tools for achieving economic and social mobility, inclusion and equality. National Educational Policy (NEP 2020) is the first educational policy of the 21st century and aims to address the money growing developmental imperative of our country. The purpose of the national education policy is to transform India into a global knowledge powerhouse by focusing on access, equity, quality, and accountability. It introduces innovative change in school and higher education, promoting interdisciplinary learning, flexibility, and holistic development.

National Education Policy 2020 (Nep)

The National Educational Policy (NEP) 2020 is a comprehensive policy document released by Government of India in July 2020. The NEP replace the previous National policy on Education, which was last revised in 1986. The new policy is that it has taken the 2030 sustainable development goals into account and believe in transforming India into a vibrant knowledge society. Importantly the national education policy represents India's stride into a future where education is not just a privilege but a universally accessible tool for employment. Stay tuned to delve deeper into the myriad ways this policy is poised to revolutionize learning in India. The NEP 2020 aims to dismantle the rigid walls between academic disciplines. It encourages a multidisciplinary approach, allowing students to choose subject of their interest across stream like science, humanities, and commerce. NEP 2020 is not just an educational policy; it's a vision for a more comprehensive and adaptable generation of learners who are prepared to excel in an ever-changing world.

Future Of India

India's ambitious goals of doubling it's current gross enrolment rate of 26.3% to 50% by the year 2035 harmonizes seamlessly with the global perspective on higher education. One of the key goals of the NEP 2020 is to provide inclusive and equitable education for all students, regardless of their socio-economic background or geographic location. To achieve this goal, the NEP propose several major reforms in the education system.

Early childhood care and Education:-

The NEP emphasizes the importance of early childhood care and education, and recommends the establishment of a national curriculum framework for pre-primary education. The National Curriculum Framework (NCF), and State and local variations of the Framework, will also extensively incorporate the numerous rich traditions of India with respect to ECCE — including national as well as more localised arts, songs, stories, rhymes, puzzles, riddles, games, knowledge, customs, and innovation."

School education:-

The NEP proposes a major overhaul of the school education system, with a focus on experiential learning and critical thinking skills. It recommends a flexible curriculum that allows students to choose from a range of academic and vocational subject, and the introduction of a 5+3+3+4 education structure in which the five years of schooling focus on foundational learning. The NEP proposes establishment of a common higher education system, with a single regulator for both public and private institutions. It also recommends the promotion for research and innovation in higher education, and the establishment of a National Research Foundation to support this effort.

Teacher Education:-

The NEP emphasizes the importance of teacher education and professional development, and recommends the establishment of national professional standards for teacher. Teacher's portal to provide access to resources and support for teacher.

Flexible and multidisciplinary curriculum:-

The NEP 2020 promotes a flexible and multidisciplinary curriculum that is focused on the overall development of students and prepare them for the 21st century. This approach will allow students to explore a range of subjects and develop a range of skills and knowledge that are relevant on their interest and career goals

Preservation of linguistics and cultural diversity:-

The NEP 2020 recognise the importance of pressuring and promoting the linguistics and cultural diversity in India. It calls of the use of the mother tongue or regional language as the medium of instruction in the early years of schooling, and for the inclusion of study of Indian languages and cultures at all levels of education. This will help pressure and promote the rich cultural heritage of India.

Assessmental education:-

To Central Board of Secondary Education (CBSE) has always been known for its rote learning and memory- based assessment of students. Those who have understood the developing significance of a progressive and global approach to evaluation this was the main setback for them.

Students will going global:-

With the help of this new education policy, the students will be going global as this new education policy 2020 offers a chance to top 100 international universities to open their branches in India.

Gong global signifies that the Indian students can get their education in their own country itself by enrolling in the best universities. Apart from this, the digital locker facility will be offered for each and every student to sustain an academic bank of credit and will make the transfer of credits smoothly.

Commitment to equipping students with a diverse skill set:-

NEP 2020 set ambitious targets for the integration of vocational education. The policy aims to provide at least 50% of learners with exposure to vocational education through both school and higher education. These target highlight the policy commitment to equipping students with a diverse skill set that includes both academic and vocational competencies.

Curriculum redesign for holistic learning:-

NEP 2020 encourages schools to redesign their curricular to encompass a broader spectrum of knowledge and skill. Traditional academic subjects are now being complemented with vocational courses, giving students the opportunity to develop practical skills alongside theoretical

knowledge. This holistic approach ensures that students are well-rounded and better prepare for future.

Breaking down the barriers:-

NEP 2020 explicitly calls for the removal of "hard separation" between vocational and academic streams. This means that students have the flexibility to explore both pathways without being confined to one or the other. This approach fosters a well-rounded educational experience, enabling students to develop a wide range of skills and adaptability.

National Tutors Programme:

A National Tutors Programme (NTP) will be instituted, where the best performers in each school will be drawn in the programme for up to five hours a week as tutors during the school for fellow (generally younger) students who need help. "

Conclusion:-

It aims to bridge the educational divide and promote social justice. NEP 2020 heralds a new era in the Indian education system, focusing on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment, and assessment reform. It paves the way for a student- centred, inclusive, and future-ready education system. Freedom of choosing any subject stream with no boundaries.

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A COMPARATIVE STUDY OF THE RECOMMENDATIONS IN THE NATIONAL EDUCATION POLICY (NEP), 2020 REGARDING VOCATIONAL EDUCATION AND MAHATMA GANDHIJI'SBASIC EDUCATION SYSTEM

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Abstract :

New changes have been made in the National Education Policy after 34 years. National Education Commission was formed under KasturiRangan's chairmanship, the major feature of this policy being that it followed Gandhiji's ideas. Along with school education and higher education, vocational educations like agricultural education, legal Education, medical Education are kept within its scope. Its main objective is to connect the students with life practice along with studies. It includes art, music, handicrafts, sports, pottery, embroidery etc. Education commissions have been formed from time to time to make reforms at every level of education and to improve the quality of education. India has achieved effective results. Vocational education sector has also increased its prevalence in India based on notable recommendations and skilled persons are becoming a foothold due to vocational education. With a view to achieving the goal of a self-reliant India, the National Education Policy (NEP), 2020 has proposed recommendations on how to promote vocational education. Henceforth, vocational development education will become an integral part of the entire higher education system. A comparison of the professional education recommendations mentioned in Gandhiji's proposed new training is presented here.

Key Words: National Education Policy, Vocational Education, New Training Principles, Comparative Studies

Introduction:

India's education system has undergone drastic changes and reforms since independence. Various education commissions have been formed with the intention of improving every field of education. Who have suggested recommendations covering all educational aspects from primary level to higher Education. The National Education Policy 2020 aims to remove the social status category associated with vocational education and gradually integrate vocational education programs into mainstream education in all educational institutions. The Indian Standards will be aligned with the International Standard Occupational Classification Standards administered by the

International Labor Organization. This framework will provide a basis for identifying prior studies. These arrangements will increase the mobility of education from general to vocational education. Mahatma Gandhi started with a new training education system to replace the traditional rote education policy and similarly the new National Education Policy has been formulated to change the systematic rote education. Therefore, a comparative study is presented here after studying the recommendations made in the field of vocational education in the National Education Policy and studying the recommendations of vocational education mentioned in the training proposed by Gandhiji.

Recommendations regarding Vocational Education in National Education Policy 2020:

- For relevant education (employment-oriented education) to prepare professionals, it should include in the curriculum the importance of ethics and public purpose, as well as teaching and imparting knowledge of that discipline.

- Integrating education with other subjects related to professional development.

- To revive agricultural education and allied subjects. Programs related to general education will accelerate the preparation of professionals involved in agricultural and veterinary sciences.

- Establishing Agricultural Proghogiki Park. So as to promote consistent methods for technology incubation, its promotion and dissemination.

- Making legal education globally competitive. As well as the practices associated with this sector, adopting emerging new technologies.

- The history of legal thought process, the study of legal principles, and other related topics should be appropriately and adequately represented in the diverse education curriculum, along with social and cultural contexts, as well as an evidence-based methodology.

- There is a need to integrate and re-imagine the health education system.
  Greater emphasis should be placed on prevention, health care and community health care in all forms of health education.

- Technical education will also be presented in multidisciplinary and programs and there will be a renewed focus on new opportunities and opportunities for deep engagement with other disciplines.

- Instead of completely closing off the avenues for general education students to progress directly into the vocational education stream, they will be provided with opportunities to progress.

- A complete vision of how vocational education will be imparted to students is needed in the future.

- Under this policy a student learns at least one trade in vocational education and is exposed

to more trades which will enhance the dignity of labor and emphasize the importance of various trades of Indian arts and crafts.

- Emphasis will be placed on the development of professional competence alongside the development of 'academic' or other competences.

- Higher education institutions will also be allowed to run short-term certificate courses for various skills, including soft skills.

- Vocational education courses like LokVidya i.e. important professional knowledge developed in India will be made available to the students through integration.

Recommendations made by Gandhiji' Basic Education System regarding Vocational Education:

New training means basic training. Earlier the education of Three 'R' i.e. Reading, writing, and Arithmetic was considered as education. But in the new training, importance has been given to the education of 3H i.e. Hand, Head, and Heart. Gandhiji is a naturalist in his position, an idealist in his ideals, an utilitarian in his methods and plans, and a realist in his principles of training.

- **Free and compulsory and universal education for children in the age group of 6 to 14 years:** In a country like India, many people cannot afford to educate their children due to lack of money. Therefore, there should be free and compulsory education for every child to be educated. Provision of free education for children of 6 to 14 years of age has been considered in the new training. Gandhiji said that we should suspend the idea of higher education for some time. But the problem of primary education and should not be postponed for a minute.

- **Teaching through Mother Tongue:** A student cannot absorb through other language as much as he can absorb through mother tongue. Gandhiji also gave the first place to the mother tongue. The four basic skills of listening, speaking, reading and writing can also be cultivated well through the mother tongue.

- **Education through industry:** Education through industry is the basic principle of new training that a child should get education only through any basic industry. This basic industry includes agriculture and all silk operations including embroidery, book binding, toy making etc.

- **Self-sustaining Education:** According to Gandhiji a good education should be self-sustaining which means that education should yield everything except the investment that is spent in acquiring the education. An important aim of education is to make the student self-reliant. Gandhiji believed that when a child leaves school at the age of 14, he has the power to earn something or earn money.

Comparison of the recommendations made in the National Education Policy 2020 regarding vocational education and the recommendations by Gandhiji's Basic Education System:

- The National Education Policy 2020 states that education related to professional development should be integrated with other subjects. Gandhiji also pointed out this point and said that students should be given training in agriculture, animal husbandry and small industries along with traditional education.

- According to Gandhiji, good education should be self-sustaining. In this regard, the National Education Policy will also emphasize the development of professional competence along with the development of 'academic' or other competences, due to which students will achieve self-reliance.

- The National Education Policy states that in vocational education a student should learn at least one trade and be exposed to a maximum number of trades which would enhance the dignity of labor and emphasize the importance of various trades of Indian arts and crafts. Education through industry is the basic principle of Naitaalim that a child should get education only through any basic industry. Thus, the dignity of labor has been emphasized here in both.

- Gandhiji's principles of new training, as stated in the National Education Policy 2020, require a complete vision of how vocational education will be imparted to students in the future.

- The National Education Policy 2020 recommends that general education students be provided with opportunities to progress instead of completely closing off direct progression routes into vocational education streams. Today, Gandhiji spoke in the context of vocational education. In which students will get education for some professions along with general education.

Conclusion:

The goal of every education policy is that the education system of a country prepares the future of its present and future generations. The same ideas are also at the foundation of India's National Education Policy. The National Education Policy 2020 lays the foundation for the 21st century India, the New India. The youth of India, what kind of education our youth need and what kind of skills they need along with it is given attention. Vocational education at every level of education needs to be integrated with general education and prioritized from the earliest stages of entry into higher education. Vocational education should be encouraged and more people should turn to it and develop their abilities in a particular skill. Earlier our country's father of the nation Mahatma Gandhi also introduced new training principles with the noble intention of promoting vocational education which is compared with the recommendations of vocational education mentioned in the present National Education Policy, a comparative study is presented here.

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MULTIDISCIPLINARY EDUCATION: A HEADWAY FOR HOLISTIC DEVELOPMENT OF A CHILD

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Abstract

A multidisciplinary education as envisaged in the NEP2020 aims to develop the social, physical, intellectual, emotional,and moral capacities of human beings in an integrated manner. This approach combines knowledge and skills from several academic disciplines to address complex issues and difficulties. Teachers can incorporate multidisciplinary teaching-learning by collaborating with other teachers from different academic disciplines and by integrating knowledge from different academic disciplines into their lesson plans. The multidisciplinary approach prepares students for the future by teaching them how to think criticallyand creatively, see connections betweendifferentacademic disciplines, and work collaboratively. It promotes creativity andcritical thinking skillsin the students. It prepares them for real-world problem-solving. This paperfocuses on how a multidisciplinary approach can be effectively brought into our teaching-learning process It also discusses the importance and challenges of a multidisciplinary approach.

Keywords: Multidisciplinary Education, NEP2020, academic disciplines, teaching-learning strategies

Today we follow child-centered education wherein we cater to the individual differences and the needs of every child in our class. When we talk about multidisciplinary education, we should bring this multidisciplinary approachintoour teaching-learning process. Students' creativity and competencies are built up by using a variety of teaching-learning strategies like constructivism, cooperative learning, etc. Through these group activities, the child constructs the knowledge efficiently.

The new NEP 2020 says that all these activities should be carried forward for the development of competencies in the students. The NEP 2020 has given a golden way of all-round development of a child by introducing Multidisciplinary education. Till now in the class, the child was learning one subject in one period but due to multidisciplinary education, the child will learn three to four subject content at a time in one period. As we know the child perceives knowledge as a whole and therefore we should include the similar content of different subjects in one period to avoid boredom.

Through multidisciplinary education, we can equip our students with a more thorough understanding of difficult themes and challenges by integrating information and abilities from several academic fields while also preparing them for real-world problem solving and it is a key to unlocking their full potential.

The multidisciplinary approach to teaching entails combining knowledge, concepts, and methodologies from several disciplines or topic areas as well as producing more comprehensive and linked learning experiences.[1a]

The multidisciplinary approach also encourages teachers to make connections across many disciplines rather than teaching courses in isolation, enabling students to perceive the interconnection of information to get a better understandingof the world around them.[1b]

According to NEP 2020, holistic education is through the integration of skilling industry connections and employability by helping studentsacquirevarious skills to meet the needs of the industries and improve the quality of education.[2]

The NEP 2020 embraces this concept and seeks to strengthen it at all levels. To this end, the NEP outlines several measures that will help facilitate a multidisciplinary approach in education.

- Firstly, it promotes interdisciplinary studies across different educational institutions. This includes collaboration between universities, colleges, research institutions, and other organizations.
- Secondly, it encourages the integration of traditional Indian knowledge systems into modern curricula. This helps enrich the learning experience by providing students with a more holistic view of different topics.
- Finally, the NEP encourages the development of courses and programs that cover diverse disciplines like mathematics, science, arts, technology, and humanities.[3a]

Now we will see how a multidisciplinary approach can be inculcated in ur classrooms while transacting the curriculum.

MULTIDISCIPLINARY LESSON PLAN FOR CLASS VIII

Name: Dr. Madhuri Bendale   **Class:** 8th

Main subject: Geography   **Name of the topic:** Natural and man-made disasters.

Multidisciplinary approach;

> History - The American Civil War -
>
> Physics -Sound
>
> Chemistry:Physical andChemical changes.
>
> Biology- Ecosystem
>
> English literature - The Lake Isle of Innisfree

Learning outcomes

- Pupil recalls natural and man-made disasters
- Pupil explains the geological, meteorological, and hydrological events of natural disasters.
- pupil summarises the process of the events of natural disasters in their own words
- Pupil makes use of the events that destroy the environment
- Pupil lists the events of the natural disasters
- Pupil develops critical thinking and communication skills.
- To inspire critical thought about disaster-related topics.
- To encourage multidisciplinary engagement in critical thinking.
- To promote critical thinking among a multidisciplinary audience.

Set Induction

Tr displays 6-7 flashcards on disasters like tsunamis, earthquakes, industrial accidents, floods, wildfires, hurricanes, landslides, volcanic eruptions, and acid rain.

> Q: What comes to your mind?
>
> Q: How can you bifurcate?
>
> Q: Discuss the process

Tr discusses and then gets the words disaster natural and man-made disasters.

Linking Statement: Whenever there is any war, let's take the example of the American Civil War there the destruction of the war is done by humans due to the conflict that arises between two parties and we see the result in destroying the country's infrastructure, environment, etc.

Statement of Aim: Similarly some events occur naturally and are caused suddenly at extreme levels in nature.

Today, we are going to learn about natural and man-made disasters.

Content	Teacher's Activities	Student's Activities
Natural Disasters	Teacher has prepared a ~~powerpoint~~ presentation for the content delivery.	Pupil observes the images on the PPT.
• Geological Event: 1. Earthquakes: Indicating movements in the Earth's crust	Teacher shows a slide indicating the movements in the earth's crust and underwater triggers. Then introduces the Geological events as a topic to continue the natural disasters caused.	
2. Volcanic Eruptions:results from the movement of magma beneath the Earth's surface, leading to the ash, lava, and gases	Teacher uses a multidisciplinary approach to connect with the sounds waves and the frequency using the audio of Earthquakes, volcanic eruptions and tsunamis that have affected the ecosystem in some places of the earth. This is shown with an image of the whole destruction.	Pupil listens to the sound of the earthquake that was caused and accordingly shares their insights Pupil summarises the destruction in their own words.
3.Tsunamis: Triggered by underwater earthquakes, volcanic eruptions, or landslides, causing large oceanic waves that can inundate coastal regions	Teacher explains the concept of sound waves and frequency.	Pupil observes the PPT slides and accordingly relates to the situation
• Meteorological Event: 1. Hurricanes: Formed over warm ocean waters, hurricanes are massive storm systems	Teacher highlights the physical and chemical changes including factors that influence reaction rates and the release of energy. Teacher explains the concept of ~~physical~~ and chemical changes along with	Pupil answers based on the explanation done by the teacher.

characterised by strong winds, heavy rainfall, and storm surges, posing threats to coastal areas.	examples. Teacher asks questions for a quick recapitulation based on the geological events.	
2. Tornadoes: Result from rotating columns of air within severe thunderstorms, causing intense winds that can destroy structures and uproot trees.	Teacher uses images to explain the content based on the meteorological events that are hurricanes, tornadoes, floods.	Pupil observes the images on the slides and summarise in their own words.
3. Floods:Occur when water exceeds the capacity of natural or artificial drainage systems, inundating land and causing damage to homes, infrastructure, and crops.	The slides in the PPT represent the three events and where and when it occurred. Hurricanes have details on the physical and chemical changes.	Pupil understands the meteorological events of the natural disaster.
4. Droughts : Caused by prolonged periods of below-average precipitation, leading to water scarcity, crop failure, and ecosystem degradation.		Pupil understand the destruction of the ecosystem.
• Hydrological Events: 1. Floods:Can result from heavy rainfall, snowmelt, or the overflow of rivers and lakes, leading to flash floods, riverine floods, or coastal floods. 2. Avalanches: Occur when layers of snow become unstable and slide downhill, triggered by factors such as steep terrain,	Tornados also destroy the environment that has with its rotation. Similarly, the floods and droughts as it affects the systems and damages the infrastructure of the place and its environment. The meteorological events are shown in the PPT including short videos on each events and process of it is related due to its adverse effect on the ecosystem	The pupil observes the slides carefully. The pupil observes the slides carefully. Pupil

snowpack conditions, and human activity. 3. Mudslides: Also known as landslides, mudslides occur when loose soil, rock, and debris move rapidly downhill, often triggered by heavy rainfall or seismic activity.	Teacher shows PPT based on the events in the meteorological events of the natural disasters. The teacher proceeds ahead with the third event in the natural disasters. Tr gives a brief on the hydrological events and then proceeds ahead with the slides in the PPT. Floods, avalanches, and mudslides are displayed on the slides of the PPT and it then proceeds ahead with each slide having effects of the images and sounds that bring clarity to the students of the events occuring. The physical and chemical changes that take place is explained to the children with the help of short videos	summarises in their own words. The pupil observes and listens carefully to the events that are displayed on the slides of the PPT. The pupil observes the videos carefully.

Teaching Aids Used: Powerpoint Presentation

Evaluation: Tr evaluates by game method. The chits has the following cues and questions to do.

Homework: Make a model that shows the process of the natural disasters, which you can present while showing the physical changes, chemical changes, and sounds of the event or from the historical, literature point of view.

From the above lesson planning, we can see how comprehensively we can cover the concepts from multiple subjects. So, we can list the advantages of multidisciplinary approach in the following ways:

1. It promotes collaboration and team work
2. It provides holistic education
3. It prepares the students for real-world problem-solving
4. It enhances creativity
5. It develops critical thinking skills
6. It offers versatility
7. It prepares students for higher education[1c]

As every coin has two sides, multidisciplinary approach implantation also has its pros and cons. Some of the difficulties in implementing multidisciplinary approach are:

❖ Schools need to equip themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.

❖ Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.

❖ Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.[3b]

All these challenges can be overcome by finding proper solutions.

Conclusion:

Multidisciplinary education is a concept that has been embraced by the Indian government through the new National Education Policy (NEP) 2020. This approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary approachin education as well as in our teaching-learning strategies.

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NAVIGATING NEP 2020: A ROADMAP FOR EDUCATIONAL REVOLUTION

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INTRODUCTION

The National Education Policy 2020 (NEP 2020) is a policy document that outlines the vision for education in India in the 21st century. It was approved by the Union Cabinet of India on July 29, 2020. The National Education Policy (NEP) 2020, a landmark reform in India's education system, has set the stage for a comprehensive transformation in the way knowledge is imparted and acquired. With a focus on flexibility, creativity, and skill development, NEP 2020 aims to align the education system with the evolving needs of the 21st century. This article explores the key facets of NEP 2020 and outlines a roadmap for the educational revolution it envisions.

Objectives

1. To explore the key facets of NEP 2020
2. To outline a roadmap for the educational revolution

Review Of Related Literature

For writing this article researcher has reviewed NEP 2020 policy document and some research papers/articles.

Key Facets Of Nep 2020 And Outline Roadmap For Eductional Revolution

The National Education Policy (NEP) 2020 in India encompasses several key facets that aim to bring about a transformative change in the education system. These facets are designed to address the evolving needs of the 21st century and promote a holistic, flexible, and inclusive approach to learning. Here are some of the key features of NEP 2020:
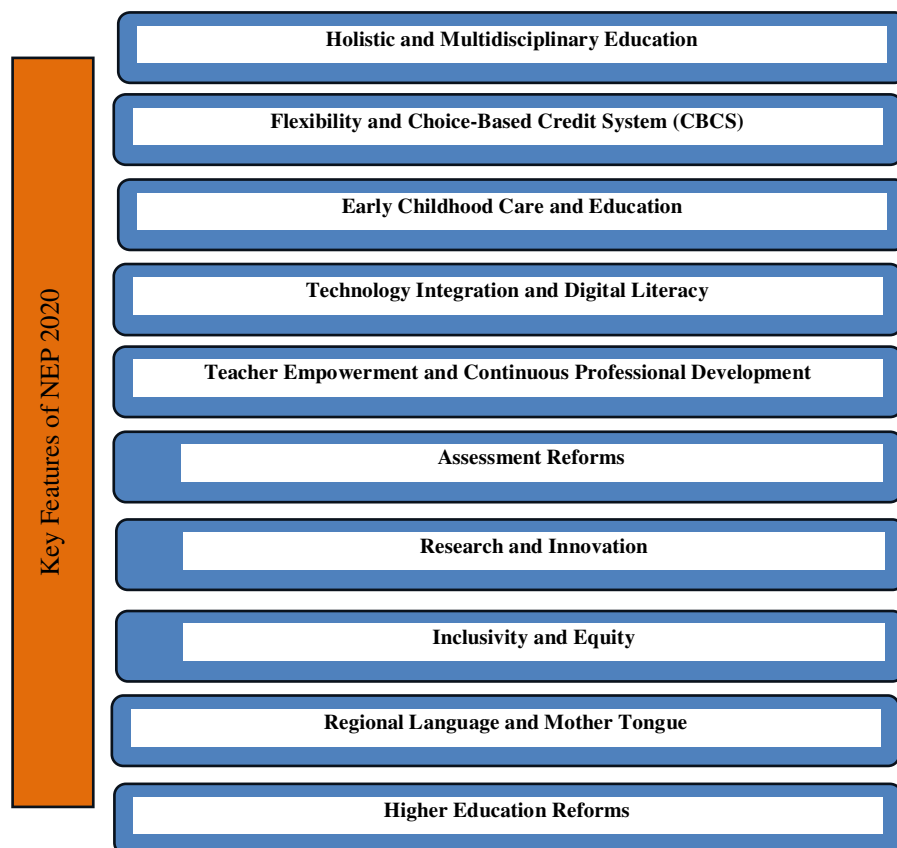
Figure No. 1: Key Features of NEP 202Figure No. 1: Key Features of NEP 2020

Holistic and Multidisciplinary Education

1. NEP 2020 emphasizes a holistic approach to education that goes beyond academic learning.

2. It promotes the integration of extracurricular activities, vocational training, and life skills into the curriculum.

3. The policy encourages a multidisciplinary approach, allowing students to choose subjects from various streams and fostering a well-rounded education.

Flexibility and Choice-Based Credit System (CBCS)

1. NEP 2020 advocates for a flexible education system that allows students to choose subjects based on their interests and aptitudes.

2. The introduction of CBCS enables learners to select courses, earn credits, and build a personalized learning path.

3. This flexibility is intended to cater to individual learning styles and promote a more student-centric education system.

Early Childhood Care and Education

1. The policy recognizes the importance of early childhood education and focuses on foundational learning during the early years of a child's education.

2. It promotes the integration of play-based and activity-based learning methods to create a strong foundation for future academic pursuits.

Technology Integration and Digital Literacy

1. NEP 2020 acknowledges the role of technology in education and encourages its integration into teaching and learning processes.

2. The policy emphasizes the importance of digital literacy, ensuring that students are equipped with the skills needed to navigate the digital landscape.

Teacher Empowerment and Continuous Professional Development

1. NEP 2020 prioritizes the professional development of teachers through continuous training and upskilling programs.

2. It aims to empower educators by providing them with the necessary resources, training, and support to deliver high-quality education.

Assessment Reforms

1. The policy introduces a shift from rote memorization to competency-based assessments.

2. It emphasizes formative and continuous assessments, moving away from a heavy reliance on high-stakes exams.

3. The goal is to assess not only a student's knowledge but also their ability to apply that knowledge in real-world scenarios.

Research and Innovation

1. NEP 2020 envisions a culture of research and innovation, positioning India as a global hub.

2. Fostering curiosity and critical thinking, the policy propels cutting-edge research in higher education institutions.

Inclusivity and Equity

1. NEP 2020 addresses socio-economic disparities with special provisions for marginalised groups.

2. The policy aims to make education accessible to all, promoting inclusivity and equity in the educational landscape.

Regional Language and Mother Tongue

1. NEP 2020 encourages the use of regional languages as the medium of instruction in

schools to promote linguistic diversity.

2. It recognizes the importance of mother tongue in early education, aiming to facilitate better understanding and cognitive development.

Higher Education Reforms

1. The policy envisions a revamp of the higher education system with an emphasis on multidisciplinary education, flexibility, and research.

2. It proposes the establishment of a National Research Foundation to promote a culture of research and innovation in higher education.

3. These key facets collectively contribute to the overarching goal of NEP 2020, which is to create an inclusive, flexible, and contemporary education system that prepares students for the challenges of the 21st century. The successful implementation of these aspects requires concerted efforts from all stakeholders involved in the education ecosystem.

Conclusion

NEP 2020 charts a bold and ambitious course for the Indian education system, envisioning a paradigm shift from conventional practices to a more dynamic, inclusive, and future-ready approach. The successful implementation of this roadmap requires collaborative efforts from policymakers, educators, parents, and students. As the nation navigates NEP 2020, it is poised to witness an educational revolution that equips learners with the skills and mindset needed to thrive in an ever-evolving global landscape.

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IDENTIFYING CORRELATES OF ACADEMIC BUOYANCY: EVIDENCES FROM LITERATURE REVIEW

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Abstract

The concept of Academic Buoyancy, which comes from educational psychology, describes a person's capacity to manage obstacles and setbacks in an academic environment. Academic Buoyancy helps students to stay afloat and robust in the face of academic pressures. The present research paper tries to study concept of Academic Buoyancy by exploring its empirical background. It also aims to identify correlates of academic buoyancy. A detailed literature review was done by the researcher for understanding the empirical foundations of Academic Buoyancy. Academic Buoyancy is a useful idea for comprehending how students deal with the difficulties of academic life. Teachers and parents may assist kids in developing the abilities they need to succeed academically and beyond by encouraging resilience, positive adaptation, and efficient coping mechanisms.

Keywords: Academic Buoyancy, Resilience

1.   Introduction

Academic Buoyancy refers to a person's capacity to maintain resilience, optimism, and motivation in the face of obstacles, disappointments, and stressors in the classroom. This quality eventually improves academic achievement and general well-being. Academic Buoyancy is a notion that focuses on how students respond to common problems, emphasizing proactive rather than reactive responses to academic difficulty.

"The greatest glory in living lies not in never falling, but in rising every time we fall." - Nelson Mandela

This quote resonates with the idea of Academic Buoyancy. In the context of education, it stands for overcoming obstacles, setbacks, or educational challenges. Such challenges may include failing a test, having trouble understanding a complex topic, or running into roadblocks while studying. It's essential to realize that difficulties and obstacles are a normal part of the educational process. No student, regardless of talent, is exempt from academic challenges. Academic Buoyancy empowers students with the fortitude, optimism, and drive they need to face and conquer these difficulties rather than trying to shield them from them. It emphasizes more on how

students handle failures rather than avoiding them. It emphasizes the idea that real success and personal development happen when people take on obstacles head-on, learn from their errors, and keep trying until they succeed. "Rising every time, we fall" denotes the capacity to pick oneself up emotionally and academically, to keep a good attitude, and to remain dedicated to study and development. Academic Buoyancy motivates students to keep going with hope and tenacity in their academic endeavors, to see obstacles as chances for learning, to be resilient in the face of difficulties. By doing this, people can succeed in their academic endeavors and improve personally.

Academic Buoyancy is a term used in educational psychology to describe a person's capacity to successfully navigate the difficulties and challenges they face on a daily basis. Although it focuses specifically on academic or educational circumstances, it is strongly tied to the more general concept of resilience. According to studies, students who are more intellectually buoyant tend to perform better in class, resulting in better learning outcomes, higher grades, and a greater sense of pleasure with their educational endeavors.

'Everyday difficulties' and 'coping' are two comparable areas that one acknowledges and may use to contextualize Academic Buoyancy. Everyday hassles are the tensions and stressors that define daily annoyances in life. Buoyancy is similar to hassles in that it capitalizes on the pressures that students face on a daily basis. However, it differs from hassle-related research in that the latter primarily asks respondents to identify how much the problems are a source of frustration. The latter concentrates almost entirely on the stress of the circumstance.

All things considered; academic buoyancy is a useful idea for comprehending how students deal with the difficulties of academic life. Teachers and parents may assist kids in developing the abilities they need to succeed academically and beyond by encouraging resilience, positive adaptation, and efficient coping mechanisms.

2.   Objectives Of The Study

Following are the objectives of the present research paper.

1)   To study the concept of academic buoyancy.

2)   To explore empirical background of the concept of academic buoyancy.

3)   To identify correlates of academic buoyancy.

3.   Research Studies Conducted On Academic Buoyancy

The literature review plays a role in the research process and provides valuable insights, for almost every step involved. During the phase of research, it aids in establishing the study's foundation, clarifying ideas and developing a research methodology.

Pahlavani, Z., &Jowkar, B. (2023)examined the relationship between academic achievement, mindfulness, and happiness, and the mediating effect of academic buoyancy. The study involved 344 Shiraz University students who completed questionnaires. Results showed that mindfulness

positively predicted happiness and academic success, while academic buoyancy positively correlated with mindfulness. However, academic performance was found to be less important in predicting pleasure.

Weißenfels, M., Hoffmann, D., Dörrenbächer-Ulrich, L., & Perels, F. (2023)explored the concept of academic buoyancy, which involves overcoming and rebounding from setbacks. The researchers aimed to predict math achievement and explore the mechanisms underlying this resilience. They used a questionnaire with 974 students from 11 German secondary schools and found that academic buoyancy remains a significant predictor of math achievement, even after gender adjustment. The study suggests that academic self-efficacy may be a mediator in this indirect effect.

Kabeer, A., & Tewari, S. (2022)examined the impact of COVID-19 lockdown on high school students' academic buoyancy, a crucial factor for academic achievement. The study uses academic performance tests and questionnaires to gather data, finding a positive correlation between academic buoyancy and students' ability to adapt to online learning environments.

Hoferichter, F., Hirvonen, R., & Kiuru, N. (2021) found that students' academic achievement and pressure to succeed can negatively impact their academic success. The research examined the protective effects of high academic buoyancy and a supportive class and school climate on students' well-being, including stress, anti-school attitude, and satisfaction. Results showed that academic buoyancy was a factor in school happiness, while the school and class environment protected against anti-school sentiment. The study highlights the importance of environmental and personal factors in students' academic wellbeing.

Lei, W., Zhang, H., Deng, W., Wang, H., Shao, F., & Hu, W. (2021) investigated the psychological mechanisms behind academic self-efficacy and test anxiety in Chinese high school students. They found that academic self-efficacy indirectly impacts test anxiety through academic buoyancy, and peer support moderates this indirect effect. The research suggests that positive psychological traits and school-related elements can prevent test anxiety.

Safa, J. S., Esfhani, M. D., &Poordel, M. (2021)aimed to create a model of academic buoyancy based on student engagement, motivation, self-efficacy, and the emotional climate of home and school. 375 first and second grade high school pupils in Isfahan were selected using a descriptive-correlational design. Data was collected using questionnaires like the Harter Academic Motivation Scale, Dehghanizadeh and Hosseini Chari Academic Buoyancy Scales, Panaghi et al. School Connection Questionnaire, RazaviehVesamani Family Emotional Atmosphere, Patrick, Hicks, and Ryan Academic Self-Efficacy Scale, and Reeve Agentic Engagement Scale. The study confirmed indirect relationships between school, academic buoyancy, and family emotional atmosphere.

Martin, A. J., & Marsh, H. W. (2020) conducted a study on the Academic Buoyancy Scale (ABS) among Egyptian and Omani undergraduate students. They found that measuring invariance

was necessary for accurate group comparisons. The study found that the unidimensional baseline model fit the data well, but measurement invariance was not applicable across culture. The study also found a moderate association between academic achievement and ABS for both populations. The study suggests recommendations for enhancing the scale and exploring its educational and psychological implications.

Martin, A. J., & Marsh, H. W. (2020) examined the relationship between academic buoyancy and adversity in 481 high school students. They found that prior academic buoyancy strongly predicted a reduction in adversity, but children with academic difficulty but high academic buoyancy were less likely to face it the next year. The study highlights the importance of academic buoyancy in achieving good outcomes.

Dahal, J., Prasad, P. W. C., Maag, A., Alsadoon, A., & Hoe, L. S. (2018)examined the impact of beliefs and cultural ties on international students' academic buoyancy in Australian universities. The research, which polled 102 students in Sydney, found that academic buoyancy remains high even in the face of failure if students' belief systems and cultural ties are supported. The study also explored whether internal or extrinsic drive contributes to academic buoyancy. It highlights the importance of leveraging cultural links and belief systems for high-risk students.

Rodrigues, M. R., &Magre, S. (2018) examined the relationship between academic buoyancy and student engagement in secondary school students. The research involved 1169 students from Greater Mumbai, Maharashtra, and used a descriptive research design. Results showed no significant difference in academic buoyancy between families and schools, but significant variance in student involvement. A strong correlation was found between student engagement and academic buoyancy.

Rodrigues, R and Magre S. (2018)study on 1169 secondary school students in Mumbai found no gender difference in academic buoyancy, but a significant difference in socioeconomic status. Academic resilience showed a strong correlation with buoyancy, indicating gender and socioeconomic status differences.

Collie, R. J., Martin, A. J., Malmberg, L. E., Hall, J., & Ginns, P. (2015)found that while academic buoyancy and student achievement are related, the association is only mildly significant. They investigated additional constructs that might link academic buoyancy with student achievement and considered control as a potential linking mechanism. The study found that achievement and buoyancy were not related, but rather controlled over time. The results suggest that control may be crucial in establishing a connection between academic performance and buoyancy.

Putwain, D. W., Daly, A. L., Chamberlain, S., &Sadreddini, S. (2015) tested a model linking test anxiety and academic buoyancy, and whether it was linked to examination performance. The study involved 705 students in their senior year of secondary school, and data was collected from

two waves of self-reported data. Results showed that test anxiety and academic buoyancy showed measurement invariance across both assessment waves. Academic buoyancy predicted higher General Certificate of Secondary Education scores, while worry predicted lower scores. Tension did not provide a negative feedback loop to academic buoyancy, while worry did.

Martin, A. J. (2013)found that academic resilience and buoyancy are correlated factors, with academic resilience more relevant to major negative outcomes like self-handicapping and disengagement, and buoyancy more relevant to low-level negative outcomes like anxiety and uncertainty control. The study, involving 918 Australian high school students, found that academic resilience and buoyancy were separate characteristics, with academic resilience acting as a mediating factor between them.

Miller, S., Connolly, P., & Maguire, L. K. (2013)examined the relationship between academic achievement and student welfare among 7-11-year-olds in Northern Ireland. The research found that an underlying wellbeing component was positively associated with success, but gender or deprivation did not moderate this association. The study concluded that initiatives to improve achievement and wellness should not be gender-specific or targeted at low-income students.

Putwain, D. W., Connors, L., Symes, W., & Douglas-Osborn, E. (2012)explored the concept of academic buoyancy, which is an optimistic and flexible approach to obstacles in a regular academic environment. It found that academic buoyancy is inversely correlated with test anxiety, while avoidance coping and social support are positively correlated with test anxiety. The research suggests that academic buoyancy is a separate concept from adaptive coping.

Martin, A. J., Colmar, S. H., Davey, L. A., & Marsh, H. W. (2010)studied the impact of motivation on academic buoyancy, a concept involving students' ability to navigate obstacles and setbacks in academic environments. The research involved 1,866 high school students from six schools and used structural equation modeling to assess longitudinal effects. The study found that the 5Cs (control, commitment, confidence, coordinationand composure) were strong predictors of subsequent academic buoyancy, even moderating the relationship beyond previous buoyancy. The findings have implications for scholars and practitioners working with students in demanding academic environments.

Martin, A. J., & Marsh, H. W. (2008)found that students' academic resilience, a construct reflecting everyday academic challenges, is largely influenced by their ability to deal with academic setbacks. The study, which involved 598 students from five Australian high schools, found that students accounted for the majority of variance in academic buoyancy.

4.   Concept Map Of Research Studies Conducted On Academic Buoyancy

5.   Insight From The Review Of Related Researches And Conclusion

The research on academic buoyancy demonstrated a complex association with a number of critical elements. Academic buoyancy has repeatedly been associated with resilience, self-efficacy, motivation, engagement, and a supportive educational environment. Students that are resilient, confident in their skills, highly motivated, actively engaged in learning, and benefit from a supportive educational environment are more likely to achieve academic success. In contrast, there is a negative relationship between academic buoyancy and characteristics such as test anxiety, avoidance coping mechanisms, and unfavorable emotional climates at home and school. Students who feel significant test anxiety, use avoidance coping methods, or are exposed to unsupportive emotional circumstances struggle to sustain academic buoyancy, which can have an impact on

their academic achievement and overall well-being. Future studies should examine the connections between academic buoyancy and factors such as perceived parental engagement, academic self-efficacy, locus of control, academic goal orientation, and family structure (nuclear versus joint). They should also look at the linkages between academic buoyancy and school type (private versus public), classroom environment, and family structure. Being aware of these relationships can help interventions to raise wellbeing and academic performance of students.

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ROLE OF NATIONAL EDUCATION POLICY 2020 IN SCHOOL EDUCATION

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Introduction:

School education refers to the formal education typically provided to students in primary, secondary, and sometimes higher education institutions. It encompasses a structured curriculum designed to impart knowledge, skills, and values necessary for personal development and future success.Education policies play a crucial role in shaping the educational landscape of a country. This paper aims to provide a comparative discussion on the roles of different education policies, with a particular focus on the National Education Policy (NEP) 2020 in India and its impact on school education. There are different education policies in India. Some of them are as follows

1.   National Policy on Education (NPE), 1986

2.   Programme of Action (POA), 1986

3.   National Curriculum Framework (NCF), 2005

4.   Right of Children to Free and CompulsoryEducation (RTE) Act, 2009

5.   National Education Policy (NEP), 2020

Objectives:

1.   To Study the role of NEP 2020 in School Education

2.   To Compare the role of different education policies with National Education Policy 2020 in school education.

Review Of Related Literature:

For writing this article researcher has reviewed National Education Policydocument and some research papers/articles.

School Education Structure-

Sr.No	Stage	Duration	Group	Age
1	fundamental	5 years	Nursery	4 years
			Junior KG	5 years
			SRKG	6 years
			First Standard	7years
			Second Standard	8 years
2	Preparatory	3 years	Third Standard	9 years
			Fourth Standard	10 years
			Fifth Standard	11years
3	Middle	3 years	Sixth Standard	12 years
			Seventh Standard	13 years
			Eighth Standard	14 years
4	Secondary	4 years	Ninth Standard	15 years
			Tenth Standard	16 years
			Eleventh Standard	17 years
			Twelve Standard	18 years

Historical Context:

Education policies in India have evolved over time, reflecting changing societal needs and educational philosophies. Previous policies often emphasized rote learning, examination-based assessments, and a rigid curriculum structure.

Natonal Education Policy 2020 :

National Education Policy 2020represents a paradigm shift in India's education system. It advocates for holistic development, flexibility, and skill enhancement. The policy emphasizes foundational literacy and numeracy, multidisciplinary learning, and the integration of technology in education.

The specifications of national education policy 2020 are-

     1)   Early Childhood Care and Education

     2)   Foundational Literacy and Numeracy

3)   Curriculum and Pedagogy Reforms

4)   Vocational Education

5)   Multilingualism and the Promotion of Indian Languages

6)   Technology Integration

7)   Adult Education and Lifelong Learning

8)   Holistic and multidisciplinary development

Comparative Analysis:

Sr.No.	Parameters	NEP 2020	Previous Policies
1	**Pedagogical Approach**	National Education Policy 2020:Focuses on experiential learning, critical thinking, and creativity.	Previous policies: Emphasized rote learning and memorization
2	**ASSESSMENT METHODS**	National Education Policy 2020: Promotes continuous and comprehensive evaluation to assess various aspects of a student's development.	Previous policies: Relied heavily on examination-based assessments.
3	**CURRICULUM DESIGN**	National Education Policy 2020: Advocates for a flexible curriculum with an emphasis on multidisciplinary studies and vocational education. **Multidisciplinary studies-**Integration of Multiple Disciplines,Interdisciplinary Collaboration,Holistic Approach,Flexibility and Innovation,Real-World Relevance. **Vocational education-**Integration with Academic Curriculum,Flexibility and Choice,Hands-on Learning,Industry Collaboration,Recognition and Certification.	Previous policies: Had a fixed and rigid curriculum structure
4	**LANGUAGE POLICY**	National Education Policy 2020: Encourages the use of regional languages for teaching and learning, fostering linguistic diversity and inclusivity.	Previous policies: Often favoured English as the medium of instruction.
5	**TECHNOLOGY INTEGRATION**	National Education Policy2020: Promotes the integration of technology to enhance learning outcomes and access to education	Previous policies: Limited use of technology in education

IMPACT OF NEP 2020:

National Education Policy 2020 aims to transform the Indian education system to meet the needs of the 21st century. Its emphasis on holistic development, flexibility, and inclusivity has the potential to revolutionize school education in India. By promoting experiential learning, critical thinking, and vocational education, National Education Policy 2020 seeks to prepare students for the challenges of the future. Also student will get skilful education and due to regional language overall personality of student will be developed.

CONCLUSION:

In conclusion, education policies play a vital role in shaping the educational landscape of a country. National Education Policy 2020 represents a significant departure from previous policies, with its focus on holistic development, flexibility, and inclusivity. By fostering experiential learning, critical thinking, and technology integration, National Education Policy 2020 has the potential to transform school education in India and to prepare students for the demands of the 21st century.

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CHALLENGES OF NEP 2020 - IN CONTEXT OF SCHOOL EDUCATION

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Abstract

Education has a key and decisive role in this scenario of contingencies. The National Education policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance. The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Recommendations are made for the design and implementation of NEP at national and HEIs (Higher education levels)

Keywords - National Education policy, Teacher training, School Education.

Introduction

Change is the eternal and unwavering rule of the universe. Here, it varies from moment to moment. No society is untouched by the process of change. Social change is the nature of society. Indian society is also no exception to this. It is known from the historical study of Indian society that many social, political, and other changes have also taken place from the primitive era to the present era. There are mainly two types of change. One is the changes which are made by nature and the other types of changes are done by human beings themselves. Natural changes are not within our control. But through human change, one tries to innovate by bringing changes in life and society. Presently, if there changed first. The picture of education in any country shows that the place of education is the priority of the government there and how much it deals with it. The first education policy was introduced in 1968 by the government of former Prime Minister Mrs Indira Gandhi. The second education policy was formulated by the Rajiv Gandhi government in 1986, with some amendments by the Narasimha Rao Government in 1992. The National Education Policy 2020 is the third education policy of independent India. Thus, a 34-year-old education policy is currently underway, which is becoming ineffective with the changing scenario.

Need Of The Study

Education plays a vital role in promoting personal and societal growth, as well as in cultivating robust communities and a thriving democracy. Like many other initiatives, the National Education Policy (NEP) 2020 is an extensive framework designed to reform n

rejuvenate the education system in India. The NEP seems to bring about substantial changes in the delivery of education, with a strong focus on fostering inclusivity, fairness and a holistic approach.

Objectives

•   To identify challenges faced by Male teachers and female teachers in context of School Education.

•   To identify challenges faced by teachers at private school and teachers at Government school in context of School Education.

Hypothesis

•   There is no significant difference in the challenges faced by Male & Female teachers in context of School Education.

•   There is no significant difference in the challenges faced by teachers in private and government schools, in context of School Education.

Methodology

In the current research, the researcher has employed a questionnaire - based approach to gather data.

Population And Sample For Study

The study was conducted in Dombivli, focusing on a sample of 70 teachers from five private and five Government schools in the area.

Tools Used For Study

The researcher used the questionnaire tool for teachers. The questionnaire consisted of 23 questions for teachers (male and female) of secondary school for both private and Government schools.

Findings

Hypothesis 1-

There is no significant difference between challenges of NEP 2020 faced by Male and Female teachers.

Hypothesis 2-

There is no significant difference between challenges of NEP faced by Private and Government school teachers.

Conclusion

As per the objectives mentioned above the following can be concluded to be the educational implications of the research -

•   To recognise the National Education Policy (NEP) as the first comprehensive and inclusive approach that brings holistic reforms to the existing educational structure.

•   To acknowledge that the changes in the education system will impact students, parents, and teachers alike.

- To embrace the NEP 2020 as a transformative step towards a " learning to learn" approach.

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ROLE OF TEACHERSIN PROMOTING INCLUSIVE EDUCATION IN NEP- 2020

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Abstract:

21ˢᵗ century, education plays a pivotal role in shaping the future of societies. The concept of inclusive education has gained prominence, emphasizing the need to provide equitable opportunities for all learners, irrespective of their diverse abilities, backgrounds, and learning styles. This abstract explores the evolution of inclusive education and its intersection with curriculum development in the contemporary educational landscape.The 21ˢᵗcentury inclusive education paradigm goes beyond mere integration; it strives to create a learning environment that fosters a sense of belonging for every student. Inclusive education and curriculum development, emphasizing their crucial role in fostering social equity, empathy, and preparing learners for success in a globally interconnected world.This inclusivity extends to diverse socio-economic, cultural, and linguistic contexts, recognizing the unique strengths each learner brings to the educational community. The goal is to develop a curriculum that accommodates diverse needs, ensures accessibility, and promotes meaningful participation for all.The transformative potential of inclusive education and curriculum in the 21ˢᵗcentury. By embracing diversity and adopting innovative approaches, educational institutions can prepare students to thrive in a globalized world, fostering not only academic success but also social cohesion and mutual understanding.

Keywords: Inclusive Education, Teachers, Environment, Curriculum etc.

Introduction to Inclusive Education:

In the 21ˢᵗ century, inclusive education entails the attendance and warm reception of all students within their local schools, engaging in age-appropriate, supported learning within regular classes. This approach encourages active contribution and participation in all facets of school life. Inclusive education focuses on the holistic development and design of schools, classrooms, programs, and activities, promoting an environment where all students can learn and participate collaboratively.

This educational paradigm revolves around providing equitable access to quality education, effectively addressing the diverse needs of students in a manner that is responsive, accepting, respectful, and supportive. Students partake in the educational program within a shared learning environment, fortified with assistance to alleviate and eliminate barriers and obstacles that may

otherwise result in exclusion.

The common learning environment serves as the primary venue for the majority of regular instructional hours, encompassing spaces such as classrooms, libraries, performance theatres, music rooms, playgrounds, and the local community. It's important to note that this environment is not designed for students with intellectual disabilities or special needs to learn in isolation from their peers; rather, it promotes an inclusive setting where students from different backgrounds and abilities learn together collaboratively.

Inclusive education aims to provide all students, including those with disabilities, the opportunity to learn together in a supportive and inclusive environment. It promotes diversity, equality, and the importance of catering to individual learning needs. Inclusive curriculum design plays a crucial role in achieving this goal.Inclusive education is a transformative approach that embraces diversity in the classroom. It aims to create a welcoming environment for all students, regardless of their individual differences. Through inclusive education, students with and without disabilities learn together in the same classroom, promoting understanding, empathy, and social inclusion. In the National Education Policy (NEP) 2020 of India, there is a significant emphasis on promoting inclusive education, which aims to ensure that every student, regardless of their background or abilities, has access to quality education within the mainstream schooling system. Teachers and educators play a crucial role in advancing the goals of inclusive education as outlined in the NEP 2020.

Importance of Inclusive Education:

➢ **Diversity in the Classroom:**Inclusive education emphasizes the value of diverse perspectives, backgrounds, and abilities among students. It celebrates differences and fosters a sense of belonging for all learners.

➢ **Creating Equal Opportunities:**It's about ensuring that every student has access to quality education and is empowered to reach their full potential, regardless of their unique needs or attributes.

➢ **Supportive Learning Environment:**Inclusive education provides a nurturing and supportive climate where every student feels valued, respected, and included in the learning process.

Benefits of an Inclusive School Environment:

➢ **Academic and Social Growth:** Inclusive schools provide opportunities for academic and social growth by fostering positive interactions among students from diverse backgrounds and abilities.

➢ **Enhanced Empathy:** Being in an inclusive environment helps students develop empathy and understanding, leading to greater acceptance and respect for others.

➢ **Improved Communication Skills:** Students learn to communicate effectively with peers

of various abilities, enhancing their interpersonal and teamwork skills.

➢   **Improved Self-Esteem:** Being part of an inclusive learning environment boosts the self-esteem and confidence of students with disabilities, helping them realize their own potential.

➢   **Academic Progress:** It has a positive impact on academic performance, as it provides additional support and accommodations tailored to individual learning needs.

Creating an Inclusive Curriculum:

➢   **Curriculum Flexibility:** An inclusive curriculum allows flexibility to meet the diverse learning needs of all students, enabling personalized and meaningful learning experiences.

➢   **Representing Diverse Perspectives :**Incorporating diverse perspectives and experiences in the curriculum promotes inclusivity and helps students see themselves reflected in their learning materials.

➢   **Multiple Learning Styles:**Recognizing and addressing different learning styles ensures that all students can engage with the curriculum in ways that suit their individual needs.

➢   **Diverse Representation:**Inclusive diverse perspectives and experiences in the curriculum. It represent a variety of ethnicities, genders, ability and socio economic statues in the learning materials.

Providing Support for Students with Special Needs:

➢   **Individualized Support Services:**Offering individualized support services tailored to the specific needs of students with disabilities ensures their full participation in the learning process.

➢   **Assistive   Technology   Integration:**Integrating   assistive   technologies   enhances accessibility and facilitates learning experiences for students with special needs.

➢   **Collaborative Problem-Solving :**Collaborative problem-solving involving educators, specialists, and families helps create comprehensive support plans for students with special needs.

Fostering a Culture of Acceptance and Respect:

➢   **Promoting Diversity Celebrations:** Organizing events and activities that celebrate diversity and inclusivity fosters an environment of acceptance and respect among students.

➢   **Encouraging Open Dialogue:** Encouraging open and honest discussions about diversity and inclusion helps students develop empathy and understanding towards others.

➢   **Encouraging Open Dialogue:** Encouraging open and honest discussions about diversity and inclusion helps students develop empathy and understanding towards others.

Collaborating with Parents and Community:

➢   **Parent Involvement***:* Engaging parents in the educational process and decision-making promotes a collaborative approach to supporting diverse learners.

> **Professional Development :**Offering training and workshops for educators and families strengthens their understanding of inclusive practices and strategies.

Measuring the Success of Inclusive Practices:

> **Student Progress Monitoring:**Regular monitoring of student progress and achievement provides insights into the effectiveness of inclusive practices.

> **Evaluating Inclusive Policies:** Assessing the impact of inclusive policies and practices enables continuous improvement and refinement of inclusion strategies.

> **Feedback and Reflection:**Soliciting feedback from students, families, and educators, and reflecting on the outcomes, helps gauge the success of inclusive initiatives.

Role of Teachers:

i.   Planning and Transacting Curriculum in a Learner centric Way : The NEP-2020 says that "teachers, as implementers of curriculum, are expected to transact curricula in such a way that it makes learners active during teaching learning processes by creating space for creative thinking, reflective thinking, critical thinking and more holistic, inquiry based, discovery-based, discussion-based, and analysis-based learning" The pedagogies involving conferences, discussions, seminars, projects that make learners active during instructional processes are suitable for learner centric teaching.

ii.   Transition and practice of formative evaluation: The formative assessment involves promoting the student performance to achieve instructional goals/objectives. Use assessment to inform teaching and learning. Provide feedback for improvement. Teacher learning about learner learning. Learners gain control over their learning. Turn assessments into learning events. Therefore, teachers should make formative assessment an integral part of their teaching practice.

iii.   Using technology to enhance teaching and learning : The technology can be a powerful tool to transform learning. It brings the teachers and learners closer together, reinventing our approach to learning and collaboration, bridging long-standing equity and accessibility gaps, and tailoring learning experiences to learner needs. However, to achieve this, teachers must use technology effectively.

iv.   Providing support to learners : Learning Support focuses on what teachers can or should do beyond the formal delivery of content to assist learners in their learning, and includes a wide range of functions to help learners clarify concepts. Users have to covered. Orientation advice for administrative or personal questions to keep you motivated to learn. Involve other students for peer learning and peer assessment.

v.   Enhancing research and promoting research culture : NEP 2020 expects teachers to engage in research to generate knowledge and develop research skills in learners. NEP proposes research-intensive universities, teaching-intensive universities, and autonomous universities, and the scope of research in these institutions varies, but the faculty members of all these institutions

are required to engage in research.

Role of Teachers - Educators in Promoting Inclusive Education :

➢ **Facilitators of Learning:** Educators play a pivotal role in creating a supportive and inclusive classroom environment that nurtures the diverse strengths and needs of all students.

➢ **Individualized Support:** Teachers provide individualized support and accommodations to ensure that every student can actively participate in the learning process.

➢ **Promoting Empathy and Understanding:** They foster empathy and understanding among students, encouraging mutual respect and acceptance of differences.

Conclusion:

Inclusive education is a transformative approach that benefits all students by cultivating diversity, promoting acceptance, and providing an equitable learning experience. Embracing the principles of inclusivity fosters empathy, understanding, and a sense of community among learners. The teachers and educators are instrumental in fostering inclusive education as envisioned in the NEP 2020. By creating supportive learning environments, individualizing instruction, collaborating with stakeholders, and advocating for inclusive policies and practices, they can help ensure that every student has the opportunity to promote and succeed in the classroom.

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MITIGATING CYBERBULLYING: STRATEGIES FOR CULTIVATING A SAFE AND INCLUSIVE DIGITAL EDUCATIONAL ENVIRONMENT WITHIN THE FRAMEWORK OF THE NEW EDUCATION POLICY (NEP)

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Abstract:-

The integration of digital technologies into education, as outlined in the New Education Policy (NEP) 2020, heralds a transformative shift in learning environments. However, the rapid digitisation of educational systems brings with it new challenges, particularly concerning cyberbullying. As schools embrace digital tools and infrastructure to enhance teaching and learning, ensuring a safe and inclusive online environment becomes paramount. This paper examines the implications of cyberbullying within the context of the NEP's vision for digital education and explores strategies for its prevention and mitigation.

Recognizing the potential harm caused by cyberbullying, this study advocates for the incorporation of anti-cyberbullying laws and regulatory policies into the NEP framework. Beyond legal measures, raising awareness among students, teachers, parents, and society at large is crucial for fostering a culture of digital responsibility and empathy. Just as disciplinary measures are essential for maintaining a healthy physical, emotional, and social environment in schools, proactive steps must be taken to cultivate a healthy digital environment. Through a comprehensive analysis of the challenges posed by cyberbullying in the digital era, this paper proposes actionable strategies for schools to safeguard students' well-being while leveraging the benefits of technology-enabled learning. By addressing cyberbullying within the NEP's overarching goals, educators and policymakers can work collaboratively to create an educational ecosystem that nurtures both academic excellence and digital citizenship.

Rationale:-

In recent years, the prevalence of cyberbullying among children and adolescents has emerged as a significant concern globally, with India experiencing alarmingly high rates of cyberbullying incidents. As highlighted in various studies and reports, Indian children are disproportionately affected by cyberbullying, facing a range of negative consequences that can impact their mental health, well-being, and academic performance. Recognizing the urgent need to address this growing problem, it is imperative to explore the underlying factors contributing to cyberbullying in India and identify effective strategies for prevention and intervention.

Strategies: Prevention Of Cyberbullying In School:-

Through the implementation of comprehensive anti-bullying and cyberbullying policies, schools and colleges can create a culture of accountability and empathy, fostering positive social interactions and promoting mental well-being among students.

●   **Establishing clear policies and procedures:-**

Addressing cyberbullying is essential to creating a safe and inclusive environment in schools and colleges. the government should collaborate with relevant stakeholders, including educators, parents, students, and cybersecurity experts, to develop comprehensive policies and guidelines for preventing and addressing cyberbullying. These policies should encompass clear definitions of cyberbullying behaviour, reporting mechanisms, and disciplinary actions for offenders. Additionally, the policies should emphasize the importance of promoting digital citizenship and responsible online behaviour among students.

●   **Capacity-building**

The government should invest in capacity-building initiatives to empower educators with the knowledge and skills to recognize, prevent, and respond to cyberbullying incidents effectively. Training programs, workshops, and resources should be provided to teachers and school administrators to equip them with the tools they need to create a safe and supportive digital learning environment. Moreover, the government should leverage technology to enhance cyberbullying prevention efforts. This may include implementing filtering software to monitor online activities, providing anonymous reporting platforms for students to report cyberbullying incidents, and collaborating with social media platforms to address online harassment.

Cyberbullying Awareness Programme:-

The government should raise awareness about cyberbullying and its consequences among students, parents, and the wider community through public awareness campaigns, workshops, and educational initiatives. By fostering a culture of empathy, respect, and digital responsibility, the government can create a supportive ecosystem where cyberbullying is not tolerated.

Encourage Reporting and Support Systems: Create safe and confidential channels for students to report incidents of bullying or cyberbullying. Ensure that students feel empowered to speak up and that reports are taken seriously and addressed promptly. Provide counselling and support services for both victims and perpetrators.

Supervise and Monitor Online Activities:- Implementing technology tools and filters to monitor students' online activities is a proactive approach to identifying potential instances of cyberbullying within educational institutions. By leveraging technology, schools can enhance their ability to detect and address cyberbullying incidents promptly. These tools can include software applications that monitor students' internet usage, social media platforms, and online communications for signs of cyberbullying behaviour, such as harassment, threats, or inappropriate

content.

Digital citizenship

In addition to teaching internet safety, schools should also emphasize the concept of digital citizenship. Digital citizenship encompasses the ethical use of technology, respectful online communication, and responsible digital behaviour. By promoting digital citizenship principles, such as respect for others' privacy, tolerance of diverse perspectives, and integrity in online interactions, schools can cultivate a culture of mutual respect and positive online engagement among students. Furthermore, teaching students about internet safety and responsible online behaviour is essential for equipping them with the necessary knowledge and skills to navigate the digital world safely. Educating students about the importance of protecting their personal information, being cautious when interacting with others online, and understanding the consequences of their online actions can empower them to make informed decisions and avoid risky behaviours that may lead to cyberbullying.

● **Foster a Positive School Climate:**

Moreover, integrating consequences for violating digital citizenship rules into school policies can serve as a deterrent against cyberbullying behaviour. By clearly outlining the expected standards of behaviour and the consequences for non-compliance, schools can establish accountability and reinforce the importance of respecting others in the digital space. Ultimately, promoting ethical digital etiquette and citizenship in schools fosters a healthy digital environment where students feel empowered to engage responsibly and respectfully online. By instilling these values early on, schools can cultivate a generation of responsible digital citizens who contribute to creating a safe and inclusive online community. Promote a culture of inclusivity, respect, and acceptance within the school community. Encourage student involvement in anti-bullying initiatives, such as peer support groups or student-led campaigns promoting kindness and diversity.

● **Navigating Adolescence: Empowering Students with Comprehensive Sex Education in the Digital Age**

The absence of comprehensive sex education in Indian schools has created a gap in adolescents' understanding of sexuality, leading to misinformation and misunderstandings with serious consequences. Drawing upon empirical data and existing literature, the study aims to delve into how limited knowledge about sexual health and relationships contributes to misunderstandings, stigma, and discriminatory behaviours, particularly in interactions between genders.

By examining the intersection of these factors with the digital landscape, where cyberbullying incidents often arise from issues related to sexuality and gender, the research aims to provide insights into the underlying dynamics driving cyberbullying among Indian adolescents.

Absence of a specific legal:-

The absence of a specific legal provision addressing cyberbullying directly in the Indian legal system can indeed have significant implications. Without explicit laws targeting cyberbullying, perpetrators may feel less deterred from engaging in such behaviour, contributing to a culture where cyberbullying is normalized or perceived as less serious. Moreover, the lack of specific legal consequences for cyberbullying may lead adolescents to perceive it as a safer or more sophisticated means of exerting power or influence over others. This perception could potentially embolden individuals to engage in cyberbullying without fully recognizing the harmful impact it can have on victims' mental health and well-being.

Given the growing prevalence of cyberbullying and its detrimental effects on individuals, particularly adolescents, there is a pressing need for legislative measures that specifically address and penalize such behaviour. These laws should outline clear consequences for cyberbullying, provide avenues for victims to seek recourse, and promote awareness and education to prevent cyberbullying in the first place. By enacting comprehensive legislation and promoting a culture that condemns cyberbullying, the Indian legal system can play a crucial role in deterring such behaviour and protecting the well-being of its citizens, especially vulnerable groups such as adolescents.

● **Implementing initiatives to enhance media literacy**

Promoting mass media literacy and fostering awareness of the impact of aggressive news reporting on society's emotional and mental well-being is indeed crucial. The way news is presented in the media can significantly influence public perceptions, attitudes, and behaviours, including levels of aggression and violence. The Indian government can play a pivotal role in this regard by implementing initiatives to enhance media literacy among the general population. These initiatives could include:

● **Educational Programs**: Implementing educational programs in schools and communities to teach individuals how to critically analyze and evaluate media content, including news reports. These programs can provide insights into the techniques used in media production and help individuals understand the potential impact of aggressive reporting on society.

● **Media Literacy Campaigns:** Launching media literacy campaigns aimed at raising awareness about the importance of consuming news and media content critically and responsibly. These campaigns can emphasize the role of media in shaping perceptions and behaviours and encourage individuals to question and challenge sensational or aggressive reporting.

● **Ethical Guidelines and Standards**: Developing and enforcing ethical guidelines and standards for media organizations to ensure responsible and balanced reporting. These guidelines can include principles of accuracy, fairness, objectivity, and sensitivity to the

potential impact of news coverage on viewers' mental health and well-being.

- **Public Awareness Campaigns**: Launching public awareness campaigns to highlight the potential negative consequences of consuming aggressive or sensationalized news content. These campaigns can educate the public about the psychological effects of exposure to violence and aggression in the media and provide tips for healthy media consumption habits.

- **Regulatory Measures**: Enacting regulations and laws to hold media organizations accountable for unethical or aggressive reporting practices. This could include penalties for media outlets that violate ethical standards or fail to adhere to guidelines aimed at promoting responsible reporting.

- **Promote overall mental well-being among students:-**

  Excessive use of social media and other online activities can contribute to stress, anxiety, and other mental health issues among students. It's crucial for individuals to find a balance between their online and offline activities to ensure they get adequate rest and relaxation. Additionally, promoting mindfulness and stress management techniques can help students cope with the pressures of academic and social life. Schools can also provide support through counselling services and mental health awareness programs to address any issues related to cyberbullying and promote overall mental well-being among students. Ultimately, prioritizing mental health and creating a supportive environment where students feel comfortable seeking help is essential for their overall well-being.

Conclusion:-

In conclusion, developing policies for creating a cyberbullying-free digital environment should be a priority for the government of India before the implementation of NEP 2020. By integrating cyberbullying prevention measures into the education system, the government can ensure that students can learn and thrive in a safe and inclusive digital environment.

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CONCEPT MAPPING STRATEGY FOR HOLISTIC DEVELOPMENT OF LEARNERS AS DESIRED BY NEP 2020

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ABSTRACT

The NEP 2020 has a strong focus on the holistic development of a student. Holistic learning is a type of learning that caters to the overall development of a student. It goes beyond core academics to address other aspects such as emotional, social as well as ethical development. NEP states that – education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The NEP 2020 focuses on being learner centric and promoting competencies and 21st century skills rather than on textbook driven rote learning.

With the current emphasis on teaching for understanding and the importance of conceptual knowledge, teachers need techniques that help children see patterns and connections (rather than memorize facts) and form mental structures that would help them handle new knowledge and relate it to past knowledge (Erickson, 2002). Graphic organizers such as webs, time lines, Venn diagrams, flowcharts, and concept maps are well known and widely used instructional and learning tools. They help teachers and students not only to identify and visually represent their views and knowledge but also to recognize and depict relationships among concepts. Once familiar with the idea and the process, learner can construct their own concept maps either individually or collaboratively. For holistic development of learner's concept mapping strategy is very useful as it develops 21st century learning skills which are often called the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills help students to learn meaningfully and with understanding and so they are vital to success in school and beyond. This paper discusses the role of concept mapping in achieving the pedagogical goals of NEP 2020.

Introduction

In recent years, there has been a growing movement towards holistic learning in India. Holistic learning is an approach to education that focuses on the overall development of the child, including their academic, social, emotional and physical well-being. There are many benefits to holistic learning. It can help students to develop a deeper understanding of

themselves and the world around them. It can also help them develop the skills and qualities they need to succeed in life, such as critical thinking, problem-solving, teamwork and creativity.

The new National Education Policy (NEP) 2020 has also emphasised the importance of holistic learning in India. The NEP calls for a curriculum that is "child-centered, holistic, multidisciplinary, and outcome-based". It also calls for a focus on "life skills", such as critical thinking, problem-solving and creativity.The NEP 2020 focuses on being learner centric and promoting competencies and 21st century skills rather than on textbook driven rote learning.

Efforts are being made by the educationists as to how to improve teaching-learning methods so as to result in better understanding of the concepts and better learning skills. This has led to *'constructivism'* as a trend in the pedagogy where teacher's role is that of a facilitator and the students 'construct' their own understanding and are made responsible for their own learning. Bruner, Ausubel and Vygotsky are the psychologists who advocate constructivism.

Concept map is an effective way to help children represent what they know and understand in visual form. With the current emphasis on teaching for understanding and the importance of conceptual knowledge, teachers need techniques that help children see patterns and connections (rather than memorize facts) and form mental structures that would help them handle new knowledge and relate it to past knowledge (Erickson, 2002).

Concept Mapping: A Constructivist Approach

Concept mapping was developed by Novak and his team of researchers at Cornell University, Ithaca, New York. The concept mapping was developed based on Ausubel's (1968) Assimilation theory of cognitive development. Concept mapping is a technique for representing knowledge in graphs. Knowledge graphs are networks of concepts. Networks consist of nodes (points/ vertices) and links (arcs/ edges). Nodes represent concepts and links represent the relations between concepts.

Concepts and sometimes links are labeled. Links can be non-, uni- or bi-directional. Concepts and links may be categorized; they can be simply associative, specified or divided in categories such as causal or temporal relations. Concept mapping can be done for several purposes:

• to generate ideas (brainstorming, etc.);

• to design a complex structure (long texts, hypermedia, large web sites, etc.);

• to communicate complex ideas;

• to aid learning by explicitly integrating new and old knowledge;

• to assess understanding or diagnose misunderstanding.

Concept mapping is a process of meaning making. A concept is a perceived regularity in events or records of events or objects, designated by a Label (Nov 1984). Key to the construction of a concept map is the set of concepts on which it is based.

Coming up with the list of concepts to include in a map is really is just an issue of

retrieving from long term memory. It is the process of linking the concepts to create meaningful propositions within the structure of concept map that is the difficult task.

Ausubel assumes that meaningful learning requires that the learner's cognitive framework contain relevant ideas to which new material can be related. He argues that the most important factor influencing learning is what the learner already knows. Meaningful learning results when the learner makes a conscious effort to relate new knowledge to be learned with relevant knowledge they already possess. In contrast, rote learning results when the learner memorizes the new information and makes little or no effort to relate and integrate this with their prior knowledge. Information learned by rote is soon forgotten and there is little chance for the application of this knowledge in new problem solving contexts (Nov 1998).

Concept mapping is the process of organizing concepts and relationships between concepts in a hierarchical manner, from more inclusive concepts to more specific, less inclusive concepts (Novak &Gowin, 1984). Concept maps are hierarchical in that the more general, more inclusive concepts are at the top of the map, with progressively more specific, less inclusive concepts arranged below them. The hierarchical organization of concepts in a concept map is supposed to reflect the hierarchical organization of knowledge in cognitive structure while links between concepts demonstrate the manner in which new concepts are integrated with existing knowledge structure.

Concept maps are intended to represent meaningful relationships between concepts in the form of propositions. Propositions are two or more concept labels linked by words in a semantic unit. Concept map simply means concepts connected by a linking word to form a proposition. e.g. "Grass is green" would represent a simple concept map forming a valid proposition about the concepts "grass" and "green".

Fig. 1. Simple Concept map
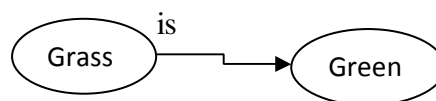
A concept map is a schematic device for representing a set of concept meanings embedded in a framework of propositions***. Concept maps make the key ideas clear to both students and teachers.*** It is a kind of visual road map. After a learning task has been completed, concept map provide a schematic summary of what has been learned. Meaningful learning proceeds most easily when new concepts are included under broader, more inclusive concepts. Concept maps are hierarchical; that is, the more general concepts are at the top of the map with progressively more specific concepts arranged below them. Concept mapping can be a creative activity and may help to foster creativity as students and teachers recognize new relationships and hence new meanings can be recognized.

Concept mapping strategy for Holistic development of learner:

Concept mapping has been found to be an effective learning tool because-

- It requires deep-level, semantic processing of information. According to Craik and Tulving (1975), deep-level processing promotes duration of memory, ease of retrieval from memory, and ability to apply knowledge in new situations.

- It engages the learner in cognitive construction of knowledge. This is believed to promote meaningful learning (Novak, 1990).

- It helps the learner to organize knowledge in meaningful related chunks.

A review of the literature on concept mapping shows that it is indeed an effective learning tool especially for the learning of science concepts. There have been many documented studies that show a positive relationship between concept mapping and improvement in the achievement of students. The review of the related literature in India and abroad revealed that Concept mapping is being researched of late as an alternative strategy to teaching and testing. It has been found to be an effective teaching method which enhances meaningful learning. Feeling like more active learners, concept mappers are empowered to move toward more meaningful learning. Concept mapping appeared to enhance clarity of learning, integration and retention of knowledge*(Novak, J.D. and Heinze-fry 1990).*Concept mapping as an instructional tool had an effect on the achievements of students who also reflected a positive attitude towards concept mapping as an effective teaching strategy*(Manjula Rao 2003).* Some have suggested improvements in constructing the concept maps: concept maps should be based on certain kind of discipline and evaluation of it should also be based on semantics of linking words and not on graphical criteria alone*(Kharatmal Meena 2004).* Concept mapping was found to be an effective alternative teaching and testing strategy for the inclusive science classroom *(Thomas. S and Kharade. K 2008).* Some studies have showed that the participants hold idiosyncratic concepts not consistently coincident with those of the prescribed curriculum, and that everyday concepts are retained more than are scientific concepts *(Ross, B. and Hugh, M (1991).* The process of mapping concepts in group activity may be more important than the concept map itself.

On reviewing the related literature in India as well as abroad, the following conclusions could be drawn:

- A positive shift in the teaching-learning process is emphasized.

- There is a need to move from rote learning to meaningful learning.

- The paradigm shift has moved towards a constructivist approach.

- Concept maps are not only used an instructional tool but as an assessment tool also.

- There is need to introduce these strategies as sustainable techniques for learning in a meaningful manner.

The NEP 2020 has a strong focus on the holistic development of a student. Holistic learning is a type of learning that caters to the overall development of a student. Concept mapping strategy contributes in the holistic development of learner by developing critical thinking, creative thinking, communicating skill and collaborating skill among learners.

Conclusion

Concept mapping tools are based on proven visual learning methodologies that help students think, learn and achieve. For holistic development of learner's concept mapping strategy is very useful as it develops 21st century learning skills which are often called the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills help students to learn meaningfully and with understanding and so they are vital to success in school and beyond. The use of concept mapping should therefore be more widely encouraged in teacher education.

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COMPARISON BETWEEN NATIONAL EDUCATION POLICY 1986 AND NATIONAL EDUCATION POLICY 2020

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Abstract

Education has evolved throughout human history, from ancient teachings of nature to the gurukulas of kings' golden eras, and from government schools post-independence to the proliferation of convents, international schools, and deemed universities in the 21st century. Despite these variations, the fundamental objective of all educational institutions remains consistent: to nurture and enlighten humanity. Education transcends mere academic pursuits and degree acquisition; its essence lies in fostering the holistic development of individuals, encompassing physical, mental, financial, and economic dimensions. The overarching aim of education is to cultivate well-rounded individuals who contribute meaningfully to society, ensuring a prosperous future for the nation.

Every country tailors its educational system to reflect and promote its unique socio-cultural identity while meeting the increasing demands for job opportunities and career pathways. As nations progress economically and technologically, it becomes imperative to ensure equitable distribution of the benefits of development across all segments of society. The National Education Policy of 1986 emphasized a common curriculum framework with a core set of subjects while allowing for flexibility. It advocated for a child-centric approach in elementary education, with a subsequent focus on promoting education among girls and marginalized groups in secondary education.

The National Education Policy of 2020, enacted after 34 years of reform, prioritizes a holistic approach with multidisciplinary courses. It introduces a "bucket system" allowing students to choose subjects based on their interests. This paper examines and compares the key aspects of both the 1986 and 2020 National Education Policies, highlighting shifts in educational priorities and methodologies while maintaining the core objective of fostering well-rounded individuals for the betterment of society

Keywords: Education Policy

Introduction:

The National System of Education prioritizes reducing disparities in the education system and enhancing the quality of publicly funded schools to alleviate the burden on parents who resort to expensive private schools. Structural changes in education are driven by reforms embedded in each education policy. Elementary education should be redesigned to be enjoyable, engaging, and

appealing to children, fostering their enthusiasm for school. Primary education ought to instill moral values and emphasize the significance of subjects to students. Higher secondary education should focus on imparting subject knowledge and introducing societal concepts to students. Higher education should emphasize the practical application of subjects to ensure students benefit from their degrees and have a productive educational experience.

The National Education Policy was first introduced under the Kothari Commission (1964-66) during the tenure of Prime Minister Indira Gandhi, aiming for equal educational opportunities to achieve complete education and national integration. The National Education Policy of 1986, implemented in 1992 under Prime Minister P.V. Narasimha Rao's governance, aimed to educate women, provide opportunities for SC, ST, and backward classes, and ensure comprehensive education for all. It focused on reducing disparities and improving the quality of publicly funded schools, initiating steps like the "Operational Blackboard" to enhance facilities in primary schools in rural and urban areas.

The National Education Policy of 2020, introduced by Prime Minister Narendra Modi, emphasizes a practical approach to learning, student-centric education, and multidisciplinary courses for holistic student development at all levels. This comparative study analyzes the differences in goals between NEP 1986 and NEP 2020, considering the vast changes and reforms India has undergone in various sectors between 1986 and 2020, spanning 34 years.

2.   Review of literature

In 1966, India introduced its first National Education Policy. This landmark policy, characterized by "Radical Restructuring," sought to ensure equal educational opportunities to achieve comprehensive education and national integration. Emphasizing the importance of education, it prioritized primary and secondary education, advocating for the establishment of schools in both rural and urban areas. This initiative followed the post-independence reforms that underscored the prominence of education, with the inception of Social Work Education in 1936 through the establishment of the Tata Institute of Social Sciences.

National Education Policy (1986)

The National Education Policy of 1986 aimed to promote education for minority groups, gender equality in education, and the education of marginalized communities such as SC, ST, and backward sections. It placed significant emphasis on providing equal educational opportunities for all segments of society. This policy prioritized addressing the issue of school dropouts, implementing a range of meticulously crafted strategies at the grassroots level across the country. A national mission was launched to achieve the objectives outlined in NEP 1986. Through a literature review comparing the education policies of 1966 and 1986, it is evident that while the NEP of 1966 emphasized equal education for all, the NEP of 1986 placed particular emphasis on women's education, minority education promotion, and reducing school dropout rates.

Research Gap

There exists a significant research gap concerning the evolution of education policies in India and their alignment with the nation's developmental trajectory. Previous education policies have delineated commendable visions aimed at nation-building, addressing the needs of prioritized societal sectors to propel the country towards development. However, over the past 34 years, since the inception of NEP 1986, society has undergone profound transformations, marked by extensive reforms, advancements, and technological shifts. These changes have influenced various domains including business, education, competition, and societal attitudes towards job opportunities.

Given this dynamic landscape, it is imperative to scrutinize and compare the disparities between NEP 1986 and NEP 2020. Such an analysis can shed light on how these policies have adapted to societal changes and whether they effectively address contemporary challenges. Therefore, the research focus should center on elucidating the nuanced differences between the two policies and their implications for India's educational landscape amidst evolving socio-economic dynamics.

The primary focus lies in comparing NEP 1986 with NEP 2020, aiming to analyze the transformations spanning from elementary education to higher education. This entails examining the shifts in priorities across these educational levels and the expanded scope, particularly concerning practical approaches and job orientation.

Objectives of the Study

Derived from the identified research gap and problem statement, the study aims to achieve the following objectives:

1.   Investigate the importance of education within the Indian context.

2.   Conduct a comparative analysis between NEP 1986 and NEP 2020

Research Methodology

The research methodology incorporates both primary and secondary data sources. Primary data collection involves distributing questionnaires to respondents, with a total sample size of 100 participants selected for the study. A total of 94 responses have been obtained. Descriptive statistics are utilized to analyze demographic data, while analytical statistics are employed to evaluate respondents' perspectives on NEP, utilizing a comparative scale. The convenience sampling method is employed in participant selection.

Hypothesis

1)   There is no significant difference in the National Education Policy (NEP) of 1986 and NEP of 2020.

2)   There is no significant difference in the priorities assigned to education between these two policies.

3)   There is no significant difference in the curriculum outlined in the policies of 1986 and

2020.

4) There is no significant difference in the job opportunities facilitated by the education systems of 1986 and 2020.

Significance of Education from Indian Perspective

Education holds immense significance from the Indian perspective, with its roots tracing back to the dawn of human civilization. Learning from nature, often regarded as our first teacher, has imparted invaluable lessons that humanity should not overlook. India, with its rich cultural heritage, abundant resources, and profound knowledge reservoir, has produced numerous iconic figures who have left an indelible mark on history.

Education, far from being a finite pursuit, is a perpetual journey of learning, with individuals being lifelong learners. Throughout history, Indian rulers such as the Mauryas, Cholas, and Kakatiyas placed considerable emphasis on education, fostering institutions like Gurukulas and promoting cross-community learning. The principles of equality and justice in education have been championed since ancient times, with kings investing substantially in commerce, trade, arts, and sciences to advance educational endeavors.

The British colonial rule significantly altered the educational landscape in India, introducing private and convent schools while diminishing the prominence of Gurukulas. However, they also laid the groundwork for the English language, a legacy that continues to serve our global communication needs. Meanwhile, indigenous languages have always been accorded significance alongside English.

India's contribution to mathematics, exemplified by the renowned mathematician Ramanujan, has fostered a deep-rooted appreciation for the subject. Economics and commerce, essential pillars of any thriving economy, have been nurtured alongside English and mathematics since antiquity.

The sciences, encompassing natural, physical, and general sciences, have received substantial support in India, with many individuals pursuing them as their preferred field of study. This steadfast commitment to education has played a pivotal role in India's development, growth, and global relevance.

In the post-independence era, the legacy of educational promotion has been upheld, with successive National Education Policies from 1966 to the recently announced 2020 policy continuing to prioritize and advance education across all disciplines. This enduring commitment underscores the pivotal role education plays in shaping India's trajectory towards progress and dynamism on the global stage.

Key Findings of the study

Considering the significance of education in India, it becomes imperative to gather insights from educationists, academicians, and students regarding the quality and opportunities presented

by educational policies. To facilitate this study, a comparative analysis was conducted involving 96 respondents, examining their perspectives on NEP 1986 and NEP 2020.

Data collection involved distributing questionnaires to respondents via Google Forms, followed by enumeration and analysis employing descriptive and analytical statistics. Demographic profiles were assessed using measures such as mean and standard deviation, while the Chi-Square Test was utilized to analyze respondents' views comprehensively.

Based on the data analysis, the following are the findings

Based on the data analysis, the following findings emerged from the demographic profile:

1.   Among the respondents, 69% are male and 31% are female.

2.   In terms of age distribution, 34% fall within the age group of 25-35 years, followed by 47% in the age group of 35-45 years, with the remaining 19% being above 45 years old. The standard deviation (S.D.) for the age group of 25-35 years is 0.453, while for the age group of 35-45 years, it is 0.34. This indicates that there is not a significant variance between respondents in terms of age.

3.   Out of the total 96 respondents, 56% are academicians, 22% are educationists, and the remaining 22% are students.

Based on the hypotheses tested by using Chi-Square, the following findings are taken:

1.   Based on the hypotheses tested using Chi-Square analysis, the following findings have been observed:

2.   There exists a significant difference between the NEP of 2020 and NEP of 1986 concerning education policy. This variance can be attributed to various factors, including the developmental period since 1991, advancements in industrial policy, technological progress, India's pursuit of comprehensive education, and globalization of business. Consequently, the scope of NEP 2020 is considerably broader in comparison.

3.   The priorities outlined in the NEP of 1986 primarily focused on minority education, women's education, reducing child dropouts, adult education, and vocational training. In contrast, NEP 2020 places significant emphasis on multidisciplinary courses, vocational programs, the implementation of a bucket system for subject selection, and the promotion of music, science, and art. Additionally, NEP 2020 provides a robust platform for the holistic development of students, indicating a broader scope compared to NEP 1986.

4.   The curriculum under NEP 2020 is predominantly based on multidisciplinary courses selected by students. Autonomous colleges are poised to seize the opportunity to introduce new courses and tailor their curriculum to align with market demands.

5.   The education policy of 1986 contributed significantly to job opportunities, particularly in the aftermath of the reforms following the 1991 industrial policy. This paved the way for numerous job opportunities, especially in multinational corporations, during the

millennium. Similarly, NEP 2020 aims to foster global job opportunities by nurturing students with diverse talents and skill sets, enhancing their prospects for employment on a global scale.

S No.	Statement of Hypothesis	Calculated Value	Critical Value @ d.f. 2, LoS @5%	Accept/Reject Criterion
1.	NEP of 1986 and 2020	4.435	3.84	Hypothesis is rejected
2.	Priorities given to education in NEP of 1986 and 2020	3.964	3.84	Hypothesis is rejected
3.	Curriculum laid down in the policies	5.632	3.84	Hypothesis is rejected
4.	Scope for job opportunities	3.129	3.84	Hypothesis is accepted

Conclusion

Based on the findings of the study, it is concluded that the educational policy of 2020 offers extensive opportunities for a multidisciplinary approach, complemented by digital learning and greater autonomy in courses and curriculum development. This policy aligns with the global advancements in technology, business, and education, thereby fostering holistic student development. Notably, NEP 2020 places considerable emphasis on music, art, instruments, and vocational courses, aspects that were not as prominently highlighted in NEP 1986. Consequently, there exists significant potential for a student-centric learning environment rooted in multidisciplinary approaches.

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NATIONAL EDUCATION POLICY 2020 : A REVOUTION IN INDIAN HIGHER EDUCATION

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Abstract:

India has progressed on mulitple fronts; from IT to manufacturing , pharma to space tech, UPI to DBT and expressways to bullet trains. All these developments pave its way superpower stauts, India is also recoginsed as a hub of higher education in the world. The Indian constituion gives fundamental right of eductaion to everyone. Keeping in view Indian government has been revoluntionzed education desiging first draft of National Policy on Education in 1968. In the view of globalization education has changed, India also took some stringent steps towards higher education and introduced ideal and comprehensive eductaion poilcy. The paper is an attempt to overview of National Education Policy 2020 and the research paper also aims to the identify the major concerns of NEP 2020 in higher education.

Key words: Education, National Eductaion Policy , Higher education.

Countries plan their education systems to progress further thustogalvanize education at alllevels for the development of common/ordinary people and bring them in the mainstream the Government of India (GOI) has devised the National Policy on Education (NPE).A document which enriches the higher eductaion and seems comprehesive. Education is the fundamental base of society . According to government of India " Education is the best tool for acheving economic and social mobility , inclusion and equality."(4). The NEP 2020 is designed to disseminate education at all levels. India has a challenge and hence aim to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. India strongly assures that through this new national education policy 2020, it can achieve this goal at least by 2040 with equitable access to high-quality education to everyone irrespective of social and economic discrimination, gender and caste. With the objective of creating a platform to provide quality school & higher education to every citizen of the country with Indian ethos and values to transform the country as an equitable and vibrant knowledge society and global knowledge superpower by improving the quality of education at every stage by creating a new ideal system through the revision and revamping the current education structure including, policies, regulations, and control systems, the new policy NEP-2020 is designed (1-2). Henceforth New Eductaion Policy is

promoted skill based values for problems solving , creativity for innovation, holistic unity and national integrity. The policy predicates some new set of regulations to make education pedagogy more experimental, research -orientated , inquiry -driven and analysis -based and more flexibile and so that educated output can develop economic, social and equality , justice and national integrity.

Higher Education in India:

India has a long history of education, had Nalanda and Takshshila University known for learning center of knowledge. With the passage of time higher education system in India has grown in a remarkable way , particular in the post indepnedence India and now India is known as one of the largest education system in the world. According to UGC Higher eductaion is soul of India thus All higher ediucation Institutes need to impart quality education , cultural values , human values among students and create research oriented society. The Higher education system is having a tremondous pressure of numbers on this system and a large number of additional students wil be knocking at the doors of higher education institutions in the coutnry. India has now 48 central universities, 399 state universities, 126 deemed universites and 330 private universites. The new challenge before the countrty at the beginning of 21st century is to become developed society which requires not only a vibrant economy driven by knowledge has to be emerged in soon but aslo a new Indian society where social jusitce and human values has to be prevalied. Higher education is always sustained by equality in eductaion and quality in eduation. A video conference of Governors and Lieutenant Governors on 'Role of National Education Policy (NEP) 2020 in Transforming Higher Education. In the interaction with Governors and Lieutenant Governors,Governor of Manipur, Dr Najma Heptulla stated that the New Education Policy-2020 will certainly be a landmark in the history of education in India, for the policy is comprehensive, holistic, far sighted and will certainly play a pivotal role in the Nation's future growth. This Policy was passed after more than three decades-the first one was framed in 1986 and modified in 1992. "During this period of more than three decades, significant changes were noticed in our country pertaining to socio- economy and the globe at large. Therefore, it appears quite legitimate that the education sector also needs to strengthen itself towards the demands of the 21st century and the needs of the people and the country. "

NATIONAL EDUCATION POLICY 2020:

The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. (Abhay Kumar ,6558 The NEP is not merely directed higher education but susutained the dominions of higer eductaion. Chaning the country into a global eudcation hub where culture , values are shared not merley within the country but also allow

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foreign institues in imparting knowledge with full of honour. The NEP-2020 is developed into the consideration of the deep historical heritage of the country and the contributions of many euridte to different subjects as the milestone to build high quality multi-disciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrollment ratio (GER) of school education enrollment and higher & professional education enrollment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

"Higher education plays an important role in promoting human and social values and in developing India as envisoned in its constitution- a democractic , jsutice, socially ,conscious , cultured and humane nation upholding equality, liberty ,fraternity and justice for all."(33). Higher education is a foundation of sustainable livelihoods and economic development of the nation. On the salughter of globalization India is moving towards knowledge society and econmoy and more young are likely to enrol for higher education. By 2040 Higher education Institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments perferably in the thousands. HEIs delivering education of the highest quality. Higher education is stimulated and enriched by NEP.

Conclusion:

India will be a superpower counrty in Education after implementation of the National Education Policy 2020. The Policy seems a golden document that stimulates reformation and radical changes in higher education with an objective of producing skilled human beings and empower the youngsters and gear new skills in higher education society and helps to formation of civilzed society where one can have equal right, justice and liberty will be celebrated in higher eductaion. It is known that technology which is an application of scientific thinking has the capabilities to improve the quality of life of everyonein this universe and quality education is the foundation for it.

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PARADIGM SHIFT IN ASSESSMENT: TRADITIONAL TO AUTHENTIC ASSESSMENT

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1.1   Introduction:

National Education Policy 2020 emphasizes on development of the creative potential of an individual. All-round development of learners takes place when social, mental, ethical, and emotional capacities along with cognitive capabilities are developed. The NEP 2020 emphasized the creation of an "Ideal Education Institution" where 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.

The teaching-learning process is incomplete without assessment. In traditional schooling generally, the mindset of the society is that teaching is carried out by the teacher and learning is carried out by the learner. After the teacher teaches the content she/heassesses the learner to check how much learning has taken place. Traditional assessment aims to test the knowledge of learners through formative and summative assessment where the emphasis is given mostly on rote memorization. Teachers used to teach for the entire year and students used to give one annual examination for qualifying themselves as pass or fail. Later Government of India brought some changes in the evaluation system by introducing continuous and comprehensive evaluation for the all-round development of students.

NEP 2020 has emphasized on "Transformation of the current practice of assessment for student development". With the combination of Internal continuous assessment and term-end examination to some extent, we could achieve the aim of NEP 2020. NEP 2020 recommends that assessment should be more regular, and competency-based, and test the higher order thinking skills such as analysis, critical thinking, and conceptual clarity. As per the NEP 2020, the progress card of the student will be redesigned. The Progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains which includes self-assessment, peer assessment, project-based learning, quiz, role plays, group work, portfolio, etc.

1.2   Traditional assessment

Assessment is a way to measure learning objectives of the course are being met. In education assessment is a variety of methods or tools that teachers use to evaluate, measure, and document the academic progress, skill acquisition, and needs of students. It is used to identify students' weaknesses and strengths.

Traditional assessment refers to forced choice, measures of multiple-choice tests, fill-in-the-blanks, short answers, and long answers that have been common in education for a long time. In traditional assessment, students typically select an answer or recall information to complete the assessment. These assessments may be standardized or teacher-created. In traditional assessment, the focus was r memorization. Students get promoted to the next academic standard till std 8th, this decision was taken to reduce the Examination pressure. But somehow it has an impact on the quality of assessment.

1.3   Authentic assessment

Authentic assessments create a student-centered learning experience by providing students with opportunities to problem-solve, inquire, and create new knowledge and meaning. Different authors have defined authentic assessment as follows:

Authentic Assessments is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

-John Mueller, 2005

"Authentic Assessments include engaging and worthy problems or questions of importance, in which students use knowledge to fashion performance effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field."

- Wiggins, 1993

Performance assessment call upon the examinee to demonstrate specific skills and competencies that apply the skills and knowledge they have mastered"

- Stiggins, 1987

Authentic assessment is an advanced step of assessment that focuses not only on written tests or rote memorization but emphasizes on the assessment by assigning real-world tasks. Alternative names for Authentic assessment areperformance assessment, Alternative Assessment, or Direct Assessment.

1.4   Defining Attributes of Traditional and Authentic Assessment

John Mueller has defined the following attributes of Authentic assessment and Traditional Assessment. The Traditional assessment is different from the Authentic assessment can bevery well understood from the below points.

Traditional --- Authentic

Selecting a Response ------------------------------- Performing a Task

Contrived --Real-life

Recall/Recognition -------------------------------- Construction/Application

Teacher-structured --------------------------------- Student-structured

Indirect Evidence ------------------------------ --- Direct Evidence

From the above attributes it's understood that moving from traditional assessment to Authentic assessment will achieve the aim of NEP 2020 of "Transforming Assessment for Student Development". In traditional teacher-structured assessment, responses are collected, just focusing on recall, and recognition, whereas Authentic assessment is focused on performing a task, in real life, and is student-structured.

1.5 Characteristics of Authentic Assessment:

In 2009 Frey, Schmitt &and Allen said that assessment should be realistic. He gives the following nine characteristics of Authentic Assessment. Authentic assessment is defined in a wide variety of ways, usually including one or more of these nine characteristics, which can be grouped into three broad categories:

1. The context of the assessment
   - Realistic activity or context
   - The task is performance-based
   - The task is cognitively complex

2. The role of the student
   - A defense of the answer or product is required
   - The Assessment is formative
   - Students collaborate with each other or with the teacher

3. The scoring
   - The scoring criteria are known or student-developed
   - Multiple indicators or portfolios are used for scoring
   - The performance expectation is mastery

1.6   **Authentic assessment creation from the perspective of John Mueller:**

John Mueller has given four steps to create an Authentic assessment.

Step 1: Identify the Standards

Step 2: Select the Authentic Task

Step 3: Identify the criteria for the task

Step 4: Create the Rubric

Step 1- Identify the Standards:

Standards are one-sentence statements of what a student should know and be able to do at a

certain point. Often a standard will begin with a phrase such as "student will be able to ….."

- Student will be able to add two-digit numbers
- Students will be explained the process of photosynthesis

Step 2- Select an Authentic Task

Authentic task is an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges

A task is Authentic - when 1) students are asked to construct their own responses rather than select from the ones presented. 2) The task replicates challenges faced in the real world. In this step you need to find out a way where students can demonstrate that they are fully capable of meeting the standard.

Step 3- Identify the criteria for the task

Criteria is an indicator of good performance on a task. The teacher will identify what you want your students to know and be able to do. In this step, the teacher wants to ask "What does good performance on this task look like?" or "How will I know they have done a good job on this task?". In answering those questions, you will be identifying the criteria for good performance on that task. You will use those criteria to evaluate how well students completed the task and thus they have met the standards.

Step 4- Creating a Rubric

A rubric is a scoring scale used to assess students' performance along a task-specific set of criteria. Two types of Rubrics we can use in scoring - Analytic and holisticrubrics. Analytic rubrics assess how well students perform on each criterion, and get a more global picture of the students' performance on the entire task. A holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole.

1.7   Elements of Authentic Assessment:

Authentic assessment involves the application of knowledge and skills in real-world situations, scenarios, or problems. Authentic assessment creates a student-centered learning experience by providing students the opportunity to problem solve, inquire, and create new knowledge and meaning.

There are several elements to consider that make an assessment more "Authentic" (Ashford Rowe, 2014; Grant, 2021; Wilson-Mah, 2019)

Accuracy and Validity:

The accuracy of the assessment refers to how closely it resembles a real-world situation, problem, disciplinary norm, or field study The assessment validity refers to the alignment of grading criteria to the learning objectives, transferable skills, workforce readiness, etc.

Demonstration of learning:

The outcome of an assessment should allow students to demonstrate learning in ways that

reflect their field of study. The assessment should allow for student choice based on interests and skills.

Transfer of knowledge:

The assessment should provide the transfer of knowledge from theory to practice and from one task or experience to another.

Metacognition:

The process of reflecting on learning should be purposefully planned for students to make connections to prior knowledge, experiences, and different subject areas.

Collaborations:

The assessment should provide opportunities for interaction that are aligned to the real-world situation.

Flexibility:

The assessment should provide flexibility in the timelines and due dates for meeting project benchmarks and deliverables to align with real-world tasks.

Environment and tools:

The environment and tools used to provide the assessment. Tools like field study or aligned with a real-world situation.

1.8   Authentic assessment tools and methods:

In Traditional assessment, we used to have only semester-end and term-end final examinationsat almost all the levels from standard one to graduation. Now after the introduction of formative and Internal continuous assessment Unit tests, weekly tests, Oral examinations, Viva,and presentations is added in the evaluation process. But still, the focus of all these methods is written and oral presentation only. With Authentic assessment following Authentic tools and methods to be incorporated in evaluation which will lead to student'sreal-world task performance.

● Portfolio	● Research Report	● Project	● Rubric	● Self-assessment& Peer Assessment
● Design-based learning	● Journal writing	● Open book examination	● Case study	● Workshop, conference
● Essay writing	● Interview & Survey	● Vlogs, Blogs, wikis	● Brainstorming / Mind Mapping	● Critical review

1.9   Authentic Assessment and NEP 2020:

NEP 2020, while emphasizing on "Assessment" talks about the following points. which promotes Authentic assessment in practice to achieve the aims and vision of NEP 2020.

1.   Holistic development of learners: If we continue only paper pen examinations, we cannot give productive citizens to the nation. The cultureof Rote memorization is to be replaced

with creating holistic and well-rounded individuals equipped with the key 21st-century skills. Implementation of Authentic tasks at all levels by teachers will enhance the involvement of students in the assessment ofreal-world tasks which will lead to finding perfection in every individual which is already within him/her.

2. Reduce curriculum content to enhance essential learning and critical thinking: Curriculum content will be reduced in each subject to its core essential to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based thinking. All these methods of teaching - learning to implement assessment as well which will lead to assessment with more fun, creative, collaborative &and exploratory activities.

3. Experiential Learning: In all stages, experiential learning will be adopted. Hands-on learning, sports education, storytelling,etc. all those techniques included in the teaching-learning assessment is possible only when we implement the Authentic assessment.

4. Empower students through flexibility in course choice: till now syllabus used to be set by the main body and forcefully implemented at all the levels. NEP 2020 talks about an increase in flexibility and choice of subjects to study like physical education, arts, crafts, and vocational skills so that students can design their ways. In Authentic assessment, we are expecting students to actively participate in the assessment process. If we have incorporated all the given subjects in teaching, we have to plan an Authentic assessment to evaluate the student's performance.

5. National Assessment Centre: NEP 2020 proposes to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. With this Centre NEP 2020 wants to implement a performance assessment which is nothing but the Authentic Assessment.

6. Assessment for learning: NEP 2020 proposes an Assessment for learning, in which it is expected that the teaching-learning process should have an approach that creates feedback that will be used to enhance and promote student performance. Students to be more involved in the learning process AFL aims to close the gap between learners' present situation and where they want to be in their achievement stage. Authentic assessment which makes students to be involved in assessment with real-world tasks, then students will think more actively about where they are now and where they will be.

1.10   Conclusion:

NEP 2020 with the aim of "Transforming assessment for student's development" wants to bring change in the current assessment process. If we want the assessment to be fun, active, collaborative, and enjoyable we need to bring changes in traditional assessment. Authentic assessment is a new and advanced approach to assessment. Authentic assessment complements the

Traditional assessment, teachers do not have to choose between Traditional and Authentic assessment but some mix of two will best meet our needs. Being part of the Education system each one who is part of the process and implementation must keep the vision of NEP 2020 to make the education system with equitable access to the highest quality education for all learners regardless of social or economic background.

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NATIONAL EDUCATION POLICY (2020), ONLINE EDUCATION:- DIFFERENCE BETWEEN ONLINE VS OFFLINE EDUCATION

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Abstract:

Digital education in India is the way forward to learning and gaining knowledge through the means of technology and degital devices. COVID 19 pandemic had briefly disrupted the school and college education system in India.Since the 1ˢᵗ lockdown in March 2020, all the states have responded to the COVID 19 situation with speed and innovation.The existing degital resources where leverage to maintain continuity in student education. Realising that rapid development depends on widespread education, the government rolled out a new Nation Education Policy (NEP) that puts emphasis on digitisation besides the use of technology in education. The objective of this study is to compare online and offline mode of learning. During COVID 19 almost everyone has shifted from offline to online mode. Students are facing many problems tocop up with an online mode but now both options are available in the market. The study aim to investigate if student have both options they prefer.

Keywords : Online learning, offline learning

Introduction:

In the degital era 2021, the education system has developed in many ways to expand the learning material for students to study. The most traditional way is physical learning, face-to-face or offline method. Offline learning is not the only method to study, there is also online learning method.Apart from various problems, online learning has provided benefits for expanding the scope of education, so even though face-to-face teaching and learning process is constrain due to the COVID 19 pandemic.There are some limitations of online learning are a technical issue, and limited internet access and the advantages of offline learning like time management, motivation, face to face interaction is the major contributors to the offline mode of learning. In online learning, students take classes using the internet connection from their room like distance learning. There is no physical classroom but there is a virtual classroom. Apart from the limitation of the online mode of learning it is expanding day by day to give benefit to the students.Education is essential to determining how a country will develop in a world that is changing quickly. The Indian government unveiled the National Education Policy (NEP) 2020 in response to the need for extensive reforms in the educational field. With the help of this ground-breaking new education policy in 2020, the current educational system will be improved, making it more inclusive, accessible, and responsive to the requirements of students in the twenty-first century. Alongside

the NEP, online learning courses have become a promising replacement for antiquated teaching techniques that provide a more interesting and dynamic learning environment. This blog will examine the effects of online learning and NEP 2020 on education in India, emphasising how these two factors influence how people learn in the future.Online classes in CBSE school, as a mode of education delivery, align remarkably well with the goals of the NEP 2020.

By utilising technology, online classes dismantle the constraints of conventional classrooms and give students access to top-notch education from the convenience of their homes. Education has become more accessible and inclusive due to the digital revolution, especially for people living in distant places with little access to educational institutions and resources. Additionally, because online education accommodates a variety of learning styles, students can study subjects that interest them in greater depth and at their speed. Online courses complement the NEP's emphasis on experiential learning because they provide fun simulations, interactive activities, and multimedia materials that make learning enjoyable and fulfilling.

Personalised learning pathways are made possible by combining online education and the NEP 2020. The educational material can be modified to match individual needs, strengths, and weaknesses with adaptive learning technologies, guaranteeing that no student is left behind. This strategy encourages a culture of continual development and aids students in achieving foundational reading and numeracy, which is a main focus of the NEP, along with regular evaluations.

Accessibility

One of the greatest advantages of online classes is their accessibility from anywhere around the world. Students can simply log in from anywhere and gain access to learning material from the convenience of their homes. Applications like Zoom and Microsoft Team have allowed students to easily attend their lectures without having to leave the safety of their homes. Thus, online classes provide the distinct advantage of location flexibility.

However, offline classes require students to travel to the location of their educational institution. Teaching takes place in a fixed location which would typically comprise a lecture hall or a physical classroom. Additionally, certain students may need to travel far to reach their respective educational institutions and this may cause a great deal of inconvenience.

Time Management

Students who attend online classes are faced with the big challenge of time management. Online learners are typically distracted by a multitude of tasks and they lack a proper schedule. Since online classes provide the advantage of self-paced learning, students may not have a proper schedule and may succumb to the habit of procrastination.

In the case of offline classes, students have to adhere to a strict schedule that has been set up by the teachers.

Technical Issues in Offline and Online Classes

Online classes are always challenged by technical issues. Access to proper electronic equipment such as webcams, microphones, headphones and computers along with a proper internet connection is a mandatory requirement for online classes. Additionally, technical issues such as slow internet connection or lack of availability of proper technical infrastructure may interfere with seamless learning. Moreover, students may face difficulty in attending live lectures or downloading videos or online notes.

On the other hand, Offline classes, are rarely threatened by technical issues. Students and teachers are not required to be exceptionally tech-savvy and since most learning occurs within the physical classroom, technical issues are not a major issue except for any lessons that require presentations or computers.

Student-Teacher Interaction

Contrary to the popular belief that there is hardly any interaction between students and teachers in online education, there is an ample amount of interaction between students and teachers over the online platform. Online classes allow students to get in touch with their teachers no matter the time or location. Online classrooms also allow two-way communication which significantly influences learning. Moreover, student-teacher interaction in online classes may be both synchronous and asynchronous.

There is face-to-face interaction in the case of offline classes, especially because teaching is synchronous. There is active communication between students and teachers which allows for lively discussions and debates between them. Moreover, it allows students to immediately address their doubts and receive quick feedback. Teachers are adapting to different methods of teaching to engage students.

It becomes harder for students who live far from their schools and had to use transport facilities which consume more time and give stress to students.

So now after reading this blog about online classes vs offline classes you have got a pretty clear idea of which one is better. Both have their own set of advantages making them ideal in various situations. Online classes provide education right at home but still, there is a minimum amount of conversation between students and tutors whereas in offline learning you get individual attention. Online classes are less expensive compared to offline classes because it demands study material, uniforms, transport fees etc. In offline classes, there is no flexibility; students just have to follow rules strictly. In e-learning, students don't have the opportunity to socialise which causes anxiety, laziness and stress, whereas the best school in Mumbai traditional learning encourages students to participate with their classmates and teacher in numerous activities.

Flexibility of Classes

The flexibility of classes is the main highlight of online classes. It allows students to set their own learning pace without any additional pressure. Additionally, since students have access to recorded videos and online reading material, they can easily attend lectures as and when it is convenient. It also gives students more time to digest the study material and complete their work or research at their own pace.

On the other hand, there is a certain amount of rigidity when it comes to offline education. Students are required to attend their lectures or sessions on time since there are no pre-recorded videos or notes that are easily available to the students. Hence, students are required to follow a predetermined and strict schedule as set by their educational institute.

Availability of optimal configuration of PCs, laptops, or even smartphones, good quality audio and video hardware, and high bandwidth Wi-Fi are some technical requirements that can significantly hinder the online learning experience. This is one of the critical challenges for the success and propagation of online education in a developing country such as India. Specific learners might be restricted in their ability to use technology, which further hinders their ability to leverage online learning.

To sum it up, the debate around online and offline learning does not tilt towards any option, as both have their strengths and weaknesses. The choice hence is not either online classes or offline classes. The right approach is to find the right mix of online and offline learning strategies leveraging the individual strengths of both mediums to deliver a unique and extraordinary learning experience for learners. Enroll now for CBSE and ICSE admission for your child, and give them the best learning environment.

Conclusion:

We conclude that both online education and offline education have different aspects of studies as both have its advantages as well as disadvantages. Students have to see their benefits and choose between them to study.

To make India's educational system a vibrant, inclusive,And dynamic organisation, the National EducationPolicy (NEP) 2020 is a visionary blueprint. It prioritisesPupils' overall development, promotes critical thinking,And works to ensure that each student has access toEducation. Online learning courses have become aPotent tool in this transition process that enhancesNEP objectives and expands the boundaries ofTraditional classroom learning.Apart from this, many of the students in higher education agree that the online learning tools help to improve students' academic performance because it helps them do the task more efficiently and can always playback the video of the online learning tools that have been recorded to help to improve the academic performance. The online learning tools have helped the students in saving time while studying. However, when there is an offline learning class before covid-19 or an online class after

covid-19, the student also has to spend almost the same time on the online class and offline class more than 12 hours per week. On the other hand, the quality of the online educational process is based on several factors such as teacher's level of education using technology, teaching style, interaction with students, strategies that capture students' attention, encouraging student with teacher contacts, cooperation, rapid feedback, active learning, and time spent on tasks. The quality is dependent on various factors. This of the factor can help the student can get more improvement when through the online educational process and help them to get a good quality on the online education.

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INDIAN NATIONAL EDUCATION POLICY 2020 TOWARDS ACHIEVING ITS OBJECTIVES

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Abstract:

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Key Words : Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies, Predicted implications, Predicted impediments & merits.

Introduction :

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century [2]. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are :

• Early streaming of students into different disciplines.

• Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.

• Lack of teacher and institutional autonomy to make innovations in HE to attract many students.

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- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions. It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986.

Objectives Of The Study :

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are :

(1)　To highlights and overview the policies of the newly accepted higher education system (NEP 2020

(2)　To compare National Education Policy 2020 with the currently adopted policy in India

(3)　To identify the innovations in new national higher education policy 2020.

(4)　To predict the implications of NEP 2020 on the Indian higher education system.

(5)　To discuss the merits of Higher Education Policies of NEP 2020.

(5)　Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

Methodology :

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique . Many suggestions are given based on Focus group analysis.

Highlights Of Indian National Education Policy 2020 :

Highlights of the Stages :

The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035.

SR.NO.	Educational life-cycle Stage	FEATURES
1.	Foundation stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery based learning. Using time tested Indiantraditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2.	Preparatory stage	Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroomlearning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3.	Middle school education stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers.Students are exposed to the semester system and yearly two class level examinations will be conducted.

4.	Secondary education stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5.	Under graduation education stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6.	Post graduation stage	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7.	Research stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

Comparison of new NEP 2020 with Existing NEP :

The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications. To compensate for the failure of previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels. Table 2 compares the improvements of some of the features of National Education policy 2020 with its previous National Education policy 1986.

Sr. no	NEP 1986	NEP 20020
1.	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2.	Common education structure of 10 (5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3.	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams aresuggested at the school level except for Board level exams at 10th and 12th.
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.P
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.

8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10.	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11.	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student-faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.

19.	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs.
25.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27.	Currently, teachers education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teachers education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
28.	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
29.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.

30.	No foreign universities are allowed to function directly in India	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities
31.	The coursework of Ph.D. programme comprises of research methodology and core subject related study	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study
32.	No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

Innovations In Nep 2020:

(1)   100 top Indian Universities will be encouraged to operate in foreign countries.

(2)   100 top Foreign Universities will be allowed and facilitated to operate in India

(3)   Every classroom shall have access to the latest educational technology that enables better learning experiences.

(4)   Faculty Stability will be provided in an appointed institution with generally no transfer to other institutions.

(5)   Faculty members get curriculum and pedagogy freedom within an approved framework.

(6)   Based on academic and research performance, faculty incentives & accountability will be fixed.

(7)   Faculty fast-track promotion system for high impact research contributions will be offered.

(8)   A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.

(9)   The API policy will clearly be defined in the Institutional development plan.

(10)   Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50% by 2035.

(11)   All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.

(12)   All students should be encouraged to take SWAYAM online courses at least two courses per semester.

(13)   Strengthening Vocational education (VE) to reach at least 50% of the student population. HEIs should plan how VE can be offered to all the students.

(14)   Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode

or 2 hours evening programme through Skill labs & partnership with industry & NGOs.

(15)   Currently, research & innovation investment in India is of 0.69% of GDP against a global average of 3% of GDP.

(16)   Inclusion of research and internships in the undergraduate curriculum as a very essential component.

(17)   Four functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HEGC), and (4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher Education Commission of India (HECI).

(18)   GEC decides the 21st century skills to be learned by students.

(19)   A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.

(20)   Empower private HEIs to decide fees for their programmes independently, though within the laid out norms.

(21)   Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths.

(22)   Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.

(23)   AI Research Centres, Nanotechnology Research centres get support from NRF.

(24)   Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.

(25)   Annual education expenditure of India has to increase from the current 4.43% of GDP to 6% of GDP.

(26)   HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation (weightage for internal continuous evaluation and Semester end examination will be 50:50).

(27)   Choice based Credit system will be improved and Competency based credit system is going to be adopted.

(28)   Focus on effective self-governance and outstanding merit-based leadership appointment and a Board of Governors (BOG) of highly qualified, competent, and dedicated individuals have proven capabilities and a strong sense of commitment to the institution. BOG shall be responsible and accountable to stakeholder's through transparent self-disclosures of all relevant records. 8 Electronic copy available at: https://ssrn.com/abstract=3676074

(29)   Focus is on the building of digital infrastructure, digital content, and capacity building to keep pace with Tech-generation expectations.

(30)   Other innovations like stress on networking with industries and other HEIs for research and

collaborations, focus on creating IPR, and improving stakeholders perception are also suggested.

Implications Of Nep 2020 On Indian Higher Education System :

(1)   Only qualified role-models have the opportunity to elevate to the top to decision making role: Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present HE system in India a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.

(2)   Cleaning of Higher Education Bureaucratic system : Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

(3)   Transformation of Sigle discipline Colleges into a multi-disciplinary autonomous degree awarding Colleges : This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.

(4)   Focus on Research & Innovation at UG & PG levels : This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

(5)   Highly educated Board of Governors (BoG) to avoid misuse of power by Individuals : Every autonomous institution is expected to for a BOG having highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution.

(6)   The Responsibility of maintaining Quality lies with the Board of Governors : The BoG shall be responsible and accountable for the outcomes of the HEI to the stakeholders through transparent disclosures of relevant records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA).

(7)   Single Regulator for entire HEIs : National Higher Education Regulatory Authority (NHERA) a single HEIs regulator setup leads to effective regulation of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

(8)   Elimination of Commercialization of Education : HEIs both public and private should ensure that they are not for profit and if there is any surplus, it should be re-invested in the institutional development under the supervision of BoG members to eliminate the comultiplication of education.

(9)   Responsibility of Private HEIs towards Educational Philanthropy : Though private HEIs can set their fees independently, by offering at least 20% free-ship and 30% scholarships. This model allows to recover reasonably their cost while discharging their social obligations.

(10)   Private Universities will overtake Public Universities due to offered 20% free-ship : Bright and intelligent students irrespective of their economic status, religion, gender, will get the opportunity to study in private HEIs free of cost due to 20% free-ship and 30% scholarship leading to mobilization of intelligent and self-motivated students to Private institutions leading to overcrowding of meritorious students in private Universities.

(11)   Transformation of Public/Government Colleges : Two possible transformation processes: (a) The affiliated public/government colleges can eventually become multi-disciplinary and expand their capacity to admit annually 3,000 or more students and become autonomous colleges (AC). (b) Small colleges with less resources and student feeding areas will convert itself as a constituent college of the affiliating university and get mentorship and all other kinds of support to offer quality education .

(12)   Transformation of Private Colleges : Three possible of Transformation: (a) The private sector colleges can eventually expand in terms of their resources and quality of education and reaches a predefined accreditation status to become Autonomous Degree giving college, (b) Some small colleges with one or two disciplines and have no scope of expansion to admit 3,000 or more students will join with similar (same management or same religion) colleges in that region and may become a group of colleges or a cluster and transform themselves into a degree giving Autonomous College, (c) The private colleges which cannot form cluster or part of a group and fail to reach the pre-defined accreditation status will eventually close down their operation .

Merits Of Higher Education Policies In Nep-2020 :

(1)   Student Centric Model : The current teacher centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by student centric model where

student gats right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL and he can appear for competency based evaluation in his own pace. Thus, the higher education section of NEP-2020 replaces teacher centric education system to student centric system .

(2)   Competency based Continuous Evaluation System : As against choice-based credit system, competency-based credit system has advantages of evaluating skill sets of a student along with knowledge and experience. Competency leads to confidence and objective of higher education system irrespective of subjects and areas of study is building confidence to identify new challenges and converting them into opportunities to solve problems in the society .

(3)   Research & Innovation Focused : The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions. The higher education policies of NEP-2020 transforms the HE system from information centric to new knowledge and innovation centric .

(4)   Improved STEM model of HE Curriculum : To generalize higher education for all-round progress of students, it is scientifically proved that they should be exposed to art & design thinking to improve their creativity in solving problems along with science, technology, engineering, and mathematics. This new model called STEAM is considered as better than STEM model in higher education at a bachelor's degree level [33-39]. STEAM with experimental learning and research based internship is the objective higher education section of NEP 2020.

(5)   Faculty Productivity based on Research Output : Research is an integral part of the higher education system. The faculty members who are guiding quality research should have research motives and experience so that they can be role models for their students. The new education policy focus on merit-based promotions which depend on faculty members annual performance indicator score with major portion depends on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a given time period .

(6)   Autonomy at all Levels : Higher education institutions which have the autonomy to do innovations in deciding the courses, curriculum, pedagogy, examination and evaluation could able to improve the quality of educations offered by them. In university affiliation system, affiliated institutions do not have any autonomy in teaching-learning and evaluation systems thereby the quality and motivation of both students and faculty

members get affected. Autonomy at education (teaching -learning processes), examination and evaluation, administration including financial decisions are essential for a progress oriented system .

(7) Merit based Student admissions, Faculty Selection & Promotion : NEP 2020 stresses on the importance of student admission based on merit by giving importance to social justice. It also comments that the quality of higher education and research can be improved only if all faculty selections and promotions are merit based. All kinds of reservations and lobbies should be 12 Electronic copy available at: https://ssrn.com/abstract=3676074 curbed at individual institution level by means of appointing highly qualified and proven leaders as members of the Board of Governors. It also stresses that merit-based appointments are essential at all policy formulating and regulating levels of HE Councils .

(8) Education Leaders should be Role-Models : Self-contribution to research and innovation is important to education leaders. New researchers get inspiration by seeing the contribution of leaders to perform better. HEIs should cultivate role models in this sector who should be super performers to IPR of the organization so that the organization can prove that higher contribution is possible. Professors who hold administrative positions are also expected to research and publication field during their leisure period to be role models to young researchers. It has been observed that many professors when elevating to administrative positions forget their responsibility of research and publications and do only lobbies and influences to elevate further. Since NEP-2020 suggest merit-based appointments and promotions, only role-models get further growth opportunities .

(9) Integrated Controlling & Monitoring System : As per NEP-2020, the first 10 years from 2021 to 2030 is the implementation period and the next 10 years from 2030 to 2040 is the operational period.

The implementation process is divided into seven stages :

(1) Implementation of spirit and intent of the policy

(2) Implementation of policy initiatives in a phased manner

(3) Prioritization and sequencing of policy points

(4) Comprehensive full-fledged implementation to achieve the desired objectives

(5) Collaborative planning, monitoring, and implementation by both Centre and States

(6) Timely supply of required resources by both Centre and States

(7) Careful analysis and review of multiple linkages to ensure effective dovetailing of all initiatives Effective use of technology to monitor and control each stage is essential for the expected progress of implementation.

(10) Boost to Online training : Use of Information Communication and Computation Technologies (ICCT) including Education technology, Internet technology, Artificial

intelligence, Virtual reality, etc are very essential in effective implementation of education in the 21st century. The latest technologies help planning, design offering effective online education to realize the characteristics of the ideal education system and also to enhance GER. It is expected that during the 21st century, due to improved tech generations, technology driven education is going to replace classroom based education and the policies of NEP-2020 laying the foundation for it but also supports classroom based education system by adding more research components in it .

(11) Control of Quality through Biennial Accreditation Process : Currently, the National Assessment and Accreditation Council monitors the quality of education and awards the graded accreditations to HEIs. This accreditation timeframe is five years. As a result, HEIs are not continuously monitored for their accreditation status. Instead, to make accreditation status more serious and effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process. This model of accreditation holds tight control on higher educational institutions to actually work for quality and performance .

(12) Boost of GER through Autonomy to Private Sector : One of the major goals of the United Nations Sustainable Development Goals is quality education to everyone. This can be achieved at the higher education system also by the private sector in education as a parallel sector with public systems. Based on NEP-2020, the private sector should give 20% free seats, 30% half fee scholarships so that many poor but merit-based students get free or discounted fee study opportunities. Such free education at HE level will boost GER of higher education in the country .

Conclusion :

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent

colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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THE IMPACT OF THE NEW EDUCATION POLICY ON HIGHER EDUCATION

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Abstract

The NEP 2020 presents a comprehensive framework aimed at advancing the educational system of the nation. Typically, it takes decades to replace policies, and the current one, being the third in succession, supersedes the NEP 1986. The NEP 2020 charts a clear course for the country's education. It places significant emphasis on overhauling the curriculum, revamping board examinations, and fostering critical thinking among students through experiential learning. Of utmost importance is the directive to teach all subjects in students' native languages. Additionally, the NEP 2020 acknowledges the necessity of producing professionals across diverse fields, spanning from agriculture to artificial intelligence.

Keywords: Education Policy

Introduction

The National Policy on Education (NPE) is a governmental initiative aimed at fostering education across India's populace, spanning from elementary to college levels in both rural and urban areas. It was first introduced by Prime Minister Mrs. Indira Gandhi in 1968, followed by subsequent versions under Prime Ministers Rajiv Gandhi in 1986 and Narendra Modi in 2020. The most recent iteration, the National Education Policy 2020 (NEP 2020), endorsed by the Union Cabinet on July 29, 2020, delineates a visionary approach to revamping India's educational landscape, supplanting the previous National Policy on Education from 1986.

NEP 2020 serves as a comprehensive blueprint for enhancing education from elementary to higher levels, including vocational training, in both rural and urban settings, with a target to overhaul the system by 2021. Although the language policy within NEP provides broad guidance, the onus lies on states, institutions, and schools to determine its implementation strategies.

The introduction of NEP 2020 heralds a significant paradigm shift in India's education sector, marking a departure from the status quo that had persisted for 34 years. Approved by the Indian government in 2023, this policy reflects a revolutionary stance towards educational reform.

Launched in 2023 with the motto "Educate, Encourage, and Enlighten," NEP aims to equip Indian students with 21st-century skills. Emphasizing research, innovation, and quality, the amendments introduced in NEP signify a concerted effort towards fostering a dynamic and progressive educational environment.

Historic Development of the Education Policy in India

The inaugural National Policy on Education in 1968, stemming from the recommendations of the Kothari Commission (1964–1966) and initiated under Prime Minister Mrs. Indira Gandhi's administration, marked a significant departure with its call for "radical reform." It aimed to ensure equal educational opportunities across rural and urban sectors, fostering national integration and bolstering cultural and economic development. However, controversy arose over the decision to promote Hindi as a national language, sparking debate. Despite this, the policy advocated for the use and learning of Hindi to cultivate a common linguistic thread throughout the nation. Additionally, it emphasized the teaching of ancient Sanskrit, recognizing its profound cultural and heritage significance. Furthermore, the policy underscored the importance of physical education to cultivate a robust sports and games culture. Notably, the NPE of 1968 set forth a target for education expenditure to reach 6% of the national income.

Second National Policy on Education, 1986 : In 1986, Rajiv Gandhi, the former Prime Minister, launched a new National Policy for In 1986, the former Prime Minister Rajiv Gandhi introduced the Second National Policy on Education, aiming to enhance education accessibility across all economic strata. Renowned for its emphasis on "Special Emphasis on the Elimination of Inequalities and to Equalize Educational Opportunities," regardless of caste (including scheduled castes and tribes), gender (with a predominant focus on females), or economic status. The policy advocated for the expansion of scholarships, subsidies, allowances, and adult education programs to foster social cohesion.

This NPE prioritized a "child-centered approach," particularly in primary education, leading to the implementation of the widely acclaimed educational initiative "Operation Blackboard." This initiative aimed to improve primary schools nationwide. Additionally, the policy facilitated the expansion of the open and distance university system, exemplified by the establishment of the Indira Gandhi National Open University (IGNOU) in 1985.

Aligned with Mahatma Gandhi's philosophy, this policy sought to stimulate economic and social development at the grassroots level in rural India, embodying a commitment to inclusive progress.

Revisions to the Second National Policy on Education occurred in 1992 and 2005. In 1992, Prime Minister PV Narasimha Rao implemented changes notable for the adoption of the Common Entrance Examination (CEE). This policy aimed to establish a standardized entrance examination for vocational and technical training admissions across India. Subsequently, former Prime Minister Manmohan Singh introduced a revised "Common Minimum Program" policy.

Moving to the Third National Policy on Education, developments began in 2019 with the Ministry of Human Resource Development (MHRD) releasing a draft of the NEP 2019. This draft underwent extensive discussions and consultations with stakeholders and the public. It proposed

reducing curriculum content to prioritize essential learning and critical thinking, advocating for holistic experiential and discussion-based learning methods. A significant change introduced was the revision of the curriculum structure from the existing 10 + 2 + 3 system to a more flexible 5 + 3 + 3 + 4 system, designed to better align with the cognitive development of children.

On July 29, 2020, the cabinet approved the NEP 2020, marking a significant step forward in reshaping India's education system. This new policy, characterized by its openness and adaptability, aims to introduce numerous changes to enhance the quality and effectiveness of education across the country.

Benefits of the New Education Policy 2023

The following are the benefits and features of this policy:

The former education policy has been superseded by the New National Education Policy, spearheaded by the Ministry of Education.

The Ministry of Human Resources will undergo a name change to become the Ministry of Education.

The national education policy aims to universalize education, with the exception of fields like medicine and law.

Previously, the education system followed a 10 plus two pattern, but under the new policy, it will adopt a 5 + 3 + 3 + 4 structure.

The traditional Science, Commerce, and Arts streams will no longer be applicable. Students will have the flexibility to combine subjects like accounting with physics or arts according to their preferences.

Starting from the sixth standard, students will receive instruction in computer languages.

All schools will be equipped with digital technology, and efforts will be made to translate all content into regional languages while establishing virtual labs.

Implementing the NEP is estimated to require 6% of the GDP.

Students will have the option to study Sanskrit and other ancient Indian languages if they wish.

Board exams will be conducted twice a year to alleviate student stress.

Artificial intelligence software will be employed to enhance the learning experience.

The M. Phil degree in higher education is being phased out.

Students will be taught three languages as determined by the state.

The National Council of Educational Research and Training will be tasked with developing the national curricular framework.

Major Reforms Introduced by the NEP

The NEP introduces several significant reforms:

Elimination of distinctions between arts, science, academic, vocational, curricular, and

extracurricular subjects.

Increased emphasis on Foundational Literacy and Numeracy.

Replacement of the 10+2 structure with a 5+3+3+4 model.

Removal of the imposition of the State Language on students studying in any state.

Provision for students to take board exams twice.

Increase in government spending on education to 6% of the country's GDP, up from 1.7%.

Full establishment of the Gender Inclusion Fund.

Additional efforts to provide proper education to gifted children.

Extension of Undergraduate (UG) courses to four years.

Requirement for a 4-year integrated B.Ed Course as the minimum qualification for teaching positions.

Introduction of a Common Entrance Test for admission to Higher Education Institutions (HEIs).

Phasing out of the Master of Philosophy course from the education system.

Option for students to choose subjects such as arts, crafts, vocational skills, and physical education in Secondary School.

Setting of board exam standards by the body PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).

Inclusion of Indian literature and classical languages in school syllabi.

Additionally, student exams will now occur in classes 2nd, 5th, and 8th rather than every academic year.

Higher Education and NEP

The NEP 2023 will have a significant impact on undergraduate (UG) and higher education students. Under the policy, UG degrees will extend to four years and will be characterized by their multidisciplinary, holistic, and flexible nature. Additionally, students will have the option to exit the degree program at various points. For example, upon completion of a one-year vocational or professional field course, students will receive a certificate. After two years, they will be awarded a diploma, and after three years, they will earn a Bachelor's degree.

Postgraduate (PG) courses will have a duration ranging from one to two years, and access to Master of Philosophy programs will be discontinued. One of the most ambitious decisions outlined in the policy is the phased elimination of the college affiliation system over the next 15 years. Furthermore, a new governing body will be established to oversee all higher education courses, excluding those in the legal and medical fields.

NEP 2023 Implementation by Different States

Karnataka took the pioneering step by issuing an order for the implementation of NEP

2022 in 2021, setting the precedent for other states to follow. Following suit, on August 26, 2021, Madhya Pradesh also committed to embracing the New National Education Policy. Uttar Pradesh's Chief Minister, Yogi Adityanath, emphasized a phased approach to NEP implementation within the state, ensuring a systematic rollout. In Goa, preparations are underway for the implementation of NEP in 2023, marking a proactive stance towards educational reform. Meanwhile, states like Maharashtra, Andhra Pradesh, Rajasthan, and Assam are actively engaged in efforts to adopt the New NEP, signaling a widespread commitment to transformative education policies. Meghalaya's Chief Minister expressed confidence that the state will soon lead the way as the first to fully implement the New National Education Policy, showcasing dedication to advancing educational standards.

Mother tongue as medium of instruction

The NEP highlights the importance of utilizing students' native language as the primary medium of instruction, in alignment with the "three-language formula," while ensuring that no language is forcefully imposed. It recommends the use of the mother tongue for instruction, although it is not mandatory. Research cited in the policy paper suggests that children grasp complex concepts more effectively when taught in their native language. The policy proposes employing the home language, mother tongue, local language, or regional language as the instructional medium up to at least Grade 5, with a preference for extending this practice to Grade 8 and beyond. Following this stage, where feasible, the home or local language will be integrated into the curriculum as a subject. Both public and private schools are expected to adhere to this approach. Additionally, the NEP aims to promote linguistic diversity and preserve indigenous languages, enriching the educational experience for students.

FYUP Programme Returns & No More Dropouts As per the NEP, undergraduate programs will span three or four years, offering multiple exit options along the way. Upon completing one year of study in a particular field, including vocational and professional areas, colleges must grant a certificate. After two years of study, students will be eligible for a diploma, while those completing a three-year program will receive a Bachelor's degree. Additionally, the government plans to establish an Academic Bank of Credit to digitally store academic credits earned at different Higher Education Institutions (HEIs), facilitating their transfer and application towards a final degree.

Intrinsic changes in grade structures- deviating from the traditional '10+2+3' to a new '5+3+3+4' The implementation of the new grade system poses a significant challenge to the existing educational infrastructure of many institutions in India, prompting a reevaluation of the qualifications they offer. Moreover, the traditional definitions of primary and secondary education are set to undergo a substantial transformation in response to evolving objectives.

Additionally, as per the NEP, internal exams will be eliminated until the Second Grade,

semesters will be introduced in Grade 12, and 8th board exams will be cleared at the end of Grade Consequently, schools that previously concluded education at the 8th or 10th grade must reassess their infrastructure to align with the updated guidelines

Challenges in Implementation of NEP 2020

The National Education Policy (2020) represents a transformative stride toward enhancing India's education system. The formulation of this policy has been a meticulous process, involving extensive research, deliberations, and discussions. It stands as a testament to the comprehensive approach adopted in crafting the NEP. However, the successful implementation of these reforms is contingent upon overcoming certain challenges.

The implementation of the National Education Policy (2020) faces challenges due to insufficient infrastructure and funding to accommodate the extensive changes envisioned. The NEP 2020 aims to position India as a global education hub by emphasizing quality and dynamism. Central to this policy is the goal of increasing education sector expenditure to 6% of GDP as quickly as possible. However, current statistics present a stark reality. Despite ongoing discussions, India's investment in education remains low, with the economic survey of 2019-20 revealing that only 3.1% of GDP is allocated to the education sector. Therefore, a critical step is to prioritize education as a top agenda and allocate resources accordingly

The NEP 2020 appears to prioritize the privatization of education, which poses a significant challenge in a country like India where affordability remains a major concern. While the policy acknowledges the need for transparency in fee structures, it lacks concrete measures to regulate the escalating fees of private institutions and ensure their focus remains on utility rather than profit maximization.

Furthermore, the NEP 2020 fails to outline a clear strategy for ensuring that education benefits reach marginalized sections of society. The policy lacks explicitness regarding the inclusion of all societal segments, and there is a noticeable absence of a roadmap for implementing such measures.

Ensuring accountability among all stakeholders is a daunting task given the comprehensive nature of the policy and the vast impact it will have. Cooperation and acceptance from every stakeholder are essential for successful implementation, but achieving this in a large and diverse educational landscape presents significant challenges.

The policy suggests the establishment of top foreign colleges in India, but the extent to which this will address India's education challenges is questionable. Setting up institutions in India will entail significant costs, likely leading to higher fees and financial burdens for students.

While the NEP 2020 advocates for using mother tongues as a medium of instruction, it also presents challenges. This approach may exacerbate disparities between students proficient in

English or Hindi and those who are not, and standardizing reading materials without a common script poses logistical difficulties and may further stratify the education system.

Additionally, the emphasis on experimentation in pedagogy from the foundational years requires well-trained teachers to ensure successful implementation. Teacher training to adapt to flexible teaching methods is currently lacking.

The promotion of interdisciplinary learning in higher education is lauded, but it necessitates a cultural and behavioral shift within the education system. Adapting to this concept will require both professors and learners to develop respect and curiosity for multiple disciplines, a process that may take decades to fully materialize

Conclusion

If these proposed changes are executed with dedication and consistency, they have the potential to usher in a significant transformation in how the younger generation perceives and engages with education. A system that assesses individual skills and strengths not only facilitates a more accurate evaluation of a student's educational journey but also empowers them to make informed decisions about their academic pursuits. With students who are more self-aware and a closer alignment between the educational and industrial sectors, we can anticipate the emergence of a highly skilled workforce poised to drive economic growth. However, achieving multi-state educational coordination is a monumental task that requires clear guidelines and steadfast commitment. While the initial implementation of the NEP will undoubtedly require considerable effort, including the enforcement of new policies and allocation of budgets, close monitoring of its execution is essential. If successfully implemented, India stands to cultivate a new generation of forward-thinking entrepreneurs and leaders, paving the way for a brighter tomorrow.

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TRANSFORMING SCHOOL EDUCATION: THE ROLE OF NEP 2020 IN ADVANCING STEM LEARNING AND INNOVATION

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Abstract

This paper examines the transformative change can achieve the National Education Policy (NEP) 2020 in advancing Science, Technology, Engineering, and Mathematics (STEM) education within India's school system. NEP 2020 places anextra importance on STEM education, recognizing its critical role in preparing students for the demands of the 21st century. The policy outlines comprehensive reforms aimed at integrating STEM concepts from the early stages of education, ensuring equitable access to quality STEM instruction, empowering teachers with the necessary training and support, and fostering a culture of innovation and excellence. Despite facing challenges such as resource constraints, teacher capacity building and cultural barriers, NEP 2020 also presents significant opportunities for leveraging technological advancements, fostering public-private partnerships, and aligning policies to enhance STEM education. Overall, NEP 2020 has the potential to revolutionize STEM learning and innovation in India, equipping students with essential skills and competencies to thrive in the digital age and contribute to the country's socio-economic development and global competitivenes.

The National Education Policy (NEP) 2020 is a big deal for education in India. It's like a major upgrade after more than 30 years. The goal is to make the education system better suited for today's world. The NEP 2020 got approved by the government in July 2020, and it lays out a plan to change how things work in education. It's all about adapting to the new needs and problems we face in the world today.

Objectives of NEP 2020:

• **Equitable Access and Inclusion**:NEP 2020 aims to ensure equitable access to quality education for all segments of society, irrespective of their socio-economic background, gender, or location. It seeks to bridge the existing disparities in educational opportunities and create an inclusive learning environment that caters to the diverse needs of learners.

• **Quality Enhancement**:The policy emphasizes the enhancement of educational quality across all levels, focusing on improving learning outcomes, teacher training, infrastructure development, and curriculum design. It advocates for a shift towards learner-centric

pedagogies that promote active engagement, critical inquiry, and lifelong learning.

- **Curricular Reforms**:NEP 2020 proposes sweeping changes in the curriculum framework, with a renewed emphasis on holistic and multidisciplinary education. It advocates for the integration of vocational skills, arts, humanities, and sports into the mainstream curriculum, fostering a well-rounded development of learners and nurturing their diverse talents and interests.

- **Promotion of 21st-century Skills:**Recognizing the importance of 21st-century skills such as critical thinking, problem-solving, communication, and digital literacy, NEP 2020 seeks to embed these skills across all levels of education. It emphasizes the cultivation of a strong foundation in foundational literacy and numeracy, along with higher-order cognitive skills that are essential for success in the modern world.

- **Promotion of Research and Innovation**:NEP 2020 envisions India as a global knowledge hub, driving innovation, research, and development across various fields. It proposes measures to promote a culture of innovation, entrepreneurship, and scientific inquiry from the grassroots level, fostering a conducive ecosystem for creativity and discovery.

NEP 2020's Emphasis on STEM:NEP 2020 acknowledges STEM's vital role in preparing students for the 21st century. It proposes a comprehensive framework for STEM enhancement, including curriculum reforms, teacher training, infrastructure improvement, and assessment reforms.

- **Curriculum Reforms:** NEP 2020 promotes holistic curriculum design, highlighting STEM subjects with interdisciplinary integration. It emphasizes hands-on learning, project-based approaches, and diverse STEM electives like coding and robotics. The policy aims for flexible, learner-centric curricula to nurture creativity, critical thinking, and problem-solving skills**.**

- **Teacher Training:**NEP 2020 highlights teachers' pivotal role in STEM education, suggesting training programs for pedagogical and digital literacy. It promotes integrating STEM pedagogies like inquiry-based learning into teacher training. Continuous professional development is emphasized to keep teachers abreast of emerging STEM practices**.**

- **Infrastructure Enhancement:**NEP 2020 stresses modernizing school infrastructure to support STEM education. It suggests well-equipped labs, tech-enabled classrooms, and maker spaces. Access to digital resources and partnerships with industry are advocated for enhanced infrastructure.

- **Assessment Reforms:**NEP 2020 urges a shift in assessment towards competency-based measures, focusing on skills mastery and real-world application. It recommends holistic

methods like portfolios and projects. Feedback and formative assessment are prioritized to aid student learning in STEM.

EarlyNEP 2020 emphasizes early introduction to STEM concepts for all students, promoting equitable access regardless of socio-economic background, gender, or location.

Exposure and Equity:

- NEP 2020 promotes early integration of STEM in curriculum, focusing on hands-on learning to nurture children's curiosity. It encourages schools to incorporate STEM activities, experiments, and projects for engaging learning experiences.

- NEP 2020 values play-based learning in early childhood education for building STEM skills. It advocates for age-appropriate toys and activities to foster curiosity and problem-solving. Play-based learning offers fun ways to explore science, math, and engineering concepts.

- Teacher Training and Support: NEP 2020 stresses teacher training for integrating STEM into early childhood education. It suggests professional development on STEM pedagogies and inquiry-based learning. The policy also advocates for creating resources supporting hands-on STEM exploration.

- Equitable Access:NEP 2020 highlights equitable access to STEM education, proposing targeted interventions for marginalized communities. It advocates for providing STEM resources and technology tools to underserved areas.

- Inclusive Education:NEP 2020 promotes inclusive STEM education, advocating for universal design and assistive technologies. It aims to create inclusive learning environments accommodating diverse needs and abilities.

- Community Engagement:NEP 2020 values community engagement to enhance STEM exposure and equity. It promotes partnerships for STEM events, field trips, and mentorship. These initiatives expose children to diverse STEM careers and role models.

NEP 2020 prioritizes early STEM exposure and equitable access for inclusive development. By integrating STEM in early education and addressing barriers, it aims to empower all children for success in a changing world.

Encouraging Innovation and Creativity:NEP 2020 emphasizes fostering innovation and creativity in STEM education by creating environments that inspire curiosity and support risk-taking.

- Project-Based Learning (PBL):NEP 2020 promotes project-based learning in STEM education, engaging students in real-world projects to apply their skills and foster creativity.

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- Hands-On Activities and Experiments: NEP 2020 emphasizes hands-on activities in STEM education for experiential learning. It encourages access to labs and maker spaces where students can engage in exploration and experimentation. Through experiments and projects, students develop critical thinking and practical skills in science and engineering.

- Inquiry-Based Learning (IBL): NEP 2020 promotes inquiry-based learning in STEM, empowering students to ask questions and explore independently. It fosters curiosity and innovation through self-directed investigations and research projects.

- Maker Culture and Innovation Hubs:NEP 2020 underscores creating maker culture and innovation hubs in schools and communities to support creativity. These spaces offer tools, materials, and mentorship for students' design and testing ideas, fostering hands-on learning and innovation mindset.

- Entrepreneurship Education:NEP 2020 stresses integrating entrepreneurship education into STEM curriculum to nurture entrepreneurial skills. It encourages students to develop business ideas and explore ventures, fostering creativity and readiness for STEM careers.

- Recognition of Diverse Talents:NEP 2020 values diverse talents and encourages celebrating creativity in all forms. It supports initiatives blending arts, humanities, and STEM, recognizing the importance of integrating creativity into scientific pursuits.

Global Competitiveness:

NEP 2020 aims to bolster India's global competitiveness by prioritizing STEM education. It focuses on fostering excellence, promoting innovation, and equipping students with 21st-century skills to position India as a leader in science, technology, engineering, and mathematics.

NEP 2020's Initiatives for Teacher Empowerment:NEP 2020 advocates for comprehensive professional development for STEM teachers, including ongoing training and mentoring. It emphasizes resource support, collaborative learning communities, and recognition for excellence to enhance STEM education quality.

NEP 2020 recognizes the importance of empowering teachers with the necessary training, support, and resources to deliver quality STEM instruction. By investing in teacher empowerment initiatives, NEP 2020 aims to improve instructional quality, promote innovative teaching practices, address equity and inclusion, boost teacher confidence and morale, and foster a culture of lifelong learning among educators.

The NEP 2020 addresses teacher empowerment in the context of promoting innovative teaching:

- Professional Development Programs:NEP 2020 stresses tailored professional development for STEM educators, focusing on pedagogical skills and content knowledge. Workshops, seminars, and online courses provide ongoing training and support.

- Curriculum and Resource Support:NEP 2020 promotes the development of curriculum materials supporting innovative STEM teaching, including inquiry-based lessons and hands-on activities. It advocates for adequate resources like lab equipment and digital tools for classroom experimentation.

- Peer Collaboration and Communities of Practice: NEP 2020 promotes collaborative learning communities for STEM educators to share ideas and best practices, fostering innovation and continuous improvement in STEM education through peer support.

- Teacher Leadership Opportunities:NEP 2020 values teacher empowerment, promoting teacher leadership through programs fostering roles in professional development, mentorship, and curriculum development, leveraging their expertise to enhance STEM education quality.

NEP 2020 prioritizes empowering teachers in STEM education through training, resources, and support, fostering innovation and excellence to improve STEM instruction and student outcomes.

Addressing the challenges and opportunities associated with implementing NEP 2020's recommendations for STEM education are as follows:

Challenges:

- Resource Constraints: A key challenge in implementing NEP 2020's STEM education recommendations is resource availability, especially funding for infrastructure, teacher training, curriculum materials, and technology tools, particularly in rural and underserved areas.

- Teacher Capacity Building:Empowering teachers with quality STEM instruction requires significant investment in comprehensive professional development programs, addressing diverse needs and ensuring ongoing support mechanisms.

- Cultural Barriers:Cultural perceptions and biases pose challenges in STEM education, particularly for underrepresented groups. Stereotypes related to gender, socio-economic status, and caste can discourage certain students, especially girls and marginalized populations, from pursuing STEM. Addressing these barriers requires targeted interventions and awareness-raising efforts to promote inclusivity and diversity.

- Infrastructure and Access:Equitable access to quality STEM education faces challenges, especially in rural areas lacking basic infrastructure like labs, technology, and internet access. This hinders students' hands-on learning and digital opportunities.

Opportunities:

- Technological Advancements:Technology advancements offer opportunities to overcome STEM education barriers. Digital tools and online platforms enable remote and interactive

learning, personalized instruction, and broaden access beyond classrooms, mitigating geographical constraints.

• Public-Private Partnerships: Collaboration among government, private sector, academia, and civil society can leverage resources and expertise to support STEM education through public-private partnerships.

• Community Engagement:Engaging parents, communities, and local stakeholders in STEM education initiatives fosters student interest and participation. Community-based programs and STEM clubs raise awareness, inspire STEM careers, and offer hands-on learning experiences.

• Policy Alignment and Implementation:NEP 2020 offers a robust framework for STEM education reform and excellence in science and technology. Aligning existing policies and ensuring grassroots implementation can maximize impact and accelerate progress towards NEP 2020 objectives.

Conclusion:

In conclusion, the paper has explored the significant role of the National Education Policy (NEP) 2020 in advancing STEM (Science, Technology, Engineering, and Mathematics) learning and innovation in India's school education system. Here are the key points discussed:

• NEP 2020's Emphasis on STEM:The policy recognizes the importance of STEM education in preparing students for the challenges and opportunities of the 21st century. It outlines a comprehensive framework for enhancing STEM education across all levels of the Indian education system, with a focus on curriculum reforms, teacher training, infrastructure enhancement, and assessment reforms.

• Early Exposure and Equity: NEP 2020 aims to introduce STEM concepts from the early stages of education and ensure equitable access to quality STEM education for all students. By promoting early exposure to STEM and addressing barriers to access, the policy seeks to nurture a generation of scientifically literate and skilled individuals who can contribute to India's development and competitiveness in the global economy.

• Teacher Empowerment:NEP 2020 prioritizes teacher empowerment as a key strategy for enhancing STEM education. By providing teachers with the necessary training, support, and resources, the policy aims to promote innovative teaching practices, improve instructional quality, and foster a culture of continuous improvement in STEM instruction.

• Challenges and Opportunities:The implementation of NEP 2020's recommendations for STEM education faces challenges such as resource constraints, teacher capacity building, and cultural barriers. However, there are also significant opportunities for leveraging technological advancements, fostering public-private partnerships, engaging communities,

and aligning policies to enhance the quality, equity, and relevance of STEM education in India.

- Potential Impact of NEP 2020:NEP 2020 can change how kids in India learn science, math, and technology. It encourages students to ask questions, think hard about problems, and be creative. This helps them become good at STEM subjects, which are really important in today's world. NEP 2020 can make students ready for jobs in the digital world, help them come up with new ideas in science, and make India stronger economically and in competition with other countries.

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NATIONAL EDUCATION POLICY 2020 - LANDMARK IN HIGHER EDUCATION

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Abstract:

The National Education Policy (NEP) 2020 heralds a comprehensive overhaul of India's higher education landscape, emphasizing flexibility, innovation, and inclusivity. Through a multidisciplinary approach, NEP 2020 offers students a diverse array of subjects, promoting holistic development and catering to individual aspirations. Key reforms include the introduction of flexible undergraduate programs, credit transfer mechanisms, and a heightened emphasis on research and innovation. Integration of technology facilitates enhanced accessibility and quality of education, while international collaborations aim to elevate global competitiveness. NEP 2020 underscores the importance of teacher training, assessment reforms, and vocational education to align with evolving industry demands. Successful implementation hinges on effective execution, institutional collaboration, and fostering a culture of innovation and critical thinking. Ultimately, NEP 2020 holds the promise of fostering a modern, globally competitive higher education system that empowers students and contributes to national socio-economic development.

Keywords : National Education Policy (NEP) 2020,Higher education landscape, Flexibility and innovation, Multidisciplinary approach, Research and technology integration

Introduction:

The National Education Policy (NEP) 2020 is a comprehensive framework for education reform in India. It aims to revamp the entire education system, from school to higher education, with a focus on flexibility, creativity, and holistic development.

Regarding higher education, NEP 2020 envisions a more flexible and multidisciplinary approach. It emphasizes research and innovation, aims to increase the Gross Enrolment Ratio (GER) in higher education, and advocates for the integration of vocational education. The policy also promotes the use of technology and online learning, and it encourages collaboration between Indian and foreign institutions.

NEP 2020 seeks to transform higher education in India by fostering a more inclusive, flexible, and research-oriented learning environment.

NEP 2020 and Higher Education:

The National Education Policy (NEP) 2020 in India aims to transform the higher education sector. Here are key pointsshown in Fig.No.1.

Fig.No.1: NEP 2020 and Higher Education Key Points

1.   Multidisciplinary Approach:

The National Education Policy (NEP) 2020 in India emphasizes a multidisciplinary approach in higher education to promote a holistic learning experience. This approach encourages students to study a diverse range of subjects, fostering a well-rounded skill set. For example, a student pursuing engineering may also delve into humanities or social sciences, providing a broader perspective.

NEP 2020 aims to break down silos between disciplines, fostering innovation and critical thinking. Universities are encouraged to offer interdisciplinary courses and establish departments that integrate knowledge from various fields. This approach prepares students for the complexities of the modern world, where problem-solving often requires expertise from different domains.

2.   Flexible Undergraduate Courses:

The National Education Policy (NEP) 2020 advocates for flexible undergraduate courses to provide students with a broader education and allow them to pursue their interests more

dynamically. Here are some key aspects and examples:

1.   Choice-based Credit System (CBCS): NEP 2020 promotes the implementation of CBCS, allowing students to choose courses from a range of subjects based on their interests. For example, a science major might take elective courses in literature or economics.

2.   Multidisciplinary Approach: Institutions are encouraged to offer multidisciplinary undergraduate programs, where students can combine subjects across disciplines. An example would be a program that integrates computer science and business management.

3.   Major and Minor Specializations: Under NEP 2020, students have the flexibility to choose a major specialization along with a minor. This allows them to focus on a particular area while also exploring other subjects. For instance, a major in physics with a minor in environmental studies.

4.   Credit Transfer and Accumulation: The policy supports credit transfer between institutions, allowing students to move between universities without losing credits. This flexibility enables students to experience different teaching methodologies and environments.

5.   Integration of Vocational Education: NEP 2020 encourages the integration of vocational courses into mainstream undergraduate programs. For example, a computer science major might have the option to take vocational courses in digital marketing.

3.   Credit transfer:

The National Education Policy (NEP) 2020 in India emphasizes credit transfer mechanisms to enhance flexibility and mobility for students across higher education institutions through the following:

1.   Inter-Institutional Transfer: Encourages universities to adopt credit transfer systems, enabling students to move between institutions without repeating courses.

2.   Semester Exchange Programs: Institutions can establish programs where students spend a term at a different university and transfer credits earned back to their home institution.

3.   Flexible Learning Paths: Students can pursue part of their degree through online courses, open universities, or vocational training, transferring earned credits to their regular degree program.

4.   Recognition of Prior Learning (RPL): Encourages recognition of work experience or skills gained outside formal education, allowing individuals to receive academic credits towards their degree.

5.   Credit Accumulation and Transfer Banks (CATBs): Institutions can participate in credit banks where students accumulate credits over time and transfer them when needed, facilitating breaks in education or institution changes without loss of progress.

Emphasis on Research:

The National Education Policy (NEP) 2020 in India emphasizes research across all levels of education through the following measures:

1. Research-Intensive Universities: NEP 2020 encourages the development of select universities as research-intensive institutions to focus on cutting-edge research.

2. Interdisciplinary Research Centres: The policy supports the establishment of interdisciplinary research centers within universities to collaborate on complex problems.

3. Undergraduate Research Opportunities: NEP 2020 integrates research into undergraduate programs, encouraging students to participate in research projects early in their academic journey.

4. Ph.D. Reforms: The policy advocates for reforms in Ph.D. programs to ensure a more structured research experience, including coursework, early research engagement, and mentorship.

5. National Research Foundation (NRF): NEP 2020 proposes the establishment of the NRF to promote research and innovation by providing funding and support across disciplines.

6. Industry-Academia Collaboration: The policy emphasizes collaboration between academia and industry to address real-world challenges through joint ventures, sponsored projects, and partnerships.

Ethical and Social Values:

The National Education Policy (NEP) 2020 in India promotes the integration of ethical and social values into the education system through the following measures:

1. Ethics Education: NEP 2020 encourages including ethics education in the curriculum to explore ethical dilemmas and moral reasoning.

2. Civic Education: The policy emphasizes civic education to instill responsibility and active citizenship, involving students in community projects.

3. Inclusive Education: NEP 2020 promotes inclusivity by respecting diversity and ensuring equal opportunities for all students.

4. Environmental Sustainability: The policy encourages education for sustainable development, raising awareness of environmental issues and promoting responsible practices.

5. Human Values in Teaching: NEP 2020 highlights the role of teachers in modeling ethical behavior and imparting human values through anecdotes and discussions.

6. Community Engagement: Schools and higher education institutions are encouraged to

engage with local communities to address societal challenges collectively.

7.   Critical Thinking on Social Issues: NEP 2020 encourages critical thinking by engaging students in discussions on social issues like gender equality and poverty, enabling them to contribute to positive change.

Autonomy

The National Education Policy (NEP) 2020 in India promotes autonomy for educational institutions in several key areas:

1.   Institutional Autonomy: Institutions have greater independence in decision-making processes regarding academic programs, curriculum design, and assessment methods.

2.   Curriculum Design: Institutions are encouraged to design their curricula, allowing for the development of unique interdisciplinary courses that meet evolving job market demands.

3.   Flexible Academic Credit Systems: NEP 2020 supports the adoption of flexible credit systems, enabling institutions to design modular courses that cater to students' interests and career goals.

4.   Appointment of Heads: Institutions have autonomy in appointing academic and administrative heads, including vice-chancellors and deans, to ensure alignment with institutional values and vision.

5.   Financial Autonomy: Institutions are encouraged to generate revenue through collaborations, research, and industry partnerships, allowing for investment in infrastructure, faculty development, and research initiatives.

6.   Governance Structure: NEP 2020 advocates for the establishment of robust governance structures within institutions, including academic councils and boards of governors, to support decision-making aligned with institutional goals.

7.   Accreditation and Quality Assurance: Institutions have autonomy in undergoing accreditation processes to maintain and improve educational standards based on their unique contexts.

Conclusion:

The National Education Policy (NEP) 2020 in India represents a bold and comprehensive vision for transforming the country's higher education landscape. Through its emphasis on flexibility, innovation, multidisciplinary approaches, and research integration, NEP 2020 aims to create a modern and globally competitive education system that empowers students and contributes to national socio-economic development. In conclusion, NEP 2020 holds the promise of fostering a more inclusive, dynamic, and research-oriented learning environment in higher

education. By promoting autonomy, flexibility, and the integration of ethical and social values, the policy seeks to nurture well-rounded individuals capable of addressing complex challenges and driving innovation. Successful implementation of NEP 2020 hinges on effective execution, collaboration between institutions, and the cultivation of a culture of innovation and critical thinking.Ultimately, NEP 2020 represents a significant step towards realizing the aspirations of India's youth and building a knowledge-based society that is prepared to meet the demands of the 21st century. As the policy is implemented and evolves, its impact on higher education and the broader socio-economic fabric of the nation will be closely watched and evaluated.

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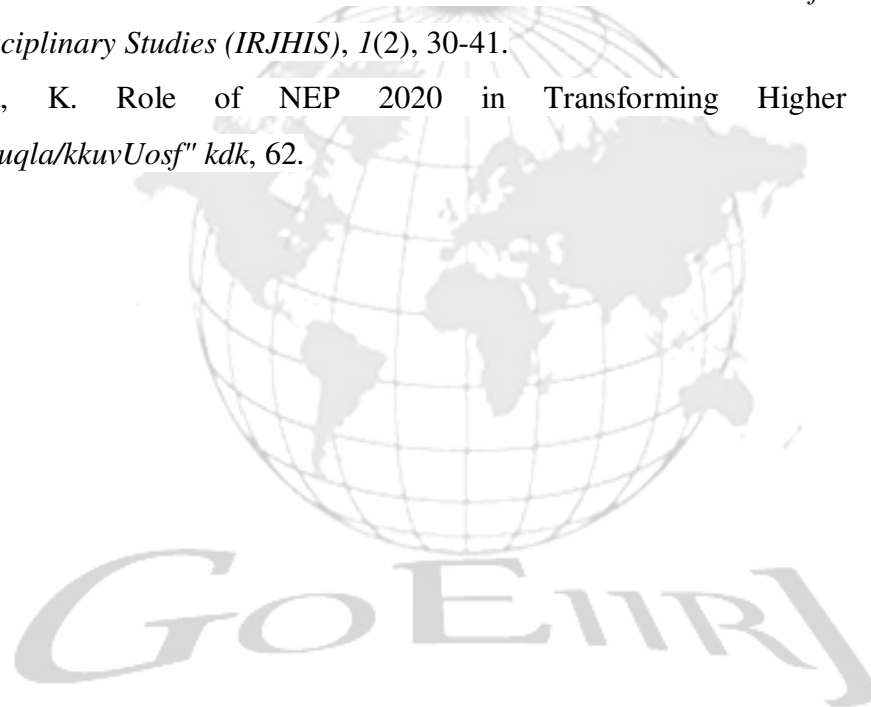
IMPACT ON NEP 2020 IN HIGHER EDUCATION

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Abstract

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional

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, and thereby making India a global knowledge superpower. The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Key Word: education system, curriculum and pedagogy

Introduction

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

STUDENT ACTIVITY AND PARTICIPATION

Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions

THE FUNDAMENTAL PRINCIPLES OF THE POLICY:

• 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. •multidisciplinarity 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;

INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions .A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities.

Steps to be taken by all HEIs

(a)   Mitigate opportunity costs and fees for pursuing higher education

(b)   Provide more financial assistance and scholarships

(c)   Conduct outreach on higher education opportunities and scholarships

(d)   Make admissions processes more inclusive

(e)   Make curriculum more inclusive

(f)   Increase employability potential of higher education programmes

(g)   Develop more degree courses taught in Indian languages and bilingually

(h)   Ensure all buildings and facilities are wheelchair-accessible and disabled friendly

(i)   Develop bridge courses for students that come from disadvantaged educational backgrounds

(j)   Provide socio-emotional and academic support and mentoring

(k)   Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula

(l)   Strictly enforce all no-discrimination and anti-harassment rules

(m)   Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

Equitable and inclusive education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups(SEDGs) which include: gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), 5 5 and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).
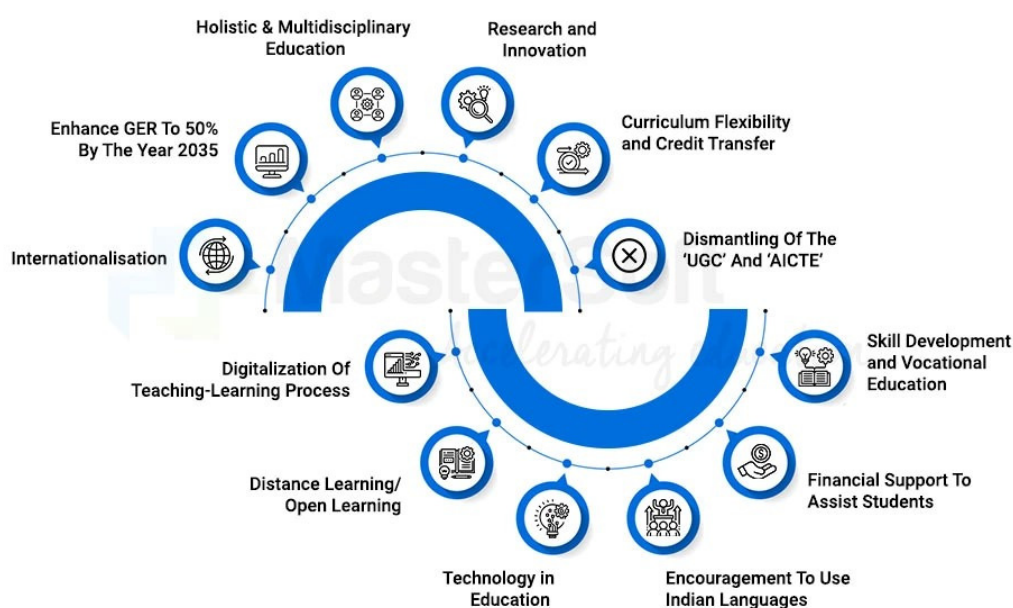
Holistic Multidisciplinary Education

The policy envisages a broad-based multi-disciplinary holistic education at the

undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

National Research Foundation(NRF)

A new entity will be set up to catalyse and expand research and innovation across the country. The overarching goal of the NRF will be to enable a culture of research to permeate through our universities, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations

Teacher Education

The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of 11 11 knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Technology in Education

An autonomous body, the National Educational Technology Forum(NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains.

Online Education and Digital Education

A comprehensive set of recommendations for promoting online education consequent in the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Ministry of Education

In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

Conclusion:

A number of initiatives will be taken to ensure optimal learning environments are created that are engaging and supportive, and enable all students to succeed. All institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and the traditional 'in-class' modes. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and also move away from high-stakes examinations towards more continuous and comprehensive evaluation

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NEP 2020 – CHANGES IN THE SCHOOL EDUCATION SYSTEM

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Abstract

The Policy recommended that the three-language formula be continued and flexibility in the implementation of the formula should be provided. The three-language formula states that state governments should adopt and implement the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking states, and of Hindi along with the regional language and English in the non-Hindi speaking states.

The National Education Policy (NEP) 2020 has proposed fundamental changes in school education by introducing 3 years of pre-schooling in the existing 10+2 structure. The new policy has also done away with the rigid separation between different academic streams, which means that students will no longer be segregated in Science, Arts or Commerce streams. In addition to this, students will get vocational training with internship options from Class 6 onwards.

Key word: School education, policy

Introduction

National Education Policy 2020 has been announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020.

The revised policy expands the age group of mandatory schooling from 6-14 years to 3-18 years. The existing 10+2 structure of school curriculum will be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively.

Merits of New Education Policy 2020

- **Comprehensive**: NEP seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.

- **Early Childhood Education**: In adopting a 5+3+3+4 model for school education starting at age 3, the New education Policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future

- **Easy on Regulations:** NEP 2020 makes a bold prescription to free our schools, colleges and universities from periodic "inspections" and place them on the path of self-assessment

and voluntary declaration

- **Holistic**: The policy, inter alia, aims to eliminate problems of pedagogy, structural inequities, access asymmetries and rampant commercialization.

- **Promote Inclusion:** The Policy proposes the creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education

National Education Policy of India

The Ministry of Human Resource Development formed a Committee chaired by Dr K. Kasturirangan for preparing the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019.

The National Policy on Education covers elementary and university education in urban as well as rural India.

- The very first policy for education was promulgated in 1968 with the second one following in 1986.

- The first NPE was based on the recommendations of the Education Commission (1964-66). This policy sought to have a 'radical restructuring' of India's educational system and equalizing opportunities for education for all, to accomplish national integration and better economic and cultural development.

- The NPE also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution.

- It also aimed at providing enhanced training and improving teachers' qualifications.

Compare NEP 2020 with NEP 1991 in the linked article.

Some relevant points from the official NEP 2020 PDF that can be useful for the UPSC Mains Exam:

1. NEP 2020 is the 21st Century's first education policy in India.
2. The development of the creative potential of each student is emphasized in the National Education Policy 2020.
3. The NEP 2020 mentioned the ancient scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya,

    Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar.
4. The principles of National Education Policy 2020 as mentioned by the government are:
    - Flexibility
    - No hard separations between subjects, curricular and extra-curricular activities
    - Multi-disciplinary education
    - Conceptual understanding
    - Critical thinking
    - Ethical Values

- Teachers as the heart of the learning process
- The strong public education system
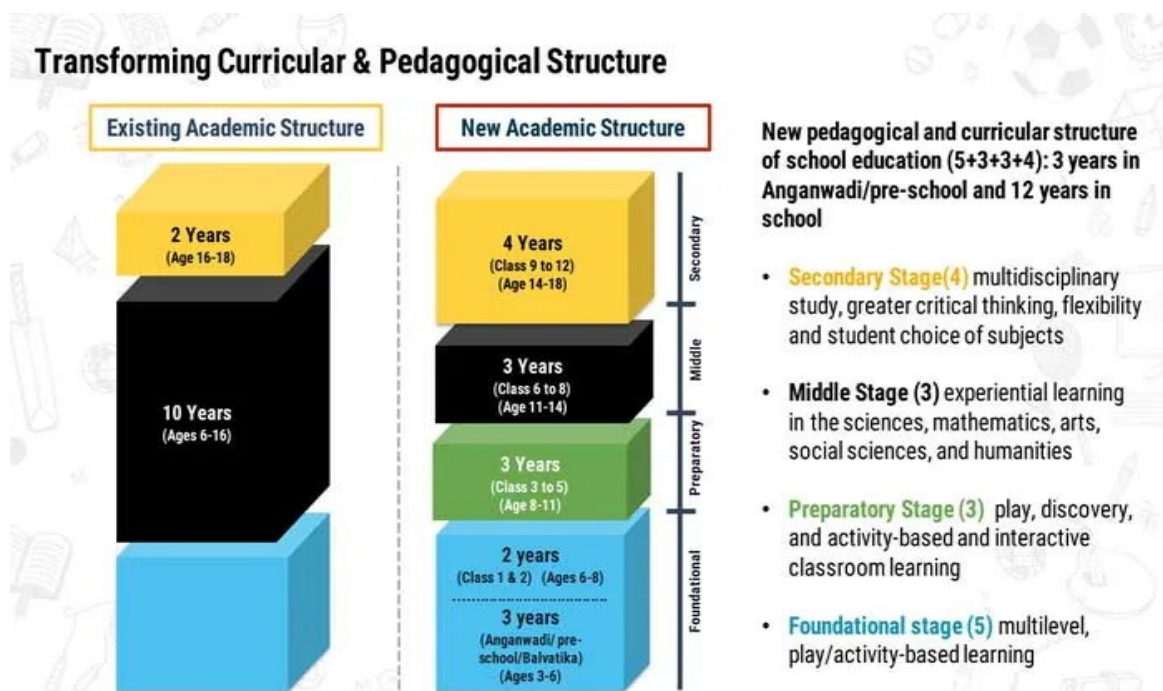
Conclusion :

NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035.

NEW PEDAGOGICAL AND CURRICULAR STRUCTURE

- The extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.
- Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included

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SALIENT FEATURES OF NEP 2020 – CHANGES IN THE EDUCATION

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Abstract

Education is the most important attribute for any country to enable it to achieve its full human potential, developing an equitable and just society, and promoting overall national development. The education sector across the world has recently observed transformations in the programme structure and outcomes due to rapid scientific and technological advancements. Therefore, the education system of a country must align itself with the changing employment landscape and global ecosystem. In India, there is a need to focus on universal access to quality education to reap its demographic advantage and for maximising country's talent and resources.

The great challenge with us now, therefore, is the strategic implementation of the Policy. In this context, we need to prepare a robust action plan leading to ease of implementation. To gather innovative strategies for the implementation of various recommendations of the Policy on Higher Education, the Association of Indian Universities adopted multipronged approaches. Bringing out an edited Volume on 'Implementing National Education Policy–2020: A Roadmap' is one among them which is aimed at gathering views and suggestions of experts and erudite scholars on implementation of the Policy

Key word : NEP, Education

Introduction

The National Education Policy–2020, a long time coming, has laid a clear path for transforming the education system of the country. With significant recommendations to shift the focus of education towards quality and skill development, the Policy aims to revolutionize the Indian Higher Education space to catch up with the global needs of the 21st century. All these years, India's policy goals have been primarily focusing on access, expansion, and specialization with very little focus on skill and holistic development.

The National Education Policy–2020 could break from the past by including quality, skill development, and multidisciplinary approach as the critical levers for improving student learning outcomes. While deftly indicating that higher education is much beyond human resource development, it takes a long-term view in terms of the emphasis on flexibility in entry and exit,

and the option to skill courses to ensure that our youth are equipped for a rapidly changing job scenario. The Policy is truly forward-looking, innovative, democratic and learnercentric. Now, it is the turn of implementers to realize the Policy in letter and spirit.

Details of the salient features of NEP 2020 are as follows-

Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;

1. Ensuring quality early childhood care and education for all children between 3-6 years;

2. New Curricular and Pedagogical Structure (5+3+3+4);

3. No hard separations between arts and sciences, between curricular and extra-curricular activities, between   vocational and academic streams;

4. Establishing National Mission on Foundational Literacy and Numeracy;

5. Emphasis on promoting multilingualism and Indian languages; 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.

6. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;

7. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);

8. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);

9. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;

10. Robust and transparent processes for recruitment of teachers and merit based performance;

11. Ensuring availability of all resources through school complexes and clusters;

12. Setting up of State School Standards Authority (SSSA);

13. Exposure of vocational education in school and higher education system;

14. Increasing GER in higher education to 50%;

15. Holistic and Multidisciplinary Education with multiple entry/exit options;

16. NTA to offer Common Entrance Exam for Admission to HEIs;

17. Establishment of Academic Bank of Credit;

18. Setting up of Multidisciplinary Education and Research Universities (MERUs);

19. Setting up of National Research Foundation (NRF);

20.   'Light but Tight' regulation;

21.   Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

22.   Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).

23.   Internationalization of Education

24.   Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

25.   Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education

26.   Establishing a National Mission for Mentoring.

27.   Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

28.   Achieving 100% youth and adult literacy.

29.   Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

30.   All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

31.   The Centre and the States will work together to increase the public investment in Education sector to   reach 6% of GDP at the earliest.

32.   Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Conclusion

Therefore, all HEI stakeholders must change this belief that the industry has to lead in enhancing innovativeness in the country. It is time that the HEI stakeholders must sensitise themselves to the needs of the industry for homegrown technologies to minimise our over-dependence on imported original equipment and active ingredients in the downstream value chain

in manufacturing. HEIs must raise their capabilities to collaborate with industry, government, and tertiary sector to enable and help to cope with change and businesses and other organisations

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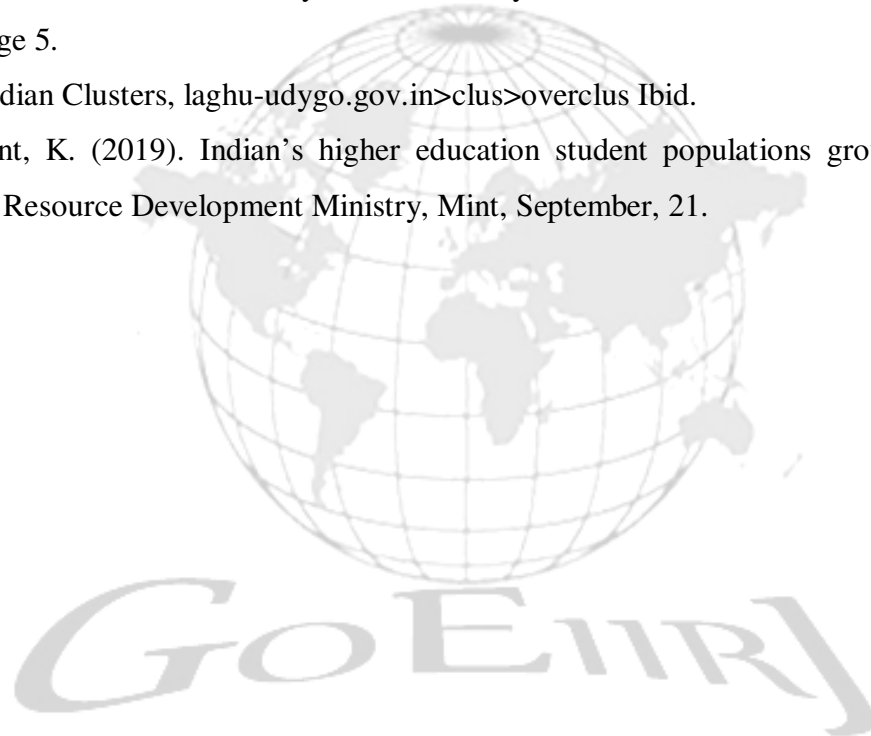
भारतीय भाषांच्या संवर्धनात शिक्षकांची भूमिका : धोरणे आणि आव्हाने

डॉ. राकेश अशोक रामराजे

सहाय्यक प्राध्यापक

पी.व्ही.डी.टी. कॉलेज ऑफ एज्युकेशन फॉर वूमन,

एसएनडीटी महिला विद्यापीठ, चर्चगेट मुंबई

गोषवारा :

     भारताच्या वैविध्यपूर्ण भाषिक लँडस्केपमध्ये, सांस्कृतिक वारसा जपण्यासाठी आणि राष्ट्रीय एकात्मता वाढवण्यासाठी भारतीय भाषांचे जतन आणि संवर्धन करणे महत्त्वाचे आहे. या प्रयत्नात शिक्षक मोलाची भूमिका बजावतात, भाषा संवर्धन आणि पुनरुज्जीवनासाठी उत्प्रेरक म्हणून काम करतात. हा शोधनिबंध भारतीय भाषांच्या संवर्धनासाठी शिक्षकांची बहुआयामी भूमिका, प्रभावी भाषा शिकवण्याच्या धोरणांचे परीक्षण, सांस्कृतिक एकात्मतेचे महत्त्व आणि भाषा संवर्धनाच्या प्रयत्नांमध्ये येणाऱ्या आव्हानांचा शोध घेतो. संशोधन आणि व्यावहारिक अनुभवांवर आधारित, हा शोधनिबंध भारतीय भाषांचे जतन आणि संवर्धन करण्यात शिक्षकांच्या महत्त्वाच्या भूमिकेबद्दल अंतर्दृष्टी देतो आणि आव्हानांना तोंड देण्यासाठी आणि जास्तीत जास्त प्रभाव पाडण्यासाठी शिफारसी प्रदान करतो.

कीवर्ड: भारतीय भाषा, भाषा संवर्धन, सांस्कृतिक एकात्मता, शिक्षक भूमिका, भाषा पुनरुज्जीवन, भाषिक विविधता.

१.   परिचय:

     भारतामध्ये भाषांची समृद्ध टेपेस्ट्री आहे, प्रत्येक एक अद्वितीय सांस्कृतिक वारसा आणि ओळख दर्शवते. तथापि, जागतिकीकरण आणि शहरीकरणाच्या झपाट्याने भारतीय भाषांच्या जतन आणि संवर्धनासमोर महत्त्वपूर्ण आव्हाने आहेत. भाषा पुनरुज्जीवनाच्या प्रयत्नांमध्ये शिक्षक आघाडीवर आहेत, भाषिक विविधता आणि सांस्कृतिक अभिमानाला चालना देण्यासाठी बदलाचे प्रमुख घटक म्हणून काम करतात.

२.   प्रभावी भाषा निर्देशांसाठी धोरणे:

     प्रभावी भाषा निर्देशांसाठी एक बहुआयामी दृष्टीकोन आवश्यक आहे ज्यामध्ये भाषिक क्षमता, सांस्कृतिक विसर्जन आणि संप्रेषण प्रवीणता समाविष्ट आहे. विद्यार्थ्यांना गुंतवून ठेवण्यासाठी आणि भारतीय भाषांबद्दल सखोल सखोल प्रशंसा वाढवण्यासाठी शिक्षक अनुभवात्मक शिक्षण, कथाकथन आणि सांस्कृतिक देवाणघेवाण यासारख्या नाविन्यपूर्ण अध्यापन पद्धती वापरू शकतात.

३.   सांस्कृतिक एकात्मतेचे महत्त्व:

     भाषा ही संस्कृतीशी खोलवर गुंफलेली असते आणि भाषा संवर्धनाच्या यशस्वी प्रयत्नांनी सांस्कृतिक एकात्मतेला प्राधान्य दिले पाहिजे. भारतीय भाषा आणि त्यांचे सांस्कृतिक महत्त्व विद्यार्थ्यांचे आकलन समृद्ध करण्यासाठी भाषा शिक्षणामध्ये सांस्कृतिक घटकांना एकत्रित करण्यात, साहित्य, लोककथा, संगीत आणि कला यांचा समावेश करण्यात शिक्षक महत्त्वाची भूमिका बजावतात.

४.   भाषा संवर्धनातील आव्हाने:

     भारतीय भाषांना प्रोत्साहन देण्याचे महत्त्व असूनही, शिक्षकांना अनेक आव्हानांचा सामना करावा लागतो,

ज्यात अपर्याप्त संसाधने, प्रमाणित चाचणी पूर्वाग्रह आणि शिक्षण आणि माध्यमांमध्ये इंग्रजीचे प्रभुत्व यांचा समावेश आहे. याव्यतिरिक्त, प्रादेशिक भाषा आणि बोलींबद्दलचा सामाजिक दृष्टिकोन भाषेच्या पुनरुज्जीवनाच्या प्रयत्नांना अडथळा आणू शकतो, ज्यामुळे शिक्षकांना जटिल सामाजिक-सांस्कृतिक गतिशीलता नेव्हिगेट करण्याची आवश्यकता असते.

५.   शिक्षकांसाठी शिफारसी:

भारतीय भाषांचा प्रभावीपणे प्रचार करण्यासाठी शिक्षक हे करू शकतात:

-    शालेय अभ्यासक्रम आणि शैक्षणिक धोरणांमध्ये भारतीय भाषांचा समावेश करण्यासाठी वकील.

-    भाषिक विविधता आणि सांस्कृतिक वारसा साजरे करणाऱ्या आश्वासक शिक्षणाचे वातावरण तयार करा.

-    भाषा संवर्धनासाठी संसाधने आणि उपक्रम विकसित करण्यासाठी स्थानिक समुदाय, सांस्कृतिक संस्था आणि भाषा तज्ञ यांच्याशी सहयोग करा.

-    शिक्षकांना त्यांची भाषा प्राविण्य आणि शैक्षणिक कौशल्ये वाढवण्यासाठी व्यावसायिक विकासाच्या संधी उपलब्ध करून घ्या.

६.   निष्कर्ष:

भारतीय भाषांच्या संवर्धनासाठी, भाषिक वारशाचे संरक्षक आणि सांस्कृतिक दूत म्हणून शिक्षकांची भूमिका महत्त्वाची असते. नाविन्यपूर्ण शिकवण्याच्या धोरणांचा वापर करून, सांस्कृतिक घटकांचे एकत्रीकरण करून आणि भाषेच्या पुनरुज्जीवनाचा पुरस्कार करून, शिक्षक भावी पिढ्यांना भारतातील समृद्ध भाषिक विविधता स्वीकारण्यासाठी आणि साजरे करण्यासाठी प्रेरित करू शकतात.

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शैक्षणिक प्रशिक्षणात माहिती आणि संप्रेषण तंत्रज्ञान (ICT) ची भूमिका: अध्ययन-अध्यापन विकसित करणे

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एसएनडीटी महिला विद्यापीठ, चर्चगेट मुंबई

गोषवाराः

समकालीन शैक्षणिक परिस्थितीमध्ये , माहिती आणि संप्रेषण तंत्रज्ञान (ICT) हे अध्यापनशास्त्रीय प्रशिक्षणाशी अधिकाधिक निगडीत आहे, जे शिक्षकांना त्यांच्या शिकवण्याच्या पद्धती वाढवण्यासाठी आणि अधिक आकर्षक शैक्षणिक वातावरणास प्रोत्साहन देण्यासाठी नवीन मार्ग प्रदान करतात. हा पेपर अध्यापनशास्त्रीय प्रशिक्षणात ICT ची बहुआयामी भूमिका शोधून काढतो, शिक्षक व्यावसायिक विकास, निर्देशात्मक रचना आणि विद्यार्थी शिकण्याच्या परिणामांवर त्याचा परिणाम तपासतो. वर्तमान संशोधन आणि व्यावहारिक उदाहरणे यांच्या आधारे, हा पेपर अध्यापनशास्त्रीय प्रशिक्षण कार्यक्रमांमध्ये ICT समाकलित करण्याचे फायदे आणि आव्हाने अधोरखित करतो आणि शिक्षक आणि धोरणकर्त्यांना सुधारित अध्यापन आणि अध्यनाच्या अनुभवांसाठी तंत्रज्ञानाचा प्रभावीपणे लाभ घेण्यासाठी शिफारसी प्रदान करतो.

कीवर्ड: माहिती आणि संप्रेषण तंत्रज्ञान (ICT), अध्यापनशास्त्रीय प्रशिक्षण, शिक्षक व्यावसायिक विकास, निर्देशात्मक रचना, विद्यार्थी शिकण्याचे परिणाम, शैक्षणिक तंत्रज्ञान.

1.   प्रस्तावना:

माहिती आणि संप्रेषण तंत्रज्ञान (ICT) ने शिक्षकांच्या अध्यापनाच्या आणि विद्यार्थ्यांच्या अध्ययनाच्या पद्धतीत बदल घडवून आणला आहे. अलिकडच्या काही वर्षांत, अध्यापनशास्त्रीय प्रशिक्षणामध्ये ICT च्या एकत्रीकरणाला गती मिळाली आहे कारण शिक्षकांनी अध्यापनाची प्रभावीता वाढवण्याची आणि विद्यार्थ्यांचे परिणाम सुधारण्याची क्षमता ओळखली आहे. हा पेपर अध्यापनशास्त्रीय प्रशिक्षणात ICT ची भूमिका शोधून काढतो, शिक्षक व्यावसायिक विकास, शिक्षणात्मक रचना आणि विद्यार्थ्यांच्या सहभागावर त्याचा प्रभाव यावर लक्ष केंद्रित करतो.

2.   ICT आणि शिक्षक व्यावसायिक विकास:

ICT शिक्षकांना व्यावसायिक वाढ आणि आजीवन शिक्षणासाठी अभूतपूर्व संधी देते. ऑनलाइन अभ्यासक्रम, वेबिनार आणि सरावाच्या आभासी समुदायांद्वारे, शिक्षक त्यांची शैक्षणिक कौशल्ये वाढवण्यासाठी आणि नवीन शिक्षण शिक्षण पद्धती आणि तंत्रज्ञानाच्या जवळ राहण्यासाठी भरपूर संसाधने मिळवू शकतात. याव्यतिरिक्त, ICT वैयक्तिक शिक्षकांच्या गरजा आणि प्राधान्यांनुसार वैयक्तिकृत शिक्षण अनुभव सक्षम करते, अध्यापन व्यवसायात सतत सुधारणा करण्याची गतिशीलता वाढवते.

3.   निर्देशात्मक डिझाइनमध्ये ICT समाकलित करणे:

ICT साधने आणि प्लॅटफॉर्म परस्परसंवादी मल्टीमीडिया संसाधने, सहयोगी शिक्षण वातावरण आणि अनुकूल

शिक्षण तंत्रज्ञान प्रदान करून शिक्षणात्मक डिझाइन समृद्ध करू शकतात. मल्टीमीडिया सादरीकरणे तयार करण्यापासून ते गेमिफाइड शिकण्याच्या अनुभवांची रचना करण्यापर्यंत, विद्यार्थ्यांना गुंतवून ठेवण्यासाठी आणि विविध शिक्षण शैली पूर्ण करण्यासाठी शिक्षक ICT चा फायदा घेऊ शकतात. शिवाय, ICT अशक्य सूचना सुलभ करते, शिक्षकांना प्रत्येक विद्यार्थ्याच्या अनन्य गरजा पूर्ण करण्यासाठी शिकण्याचा अनुभव तयार करण्यास अनुमती देते.

4.   विद्यार्थी शिकण्याचे परिणाम वाढवणे:

संशोधनात असे दिसून आले आहे की चांगल्या प्रकारे अंमलात आणलेले आयसीटी एकीकरण विद्यार्थ्यांच्या शिकण्याच्या परिणामांवर सकारात्मक परिणाम करू शकते. सक्रिय शिक्षणाला चालना देऊन, सहकार्याला प्रोत्साहन देऊन आणि वैयक्तिक अभिप्राय सुलभ करून, ICT विद्यार्थ्यांना त्यांच्या शिक्षणाची मालकी घेण्यास आणि 21व्या शतकातील आवश्यक कौशल्ये जसे की गंभीर विचार, सर्जनशीलता आणि डिजिटल साक्षरता विकसित करण्यास सक्षम करते. शिवाय, ICT शैक्षणिक संसाधने आणि वास्तविक-जगातील संपर्कांच्या विस्तृत श्रेणीमध्ये प्रवेश करण्यास सक्षम करते, शिकण्याचा अनुभव समृद्ध करते आणि विद्यार्थ्यांना वाढत्या डिजिटल जगात यश मिळवण्यासाठी तयार करते.

5.   आव्हाने आणि विचार:

त्याचे संभाव्य फायदे असूनही, अध्यापनशास्त्रीय प्रशिक्षणामध्ये ICT समाकलित केल्याने अनेक आव्हाने आहेत. यामध्ये डिजिटल बदलासाठी शिक्षकांचा प्रतिकार करण्याची क्षमता आणि सतत तांत्रिक सहाय्य आणि व्यावसायिक विकासाची गरज या मुद्द्यांचा समावेश आहे. शिवाय, तांत्रिक प्रगतीच्या जलद गतीमुळे शिक्षणात प्रभावी प्रभावी ICT एकत्रीकरण सुनिश्चित करण्यासाठी सतत अनुकूलन आणि नवकल्पना आवश्यक आहे

6.   प्रभावी ICT एकत्रीकरणासाठी शिफारसी:

अध्यापनशास्त्रीय प्रशिक्षणामध्ये ICT चे लाभ जास्तीत जास्त मिळवण्यासाठी, शिक्षक आणि धोरणकर्त्यांनी खालील शिफारसींना प्राधान्य दिले पाहिजे:

•   सर्व विद्यार्थी आणि शिक्षकांसाठी तंत्रज्ञानाचा समान प्रवेश सुनिश्चित करण्यासाठी पायाभूत सुविधा आणि संसाधनांमध्ये गुंतवणूक करा.

•   शिक्षकांना त्यांच्या शिकवण्याच्या पद्धतींमध्ये प्रभावीपणे ICT समाकलित करण्यात मदत करण्यासाठी सर्वसमावेशक व्यावसायिक विकास आणि सतत समर्थन प्रदान करा.

•   ऑनलाइन समुदाय, व्यावसायिक शिक्षण नेटवर्क आणि सहकर्मी मार्गदर्शन कार्यक्रमांद्वारे शिक्षकांमध्ये सहयोग आणि ज्ञानाची देवाणघेवाण वाढवणे.

•   अध्ययन आणि अध्यापन वाढविण्यासाठी शिक्षकांना नवीन ICT साधने आणि रणनीती एक्सप्लोर करण्यास अनुमती देऊन, निर्देशात्मक डिझाइनमध्ये प्रयोग आणि नाविन्यपूर्णतेला प्रोत्साहन द्या.

7.   निष्कर्ष:

शेवटी, माहिती आणि संप्रेषण तंत्रज्ञान (ICT) अध्यापनशास्त्रीय प्रशिक्षण वाढविण्यासाठी आणि अध्यापन आणि शिकण्याचे परिणाम सुधारण्यासाठी अधिक योगदान देते. शिक्षकांना नाविन्यपूर्ण साधने, संसाधने आणि व्यावसायिक विकासाच्या संधी उपलब्ध करून देऊन, ICT त्यांना विद्यार्थ्यांसाठी अधिक आकर्षक, वैयक्तिकृत आणि

प्रभावी शिक्षण अनुभव निर्माण करण्यासाठी सक्षम करू शकते. तथापि, शिक्षणातील ICT ची पूर्ण क्षमता ओळखण्यासाठी आव्हानांना तोंड देण्यासाठी, डिजिटल भागीदारीला प्रोत्साहन देण्यासाठी आणि अध्यापन व्यवसायात नावीन्य आणि सहकार्याची वृत्ती वाढवण्यासाठी एकत्रित प्रयत्न करणे आवश्यक आहे. धोरणात्मक गुंतवणूक आणि सहयोगी भागीदारीद्वारे, आम्ही शैक्षणिक प्रशिक्षणाचे रूपांतर करण्यासाठी आणि विद्यार्थ्यांना डिजिटल युगात यशस्वी होण्यासाठी तयार करण्यासाठी ICT च्या सामर्थ्याचा उपयोग करू शकतो.

संदर्भ

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जगात कौशल्य विकासाचे महत्त्व

श्रीम. प्रज्ञा नरेंद्र खोपकर

सहाय्यक प्राध्यापक

पी. व्ही. डी. टी. कॉलेज ऑफ एज्यूकेशन फॉर वूमेन,

एस. एन. डी. टी. महिला विद्यापीठ, चर्चगेट, मुंबई 20. महाराष्ट्र राज्य

सारांश –

देशाच्या विकासासाठी कौशल्ये आणि ज्ञान महत्त्वाचे आहेत कारण ते व्यक्ती आणि समुदायांना आर्थिक, सामाजिक आणि राजकीय क्रियाकलापांमध्ये प्रभावीपणे सहभागी होण्यास सक्षम करतात. येथे काही कारणे आहेतरु आर्थिक वाढरु कौशल्य आणि ज्ञान हे आर्थिक वाढीचे आवश्यक चालक आहेत. कौशल्यांचा विकास रोजगारक्षमता आणि श्रम उत्पादकता वाढवून आणि देशांना अधिक स्पर्धात्मक बनण्यास मदत करून संरचनात्मक परिवर्तन आणि आर्थिक वाढीस हातभार लावू शकतो. देशातील तरुणांना पुरेशा कौशल्य संचासह सक्षम करणे हे मुख्य उद्दिष्ट आहे जे त्यांच्या संबंधित क्षेत्रांमध्ये रोजगार सक्षम करेल आणि उत्पादकता देखील सुधारेल. कौशल्ये विकसित करणे महत्त्वाचे आहे कारण ते कार्यस्थळाच्या प्रभावी कामगिरीसाठी आवश्यक गुणधर्म आणि गुण सुधारण्यास अनुमती देते. ही कौशल्ये विकसित करून, वैयक्तिक विकासाचा मार्ग दाखविण्याचे कार्य करते, जे क्षमता वाढवण्यास, उद्दिष्टे साध्य करण्यास मदत करते.

पारिभाषिक संज्ञा – कौशल्य विकास, महत्व

कौशल्य विकास –

कौशल्य विकास ही नवीन कौशल्ये आत्मसात करण्याची प्रक्रिया आहे. ती औपचारिक किंवा अनौपचारिक असू शकते आणि ती आयुष्यभर चालणारी प्रक्रिया आहे.

कौशल्ये –

- विश्लेषणात्मक विचार.

- सर्जनशील विचार.

- लवचिकता, लवचिकता आणि तत्परता.

- प्रेरणा आणि आत्म–जागरूकता.

- जिज्ञासा आणि आजीवन शिक्षण.

- तांत्रिक साक्षरता.

● सहानुभूती आणि सक्रियता.

जगात कौशल्य विकासाचे महत्त्व –

आजच्या वेगाने बदलणाऱ्या जगात कौशल्य विकास महत्त्वाची भूमिका बजावत आहे. बदलत्या जगाशी ताळमेळ ठेवण्यासाठी कौशल्याची गरज आहे. बदलाचा वेग इतका वेगवान आहे की लोकांना नोकरीच्या बाजारपेठेत स्पर्धा करण्यासाठी आणि जीवनात यशस्वी होण्यासाठी अधिक कौशल्ये आवश्यक आहेत. आर्थिक विकास आणि सामाजिक स्थिरतेसाठी कौशल्य विकास आवश्यक आहे.

आर्थिक वाढ, बेरोजगारी आणि सामाजिक स्थैर्य या संदर्भात कौशल्य विकासाचे महत्त्व –

कौशल्य विकासामुळे लोकांना नोकऱ्या मिळण्यास मदत होते. ज्या लोकांकडे कौशल्ये आहेत त्यांना त्यांचा स्वतःचा व्यवसाय सुरू करणे किंवा त्यांना आवडणारी नोकरी शोधणे सोपे जाते.कौशल्य विकास लोकांना विद्यमान कौशल्ये सुधारुन किंवा नवीन शिकून अधिक चांगल्या नोकऱ्या मिळविण्यात मदत करते. यामध्ये सहकाऱ्यांसोबत संवाद कौशल्य सुधारणे समाविष्ट आहे.

कौशल्य विकासामुळे सक्षम बनविणे –

कुशल लोक त्यांच्या दैनंदिन जीवनात अधिक स्वतंत्र आणि स्वयंपूर्ण होऊ शकतात. त्यांच्याकडे रोजगार शोधण्याची चांगली संधी आहे, जी महत्त्वाची आहे कारण शिकण्याची अक्षमता असलेले लोक बऱ्याचदा कर्मचाऱ्यांपासून दूर राहतात. कौशल्य विकासामुळे कामगारांची उत्पादकता आणि कार्यक्षमता वाढते. एखाद्या कर्मचाऱ्याची उत्पादकता त्यांच्याकडे असलेल्या कौशल्यांच्या थेट प्रमाणात असते. एक कुशल कर्मचारी कमी वेळेत अधिक काम करू शकतो, अशा प्रकारे अकुशल कर्मचाऱ्यापेक्षा अधिक उत्पादनक्षम असतो. हे सुनिश्चित करते की गुणवत्तेशी तडजोड न करता तुमच्या व्यवसायाला जास्तीत जास्त उत्पादन मिळते.

विद्यार्थ्यांमधील कौशल्य विकासाचे महत्त्व –

एक विद्यार्थी म्हणून, तुमच्या शैक्षणिक क्षेत्रातील कौशल्य विकासाची प्रासंगिकता जाणून घेणे तुमच्यासाठी महत्त्वाचे आहे. अशी अनेक कौशल्ये आहेत जी तुम्हाला व्यावसायिक म्हणून वाढण्यास आणि तुमच्या करिअरमध्ये यशस्वी होण्यास मदत करू शकतात. तुम्ही ही कौशल्ये विकसित केली पाहिजेत जेणेकरुन तुमच्या करिअरच्या वाढीला ज्ञान किंवा प्रतिभेच्या अभावामुळे अडथळा येणार नाही.

शाळेतील कौशल्य विकास अभ्यासक्रमाचे महत्त्व

कौशल्य विकासामुळे शालेय स्तरावर विद्यार्थ्यांचा मजबूत पाया तयार होतो. हे

आत्मसन्मान, आत्मविश्वास आणि नेतृत्व कौशल्ये वाढविण्यात मदत करते. हे समस्या सोडवण्याची कौशल्ये आणि सहयोग विकसित करते.

1. हे विद्यार्थ्यांना स्वतंत्र विचारवंत बनण्यास मदत करते आणि त्यांना त्यांच्या भविष्यासाठी योजना करण्यास प्रोत्साहित करते. भारतातील शाळा प्रामुख्याने शैक्षणिक–केंद्रित असल्याने, अभ्यासक्रमाद्वारे कौशल्य विकासाची ओळख करून देणे आवश्यक आहे.

2. हे विद्यार्थ्यांना त्यांच्या पाठ्यपुस्तकांच्या बाहेरच्या गोष्टी शोधण्यात आणि शिकण्यास मदत करते. हे त्यांना लहान वयातच स्वतंत्रपणे विचार करण्याचे आणि निवडी करण्याचे स्वातंत्र्य देते.

3. हे विद्यार्थ्यांमध्ये सांघिक भावना, सर्जनशीलता, जिज्ञासा, विश्वासार्हता, खंबीरपणा आणि सहानुभूती निर्माण करते. हे सर्व यशस्वी शैक्षणिक आणि व्यावसायिक भविष्यासाठी एक भक्कम पाया तयार करते.

आजच्या आव्हानात्मक जगाच्या दबावांना आणि मागण्यांसाठी विद्यार्थ्यांना तयार करण्यात शिक्षण आणि कौशल्य विकास एकत्र येतात. कौशल्य विकासाचा विद्यार्थ्यांना खालील प्रकारे फायदा होतो.

● सहयोगी उपक्रमांमध्ये सहभागी होण्याचा त्यांच्यात आत्मविश्वास निर्माण होतो.

● त्यांना त्यांच्या कृतींची जबाबदारी घेण्यास मदत करते.

● विद्यार्थी स्वतःचे निर्णय घेण्यास शिकतात आणि त्यांच्या निर्णयाचे परिणाम कसे होऊ शकतात हे देखील समजतात.

● विद्यार्थी स्वतःच समस्या आणि परिस्थिती हाताळण्यास शिकतात.

● कौशल्य विकास विद्यार्थ्यांना त्यांच्या भविष्यात आव्हानात्मक परिस्थितींना तोंड देण्याची तयारी विकसित करण्यास मदत करते.

संबंधित कौशल्ये –

कौशल्य विकास हा विद्यार्थ्यांसाठी त्यांच्या ज्ञानाचा आधार वाढवण्यासाठी आणि विविध विषयांमध्ये प्राविण्य मिळवण्याचा अत्यंत उपयुक्त मार्ग आहे. ही कौशल्ये विकसित करून, विद्यार्थी अधिक रोजगारक्षम बनतात, म्हणूनच पुस्तके वाचणे किंवा स्थानिक समुदायाद्वारे ऑफर केलेले वर्ग घेणे यासारख्या शिक्षण–संबंधित क्रियाकलापांद्वारे ते स्वतःला व्यावसायिकरित्या कसे सुधारू शकतात याचा विचार करताना ऑनलाइन अभ्यासक्रमांसारख्या शिकण्याच्या संधी पाहणे त्यांच्यासाठी महत्त्वाचे आहे. कौशल्य विकासाबद्दल खालील काही महत्त्वाच्या गोष्टी माहित असणे

आवश्यक आहे.

1. कामात अधिक उत्पादक आणि समाधानी असतात, संस्थेशी अधिक निष्ठावान असतात आणि दुसऱ्या नोकरीच्या संधीसाठी सोडण्याची शक्यता कमी असते.

2. कर्मचाऱ्यांना त्यांची कौशल्ये आणि कौशल्य सुधारण्यासाठी प्रोत्साहन दिले जाते तेव्हा कर्मचाऱ्यांची उलाढाल कमी होते.

3. ज्या कर्मचाऱ्यांना त्यांची कौशल्ये आणि कौशल्य विकसित करण्याच्या संधी आहेत ते त्यांच्या कामात अधिक गुंतलेले असतात.

4. योग्यरित्या प्रशिक्षित कर्मचाऱ्यांचा परिणाम जास्त उत्पादकता आणि कमी कामगारांच्या नुकसान भरपाईच्या दाव्यात होतो. या फायद्यांव्यतिरिक्त, योग्यरित्या प्रशिक्षित कर्मचारी हे देखील करू शकतात.

5. नवीन कौशल्ये मिळवून वैयक्तिक आत्मविश्वास येतो.

वैयक्तिक विकास साधण्यासाठी आणि नवीन कौशल्ये प्राप्त करण्यासाठी भावना ही सर्वात महत्वाची बाब आहे. जेव्हा तुम्हाला असे वाटते की तुम्ही काहीतरी साध्य करत आहात, तेव्हा कदाचित तुम्हाला स्वतःवर आणि तुमच्या क्षमतेवर अधिक आत्मविश्वास वाटेल – आणि हे भविष्यातील यशास देखील प्रेरित करेल.

• तुम्ही एक चांगले संवादक बनू शकता. भाषण, लेखन आणि सादरीकरण कौशल्यांद्वारे प्रभावीपणे माहिती पोहोचवण्याची क्षमता असण्याव्यतिरिक्त, संवादामध्ये प्रभावीपणे ऐकणे तसेच रचनात्मक अभिप्राय देणे समाविष्ट आहे.

• तुम्ही मोकळ्या मनाचा दृष्टीकोन वापरून आणि जेव्हा ते बोलतात तेव्हा लक्षपूर्वक ऐकून तुम्ही लोकांचे चांगले नेतृत्व करू शकाल.

• जेव्हा तुम्ही इतरांसोबत प्रकल्प किंवा उपक्रमांवर काम करत असता, तेव्हा प्रभावी नेतृत्वासाठी प्रत्येकाने ते यशस्वी होण्यासाठी (कोणत्याही चांगल्या संघाप्रमाणे) सामायिक ध्येयासाठी प्रयत्नशील असणे आवश्यक असते.

• एक व्यावसायिक म्हणून, तुम्हाला योग्य सॉफ्ट स्किल्स प्रशिक्षण घेणे आवश्यक आहे जेणेकरुन तुम्हाला मुलाखत घेणाऱ्या किंवा सामान्य श्रोत्यांसमोर स्वतःला अधिक चांगल्या प्रकारे सादर करण्यात मदत होईल.

उच्च शिक्षणात कौशल्य विकास

आज, बेरोजगार लोकसंख्येचा एक मोठा भाग आहे ज्यात उच्च शिक्षित तरुण आहेत जे

कौशल्याच्या कमतरतेमुळे रोजगार मिळवू शकत नाहीत आणि ज्ञानाच्या कमतरतेमुळे पात्रता नसलेल्या कुशल व्यक्तींचा समावेश आहे आणि, म्हणूनच, उच्च शिक्षणामध्ये कौशल्य–आधारित शिक्षण प्रदान करण्याची गरज आहे जेणेकरून विद्यार्थ्यांना शैक्षणिक व्यतिरिक्त व्यावसायिक प्रशिक्षण मिळण्यास मदत होईल जेणेकरून त्यांच्या चांगल्या रोजगाराच्या आणि यशस्वी करिअरच्या संधी सुधारल्या जातील. गरजेमुळे, व्यावसायिक शिक्षणाचा विद्यापीठ स्तरावर संरचित कार्यक्रमाचा भाग म्हणून विचार केला जात आहे. सामान्य शिक्षणासोबतच विशिष्ट व्यवसायांशी संबंधित कौशल्ये आत्मसात करणाऱ्या विद्यार्थ्यांना अनेक संधी उपलब्ध होतील. विद्यार्थ्यांना विज्ञान, कला, वाणिज्य, वैद्यक, अभियांत्रिकी इत्यादी मुख्य प्रवाहातील विषयांव्यतिरिक्त विविध व्यवसायांमध्ये पदवी प्राप्त करण्यास मदत होईल.

विद्यार्थ्यांना त्यांच्या आवडीचा व्यवसाय निवडून त्यात करिअर करण्याचे स्वातंत्र्य मिळेल. शिवाय, कौशल्य विकास कार्यक्रमांमुळे विद्यार्थ्यांना व्यावसायिक प्रशिक्षणात व्यावहारिक अनुभव मिळतील ज्यामुळे त्यांना रोजगाराच्या अधिक चांगल्या संधी मिळतील.

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राष्ट्रीय शैक्षणिक धोरण २०२० विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास

डॉ. अर्चना भोपळे

सहाय्यक प्राध्यापक गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च, कल्याण.

सारांशः

　　　　राष्ट्रीय शैक्षणिक धोरण २०२१ हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे या शैक्षणिक धोरणाचे ध्येय आपल्या देशातील वाढत्या विकासात्मक आवश्यकतांवर उपाययोजना करते. त्यामुळे सदर संशोधनात संशोधिकेने राष्ट्रीय शैक्षणिक धोरण २०२० विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास या विषयावर संशोधन केले आहे. सदर संशोधनाच्या ध्येयानुसार संशोधनाची उद्दिष्टे राष्ट्रीय शैक्षणिक धोरण २०२० विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास करणे असे असून, ठाणे जिल्ह्यातील एकूण ९४ प्राथमिक शिक्षकांची निवड केली आहे. राष्ट्रीय शिक्षण धोरण विशेषतः प्रत्येक व्यक्तीच्या सुजन क्षमतेच्या विकासावर जास्त भर देते. या धोरणाची तत्वे या शिक्षण व्यवस्थेचा हेतू तार्किक, विचार आणि कृती करण्यासाठी सक्षम असलेल्या आणि करुणा, सहानुभूती, धैर्य, चिकाटी, विज्ञाननिष्ठा, कल व रचनात्मक कल्पनाशक्ती, नैतिक बांधलेली बांधिलकी आणि मूल्ये असलेल्या चांगल्या व्यक्ती विकसित करणे असा आहे. यावरून असे निष्कर्ष दिसून आले की प्राथमिक शिक्षकांचा शैक्षणिक धोरणाकडे पाहण्याचा दृष्टिकोन हा सकारात्मक आहे.

मुख्य मुद्दे: राष्ट्रीय शैक्षणिक धोरण २०२०, प्राथमिक शिक्षकांच्या दृष्टिकोन

प्रस्तावना:

　　　　'प्राथमिक शिक्षण हे सर्व शिक्षणाचा पाया आहे म्हणून हे शिक्षण अतिशय दर्जेदार व गुणवत्तेचे असावे'. जानेवारी २०१५ मध्ये माझी कॅबिनेट सचिव टी एस आर सुब्रमण्यन यांच्या नेतृत्वाखाली समिती हे नवीन शैक्षणिक धोरणासाठी सल्ला मसलत करून प्रक्रिया सुरू केली. जून २०१७ मध्ये NEPचा मसुदा भारतीय अंतराळ संशोधन संस्थेची माजी प्रमुख कृष्णा स्वामी कस्तुरीरंगन यांच्या अध्यक्षतेखाली सादर केला. राष्ट्रीय शैक्षणिक धोरण २०२० हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे. या धोरणाचे ध्येय आपल्या देशातील वाढत्या विकासात्मक आवश्यकतांवर उपाययोजना करणे आहे. राष्ट्रीय शिक्षण धोरण विशेषतः प्रत्येक व्यक्तीच्या सुजन क्षमतेच्या विकासावर जास्त भर देते.

　　　　प्राचीन आणि सनातन भारतीय ज्ञान आणि विचारांची समृद्ध परंपरा लक्षात घेऊन हे धोरण तयार करण्यात आले आहे. या धोरणाची तत्वे-या शिक्षण व्यवस्थेचा हेतू तार्किक विचार आणि कृती करण्यासाठी समक्ष असलेल्या आणि करुणा, सहानुभूती, धैर्य, चिकाटी, विज्ञाननिष्ठा, कल व रचनात्मक कल्पनाशक्ती, नैतिक बांधिलकी आणि मूल्ये असलेल्या चांगल्या व्यक्तीविकसित करणेआहे.

　　　　राष्ट्रीय शैक्षणिक धोरणाची व्रपटी राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये एका भारत केंद्रित शिक्षण प्रणालीची कल्पना केली आहे. जी आपल्या राष्ट्राला शाश्वतपणे एक समान आणि दोलायमान ज्ञान समाजात बदलण्यासाठी थेट योगदान देते आणि सर्वांना उच्च दर्जाचे शिक्षण प्रदान करणेप्राथमिक स्तरावरील विद्यार्थ्यांसाठी याचा अर्थ काय असेल तर १० + २ रचना ५ +३+३+४ मॉडेलने बदललेली जाईल हे धोरण

एक वेगळेपण देईल NEP चे उद्दिष्ट असे की विद्यार्थी हा -आत्मनिर्भर, अभिव्यक्त, होलेस्टिक, ज्ञानी इ.

संशोधनाची गरज:

राष्ट्रीय शैक्षणिक धोरण २०२० हे भारतातील वाढत्या अर्थव्यवस्थेला सामोरे जाण्यासाठीफायदेशीर दर्जेदार शिक्षण प्रदान करण्यासाठी कल्पना करण्यात आ'ले आहे. शालेय शिक्षणापासून ते उच्य शिक्षणापर्यंतच्या शिक्षण व्यवस्थेमध्ये सर्वोच्च गुणवत्ता,समानता आणि सचोटी या तीन मुख्य बाबी साध्य करण्याचे नवीन धोरणाचे उद्दिष्ट आहे. भारतातील सध्याचे शैक्षणिक धोरण मुख्यत्वे सैद्धांतिक पैलुंवर केंद्रित आहे. ज्यात विद्यार्थ्यांमध्ये व्यवहारिक प्रशिक्षणाचा अभाव आहे म्हणजेच जागतिक रोजगार संधीची पूर्तता करण्यात मोठी कमतरता आहे. त्यामुळे राष्ट्रीय शैक्षणिक धोरण २०२० चे उद्दिष्ट सर्जनशील क्षमता, कौशल्य आणि विश्लेषणात्मक विचार विकसित करणे आहे. ज्याची जागतिक बाजारपेठेत गरज आहे.

संशोधन समस्या विधान :

"राष्ट्रीय शैक्षणिक धोरण २०२०प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास."

संशोधनाची चले:

➢ **स्वतंत्रचल:** राष्ट्रीय शैक्षणिक धोरण २०२०

➢ **परतंत्रचल:** प्राथमिक शिक्षकांचा दृष्टिकोन

संकल्पनात्मक व्याख्या:

१. शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र बहुशाकीय एकविसाव्या शतकाच्या गरजांना अनुसरून असणारे ५+३+३+ ४ अभ्यासक्रम आराखडा असणारे धोरण .

२. प्राथमिक शिक्षक डी. एल. इडी पदवीधारक पहिली ते आठवीच्या वर्गांना शिकवणारे शिक्षक.

३. एखाद्या गोष्टीकडे तुम्ही कसे पाहता म्हणजे दृष्टिकोन

कार्यात्मक व्याख्या:

राष्ट्रीय शैक्षणिक धोरण २०२०- आत्मनिर्भर भारतासठी नवनिर्माणासाठी पुढची पिढी सज्ज होण्याच्या दिशेने टाकलेले एक पाऊल म्हणजे राष्ट्रीय शैक्षणिक धोरण २०२० विषयी प्राथमिक शिक्षकांचे मत एखाद्या गोष्टीकडे तुम्ही कसे पाहता म्हणजे दृष्टिकोन.

संशोधनाचे ध्येय :

"राष्ट्रीय शैक्षणिक धोरण २०२०विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास करणे."

संशोधनाची उद्दिष्:

१. राष्ट्रीय शैक्षणिक धोरण संशोधन विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास करणे

अ. स्त्री शिक्षक

ब. पुरुष शिक्षक.

२. राष्ट्रीय शैक्षणिक धोरण २०२०विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास करणे.

अ. पदवीधर शिक्षक

ब. अपदवीधर शिक्षक

संशोधनाची परिकल्पना:

१. राष्ट्रीय शैक्षणिक धोरण २०२० विषयी स्त्री प्राथमिक शिक्षक व पुरुष प्राथमिक शिक्षकांच्या दृष्टिकोनात

लक्षणीय फरक नाही.

२.   राष्ट्रीय शैक्षणिक धोरण २०२० विषयी पदवीधर प्राथमिक शिक्षक व अपदवीधर शिक्षकांच्या दृष्टिकोनात लक्षणीय फरक नाही.

संशोधन पद्धती:

प्रस्तुत संशोधनांमध्ये राष्ट्रीय शैक्षणिक धोरण २०२० विषयी प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास करावयाचा आहे.   याकरिता वर्णनात्मक संशोधनामध्ये सर्वेक्षण पद्धतीचा वापर करण्यात आला आहे.

संशोधन नमुना निवड:

प्रस्तुत संशोधनात ठाणे जिल्ह्यातील मुरबाड तालुक्यातील ग्रामीण भागातील९४ शिक्षकांची निवड करण्यात आलेली आहे.

संशोधनाची साधने:

सदर संशोधनात प्रश्नावली या साधनांचा वापर करण्यात आला असून या प्रश्नावली मध्ये पदनिश्चय श्रेणी ही पाच बिंदूची घेण्यात आलेली.

माहितीचे विश्लेषण:

प्रस्तुत संशोधनात वर्णनात्मक विश्लेषणासाठी केंद्रीय प्रवृत्तीचे परिमाणे मध्यमान, मध्यगा, बहुलक प्रमाण विचलन व शिखर दोष, तसेच अनुमानात्मक विश्लेषणासाठी "t" परीक्षका वापरण्यात आला आहे.

परिकल्पनाचे परीक्षण:

परिकल्पना १ चे परीक्षण :

राष्ट्रीय शैक्षणिक धोरण २०२० विषयी स्त्री प्राथमिक शिक्षक व पुरुष प्राथमिक शिक्षकांच्या दृष्टिकोन यात ०. ०५ स्तरावर लक्षणीय फरक दिसून येतो.

परिकल्पना २ चे परीक्षण:

राष्ट्रीय शैक्षणिक धोरण २०२० विषयी पदवीधर प्राथमिक शिक्षक व अपदवीधर प्राथमिक शिक्षकांच्या दृष्टिकोन यात ०. ०५ स्तरावर लक्षणीय फरक दिसून येतो.

संशोधनाची निष्कर्ष:

राष्ट्रीय शैक्षणिक धोरण २०२० विषयी स्त्री प्राथमिक शिक्षकांमध्ये पुरुष शिक्षकांपेक्षा शैक्षणिक धोरणाकडे पाहण्याचा सकारात्मक दृष्टिकोन दिसून येतो.

राष्ट्रीय शैक्षणिक धोरण २०२० विषयी पदवीधर प्राथमिक शिक्षकामध्ये अपदवीधर शिक्षकांपेक्षा शैक्षणिक धोरणाकडे पाहण्याचा दृष्टिकोन हा सकारात्मक दिसून येतो.

संशोधन शिफारशी:

राष्ट्रीय शैक्षणिक धोरण २०२० विषय प्राथमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास, माध्यमिक शिक्षकांच्या दृष्टिकोनाचा अभ्यास, ग्रामीण शिक्षकांच्या दृष्टिकोनाचा अभ्यास, शहरी शिक्षकांच्या दृष्टिकोनाचा अभ्यास ग्रामीण व शहरी यांच्या दृष्टिकोनातून तुलनात्मकअभ्यास त्याचप्रमाणे माध्यमिक व उच्च माध्यमिक शिक्षकांच्या दृष्टिकोनाचा तुलनात्मक अभ्यास इ. विषयांवर संशीधने करावीत.

समारोप :

शिक्षकांनी राष्ट्रीय शैक्षणिक धोरण २०२० ही योग्य पद्धतीने समजून घेणे आवश्यक आहे. शिक्षकांनी शैक्षणिक धोरणाची उद्दिष्टे साध्य करण्याच्या सर्वतोपरी प्रयत्न करणे गरजेचे आहे. शिक्षकांनी शैक्षणिक धोरणानुसार विद्यार्थ्यांच्या सामाजिक सांस्कृतिक विकास करण्याचा प्रयत्न करावा.

संदर्भसूची:

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उच्च प्राथमिक स्तरावरील विद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठी संगणक सहाय्यित अनुदेशन कार्यक्रम विकसित करणे व त्याच्या परिणामकारकतेचा अभ्यास

मार्गदर्शक

संशोधक

डॉ. लता सुभाष मोरे (सुरवाडे)

श्री. अमरदीप अशोक रामराजे

प्राचार्य, साने गुरुजी विद्याप्रबोधिनी सर्वसमावेशक

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ,

शिक्षणशास्त्र महाविद्यालय, खिरोदा, ता. रावेर,

जळगांव, महाराष्ट्र

जि. जळगाव, महाराष्ट्र

सारांश

आजच्या बदलत्या काळानुसार प्रत्येक व्यक्ती मध्ये एकमेकांना समजून घेण्याची भावना निर्माण होणे महत्वाचे ठरते, आज विचारांची देवाण घेवाण सकारत्मक दृष्टीकोनातून होणे गरजेचे आहे, कोणत्याही गोष्टीचा चिकित्सक विचार होणे अपेक्षित आहे. तसेच स्वत:ची बलस्थाने शोधणे व मर्यादा दूर करण्यासाठी जीवन कौशल्य उपयुक्त ठरतात.

प्रस्तूत संशोधनात संशोधकाने इयत्ता ८ वी च्या विद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठी संगणक सहाय्यित अनुदेशन कार्यक्रम विकसित केला त्याची अंमलबजावणी केली व परिणामकारकता अभ्यासली.

१.१   प्रस्तावना

शिक्षण ही निरंतर चालणारी प्रक्रिया आहे. शिक्षणाचे प्रमुख ध्येय म्हणजे विद्यार्थ्यांचा सर्वांगीण विकास होय. या सर्वांगीण विकासामध्ये विविध अंगांचा विकास अपेक्षित असतो. आज समाजात मोठ्या प्रमाणात अमुलाग्र बदल होताना दिसतोय. या स्पर्धात्मक युगामध्ये प्रत्येकजण आपले अस्तित्व सिद्ध करण्याचा प्रयत्न करताना दिसतोय, तसेच हे अस्तित्व सिद्ध करताना स्वतः मधील बलस्थाने व मर्यादा यांचा विचार करावा लागतो. यासाठी जीवनात येणाऱ्या अडचणी किंवा थोडक्यात त्यांना आपण समस्या म्हणतो त्यांचे निरसन करण्यासाठी किंवा त्या दूर करण्यासाठी जीवन कौशल्य आत्मसात होणे आवश्यक ठरते. जीवन कौशल्य हे व्यक्तिमत्त्वाचा विकास करण्यासाठी व बलस्थाने निश्चित करण्यासाठी उपयोगी ठरतात. आज बदलत्या काळानुरूप एकत्र कुटुंब व्यवस्थेचे रूपांतर विभक्त कुटुंब पद्धतीत होताना दिसते याची अनेक कारणे असतील. परंतु या विभक्त कुटुंब पद्धतीत बालकावर होणारे आदर्श संस्कार काही प्रमाणात कमी दिसतात, तसेच बालक घरात एकटे असल्यास त्याच्यातील आत्मविश्वास कमी असणे,एकलपनाची भावना त्यामध्ये निर्माण होणे तसेच न्युनगंडाची भावना वाढीस लागते यासारख्या गोष्टी बालकाच्या विकासावर परिणाम करतात. त्यामुळे शिक्षणाचे जे सर्वांगीण विकासाचे ध्येय आहेत ते पूर्ण होण्यास अडचणी निर्माण होतात त्यासाठीच बालकाचा सर्वांगीण विकास घडवून आणावयाचा असेल तर त्याच्यामध्ये जीवन कौशल्य रुजवणे आवश्यक ठरते.

१.२   संशोधनाची गरज

जीवन कौशल्य अगोदर सांगितल्याप्रमाणे विद्यार्थ्यांमध्ये रुजवण्यासाठी व समजून सांगण्यासाठी शाळेमध्ये वेगळी तासिका नसते. वर्गातील विषयाच्या अध्यापनाद्वारेच हे जीवन कौशल्य विद्यार्थ्यांमध्ये रुजवण्याचा प्रयत्न केला जातो. परंतु काळानुरूप विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण होणे गरजेचे ठरते. तसेच स्वतःमधील बलस्थाने कोणती ? मर्यादा कोणत्या ? व त्या दूर होण्यासाठी काय करावे ? यासाठी विद्यार्थ्यांना विविध जीवन कौशल्यांची माहिती विद्यार्थ्यांना देणे गरजेचे ठरते. यासाठी

संगणक सहाय्यित अनुदेशन महत्त्वाचे ठरतेस. याद्वारे विद्यार्थ्यांना विविध जीवन कौशल्यांची माहिती देऊन त्यांच्यामध्ये स्वयं अध्ययनाच्या माध्यमातून जीवन कौशल्य रुजवता येतात.

१.३   संशोधनाचे महत्व

आज बदलत्या काळानुसार तंत्रज्ञानाच्या क्षेत्रात मोठ्या प्रमाणात प्रगती झालेली दिसून येते. या तंत्रज्ञानाचा वापर शिक्षण क्षेत्रात चांगल्या प्रकारे केला जातोय. आज शिक्षक अध्यापन आणि अध्ययन प्रक्रियेमध्ये विविध तंत्रज्ञानाचा वापर चांगल्या प्रकारे करताना दिसतो. जीवन कौशल्य या अशा संकल्पना आहेत की ज्या शिक्षक वर्गामध्ये पाठांच्या माध्यमातून अध्यापनाद्वारे विद्यार्थ्यांमध्ये रुजवण्याचा प्रयत्न करतात परंतु हे जीवन कौशल्य विद्यार्थ्यांमध्ये रुजवण्यासाठी स्वतंत्र अशी तासिका नाही यासाठी संगणक सहाय्यितअनुदेशनाचा वापर विद्यार्थ्यांमध्ये जीवन कौशल्य रुजवण्यासाठी चांगल्या प्रकारे करता येऊ शकतो. कारण या संगणक सहाय्यक अनुदेशनामध्ये विद्यार्थी स्वतः स्वयं अध्ययन करतो संकल्पना समजावून घेतो व त्या आत्मसात करतो. जोपर्यंत एखादी संकल्पना समजत नाही तोपर्यंत विद्यार्थी वारंवार ती संकल्पना समजून घेण्याचा प्रयत्न करत असतो. तसेच संगणक सहाय्यितअनुदेशनामध्ये वेळेची, स्थळाची मर्यादा नसते. त्यामुळे संकल्पना समजून घेताना अडचण निर्माण होत नाही. जीवन कौशल्य विद्यार्थ्यांमध्ये रुजवण्यासाठी विद्यार्थ्याचे वारंवार अध्ययन घडून येणे आवश्यक ठरते. यासाठी संगणक सहाय्यित अनुदेशन मदतीचे ठरते. जेणेकरून विद्यार्थी जीवन कौशल्य समजून घेऊन आत्मसात करू शकेल.

१.४   समस्या विधान

उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठी संगणक सहाय्यित अनुदेशन कार्यक्रम विकसित करणे व त्याची परिणामकारकतेचा अभ्यास.

१.५   संशोधनाची उद्दिष्ट्ये

१.   उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठी संगणक सहाय्यित अनुदेशन कार्यक्रम विकसित करणे.

२.   उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठीविकसित केलेल्या संगणक सहाय्यित अनुदेशन कार्यक्रमाची अंमलबजावणी करणे.

३.   उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यासाठीविकसित केलेल्या संगणक सहाय्यित अनुदेशन कार्यक्रमाची परिणामकारकता अभ्यासणे.

१.६   गृहीतके

१.   उच्च प्राथमिक स्तरावर जीवन कौशल्य हे पाठाच्या माध्यमातून पारंपारिक अध्यापन पद्धतीने विद्यार्थ्यांमध्ये रुजवली जातात.

२.   उच्च प्राथमिक स्तरावर जीवन कौशल्य रुजविण्यासाठी वेगळी तासिका शाळेत घेतली जात नाही.

१.७   परिकल्पना

धन परिकल्पना

संगणक सहाय्यित अनुदेशन कार्यक्रमाच्या वापरामुळे उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यात सार्थ फरक पडतो.

शून्य परिकल्पना

संगणक सहाय्यित अनुदेशन कार्यक्रमाच्या वापरामुळे उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यात सार्थ फरक पडत नाही.

१.८   कार्यात्मक व्याख्या

१.   उच्च प्राथमिक स्तर - इयत्ता ७ वीव इयत्ता ८ वी ला एकत्रितपणे उच्च प्राथमिक स्तर संबोधले जाते.

२.   जीवन कौशल्य –व्यक्तीवर्तननात अनुकूल, सकारात्मकता , इतरांशी सहानुभूतीने वागण्याची क्षमता निर्माण करतात त्याला जीवन कौशल्य असे म्हणतात.

३.   संगणक सहाय्यित अनुदेशन कार्यक्रम – विविध संगणकीय सॉफ्टवेअरच्या माध्यमातून जीवन कौशल्य रुजविण्यासाठी तयार केलेला संगणकीय कार्यक्रम म्हणजे संगणक सहाय्यित अनुदेशन कार्यक्रमहोय.

४.   परिणामकारकता – संगणक सहाय्यित अनुदेशनाद्वारे अध्यापन केले असता विद्यार्थ्यांना जीवन कौशल्याचे आकलन चांगले होते.

१.९   संशोधनाची व्याप्ती व मर्यादा

व्याप्ती

१.   प्रस्तुत संशोधन हे उच्च प्राथमिक स्तराशी संबंधित आहे.

२.   प्रस्तुत संशोधन जीवन कौशल्याशी संबंधित आहे.

३.   प्रस्तुत संशोधन नाशिक जिल्ह्याशी संबंधित आहे.

मर्यादा

१.   प्रस्तुत संशोधन हे नाशिक ग्रामीण भागाशी सबंधित आहे.

२.   प्रस्तुत संशोधन उच्च प्राथमिक स्तरावरील इयत्ता ८ वी शी संबंधित आहे.

३.   प्रस्तुत संशोधन हे मातोश्री आसराबाई दराडे इंग्लिश मीडीयम स्कुल येथील इयत्ता ८ वीच्या विद्यार्थ्यांशी संबंधित आहे.

४.   प्रस्तुत संशोधन हे २०२३-२०२४ या शैक्षणिक वर्षापुरतेच मर्यादित आहे

१.१०   चल

१.   स्वाश्रयी चल - संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे केलेले अध्यापन.

२.   आश्रयी चल – विद्यार्थ्यांमध्ये जीवन कौशल्य आकलनात झालेला बदल.

१.११   संशोधन पद्धती

प्रस्तुत संशोधनासाठी प्रायोगिक संशोधन पद्धतीचा वापर करण्यात आला

१.१२   नमुना

प्रस्तुत संशोधनासाठी मातोश्री आसराबाई दराडे इंग्लिश मीडीयम स्कुल येथील इयत्ता ८ वी चे एकूण ४० विद्यार्थी सहेतुक नमुना निवड पद्धतीने निवडण्यात आले.

१.१३   अभिकल्प

संशोधकाने मातोश्री आसराबाई दराडे इंग्लिश मीडीयम स्कुल येथील इयत्ता ८ वीच्या एकूण ४० विद्यार्थी प्रस्तुत संशोधनासाठी निवडले यामध्ये पूर्व परीक्षा घेऊन दोन गट केले. एक गट २० विद्यर्थ्यांचा व दुसरा गट २० विद्यार्थ्यांचा होय. एका गटाला संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे अध्यापन केले , तर दुसऱ्या गटाला पारंपारिक पद्धतीने अध्यापन केले.यासाठी सामान गट अभिकल्पाचा वापर करण्यात आला.

१.१४   माहिती संकलनाची साधने

संशोधकाने पूर्व व उत्तर चाचणी साठी स्वनिर्मित प्रश्रपत्रिका तयार केली. पूर्व चाचणीद्वारे मिळालेल्या माहितीच्या आधारे नियंत्रित गट व प्रायोगिक गट तयार केला. प्रायोगिक गटाला संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे अध्यापन केले, तर नियंत्रित गटाला पारंपारिक पद्धतीने अध्यापन केले .

त्यानंतर संशोधकाने उत्तर चाचणी घेतली यासाठी स्वनिर्मित चाचणी तयार करण्यात आली . या चाचणीच्या आधारे माहितीचे विश्लेषण करण्यासाठी मध्यमान, प्रमाण विचलन व ' t 'परीक्षेचा वापर केला.

१.१५   माहितीचे विश्लेषण

चाचणी प्रकार	विद्यार्थी संख्या	मध्यमान	प्रमाण विचलन	' t 'मूल्य	स्वाधिनता मात्रा	सार्थकता स्तर
पूर्व चाचणी	४०	५.९	१.७४			
उत्तर चाचणी	४०	१४.८३	१.८१	२८.८०	३८	०.०१

वरील तक्त्यामध्ये पूर्व चाचणी आणि उत्तर चाचणीमधून प्राप्त झालेल्या माहितीचे विश्लेषण करण्यात आले. यामध्ये पूर्व चाचणीचे मध्यमान ५.९ आणि प्रमाण विचलन १.७४ आहे. उत्तर चाचणीचे मध्यमान १४.८३ आणि प्रमाण विचलन १.८१ आहे . त्यांचे 't' मूल्य २८.८० आहे व स्वाधीनता मात्रा ३० असून सार्थकता स्तर ०.०१ आहे.

त्यामुळे धन परिकल्पना , ' संगणक सहाय्यित अनुदेशन कार्यक्रमाच्या वापरामुळे उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यात सार्थ फरक पडतो.' स्वीकारली जाते व शून्य परिकल्पना, ' संगणक सहाय्यित अनुदेशन कार्यक्रमाच्या वापरामुळे उच्च प्राथमिक स्तरावरीलविद्यार्थ्यांमध्ये जीवन कौशल्य रुजविण्यात सार्थ फरक पडत नाही ' तिचा त्याग करण्यात येतो.

१.१६   निष्कर्ष

१.   संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे विद्यार्थ्याने अध्ययन केले असता जीवन कौशल्याच्या विविध संकल्पना समजणे सोपे जाते.

२.   संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे अध्ययन करण्यासाठी स्थळ व काळाची मर्यादा येत नाही.

३.   संगणक सहाय्यित अनुदेशन कार्यक्रमाद्वारे विद्यार्थ्यांना स्वयं अध्यायाची सवय लागते.

४.   विद्यार्थी स्वतःच्या गरजेनुसार अध्ययन कार्य करू शकतो.

५.   अध्ययन कार्याला गती प्राप्त होते.

६.   ' स्व ' संकल्पना स्पष्ट होण्यास मदत होते.

१.१७ संदर्भ सूची

१. दामले, सीमा आणि भागवत, सुवर्णा (२०१६), प्रगत अध्यापन शास्त्र व माहिती संप्रेषण तंत्रज्ञानाचे उपयोजन, पुणे : सुविचार प्रकाशन मंडळ

२. येवले, सीमा (२०११), शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, पुणे : नित्य नूतन प्रकाशन

३. महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ (२००९), इयत्ता आठवी , आधुनिक भारताचा इतिहास , पुणे

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राष्ट्रीय शैक्षणिक धोरण 2020 चा शिक्षकांच्या विकासावर होणारा परिणाम एक अभ्यास

डॉ. के. सी. राठोड   विशाल माने

प्राचार्य,   *विद्यार्थी*

शिक्षणशास्त्र महाविद्यालय, शिवळे   *शिक्षणशास्त्र महाविद्यालय शिवळे*

सारांश

राष्ट्रसमोर असणाऱ्या आव्हानांना सामोरे जाण्यासाठी मनुष्यबळ हे सर्वात महत्त्वपूर्ण संसाधन आहे. याचाच अर्थ जर राष्ट्रातील नागरिक सक्षम असतील तर ते राष्ट्र आव्हानांचं रूपांतर संधीमध्ये करू शकत. त्यामुळे राष्ट्रातील नागरिक हे सक्षम बनवणे अत्यंत गरजेचं असतं. नागरिकांना सक्षम बनवण्याचे एकमेव साधन म्हणजे शिक्षण होय. याच उद्देशाने प्रत्येक राष्ट्र आपलं राष्ट्रीय शैक्षणिक धोरण ठरवत असतं.

आपल्या राष्ट्रासमोर बेरोजगारी, शिक्षण, पेयजल, भ्रष्टाचार, महागाई, ऊर्जा, पर्यावरण इत्यादी समस्या आहेत. या सर्व समस्यांचे मूळ हे कुठेतरी शिक्षणात रुजलेल आहे आणि त्यासाठीच नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची पायाभरणी करण्यात आलेली आहे. भारतात सर्वात पहिले राष्ट्रीय शैक्षणिक धोरण 1968 साली राबविण्यात आले. त्यानंतर दुसरे राष्ट्रीय शैक्षणिक धोरण 1986 साली राबविण्यात आले. याच धोरणात 1992 सली काही सुधारणा करण्यात आल्या आणि ते आजतागायत कार्यरत आहे. रा.शै.धो.२०२० चा शिक्षकांच्या विकासावर परिणाम :

शिक्षकांसाठी संधी:

१)   गुणवंतास संधी: नवीन राष्ट्रीय शैक्षणिक धोरणानुसार शिक्षक पात्रता व निवड प्रक्रियेत गुणवत्तेवर अधिक भर दिल्याचे आढळून येते, त्यामुळे गुणवंत व्यक्तीस शैक्षणिक क्षेत्रात काम करण्याची संधी मिळते.

२)   रोजगाराची संधी : जास्तीत जास्त मुलांना शिक्षणाच्या प्रवाहात आणण्यासाठी नवीन शैक्षणिक संस्थांची उभारणी करणे या धोरणात अपेक्षित आहे. त्यामुळे शैक्षणिक क्षेत्रात मोठ्या प्रमाणावर रोजगाराची संधी निर्माण होते.

३)   व्यावसायिक विकासाची संधी: शिक्षण क्षेत्रात कार्यरत असणाऱ्या व्यक्तीने सातत्याने आपला व्यवसायिक विकास करत गेले पाहिजे हे या धोरणात अपेक्षित आहे. तसेच त्यास पूरक संधी सुद्धा या धोरणामध्ये अंतर्भूत करण्यात आल्या आहेत.

४)   आंतरराष्ट्रीय स्तरावर काम करण्याची संधी: विविध शैक्षणिक विभागांची किंवा संस्थांची क्लबिंग करून शिक्षकांस राष्ट्रीय व आंतरराष्ट्रीय स्तरावर काम करण्याची संधी निर्माण करून दिली.

५)   नवोपक्रमास वाव: विविध अध्यापन पद्धती व तंत्रज्ञानाची साथ घेऊन शिक्षकास नवोपक्रम राबवण्यास व गुणवत्ता विकास करण्यास संधी निर्माण करून देण्यात आली आहे.

६)   संशोधन व गुणवत्ता विकास: संशोधन कार्यास विविध माध्यमातून निधी उपलब्ध करण्याचा प्रयत्न या धोरणाच्या माध्यमातून केला जाणार असल्याची लक्षात येते, त्यामुळे संशोधन व गुणवत्ता या दोन्ही कार्यात गतिमानता येते

रा.शै.धो.२०२० आणि शिक्षकांसाठी आव्हाने :

१)   शिक्षक शिक्षण: नवीन राष्ट्रीय शैक्षणिक धोरण अपेक्षित असलेले शिक्षण शाळा आणि महाविद्यालयातून देण्यासाठी त्यास अनुकूल अशी शिक्षक निर्माण करणे आवश्यक आहे. त्यासाठी शिक्षकाच्या शिक्षणामध्ये

अमुलाग्र बदल करणे गरजेचे आहे.

२) अद्ययावत तंत्रज्ञान : शिक्षकांना नवीन शैक्षणिक धोरणानुसार अध्यापन करण्यासाठी तंत्रज्ञानाचे अद्ययावत ज्ञान असणे आवश्यक आहे आणि सद्यस्थितीमध्ये मोजक्या प्रमाणात तंत्रज्ञानाचा अध्यापनात उपयोग केला जातो. त्यामुळे तंत्रज्ञान शिकणे हे आव्हानात्मक कार्य ठरू शकत.

३) निवड प्रक्रिया : शिक्षकाच्या निवड प्रक्रियेत अधिक पारदर्शकता व गुणवत्तेची अपेक्षा हे राष्ट्रीय शैक्षणिक धोरण करते त्याअर्थी निवडीची प्रक्रिया ही सुद्धा तेवढीच कठीन्य पातळी असणारी राबवली जाण्याची शक्यता आहे.

शिक्षकांचे शिक्षण

1) पुढच्या पिढीला आकार देणार्या जानेय शिक्षकांचा संघ तयार करण्याकरता शिक्षकांचे शिक्षण महत्वाचे आहे. शिक्षक तयार करण्याच्या कामासाठी बहुभाषीय दृष्टिकोन आणि ज्ञान, प्रवृत्ती आणि मूल्ये तयार होणे आणि सर्वोत्तम मार्गदर्शकांच्या मार्गदर्शनाखाली सराव विकसित करणे आवश्यक असते. शिक्षकांमध्ये शिक्षण आणि अध्यापनशास्त्रातील सर्वात नवीन प्रगतीबरोबरच भारतीय मूल्ये, भाषा, ज्ञान, लोकस्वभाव, आणि आदिवासी परंपरांसह परंपरा रुजलेल्या असणे आवश्यक आहे.

2) सर्वोच्च न्यायालयाने स्थापन केलेल्या न्यायाधीश जे.एस. वर्मा आयोगाच्या (2012) मते, 10000 पेक्षा जास्त संख्या असलेल्या स्वतंत्र TEI पैकी बहुतेक सर्व गंभीरपणे शिक्षकांच्या शिक्षणाचा प्रयत्नसुद्धा करत नाही आहेत, तर पैसे घेऊन पदव्या विकत आहेत. आत्तापर्यंतचे नियामक प्रयत्न व्यवस्थेतील गैरव्यवहार बंद करण्यासाठी तोकडे पडले आहेत तसेच गुणवत्तेची मूलभूत मानकेसुद्धा लागू करू शकलेले नाहीत आणि वास्तविक या क्षेत्रातील उत्तमता आणि नाविन्यपूर्णतेची वाढ कमी करण्याचा नकारात्मक परिणाम यामुळे झालेला आहे. त्यामुळे या क्षेत्राचे मानदंड उंचावण्यासाठी आणि सचोटी, विश्वासार्हता, कार्यक्षमता आणि उच्च दर्जा पुनर्स्थापित करण्यासाठी शिक्षक शिजणाचे क्षेत्र जाणि त्याची नियामक प्रणाली या दोन्हींमध्ये तातडीने कृती करून मूलभूत बदल करण्याची गरज आहे.

3) अध्यापनाच्या व्यवसायाबद्दलचा आदर पुनर्स्थापित करण्यासाठी आवश्यक असलेली सचोटीची आणि विश्वासार्हतेची पातळी सुधारण्यासाठी आणि गाठण्यासाठी मूलभूत शैक्षणिक निकषात न बसणार्या सुमार दर्जाच्या आणि अकार्यरत शिक्षण संस्थांना (TEB) त्यांनी केलेल्या नियमांच्या उल्लंघनाबाबत सुधारणेसाठी एक वर्ष दिल्यावर, त्यांच्यावर कडक कारवाई करण्यासाठी नियामक प्रणाली सक्षम केली जाईन. 2030 पर्यंत, फक्त शैक्षणिकदृष्ट्या मजबूत, बहुभावीय आणि एकात्मिक शिक्षक शिक्षण कार्यक्रमच सुरू असतील.

4) शिक्षक शिक्षणासाठी, बहुशाखीय इनपुट्स आवश्यक असल्यामुळे, आणि उच्च दर्जा असलेली अध्यापनाची सामग्री तसेच अध्यापनशाखाचे शिक्षण देणे आवश्यक असल्यामुळे, सर्व शिक्षक शिक्षण कार्यक्रम संयुक्त बहुभावीय संस्थांमध्येच राबवले जावेत, त्यासाठी सर्व बहुशाखीय विद्यापीठे आणि महाविद्यालये शिक्षण विभाग स्थापन करण्याचे उद्दिष्ट ठेवतील. हे विभाग शिक्षणाच्या विविध पैलूंबहुन आधुनिक संशोधन करण्याबरोबरच, मानगशास्त्र, तत्त्वज्ञान, समाजशास्त्र, न्युरोमागन्म, भारतीय भाषा अता इतर विभागांच्या सहयोगाने B.Ed. कार्यक्रममुद्धा राबवतील, त्याशिवाय, स्वतंत्र TEIs ना 2030 पर्यंत बहुशाखीय संस्थामध्ये रुपांतरीत व्हावे लागेल, कारण त्यांनासुद्धा 4 वर्षांचा एकात्मिक

शिक्षक प्रशिक्षण कार्यक्रम राबवावा लागेल,

5) अशा बहुभावीय HEI कडून चालवण्यात येणारा 4 वर्षाचा एकात्मिक B.Ed. अभ्यासक्रमही 2030 पर्यंत जानेय शिक्षकांसाठी किमान पदवी पात्रता असेल. 4 वर्षाचा एकात्मिक B.Ed. अभ्यासक्रम म्हणजे शिक्षण तसेच भाषा, इतिहास, संगीत, गणित, संगणक शाख, रसायनशास्त्र, अर्थशाख, कला, शारीरिक शिक्षण इ. अशा एका विषयात स्पेशलायझेशन असलेली ड्युअल मेजर सर्वांगीण पदवी असेल. शिक्षकांच्या शिक्षणामध्ये अत्याधुनिक अध्यापनशास्त्र शिकवण्याव्यतिरिक्त, समाजशास्त्र, इतिहास, विज्ञान, मानसशाख, प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षण, पायाभूत साक्षरता आणि संख्याशास्त्र, भारत जाणि त्याची मूल्ये संस्कृती/कला/परंपरा याविषयीचे ज्ञान, या आणि अशा इतर विषयांचे मूलभूत प्रशिक्षण समाविष्ट असेल 4 वर्षाचा एकात्मिक B.Ed. अभ्यासक्रम उपलब्ध करून देणाऱ्या HEI द्वारे, एखाद्या विशिष्ट विषयात बॅचलरची पदवी मिळवलेल्या विद्यार्थ्यांकरता 2 वर्षाचा B.Ed. अभ्यासक्रमदेखील उपलब्ध करून देता येईल, विशिष्ट विषयात 4 वर्षांचे पदवीपूर्व शिक्षण पूर्ण करणाऱ्या उमेदवारांकरता वर्षांचा B.Ed. अभ्यासक्रम उपलब्ध करून देता येईन. असामान्य विद्यार्थ्यांना 4 वर्षे 2 वर्षे आणि | वर्षाच्या B.Ed. कार्यक्रमाकडे आकर्षित करण्याच्या दृष्टीने, गुणवान विद्यार्थ्यांसाठी शिष्यवृत्या जाहीर करण्यात येतील.

6) शिक्षणाचे आणि त्याच्याशी संबंधित शाखांचे तसेच विशिष्ट विषयांचे अनेक उपलब्ध असल्याची सुनिश्चिती, शिक्षकांसाठी शिक्षण कार्यक्रम उपलब्ध करून देणाया HEI कडून केली जाईल. प्रत्येक उच्च शिक्षण संस्थेला अनेक सरकारी आणि खाजगी शाळांबरोबर सहयोगाने काम करता येईल. संभाव्य शिक्षक अशा शाळांमध्ये समाजसेवा, प्रौढ आणि व्यावसायिक शिक्षण यासारख्या उपक्रमांमध्ये सहभागी होण्याचरोबर विद्यार्थ्यांना शिकवण्याचे कामदेखील करतील.

7) शिक्षकांच्या शिक्षणाची मानके एकसमान राखण्यासाठी, पूर्व-सेवा शिक्षक तयारी कार्यक्रमासाठी दिला जाणारा प्रवेश, राष्ट्रीय चाचणी एजन्सी नॅशनल टेस्टिंग एजन्सीद्वारे पेतल्या जाणाऱ्या योग्य विषयांच्या आणि योग्यता चाचण्यांच्या माध्यमातून दिला जाईल. आणि देशाची भाषिक आणि सांस्कृतिक विविधता लक्षात घेता ही प्रवेश प्रक्रिया प्रमाणीकृत केली जाईल.

8) शिक्षण विभागातील अध्यापकांच्या प्रोफाईलमध्ये वैविध्य असणे आवश्यक मानले जाईल आणि अध्यापन क्षेत्र/संशोधनातील अनुभवाला अतिशय महत्व दिले जाईल. शालेय शिक्षणाशी निगडीत सामाजिक नावांच्या क्षेत्रामध्ये (उदा. मानसशास्त्र, बाल विकास, भाषाशास्त्र, समाजशास्त्र तत्त्वज्ञान, अर्थशास्त्र आणि राज्यशास्त्र) प्रशिक्षण घेतलेले अध्यापक तमेच, विज्ञान शिक्षण, गणित शिक्षण, सामाजिक शास्त्रचे शिक्षण, आणि भाषाशास्त्रचे शिक्षण या कार्यक्रमांमधील अध्यापक यांना आकर्षित करून त्यांना शिक्षक-शिक्षण संस्थांमध्ये कायम राखण्यासाठी प्रयत्न केला जाईल. यामुळे शिक्षकांच्या बहुभावीय शिक्षणाला आणि संकल्पनात्मक विभागाला बळकटी मिळेल.

9) Ph.D. च्या सर्व शाखांमधील सर्व नवीन प्रवेशार्थीना, त्यांनी निवडलेल्या Ph.D. विषयाशी संबंधित अध्यापन/शिक्षण/अध्यापनशाख लेखन यातील क्रेडिट-आधारित अभ्यासक्रमासाठी, डॉक्टरेट प्रशिक्षण कालावधीदरम्यान, प्रवेश घेणे आवश्यक आहे. संशोधन करणाऱ्या अनेक विद्वानांना पुढे जाऊन त्यांनी निवडलेल्या शाखेमध्ये अध्यापक किंवा सार्वजनिक प्रतिनिधी/संपादनाची भूमिका करायची असल्याने,

त्यांना अध्यापनशास्त्रातील प्रथा/पध्दती, अभ्यासक्रमाची रचना करणे, विश्वासार्ह मूल्यांकन प्रणाली, संवाद साधणे आणि अशाच प्रकारच्या इतर गोष्टींचा अनुभव मिळेल यानी सुनिश्चिती केली जाईल. Ph.D. च्या विद्यार्थ्यांना, अध्यापन सहाय्यकाच्या भूमिकेतुन किंवा इतर साधनांच्या माध्यमातून, प्रत्यक्ष अध्यापनाचा अनुभव घेऊन त्याचे किमान तास पूर्ण करावे लागतील. यासाठी देशभरातील विद्यापीठांमधील Ph.D. कार्यक्रमाची पुनर्रचना केली जाईल.

10) विद्यमान संस्थात्मक व्यवस्था आणि चालू उपक्रमांच्या माध्यमातून, महाविद्यालय आणि विद्यापीठातील शिक्षकांसाठी सेवांतर्गत सातत्यपूर्ण व्यवसायिक विकासाचे प्रशिक्षण, तसेच सुरु राहील, दर्जेदार शिक्षणासाठी समृध्द अध्यापन-अध्ययन प्रक्रियेची गरज पूर्ण करण्यासाठी, या व्यवस्था आणि उपक्रमांना बळकटी देऊन त्यांचा विस्तार केला जाईल, शिक्षकांच्या ऑनलाईन प्रशिक्षणासाठी SWAYAM/DIKSHA (स्वर्ग/वीक्षा) यासारखे तंत्रज्ञानाचे व्यासपीठ प्लॅटफॉर्म वापरायना प्रोत्साहन दिले जाईल, यामुळे, प्रमाणीकृत प्रशिक्षण कार्यक्रम कमी कालावधीमध्ये मोठ्या प्रमाणात शिक्षकांपर्यंत पोचवता येतील.

11) राष्ट्रीय मार्गदर्शक आयोग नेशनल मिशन फॉर मेंटरिंगची स्थापना केली जाईल. यामधी विद्यापीठ महाविद्यालयाच्या शिजकांना अन्य किवा दीर्घ काळासाठी सल्ला/व्यावसायिक मदत घ्यायला उत्सुक असलेल्या तसेच भारतीय भाषांमध्ये शिकवायची क्षमता असलेल्या वरिष्ठ निवृत अध्यापकांचा मोठ्या प्रमाणात सहभाग असेल.

शिक्षणाच्या विविध घटकांपैकी शिक्षक लक्षात घेत राष्ट्रीय शैक्षणिक धोरणासमोरील संधी व आव्हानांची मांडणी केली आहे. त्याचप्रमाणे शासन प्रशासन, संस्थापक, अभ्यासक्रम निर्मिती मंडळ, पालक यांच्यासमोर सुद्धा हे राष्ट्रीय शैक्षणिक धोरण विविध संधी व आव्हाने घेऊन येऊ शकतात.

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उच्च शिक्षणात राष्ट्रीय शैक्षणिक धोरण 2020 ची भुमिका

डॉ. संघमित्रा वि. दुपारे

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भारत हा खंडप्राय देश आहे. विविधतेने नटलेली येथील संस्कृती आहे. देशाचे शैक्षणिक धोरण ठरवितांना तेथील संविधान, संस्कृती, भौगोलिक परिस्थिती, सामाजिक परिस्थिती लक्षात घ्यावी लागते.

कोणत्याही राष्ट्राचे भविष्य हे शैक्षणिक धोरणावर अवलंबुन असते. सामाजिक, सांस्कृतिक विकासाची प्रक्रिया शिक्षणातुन साकारली जाते. राष्ट्राचे शिक्षण धोरण हे राष्ट्राच्या भविष्यासाठी विकासाचा एक मार्ग असतो. त्यामुळे शैक्षणिक धोरण आखतांना ते भविष्यवेधी असणे गरजेचे आहे. शैक्षणिक धोरण म्हणजे त्या देशाच्या भविष्याच्या विकासाची दिशा असते. शिक्षण हे समाज परिवर्तनाचे प्रभावी साधन आहे. यावर शिक्कामोर्तब झाल्याने समाजमनही शिक्षणासंदर्भाने अधिक जागृत होत असल्याचे अधोरेखित होते.

मानवला आपल्या पूर्ण क्षमता वापरता येण्यासाठी, समान शासन न्याय समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे. भारताच्या सातत्यपूर्ण प्रगतीसाठी आर्थिक विकास, सामाजिक न्यायक्षमता, समानता, शास्त्रीय प्रगती, राष्ट्रीय एकात्मता आणि संस्कृतीचे जतन या क्षेत्रामध्ये वैश्विक पातळीवर नेतृत्व करण्यासाठी सर्वांना दर्जेदार शिक्षण उपलब्ध करून देणे महत्वाचे आहे. व्यक्ती, समाज, देश आणि जगाच्या हितासाठी आपल्या देशातील समृध्द प्रतिभा आणि संसाधनांचा पुरेपुर वापर करण्याकरिता उच्च दर्जाचे सार्वभौमिक शिक्षण हा भविष्यासाठी सर्वात चांगला मार्ग आहे.

भारतातील उच्च शिक्षण व्यवस्थेसाठी नवीन आणि भविष्योन्मुखी दृष्टीकोन एकविसाव्या शतकाच्या गरजा लक्षात घेता चांगल्या विचारवंत अष्टपैलू आणि कल्पक व्यक्ती विकसित करणे हे दर्जेदार उच्च शिक्षणाचे उद्दिष्ट असले पाहिजे. चारित्र्यविषयक, नैतिक आणि घटनात्मक मूल्ये बौध्दिक कुतूहल, वैज्ञानिक स्वभावधर्म, कल्पकता आणि सेवाभाव याशिवाय सामाजिक शास्त्र, कला मानव्यशास्त्रे भाषा यासोबतच व्यावसायिक आणि तांत्रिक व्यवसायाशी संबंधित विषयासह एकविसाव्या शतकातील क्षमता विकसीत करणे शक्य झाले पाहिजे.

मनुष्य आणि समाजाच्या कल्याणाच्या दृष्टीने तसेच भारताच्या घटनेमध्ये कल्पिलेला भारत–एक लोकतांत्रिक न्याय्य सामाजिकरित्या जागृत, सुसंस्कृत आणि माणुसकी असलेले राष्ट्र

जिथे स्वातंत्र्य, समानता बंधुभाव, आणि सर्वांना न्यायाचा अधिकार असेल हे सर्व विकसीत करण्यामध्ये उच्च शिक्षणाची भूमिका अत्यंत महत्वपूर्ण आहे.

विद्यार्थ्यांच्या सर्वांगीण विकासासाठी, अध्ययनाच्या शाळा पुर्व स्तरापासुन उच्च शिक्षण स्तरांपर्यंत, प्रत्येक स्तरावर विशिष्ट निर्धारित कौशल्ये आणि मूल्यांची ओळख करून देणे गरजेचे आहे.

उच्च शिक्षणाच्या आधारावर ज्ञान निर्माण करून आणि नाविण्यपूर्ण गोष्टीचा शोध लावुन वाढत्या राष्ट्रीय अर्थव्यवस्थेला हातभार लावता येतो. म्हणुन उच्च शिक्षणाचे उद्दिष्ट फक्त वैयक्तिक रोजगाराच्या अधिक चांगल्या संधी तयार करणे एवढेच मर्यादित नसुन चैतन्यपूर्ण सामाजिक दृष्टया सहभागी, सहयोगी समुदाय आणि अधिक आनंदी सामंजस्यपूर्ण, सुसंस्कृत, उत्पादनशील, नाविण्यपूर्ण आणि समृध्द राष्ट्र तयार करण्याची उच्च शिक्षण ही गुरुकिल्ली आहे.

नव्या राष्ट्रीय शैक्षणिक धोरणातुन

1. सर्जनशील विचार (Creative Thinking)

2. चिकित्सक विचार (Critical Thinking)

3. संभाषण कला (Communication)

4. सहकार्य (Collaboration)

5. करूणा (Compassion)

आणि आत्मविश्वास या कौशल्यांवर विशेषत्वाने लक्ष दिले जाणार आहे.

'NEP 2020' शैक्षणिक धोरणान्वये शैक्षणिक व्यवस्था व संस्था यांच्याकरिता मुलभूत तत्वे (Fundamental Principles) निश्चित करण्यात आली आहेत. भारतीय मूल्ये जोपासून अभ्यासक्रम व अध्यापनशास्त्राच्या माध्यमातुन विद्यार्थ्यांमध्ये मूलभूत कर्तव्ये, संविधानिक मूल्ये तसेच देशाशी असलेले बंध तयार करणे हे या धोरणातुन अपेक्षित आहे.

जागतिक ज्ञान अर्थव्यवस्था होण्याच्या दिशेने आपल्या देशाची उत्तरोत्तर वाटचाल सुरू असल्याने युवकांच्या या अनुषंगाने वाढत्या आकांक्षा पूर्ण करणे आवश्यक आहे. नवीन राष्ट्रीय शैक्षणिक धोरण 29 जुलै 2020 रोजी मंजुर करण्यात आले.

भारताला स्वातंत्र्यप्राप्तीनंतर नागरिकांमध्ये असलेली निरक्षरता दुर करण्यासाठी सातत्याने वेगवेगळे कार्यक्रम आखले जात आहेत. त्यामध्ये सुरुवातीला विविध शिक्षण आयोग नेमण्यात आले. त्यानंतर पहिले राष्ट्रीय शैक्षणिक धोरण 1968 मध्ये लागु करण्यात आले.

राष्ट्रीय शैक्षणिक धोरणाचा उद्देश –

भारताला जागतिक स्तरावर ज्ञानाच्या बाबतीत super power बनवणे, असा आहे.

Principles of National Education Policy 2020

- प्रत्येक विद्यार्थ्याच्या वैशिष्टयपूर्ण क्षमता ओळखणे आणि त्या विकसीत करण्यासाठी प्रयत्न करणे.

- शिक्षक आणि पालकांनी प्रत्येक विदयार्थ्यांच्या सर्वांगीण विकासासाठी अभ्यास आणि अभ्यासेत्तर दोन्ही क्षेत्रामध्ये चालना देणे.

- प्रत्येक विदयार्थ्यांसाठी मुलभूत साक्षरता आणि संख्याज्ञान या गोष्टींना इयत्ता 3 री पर्यंत सर्वोच्च प्राधान्य देणे.

- विदयार्थ्यांना अध्ययनाचा मार्ग आणि कार्यक्रम निवडण्याची मुभा असेल आणि ते आपली प्रतिभा आणि आवड यानुसार आयुष्यात आपला मार्ग निवडू शकतील.

- कला आणि विज्ञान, अभ्यास आणि अभ्यासेत्तर उपक्रम, व्यावसायिक आणि शैक्षणिक प्रवाह यामध्ये कोणतेही स्पष्ट विभाजन नसणे. ज्ञानाच्या क्षेत्रामधील हानीकारक उच्च–नीचता आणि त्यांच्यात पडलेले अंतर दुर होईल.

- सगळ्या ज्ञानाची एकता आणि अखंडता सुनिश्चित करून एका बहुआयामी जगासाठी विज्ञान, समाजशास्त्रे, कला, मानसशास्त्रे, खेळ यांच्यामध्ये बहु–शाखीय (multi-disciplinary) आणि समग्रशिक्षणाचा विकास

- घोकेपट्टीऐवजी किंवा परीक्षेसाठी शिकण्याऐवजी संकल्पना समजून घेण्यावर भर.

- तर्कशुध्द निर्णय घेण्यासाठी आणि नाविण्यपूर्णतेला प्रोत्साहन देण्यासाठी कल्पकता आणि तार्किक विचार

- नैतिकता आणि मानवी घटनात्मक मूल्ये उदा. सहृदयता, इतरांबद्दल आदर, स्वच्छता, निटनेटकेपणा, सौजन्य, लोकशाहीची भावना, राष्ट्रप्रेम, राष्ट्रीय एकात्मता, परोपकार, सेवाभाव, सार्वजनिक मालमत्तेबद्दल आदर, वैज्ञानिक दृष्टीकोन, स्वातंत्र्य जबाबदारी.

- अध्यापनात आणि अध्ययनात बहुभाषिकत्व आणि भाषा शक्ती यांना प्रोत्साहन

- संवाद, सहकार्य, सामुहिक कार्य आणि लवचिकता (जीवन मूल्ये)

- सातत्यपूर्ण मूल्यांकनावर भर

- अध्ययन आणि अध्यापनात तंत्रज्ञानाचा पुरेपूर वापर

- दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ बनवण्यासाठी शैक्षणिक नियोजन आणि व्यवस्थापन

- शिक्षण हा समवर्ती विषय आहे. हे लक्षात घेवुन सर्व अभ्यासक्रम, अध्यापनशास्त्र आणि

धोरण यात विविधतेबद्दल आणि स्थानिक संदर्भाबद्दल आदर करणे

- सर्व शैक्षणिक निर्णयामध्ये पूर्ण समानता आणि सर्वसमावेशकता

- प्रारंभिक बाल्यावस्थेतील संगोपन आणि शिक्षणापासून ते शालेय शिक्षण ते उच्च शिक्षणापर्यंत सर्व पातळ्यांवरील शिक्षणाच्या अभ्यासक्रमात सुसूत्रता

- शिक्षक आणि प्राध्यापक हे शिक्षण प्रक्रियेचे केंद्र मानणे

- त्यांची भरती आणि तयारीची उत्कृष्ट व्यवस्था

- सातत्यपूर्ण व्यावसायिक विकास

- कामकाजाचे वातावरण

- सेवेची स्थिती सकारात्मक

- शिक्षण प्रणालीची अखंडता पारदर्शकता आणि संसाधनांची कार्यक्षमता

- सार्वजनिक प्रगटीकरणाच्या माध्यमातुन नाविण्यपूर्णता आणि नवीन विचारांना प्रोत्साहन देणे

- गुणवत्तापूर्ण शिक्षण आणि विकासासाठी सह आवश्यकता म्हणून उत्कृष्ट दर्जाचे संशोधन

- शिक्षण तज्ञांच्या सातत्यपूर्ण संशोधन आणि नियमित मूल्यांकनाद्वारे प्रगतीचा सातत्यपूर्ण आढावा

- भारताचा आणि भारताच्या समृध्द, वैविध्यपूर्ण प्राचीन आणि आधुनिक संस्कृती, ज्ञान व्यवस्था आणि परंपरा यांचा अभिमान असणे

- शिक्षण ही एक सार्वजनिक सेवा आहे. गुणवत्तापूर्ण शिक्षण उपलब्ध असणे हा प्रत्येक बालकाचा मुलभूत हक्क समजला पाहिजे.

शालेय शिक्षणाच्या सध्याच्या 10 + 2 या शैक्षणिक संरचनेमध्ये आता बदल होवुन नवीन 'राष्ट्रीय शैक्षणिक धोरण 2020' यामध्ये 5+3+3+4 अशी संरचना असून 3 ते 18 वयोगटाला समाविष्ट करणारी अशी नवीन अध्यापन शास्त्राची अभ्यासक्रमाची पुनर्रचना करण्यात आली आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 चा शिक्षकाच्या विकासावर प्रभाव

मानवाला आपल्या पूर्ण क्षमता वापरता येण्यासाठी समान आणि न्याय समाज विकसीत करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा महत्वपूर्ण आधारस्तंभ (पाया) आहे. भारताच्या सातत्यपूर्ण प्रगतीसाठी आर्थिक विकास, सामाजिक न्याय आणि समानता, शास्त्रीय प्रगती, राष्ट्रीय एकात्मता राष्ट्रप्रेम आणि संस्कृतीचे जतन या क्षेत्रामध्ये वैश्विक पातळीवर नेतृत्व करण्यासाठी सर्वांना दर्जेदार शिक्षण उपलब्ध करून देणे महत्वाचे आहे. व्यक्ती, समाज,

देश आणि जगाच्या हितासाठी आपल्या देशातील समृध्द प्रतिभा आणि संसाधनांचा पुरेपूर वापर करण्याकरिता उच्च दर्जाचे सार्वभौमिक शिक्षण हा भविष्यासाठी सर्वात चांगला मार्ग आहे. जगातील सर्वच युवकांना चांगल्या गुणवत्तेच्या शिक्षणाच्या संधी पुरवण्याच्या आपल्या क्षमतेवर आपल्या देशाचे भवितव्य ठरेल.

शिक्षण प्रणालीतील सर्वात महत्वाचा मुलभूत सुधारणांच्या केंद्रस्थानी असलेला घटक म्हणजे शिक्षक नवीन शैक्षणिक धोरणामुळे शिक्षकाला सर्व पातळयांवर आपल्या समाजातील सर्वात आदरणीय स्थान शिक्षकाचे आहे. कारण तो अध्ययनकर्त्याला आकार देण्याचे कार्य करतो. शिक्षकांना सक्षम करण्यासाठी आणि त्यांनी आपले कार्य शक्य तितक्या कौशल्यपूर्ण करण्यासाठी सर्व गोष्टी केल्या पाहिजेत. सर्वोत्तम आणि बुध्दिमान व्यक्तींना सर्व पातळीवर शिक्षकी पेशात सामावून घेण्यासाठी नवीन शैक्षणिक धोरणाने मदत केली आहे.

भारताच्या समृध्द विविधतेचा आणि संस्कृतीचा मान ठेवनु आणि देशाच्या स्थानिक आणि वैश्विक संदर्भातील गरजा लक्षात घेवुन या सर्व बाबींचा समावेश करणे गरजेचे आहे. भारतातील युवकांना भारत देशाविषयी आणि विविध सामाजिक अव्दितीय कला भाषा आणि ज्ञानाच्या परंपराविषयी राष्ट्रीय अभिमान, आत्मविश्वास, आत्मज्ञान परस्पर सहयोग व एकतेसाठी आणि भारताने सतत विकासाच्या पायया चढवण्यासाठी ज्ञान होणे अतिशय आवश्यक आहे.

सर्वांगीण आणि बहुशाखीय शिक्षणाच्या दृष्टीने :

भारतात 21 व्या शतकात सर्वांगीण आणि बहुशाखीय शिक्षण, भारतातील शिक्षणासाठी खरोखरच आवश्यक आहे. अभियांत्रिकी संस्थासुध्दा विविध विषयांचा उदा. कला, मानव्यशास्त्रे यांचा समावेश करून सर्वांगीण आणि बहुशाखीय शिक्षणाकडे वळतील. तसेच विद्यार्थी व्यावसायिक विषय आणि व्यावहारिक कौशल्ये समाविष्ट करण्यासाठी प्रयत्न करतील.

बहुशाखीय विद्यापीठे आणि महाविद्यालये उच्च दर्जाच्या सर्वांगीण आणि बहुशाखीय शिक्षणाकडे जाण्याची सुविधा उपलब्ध करतील. अध्यापनशास्त्रात संवाद, वाद–विवाद, संशोधन आणि दुसऱ्या शाखेतील आणि आंतरशाखीय विचार करण्यासाठी संधी यावर भर दिला जाईल. भाषा, वाङ्मय, संगीत, तत्वज्ञान, भरतविद्या, कला, नृत्य, नाटय, गणित, संख्याशास्त्र, विज्ञान, समाजशास्त्र, अर्थशास्त्र या विषयांचा समावेश केला जाईल.

शिक्षणासाठी अनुकूल वातावरण आणि विद्यार्थ्यांना सहयोग प्रभावी अध्ययनासाठी योग्य अभ्यासक्रम, सातत्यपूर्ण रचनात्मक मूल्यांकन आणि विद्यार्थ्यांना पुरेसा सहयोग याची गरज असते. आधुनिक ज्ञानाच्या गरजांबरोबर त्याची सांगड घालण्यासाठी आणि नमुद केलेली अध्ययनाची निष्पती साध्य करण्यासाठी अभ्यासक्रमात नियमितपणे बदल करणे गरजेचे आहे. अध्ययनामध्ये

सातत्याने सुधारणा करण्याची आणि ज्ञानाच्या चाचणी घेण्याची क्षमता असावी. अध्ययनासाठी अनुकूल वातावरण उपलब्ध करून देणे तसेच विद्यार्थ्यांचा सर्वांगीण विकासाकरिता नवनवीन उपक्रमाबाबत मार्गदर्शन करणे.

विद्यार्थी उपक्रम आणि सहभाग :

उच्च गुणवत्तेच्या अध्ययन अध्यापन प्रक्रियेसाठी विद्यार्थ्यांना विविध उपक्रमामध्ये सहभाग असणे महत्वाचे आहे. उदा. क्रिडा, सांस्कृतिक कला, पर्यावरण, समाजसेवा प्रकल्प इ. मध्ये सहभागी होण्याच्या भरपूर संधी दिल्या जातील.

विद्यार्थ्यांना आर्थिक सहाय्य –

विविध उपाययोजनांच्या माध्यमातुन विद्यार्थ्यांना अर्थसहाय्य उपलब्ध करुन देण्यात येईल, शिष्यवृत्ती मिळणाऱ्या विद्यार्थ्यांना मदत करणे, सहाय्य करणे, त्यांच्या प्रगतीवर लक्ष ठेवण्यासाठी राष्ट्रीय शिष्यवृत्ती पोर्टलचा विस्तार करण्यात येईल.

प्रेरित उत्साही आणि सक्षमशिक्षक –

उत्कृष्टता आणि नाविन्यपूर्णतेला प्रोत्साहन देणारे उत्साही संस्थात्मक नेते असणे ही काळाची गरज आहे. उच्च शैक्षणिक आणि सेवाकाल पात्रता तसेच व्यवस्थापन कौशल्ये असलेल्या शिक्षकांना लवकरच शोधले जाईल आणि त्यांना नेतृत्व पदक्रमासाठी प्रशिक्षित केले जाईल.

उच्च शिक्षणातील समता आणि समावेशकता –

शिक्षण व्यवस्थेतून SEDG वगळले जाण्याची अनेक कारणे शाळा आणि उच्च शिक्षण क्षेत्रात सारखाच असला पाहिजे. त्याशिवाय शाश्वत सुधारणा सुनिश्चित करण्यासाठी विविध स्तरामध्ये सातत्य असले पाहिजे. त्यामुळे उच्च शिक्षणात समानता आणि समावेशकतेची उद्दिष्टये साध्य करण्यासाठी आवश्यक असलेली धोरणे शालेय शिक्षणासाठीसुध्दा वापरली पाहिजेत.

शिक्षकांचे शिक्षण आणि प्रशिक्षण –

पुढच्यापिढीला आकार देणाऱ्या शालेय शिक्षकांचा संघ तयार करण्याकरिता शिक्षकांचे शिक्षण तसेच प्रशिक्षण महत्वाचे आहे. शिक्षक तयार करण्यासाठी बहुशाखीय दृष्टिकोन आणि ज्ञान, प्रवृत्ती आणि मूल्ये तयार होणे आणि तज्ञ मार्गदर्शकांच्या मार्गदर्शनाखाली सराव विकसीत करणे आवश्यक असते. शिक्षकांमध्ये शिक्षण आणि अध्यापन शास्त्रातील सर्वात नवीन प्रगतीसोबतच भारतीय मूल्ये, भाषा, ज्ञान, लोकस्वभाव, परंपरा रूजवुन जोपासना करणे गरजेचे आहे.

व्यावसायिक शिक्षणाची पुनर्कल्पना –

व्यावसायिक शिक्षणाची संबंध जोडल्या गेलेल्या सामाजिक दर्जाच्या उतरंडीवर मात करणे

हे या धोरणाचे उद्दिष्ट आहे. यासाठी टप्प्याटप्प्याने सर्व शैक्षणिक संस्थामध्ये व्यावसायिक शिक्षण कार्यक्रमाचे मुख्य प्रवाहातील शिक्षणामध्ये एकात्मीकरण करणे आवश्यक आहे. लहान वयातच पूर्व माध्यमिक व माध्यमिक शाळेत व्यवसायांची ओळख करुन देण्यास सुरुवात करुन गुणवत्तापूर्ण व्यावसायिक शिक्षणाचे उच्च शिक्षणात सहजतेने एकात्मीकरण केले जाईल. प्रत्येक विद्यार्थी किमान एक व्यवसाय शिकेल आणि इतर व्यवसायांची त्याला ओळख करुन दिली जाईल हे यामध्ये सुनिश्चित केले जाईल. यामुळे श्रमप्रतिष्ठा आणि भारतीय कला व कारागिरी यांचा समावेश असलेल्या विविध व्यवसायांचे महत्व यावर भर दिला जाईल.

भारतीय भाषा, कला आणि संस्कृतीला प्रोत्साहन –

भारतीय कला व संस्कृतीचा प्रचार केवळ देशासाठीच नाही तर प्रत्येक व्यक्तीसाठीही महत्वाचा आहे. कला ही संस्कृतीची शिकवण देण्याचे एक प्रमुख माध्यम आहे. भाषा ही कला आणि संस्कृतीशी अतुटपणे जोडलेली आहे. विद्यार्थ्यांमध्ये आपलेपणाची तसेच इतर संस्कृती आणि ओळखींचे कौतुक करण्याच्या भावना निर्माण यासारख्या प्रमुख क्षमता विकसीत करणे महत्वाचे आहे. स्वतःचा सांस्कृतिक इतिहास, कला भाषा आणि परंपराविषयी दृढ भावना आणि ज्ञान यांच्या विकासामुळेच विद्यार्थ्यांमध्ये सकारात्मक सांस्कृतिक ओळख आत्मसन्मान वाढू शकतो. अशाप्रकारे वैयक्तिक तसेच सामाजिक कल्याण या दोहोंसाठी सांस्कृतिक जागरूकता आणि अभिव्यक्ती यांचे योगदान महत्वपूर्ण आहे.

तंत्रज्ञानाचा वापर आणि एकात्मीकरण –

नाविन्यपूर्ण तंत्रज्ञानाच्या उदयाबरोबर त्याच्या संभाव्य परिणामाविषयी सर्वसाधारण जनतेमधील जागरूकता वाढवण्याकरता आणि त्याच्याशी संबंधित समस्याचे निराकरण करण्याकरता शालेय शिक्षण आणि निरंतर शिक्षणाची मदत होईल. या तंत्रज्ञानाशी संबंधित बाबींवर माहितीपुर्वक सार्वजनिक संमती मिळवण्याच्या दृष्टीने ही जागरूकता महत्वाची आहे. शाळेमध्ये चालू घडामोडी आणि नैतिक समस्यांच्या अभ्यास करतांना क्रांतीकारी तंत्रज्ञानावरील चर्चेचा त्यामध्ये समावेश केला जाईल.

● ऑनलाईन आणि डिजीटल तंत्रज्ञानाचा समान वापर सुनिश्चित करणे. नवीन परिस्थिती आणि वास्तविकता यासाठी नवीन उपक्रमांची गरज असते. तंत्रज्ञानामुळे मिळणाऱ्या फायदयांचा लाभ घेण्याचे महत्व राष्ट्रीय शैक्षणिक धोरण 2020 मान्य करून तंत्रज्ञानाशी संबंधित दखल घेतली आहे. ऑनलाईन शिक्षणातील तोटे दुर करत किंवा त्यांचे निराकरण करत ऑनलाईन शिक्षणाचे फायदे कशाप्रकारे मिळवता येतील हे निश्चित करण्यासाठी काळजीपूर्वक पूर्ण तयार केलेल्या आणि योग्य रितीने प्रमाणबध्द केलेल्या पथदर्शी अभ्यासाची (पायलट स्टडी) गरज आहे.

या दरम्यान सर्वांसाठी दर्जेदार शिक्षण उपलब्ध करून देण्यातील वर्तमान आणि भविष्यातील आव्हानांचा सामना करण्याकरिता विद्यमान डिजीटल प्लॅटफॉर्म आणि ICT आधारित शैक्षणिक उपक्रमांचा दर्जा वाढवावा लागेल आणि त्यांचा विस्तार करावा लागेल.

●   जागतिक दर्जाच्या डिजीटल पायाभूत सुविधा, शैक्षणिक डिजीटल सामग्री आणि क्षमता निर्माण करण्यासाठी एक समर्पित युनिट तयार करणे.

●   शिक्षणात तंत्रज्ञानाचा वापर हे केवळ साध्य नाही तर एक साधन आहे. या धोरणातील उद्दिष्टांची अंमलबजावणी करण्यासाठी विविध परिसंस्था एकत्र येण्याची क्षमता आवश्यक आहे. तंत्रज्ञान वेगाने बदलत असल्यामुळे आणि उच्च दर्जाचे ई–शिक्षण देण्यासाठी तज्ञांची गरज असल्यामुळे एक चैतन्यमय परिसंस्थेला फक्त भारतापुढील संख्या विविधता, समानता यांच्या आव्हानावर उपाय योजण्यासाठीच नाही तर तंत्रज्ञानातील जलदगतीने होणाऱ्या बदलांबरोबर प्रोत्साहन दिले पाहिजे आणि या केंद्रात प्रशासन, शिक्षण, शैक्षणिक तंत्रज्ञान डिजिटल अध्यापनशास्त्र आणि मूल्यांकन, ई–शासन अशा सर्व क्षेत्रातील तज्ञ समाविष्ट असतील.

समारोप –

21व्या शतकातील विद्यार्थी ज्ञानार्जन करीत असतांना आता केवळ पुस्तकी ज्ञानावर अवलंबुन नाही. आजुबाजुच्या परिसरातुन त्याला हवी असलेली माहिती तो सहज शोधुन काढतो त्यामुळे याचा आधार घेवुन नवे शैक्षणिक धोरण NEP 2020 हे तयार करण्यात आलेले आहे. या शैक्षणिक धोरणामुळे उपजन असलेल्या ज्ञानाच्या समोर ज्या गोष्टी असतील त्या अभ्यासक्रमाद्वारे विद्यार्थ्यांना पुरविल्या जातात.

संदर्भ ग्रंथसुची :

●   गेडाम अनिल, समकालीन भारतीय शिक्षा, आर. पब्लिशर्स ॲण्ड डिस्ट्रीब्युटर्स, 2023

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●   भारतीय शिक्षण, ऑक्टोबर 2023

●   भारतीय शिक्षण, जानेवारी 2024

●   राष्ट्रीय शिक्षण धोरण 2020, शिक्षण मंत्रालय भारत सरकार

उच्च शिक्षणात नवीन शैक्षणिक धोरण एक दीपस्तंभ

डॉ. शोभा काळेबाग   कादंबरी खांडेकर

प्राध्यापक   संशोधक विद्यार्थी

महावीर महाविद्यालय, कोल्हापूर.   शिक्षणशास्त्र अधिविभाग, कोल्हापूर.

सारांश

कोणत्याहीराष्ट्राचे भविष्य हे शिक्षण धोरणावर अवलंबून असते. आर्थिक,सामाजिक,सांस्कृतिक विकासाची प्रक्रिया शिक्षणातून उभी राहत असते. राष्ट्रासाठीचे शिक्षण धोरण हे राष्ट्राच्या भविष्यासाठी विकासाचा एक मार्ग असतो. त्यामुळे शिक्षण धोरण आखताना ते भविष्यवेधी असायला हवे. शिक्षण धोरण म्हणजे त्या देशाची भविष्याची विकासाची दिशा असते. त्यानुसार भारतामध्ये पहिले शैक्षणिक धोरण 1986 मध्ये करण्यात आले त्यानंतर १९९२ मध्ये त्यामध्ये सुधारणा करण्यात आली. त्यानंतर तीन दशकानंतर दि.२९ जुलै २०२० रोजी भारत सरकारने नवीन शैक्षणिक धोरण जाहीर केले आहे. भारताला जागतिक ज्ञान महासत्ता बनवणे हे नवीन राष्ट्रीय शैक्षणिक धोरण 2020 चे अंतिम उद्दिष्ट आहे.

प्रस्तुत संशोधन निबंधात उच्च शिक्षण म्हणजे काय, नवीन शैक्षणिक धोरणानुसार उच्च शिक्षणातील ठळक वैशिष्ट्ये याबद्दल विविध शैक्षणिक साहित्य व लेखांच्या आधारे आढावा घेण्यात आला आहे.

मुख्य शब्द : शैक्षणिक धोरण, उच्च शिक्षण, नवीन धोरणानुसार उच्च शिक्षण, वैशिष्ट्ये.

प्रस्तावना

शिक्षण हा कोणत्याही राष्ट्राचा कणा असतो. संपूर्ण शिक्षण व्यवस्था सुधारण्यासाठी मजबूत, सुनियोजित आणि पद्धतशीर शिक्षण धोरणाची नितांत गरज असते. कोणत्याही राष्ट्राचे भविष्य हे शिक्षण धोरणावर अवलंबून असते. आर्थिक, सामाजिक, सांस्कृतिक विकासाची प्रक्रिया शिक्षणातून उभी राहत असते. राष्ट्रासाठीचे शिक्षण धोरण हे राष्ट्राच्या भविष्यासाठी विकासाचा एक मार्ग असतो. त्यामुळे शिक्षण धोरण आखताना ते भविष्यवेधी असायला हवे. शिक्षण धोरण म्हणजे त्या देशाची भविष्याची विकासाची दिशा असते. पहिले शैक्षणिक धोरण 1986 मध्ये करण्यात आले त्यानंतर 1992 मध्ये त्यामध्ये सुधारणा करण्यात आली. त्यानंतर तीन दशकात कोणतेही शैक्षणिक धोरण बनवले गेले नाही. त्यानंतर दि.२९ जुलै २०२० रोजी भारत सरकारने नवीन शैक्षणिक धोरण जाहीर केले आहे.

एकविसाव्या शतकातले हे पहिले शिक्षण धोरण असून हे 34 वर्ष जुन्या 1986 च्या शिक्षणावरच्या राष्ट्रीय धोरणाच्या जागेवर आले आहे . सर्वांना संधी, निःपक्षपात , दर्जा परवडणारे आणि उत्तरदायित्व या स्तंभावर याची ऊभारणी करण्यात आली आहे. 2030 च्या शाश्वत विकास कार्यक्रमाशी याची सांगड घालण्यात आली आहे. भारताला जागतिक ज्ञान महासत्ता बनवणे हे नवीन राष्ट्रीय शैक्षणिक धोरण 2020 चे अंतिम उद्दिष्ट आहे.राष्ट्रीय शैक्षणिक धोरण 2020 हे मुख्य पाच स्तंभावर आधारित आहे.

१. Access-सर्वांना सहज शिक्षण

२. Equity -समानता

३. Quality - गुणवत्ता

४. Affordability -परवडणारे शिक्षण

५. Accountability -उत्तरदायित्व

या ५ स्तंभावर आधारित नवीन शैक्षणिक धोरणाची रचना करण्यात आली आहे. नवीन शैक्षणिक धोरणांमध्ये पूर्वीच्या १०+२+३ या रचनेमध्ये बदल करून ५+३+३+४ याप्रमाणे रचनात्मक बदल केला आहे यामध्ये पायाभूत स्तरापासून पदवी स्तरापर्यंतच्या शिक्षणामध्ये अमुलाग्र बदल कण्यात आला आहे तसेच या धोरणामध्ये शाश्वत विकासाची ध्येये (SDGs) पूर्ण करण्याच्या दृष्टीने एकविसाव्या शतकातील शिक्षणाच्या महत्त्वाकांशी उद्दिष्टांची सुसंगत अशी नवीन प्रणाली तयार करण्यात आली.

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणामध्ये मध्ये, विशेषतः भारतीय महिला, अनुसूचित जमाती (एसटी) आणि अनुसूचित जाती (एससी) समुदायांसाठी " विषमता दूर करणे आणि शैक्षणिक संधी समान करण्यावर विशेष भर देण्यात आला. २०२० च्या राष्ट्रीय शैक्षणिक धोरणानुसार समग्र आणि बहुविद्याशाखीय शिक्षण, कौशल्य विकास आणि व्यावसायिक शिक्षण यावर भर देण्यात आला आहे.

उच्च शिक्षण

उच्च शिक्षण म्हणजे प्राथमिक आणि माध्यमिक स्तरानंतरचा प्रगत स्तर होय. यामध्ये विशेषतः विद्यापीठे, महाविद्यालये, व्यावसायिक शाळा आणि विशेष शैक्षणिक आणि व्यावसायिक शिक्षण देणाऱ्या संस्था यांचा समावेश होतो.उच्च शिक्षण अभ्यासाच्या विशिष्ट क्षेत्रांमध्ये सखोल शिक्षणावर लक्ष केंद्रित करते, ज्यामुळे व्यक्तींना त्यांच्या निवडलेल्या क्षेत्रात कौशल्य आणि प्रगत ज्ञान विकसित करण्यास सक्षम करते. "माध्यमिक शिक्षणानंतर, विद्यापीठे किंवा शैक्षणिक संस्था म्हणून अधिकृत असलेल्या इतर आस्थापनांद्वारे शिकवले जाणारेशिक्षण म्हणजे उच्च शिक्षण होय " (UNESCO 1997)

नवीन शैक्षणिक धोरणापूर्वीचे पदवी व पदवीत्तर शिक्षण संरचना	नवीन शैक्षणिक धोरणानंतरचे पदवी व पदवीत्तर शिक्षण संरचना
पदवी अभ्यासक्रम ३ वर्षांचा	* १ वर्षाचा अभ्यासक्रम पूर्ण केल्यास प्रमाणपत्र (सर्टिफिकेट कोर्स) * २ वर्षाचा अभ्यासक्रम पूर्ण केल्यावर डिप्लोमा किंवा पदविका प्रमाणपत्र * ३ वर्षाचा अभ्यासक्रम पूर्ण केल्यावर पदवी प्रमाणपत्र * ४ वर्षाचा बहुशाखीय पदवी अभ्यासक्रम.
पदवीत्तर पदवी २ वर्ष	* ४ वर्षांचा बहुशाखीय पदवी अभ्यासक्रम पूर्ण केल्यास १ वर्षाचा पदवीत्तर अभ्यासक्रम अथवा २ वर्षाचा पद्वुत्तर अभ्यासक्रम * Ph.D. करण्याकरता मास्टर्स पदवी किंवा संशोधनासहित 4 वर्षांच्या पदवीची गरज

नवीन शैक्षणिक धोरणानंतरचे पदवी व पदवीतर शिक्षण संरचना

पदवी अभ्यासक्रमाचे शिक्षण 3 किंवा 4 वर्ष कालावधीचे असेल. याकाळात अनेक वेळा योग्य प्रमाणपत्रासह बाहेर पडण्याचा पर्याय उपलब्ध असेल. उदा. व्यवसाय किंवा व्यावसायिक क्षेत्रासह एखाद्या शाखेत किंवा क्षेत्रात १ वर्ष पूर्ण केल्यावर प्रमाणपत्र दिले जाईल,२ वर्ष पूर्ण केल्यावर डिप्लोमा किंवा पदविका प्रमाणपत्र दिले जाईल व 3 वर्षांचा अभ्यासक्रम पूर्ण केल्यावर पदवी प्रमाणपत्र दिले जाईल व ४ वर्षांचा बहुशाखीय पदवी अभ्यासक्रम मात्र प्राधान्याचा पर्याय असेल कारण निवडलेल्या मुख्य विषयावर आणि विद्यार्थ्यांच्या आवडीनुसार निवडलेल्या एच्छिक विषयावर लक्ष केंद्रित करण्यासह सर्वांगीण आणि बहुशाखीय शिक्षणाची संधी यात मिळेल.

3 वर्षांचा पदवी कार्यक्रम पूर्ण करणाऱ्या विद्यार्थ्यांसाठी 2 वर्षांचा पदुत्तर अभ्यासक्रम असेल आणि या कार्यक्रमातील दुसरे वर्ष पूर्णपणे संशोधनाकरता समर्पित असेल. 4 वर्षांचा संशोधनासहित पदवीकार्यक्रम पूर्ण करणाऱ्या विद्यार्थ्यांसाठी, 1 वर्षांचा पदुत्तर अभ्यासक्रम असेल. 5 वर्षांचा एकात्मिक पदवी/मास्टर्स कार्यक्रमदेखील उपलब्ध असेल.PhD करण्याकरता मास्टर्स पदवी किंवा संशोधनासहित4 वर्षांच्या पदवीची गरज असेल.MPhil. अभ्यासक्रम बंद करण्यात येईल.

नवीन शैक्षणिक धोरणानुसार उच्च शिक्षणाची ठळक वैशिष्ट्ये :
समग्र आणि बहुविद्याशाखीय शिक्षण

विद्यार्थ्यांना त्यांच्या इच्छेनुसार शिकण्यास मदत करण्यासाठी, नवीन धोरणाने सर्वांगीण आणि बहुविद्याशाखीय पदवीपूर्व शिक्षणाचा दृष्टीकोन सादर केला आहे. हे विद्यार्थ्यांना व्यावसायिक अभ्यासक्रमांच्या एकात्मतेसह बहु-विषय विषय एकत्र करण्याची लवचिकता देते.पदवी अभ्यासक्रम 3 किंवा 4 वर्षकरता विद्यार्थ्यांना त्यांच्या इच्छेनुसार अभ्यासक्रम निवडता येईल. महत्त्वाचे म्हणजे विद्यार्थ्यांना 'एकाधिक बाहेर पडण्याचे पर्याय' दिले जातील आणि त्यांना त्यांच्या पदवीच्या कालावधीत योग्य 'प्रमाणपत्र' दिले जातील.उदाहरणार्थ, विद्यार्थ्यांना एक वर्ष पूर्ण झाल्यानंतर प्रमाणपत्र, दुसऱ्या वर्षांनंतर अॅडव्हान्स डिप्लोमा, 3 वर्षे यशस्वीरित्या पूर्ण केल्यानंतर बॅचलर पदवी आणि 4थ्या वर्षांच्या अखेरीस संशोधन बुद्धिमत्ता दर्शविणारी पदवी मिळेल.

2035 पर्यंत GER50% पर्यंत वाढवणे

2018 च्या एकूण नोंदणी प्रमाण 26.3%होते. NEP 2020 ची GER 2035 पर्यंत 50% पर्यंत वाढवण्याची योजना आहे.ही योजना प्रत्यक्षात आणण्यासाठी, सुमारे 3.5 कोटी जागा किंवा त्याहूनही अधिक जागा उच्च शैक्षणिक संस्थांना दिल्या जातील.

स्वायत्तता आणि जबाबदारी

उच्च शिक्षणाची क्षमताआणि परिणामकारकता वाढवण्यासाठी, NEP 2020 अधिक संस्थात्मक स्वायत्तता आणि निर्णय घेण्याचे विकेंद्रीकरण सुचवते. संस्था गुणवत्ता मानकांचे पालन करतात याची हमी देण्यासाठी, धोरण जबाबदारी, पारदर्शकता आणि नियामक प्रणालींचे महत्त्व देखील अधोरेखित करते.

सर्वसमावेशकता आणि समता

मुली, कमी उत्पन्न असलेली कुटुंबे आणि अपंग विद्यार्थ्यांसह उपेक्षित लोकसंख्येच्या गरजा पूर्ण करून, धोरण शिक्षणामध्ये समावेशकता आणि समानता यांना प्रोत्साहन देण्यावर जोरदार भर देते.

याव्यतिरिक्त, सर्व सामाजिक-आर्थिक स्तरावरील मुलांना समान संधी देणे हे त्याचे उद्दिष्ट आहे. उदा.सर्व स्तारातील विद्यार्थी एकाच छताखाली शिकतील सर्वाना समान शिक्षणाची संधी देऊन समानता स्थापन करण्यावर प्रस्तूत धोरणात भर देण्यात आला आहे.

संशोधन आणि नवोपक्रम

NEP 2020 विद्यापीठांना संशोधनाला प्राधान्य देण्यासाठी आणि भारताला जागतिक स्तरावर नावीन्य आणि संशोधनाचे केंद्र बनवण्याच्या उद्देशाने विज्ञान आणि तंत्रज्ञानातील गुंतवणूक वाढविण्यास प्रोत्साहित करते.

IIM आणि IIT प्रमाणेच जागतिकीकृत शैक्षणिक मानकांसह बहु-विद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERU) स्थापन करण्याच्या दिशेनेही सरकार पावले उचलत आहे . संशोधन आणि विकास उपक्रमांना चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान देखील तयार केले जाईल.

उदा.संशोधन कार्याला प्रोत्साहन देण्याच्या उद्देशाने बहुशाखीय शिक्षण व विद्यापीठाद्वारे विद्यार्थ्याला अधिक गुणवत्तापूर्ण बनवण्यास प्रस्तूस धोरण सहाय्य करते.

अभ्यासक्रम लवचिकता आणि क्रेडिट हस्तांतरण

नवीन संरचनेमुळे विद्यार्थ्यांना त्यांच्या करिअरच्या उद्दिष्टांना अनुरूप असे विषय निवडता येतील. निवडीची ही लवचिकता त्यांना त्यांच्या आवडींचा पाठपुरावा करण्यास आणि त्यांना आवड असलेल्या क्षेत्रांमध्ये कौशल्ये विकसित करण्यास सक्षम करेल. उदाहरणार्थ, एखादा विद्यार्थी त्यांच्या इच्छित क्षेत्राची चांगली समज विकसित करण्यासाठी व्यवसाय व्यवस्थापन आणि मानविकी या दोन्ही विषयांचे अभ्यासक्रम निवडू शकतो. ही लवचिकता विद्यार्थ्यांना त्यांच्या महत्त्वाकांक्षा आणि आवडीनुसार त्यांचा अभ्यास तयार करण्याची एक अनोखी संधी प्रदान करते, ज्यामुळे त्यांना त्यांच्या निवडलेल्या अभ्यासाच्या क्षेत्रात निपुण बनता येते आणि त्यांना नोकरीच्या बाजारपेठेत वेगळे ठेवणारी कौशल्ये विकसित करता येतात.

विद्यार्थ्यांच्या संपूर्ण शैक्षणिक प्रवासात मिळालेल्या क्रेडिट्सचा मागोवा ठेवण्यासाठी शैक्षणिक प्रगतीची क्रेडिट बँक देखील तयार केली जाईल.हे विद्यार्थ्यांना शैक्षणिक क्रेडिट न गमावता संस्थांमध्ये बदल करण्यास सक्षम करते, ज्यामुळे गतिशीलता वाढते आणि शैक्षणिक उत्कृष्टतेला चालना मिळते. एका वर्षात मिळालेली क्रेडिट्स सलग शैक्षणिक वर्षे पूर्ण झाल्यानंतर पुढील स्तरावर हस्तांतरित केली जातील. उदा. क्रेडीट बँक द्वारे विद्यार्थ्याने मिळवलेले ज्ञान व कौशल्य यांची नोंद ठेवली जाईल त्यातून विद्यार्थ्यांच्या प्रगती व अधोगतीचा स्तर समजू शकतो.

कौशल्य विकास आणि व्यावसायिक शिक्षण

विद्यार्थ्यांना नोकरीच्या बाजारपेठेसाठी तयार करण्यासाठी, नवीन शैक्षणिक धोरणामध्ये व्यावसायिक शिक्षण आणि कौशल्य विकासाचे मूल्य मान्य करते. विद्यार्थ्यांना आवश्यक कौशल्ये मिळविण्यात मदत करण्यासाठी नियमित शालेय शिक्षणामध्ये शिकाऊ प्रशिक्षण आणि कार्य-एकात्मिक शिक्षण क्रियाकलाप समाविष्ट करणे हे सुचवते.उदा. विद्यार्थ्याला शालेय जीवनापासूनच कौशल्य आधारित व्यावसायिक शिक्षण देण्यावर भर देण्यात आला आहे. त्यानुसार इयत्ता ६ वी मध्ये व्यावसायिक व कौशल्य शिक्षणाला सुरुवात होईल असे हे धोरण सांगते.

विद्यार्थ्यांना सहाय्य करण्यासाठी आर्थिक सहाय्य

ST, SC OBC आणि SEDG मधील विद्यार्थ्यांना त्यांच्या गुणवत्तेनुसार शिष्यवृत्ती मिळावी यासाठी सरकार प्रयत्न करेल. हुशार विद्यार्थ्यांना पाठबळ देण्यासाठी अधिकारी उच्च शिक्षण संस्थांना शिष्यवृत्ती देण्यास प्रोत्साहित करतील.ज्या विद्यार्थ्यांनी शिष्यवृत्ती प्राप्त केली आहे त्यांच्या कामगिरीवर लक्ष ठेवण्यासाठी राष्ट्रीय शिष्यवृत्ती पोर्टलची भूमिका आणि उपक्रम विस्तृत केले जातील.

उदा.   अनुसूचित जातीच्या विद्यार्थ्याच्या गुणवत्तेवरच त्याला योग्य ती शिष्यवृत्ती दिली जाईल.

उद्योग-संबंधित अभ्यासक्रम

नवीन पदवी व पदवीतर संरचना उद्योगाच्या गरजांशी अधिक सुसंगत असा अभ्यासक्रम प्रदान करेल. व्यावसायिक आणि सॉफ्ट स्किल कोर्सेसच्या समावेशामुळे, विद्यार्थ्यांना रोजगाराच्या बाजारपेठेत मागणी असलेल्या आवश्यक कौशल्यांनी सुसज्ज केले जाईल. हे शिक्षण प्रणाली आणि उद्योग यांच्यातील दरी कमी करेल आणि विद्यार्थ्यांना अधिक रोजगारासाठी सक्षम करेल. उदाहरणार्थ, अभ्यासक्रमामध्ये डेटा □नालिटिक्स, कोडिंग, डिजिटल मार्केटिंग आणि मशीन लर्निंग अभ्यासक्रमांचा समावेश असू शकतो, ज्यामुळे विद्यार्थ्यांना तंत्रज्ञान किंवा डिजिटल-संबंधित क्षेत्रात सक्रियपणे सहभागी होता येते. हे अभ्यासक्रम प्रदान करून, विद्यार्थी संबंधित कौशल्ये विकसित करण्यास सक्षम होतील ज्यामुळे त्यांना स्पर्धात्मक नोकरीच्या बाजारपेठेत उभे राहण्यास मदत होईल.

आंतरराष्ट्रीय मान्यता

नवीन पदवी व पदवीतर संरचना जागतिक शिक्षण व्यवस्थेशी सुसंगत असेल. चार वर्षांचा पदवी कार्यक्रम आणि संशोधन-केंद्रित पदवीतर अभ्यासक्रमासह, भारतीय शिक्षण प्रणाली आंतरराष्ट्रीय विद्यापीठे आणि नियोक्त्यांद्वारे अधिक मान्यताप्राप्त आणि स्वीकारली जाईल. या आंतरराष्ट्रीय मान्यतेमुळे भारतीय विद्यार्थ्यांना उच्च शिक्षण आणि परदेशात नोकरीसाठी चांगल्या संधी उपलब्ध होतील.

शिक्षकांचे शिक्षण

उच्च शैक्षणिक संस्थांकडून चालवण्यात येणारा चार वर्षांचा एकात्मिक बीएड अभ्यासक्रम ही 2023 पर्यंत शालेय शिक्षकांसाठी किमान पदवी पात्रता असेल ,चार वर्षांचा एकात्मिक बीएड अभ्यासक्रम सुरु करण्यात येईल. चार वर्षांचा एकात्मिक बीएड अभ्यासक्रम उपलब्ध करून देणाऱ्या उच्च शिक्षण संस्थांद्वारे एखाद्या विशिष्ट विषयात बॅचलरची पदवी मिळवलेल्या विद्यार्थ्याकरिता दोन वर्षांचा बीएड अभ्यासक्रम देखील उपलब्ध करून देता येईल. विशिष्ट विषयात चार वर्षांचे पदवी पूर्व शिक्षण पूर्ण करणाऱ्या उमेदवारा करता एक वर्षांचा बीएड अभ्यासक्रम उपलब्ध करून देता येईल असामान्य विद्यार्थ्यांना चार वर्ष दोन वर्ष आणि एक वर्षाच्या बीएड अभ्यासक्रमाकडे आकर्षित करण्याच्या दृष्टीने गुणवान विद्यार्थी शिष्यवृत्ती जाहीर करण्यात येतील. उदा. एकात्मिक बीएड अभ्यासक्रम म्हणजे १२ वी नंतर ३ वर्ष   कोणत्याही पदवी अभ्यासक्रमासोबत १ वर्षाचे बीएड अभ्यासक्रम एकत्मिक्रीत्या शिकवला जाईल, असे नवीन शैक्षणिक धोरण २०२० मध्ये जाहीर कण्यात आले आहे.

आंतरराष्ट्रीयीकरण

परदेशी विद्यापीठांसोबत भागीदारी प्रस्थापित करून, आंतरराष्ट्रीय विद्यार्थ्यांना आकर्षित करून आणि विद्यार्थी आणि प्राध्यापकांची देवाणघेवाण सुलभ करून, नवीन शैक्षणिक धोरण २०२० आंतरराष्ट्रीयीकरण पुढे

नेण्याचा प्रयत्न करते.राज्यांमधील शैक्षणिक देवाण-घेवाणीला प्रोत्साहन देण्यासाठी, रणनीती नॅशनल एज्युकेशन एक्स्चेंज प्रोग्राम (NEEP) तयार करण्याचे आवाहन करते. उदा. एका भारतीय विद्यापीठाने परदेशी विद्यापीठाशी भागीदारी प्रस्थापित करून प्राध्यापक व विद्यार्थ्यांनानवीन ज्ञान व कौशल्याची देवाणघेवाण सुलभ करून अध्ययन व अध्यापन आंतरराष्ट्रीय दर्जाचे देण्यावर भर देण्यात आला आहे

समारोप

राष्ट्रीय शैक्षणिक धोरण २०२०द्वारे भारतीय उच्च शिक्षण प्रणाली आता बदलली जात आहे. हे धोरण आंतरविद्याशाखीय अभ्यासाला प्रोत्साहन देण्यावर, आणि विद्यार्थ्यांना नवीन संधी आणि लवचिक अभ्यासक्रम पर्यायांमध्ये प्रवेश देण्यावर जोरदार भर देते.१९८६ च्या राष्ट्रीय शैक्षणिक धोरणाच्या तुलनेत उच्च शिक्षणात अमुलाग्र बदल करण्यात आले आहेत. पदवी व पदवीत्तर अभ्यासक्रम रचना बदलण्यात आली आहे त्याचबरोबर अभ्यासक्रम लवचिक व बहुभाषिक करण्यात आला आहे तसेच व्यवसायाभिमुख व कौशाल्याभिमुख शिक्षणास प्रोत्साहन देण्यात आले आहे. एकंदरीत हे नवीन शैक्षणिक धोरण उच्च शिक्षणासाठी दीपस्तंभासारखी भूमिका बजावून शिक्षक- विद्याथी ,शैक्षणिक संस्था व समाज या सर्वांच्या सर्वांगीण विकासाच्या दृष्टीने वाटचाल करताना आपल्याला दिसून येते.

संदर्भ सूची

आरगडे अंबादास (२०२२), नवीन शैक्षणिक धोरण, एज्युकेशन पब्लिशर्स अँड डिस्ट्रीब्युटर्स, औरंगाबाद.

राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षण मंत्रालय भारत सरकार माहिती पुस्तिका

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व्यावसायिक शिक्षा राष्ट्रीय (नई) शिक्षा नीति 2020 (**NEP 2020**)

डॉ. सुनीता पन्दो

लेखिका ⁄ विचारक

एम.ए. हिन्दी साहित्य, एम.ए. समाजशास्त्र

वूमेन स्टडीज महिला अध्ययन विभाग बकरतुल्ला विश्वविद्यालय भोपाल

(*Net Qualified U.G.C.*)

पूर्व अतिथि अध्यापक (समाजशास्त्र विभाग)ए मा.गां.अ.हि.वि. वर्धा महाराष्ट्र भारत

विशेष संदर्भ में

परिचय–

व्यावसायिक शिक्षा वह प्रक्रिया है, जो मनुष्यों और स्त्रियों को व्यावसायिक भावना से परिश्रमपूर्ण और उत्तरदायी कार्य के लिए तैयार करती है।" आयोग के विचार से व्यावसायिक शिक्षा पर बहुत बड़ा उत्तरदायित्व है इसी बात को ध्यान में रखकर आयोग ने लिखा – यदि हमारी संकटपूर्ण सभ्यता को जीवित रखना है, तो यह आवश्यक है कि हमारे व्यावसायिक मनुष्य अपनी नैतिक शक्तियों और मानसिक योग्यताओं का प्रयोग आधुनिक गम्भीर समस्याओं का समाधान करने के लिए करें।

आयोग के मतानुसार–व्यावसायिक शिक्षा का आधार केवल व्यवसायिक कुशलता ही नहीं होनी चाहिए, वरन् सामाजिक उत्तरदायित्व की भावना का विकास, सामाजिक और मानवीय मूल्यों एवं सम्बन्धों को समझने की क्षमता एवं पूर्व द्वेष के बिना वास्तविकता को देखने की अनुशासित शक्ति भी होनी चाहिए। "इसलिए यह आवश्यक है कि व्यावसायिक शिक्षा मनुष्य को ऐसा ज्ञान दे, जिससे वह सम्पूर्ण मानवीय और सामाजिक रंगभूमि में अपने व्यवसाय को कुशलतापूर्वक करने की योग्यता प्राप्त कर सके। यदि व्यावसायिक शिक्षा इस कार्य को नहीं करती है, तो आधुनिक सभ्यता, शान्ति और व्यवस्था प्रदान नहीं कर सकेगी।

अर्थ :–"व्यावसायिक शिक्षा एवं उसके महत्व एक उत्तरदायित्व "भूमिका" पर स्त्रियों एवं पुरूषों तथा व्यावसायिक द्वारा किया गया परिश्रम और पूर्णता है और किया गया मेहनत है इसे ही व्यावसायिक शिक्षा कहते है।"

(ब)   व्यावसायिक शिक्षा संबंधी सुझाव और सिफारिशें :–

आयोग ने व्यावसायिक शिक्षा के निम्नलिखित अंगों का अध्ययन करने के बाद अपने सुझाव दिये– (1) कृषि, (2) वाणिज्य, (3) शिक्षा, (4) इंजीनियरिंग और टेक्नोलॉजी, (5) कानून, (6) चिकित्सा, (7) औद्योगिक संबंध आदि। हम इन पर आगे की पंक्तियों में दृष्टिपात कर रहे है–

1.   कृषि (Agriculture)

आयोग ने लिखा कि हमारे देश की जनसंख्या का 3/4 भाग कृषि–कार्य करता है, फिर भी राष्ट्र अपनी खाद्य–सम्बन्धी आवश्यकताओं को पूरा नहीं कर पाता है। इसका प्रमुख कारण यह है कि कृषि की उन्नति के लिए किसी निश्चित नीति का अनुसरण नहीं किया गया है। इसके अतिरिक्त, ऐसी नीति के विकास के लिए पुरूषों और स्त्रियों को प्रशिक्षित करने का कोई प्रयास नही किया गया है। इन सब बातों को ध्यान में रखकर आयोग ने कृषि–शिक्षा के बारे में निम्नलिखित सिफारिशें कीं–

1.   भारत एक कृषि–प्रधान देश है। अतः कृषि–शिक्षा को एक प्रमुख राष्ट्रीय समस्या मान लिया जाय।

2.   प्रजातन्त्रीय देश में कृषि की ठोस नीति का निर्माण उन्हीं व्यक्तियों के द्वारा किया जा सकता है, जो कृषि का ज्ञान रखते हैं और कृषि–कार्य को करते हैं। अतः राष्ट्र की आर्थिक योजना में प्राथमिक, माध्यमिक और उच्च शिक्षा में कृषि की शिक्षा को सर्वप्रथम स्थान दिया जाय।

3.   कृषि–शिक्षा, कृषि अनुसन्धान और कृषि–नीति का निर्माण यथासम्भव उन्हीं व्यक्तियों या संस्थाओं के हाथ में रखा जाये, जिनको कृषि–जीवन का पूर्ण ज्ञान हो।

4.   कृषि–शिक्षा की संस्थाएँ यथासम्भव ग्रामीण क्षेत्रों में स्थापित की जायें, जिससे छात्रों को कृषि–जीवन का प्रत्यक्ष अनुभव और व्यावहारिक कार्य करने का अवसर मिल सकें।

5.   वर्तमान कृषि–कॉलेजों को उदार आर्थिक सहायता देकर अधिक साधन–सम्पन्न बनाया जाय और उनमें योग्य शिक्षकों की पर्याप्त संस्था में नियुक्ति की जाये।

6.   उपर्युक्त कॉलेजों में कृषि के व्यावहारिक कार्यों के लिए फार्म स्थापित किये जायें और सामान्य शिक्षा की व्यवस्था की जाये।

7.   नये कृषि–कॉलेजों को यथासम्भव नये ग्रामीण विश्वविद्यालयों से सम्बन्ध किया जाये, जिससे कृषि–शिक्षा को अन्य क्षेत्रों से सम्बन्धित करके अधिक सम्पन्न बनाया जा सकें।

8.   प्रत्येक नया कृषि–कॉलेज, कृषि से सम्बन्धित किसी कार्य पर अनुसंधान करे और अपने क्षेत्र के कृषकों को पथ–प्रदर्शन करें, जिससे वे कृषि के नये यन्त्रों और विधियों से परिचित हो जायें।

9.   केन्द्रीय और राज्य सरकारों द्वारा 'प्रयोगात्मक फार्म' (Experiemental Farms) खोले जायें। कृषि अनुसंधान का कार्य इन्हीं फार्मों में किया जाये।

10.   यथासम्भव प्रत्येक बेसिक प्राइमरी स्कूल, ग्रामीण माध्यमिक स्कूल और ग्रामीण विश्वविद्यालय में एक छोटा प्रयोगात्मक फार्म खोला जाये, जिससे समस्त ग्रामीण जीवन में अनुसंधान और प्रयोग (Research and Experiment) की भावना का प्रसार किया जा सके।

11.   वर्तमान कृषि अनुसन्धानशालाओं को आर्थिक सहायता देकर अधिक–से–अधिक विस्तृत किया जाये।

12.   विश्वविद्यालयों में कृषि अनुसन्धान केन्द्रों की स्थापना की जाये।

13.   इण्डियन कौंसिल ऑफ एग्रीकल्चरल रिसर्च को अधिक विकसित किया जाये और यह सभी कृषि अनुसंधान केन्द्रों के लिए संयोजक का कार्य करे।

14.   कृषि नीति की संस्था (Institute of Agriculture Policy) की स्थापना की जाये। जो देश की कृषि–नीति को निर्धारित करें।

समीक्षा :–

        आयोग ने कृषि–शिक्षा के बारे में बड़े सुन्दर विचार व्यक्त किये। भारत कृषि–प्रधान देश होते हुए भी अपनी खाद्य–सम्बन्धी आवश्यकताओं को पूरा करने के लिए दूसरे देशों का मुँह देखता है, उनसे खाद्य–सामग्री के लिए प्रार्थना करता है। हमारा देश इस स्थिति में न रहकर आत्मनिर्भर हो जाये–इसी बात को ध्यान में रखकर आयोग ने सुझाव दिये ।इन सुझावों के अनुसार कुछ कदम भी उठाये जा चुके हैं और कृषि–शिक्षा का विस्तार करने का प्रयास किया गया है, पर कृषि–शिक्षा का जो सुन्दर चित्र आयोग ने अंकित किया है वह अभी बहुत कुछ काले बादलों से ढका हुआ है। आशा है कि वर्तमान और आगामी पंचवर्षीय योजना इन बादलों को हटाकर हमारे सामने चित्र का निखरा हुआ रूप लाने में सफल होगी।

2.   वाणिज्य (Commerce)

        आयोग का कथन था कि भारत में वाणिज्य–शिक्षा का उददेश्य स्पष्ट नहीं है। विश्वविद्यालय वाणिज्य की शिक्षा क्यों देते हैं ? क्या इसलिए इस शिक्षा द्वारा छात्रों को किसी विशेष व्यवसाय के लिए तैयार किया जाय ? या इसलिए कि छात्रों को व्यावसायिक संगठन (Business Organization) के सामान्य सिद्धान्तों का ज्ञान हो जाय, जिससे कि वे सरकार और व्यवसायियों के कार्यालयों में कार्य कर सकें ? आयोग ने दूसरे प्रश्न के सन्दर्भ में वाणिज्य–शिक्षा के विभिन्न स्तरों का अध्ययन किया और उसके बाद नीचे लिखे सुझाव दिये–

1.   बी.कॉम की उपाधि को छात्र की न्यूनतम योग्यता मानी जाय। इस उपाधि को प्राप्त करने के बाद वह किसी एकाउन्टेन्ट की फार्म, बैंक या इंश्योरेन्स कम्पनी में प्रशिक्षण प्राप्त करे। उसके बाद ही उसकी कहीं नियुक्ति की जाये।

2.   सम्भवतः कुछ छात्र बी.कॉम की उपाधि लेने के बाद प्रशिक्षण प्राप्त करना पसन्द नहीं करेंगे। ऐसे छात्रों को शिक्षा प्राप्त करते समय 3 या 4 प्रकार की विभिन्न फर्मों में व्यावसायिक कार्य(Practical Work) करने का अवसर दिया जाये।

3.   बी.कॉम. परीक्षा पास करने के बाद कुछ छात्रों को किसी विशेष शाखा में विशेषज्ञ बनने की सलाह दी जाये। और उन्हें व्यावसायिक प्रशिक्षण पाने की सुविधा दी जाये।

4.   एम.कॉम.में केवल योग्य छात्रों को पढ़ने की आज्ञा दी जाये। इस परीक्षा के लिए

पुस्तकीय ज्ञान पर कम और व्यावसायिक ज्ञान पर अधिक बल दिया जाये।

समीक्षा एवं महत्व :–

आयोगने वाणिज्य–शिक्षा को विशेष महत्व नहीं दिया। उसके विचार से जो कार्य बी. कॉम. पास छात्र कर सकते है, उसको बी.ए. पास छात्र भी कर सकते है। बी.कॉम के छात्र अपने कार्य में अधिक सफल तभी हो सकते हैं, जब उनको कार्य करने से पहले व्यावसायिक प्रशिक्षण मिल जाये। इस प्रशिक्षण के बारे में आयोग ने सुझाव भी दिये, पर आयोग ने इस बारे में कोई सुझाव नहीं दिया कि प्रशिक्षण के समय छात्रों का व्यय–भार किस पर रहेगा ? यदि यह भार छात्रों पर रहेगा, तो उनको प्रशिक्षण प्राप्त करना कठिन हो जायेगा। आयोग को चाहिए था कि इन छात्रों पर रहेगा, तो उनको प्रशिक्षण प्राप्त करना कठिन हो जायेगा। आयोग को चाहिए था कि इन छात्रों को शिक्षा देने के लिए प्रातःकालीन कक्षाओं का सुझाव देता, जिससे कि छात्र दोपहर बाद किसी फर्म में प्रशिक्षण भी प्राप्त कर सकते और कुछ धन भी कमा सकते। आयोग बी.कॉम. में भी पुस्तकीय ज्ञान पर कम बल दिया जाने की सिफारिश करनी थी।

3.   शिक्षण (Teaching)

आयोग ने इस बात पर खेद प्रकट किया कि हमारे देश में शिक्षा–व्यवसाय के लिए प्रशिक्षण को कोई महत्व नहीं दिया जाता है। वस्तुतः इस व्यवसाय के लिए उतने ही प्रशिक्षण की आवश्यकता है, जितनी किसी अन्य व्यवसाय के लिए। इस बात को ध्यान में रखकर आयोग ने शिक्षण–प्रशिक्षण को समुन्नत बनाने के लिए निम्नलिखित सिफारिशें की–

1.   प्रशिक्षण–संस्थाओं के पाठ्यक्रमों में सुधार किया जाय और पुस्तकीय ज्ञान के बजाय विद्यालयों में अध्यापन के अभ्यास पर अधिक बल दिया जाय।

2.   छात्रों के वार्षिक कार्य का मूल्यांकन करते समय उनकी अध्यापन–योग्यता को विशेष महत्व दिया जाये।

3.   अध्यापन के अभ्यास के लिए केवल उन्हीं स्कूलों को चुना जाय, जिनमें पर्याप्त और उपयुक्त शिक्षण–सामग्री हो।

4.   छात्रों को उस स्कूल की प्रचलित शिक्षण–विधि को अपनाने दिया जाय जिसमें वे अध्यापन के अभ्यास के लिए जाते हैं, उनको उस विधि को सर्वोत्तम बनाने के लिए प्रोत्साहित किया जाय।

5.   प्रशिक्षण–संस्थाओं में अधिकांश अध्यापक वे रखे जायें, जो विद्यालयों में पढ़ाने का काफी अनुभव प्राप्त कर चुके हों।

6.   शिक्ष–सिद्धान्त (Theory of Education) के पाठ्यक्रमों को लचीला और स्थानीय परिस्थितियों के अनुकूल बनाया जाय।

7.   एम. एड. की डिग्री के लिए केवल उन्हीं छात्रों को प्रोत्साहित किया जाय, जो कुछ वर्षों तक शिक्षण–कार्य कर चुके हों।

8.   प्रशिक्षण–संस्थाओं के प्रोफेसरों और लेक्चरारों द्वारा अखिल भारतीय स्तर पर मौलिक कार्य किया जाय।

समीक्षा :–

आयोग ने सुझाव तो अच्छे दिये, पर उनकी वास्तविकता का रूप प्रदान करने के लिए कुछ नहीं कहा, उदाहरणार्थ– प्रशिक्षण–विद्यालयों के पाठ्यक्रम में सुधार किया जाय, पर किसके द्वारा ? सरकार इन विद्यालयों के प्रति पूर्णतः उदासीन है। विश्वविद्यालय सुधार के कार्य को ऐसे खोखले शिक्षाविदों को सौंपता है, जो प्रशिक्षण–संस्थाओं के बारे में सब–कुछ जानने का अधिकार बताते हुए भी कुछ नहीं जानते हैं। आयोग का एक दूसरा सुझाव यह था कि अध्यापन–अभ्यास के लिए उपयुक्त शिक्षण–सामग्री वाले स्कूलों को चुना जाय। क्या भारत के 10 प्रतिशत स्कूल भी ऐसा होने का दावा कर सकते हैं? जहाँ तक शिक्षण–सामग्री की बात है, प्रायः सभी स्कूलों की हालत खराब है। आयोग का एक अन्य सुझाव यह था कि प्रोफेसरों और लेक्चरारों द्वारा मौलिक कार्य और वह भी अखिल भारतीय स्तर पर किया गया पर कैसे, कैसे और किसलिए ? प्रशिक्षण–विद्यालयों के शिक्षकों की मिट्टी खराब है, क्योंकि सरकार इन विद्यालयों को सहायता–अनुदान देती तो है, पर केवल आँसु पोंछने के लिए। दूसरे, इनको प्रबन्धकारिणी समितियाँ केवल आय का साधन बनाने के लिए चलाती हैं। ऐसी स्थिति में शिक्षण–विद्यालयों पर कम–से–कम धन व्यय करने की नीति अपनायी जाती है। इसका शिकार बनते है–शिक्षक। ऐसे शिक्षकों से मौलिक कार्य करने की आशा करना–सूर्य को आकाश से उतारकर पृथ्वी पर लाने की कल्पना के समान है।

4.   इंजीनियरिंग व टैक्नोलॉजी (Engineering and Technology)

आयोग ने भारत में इंजीनियरिंग और प्रौद्योगिक (Technological) शिक्षा के इतिहास पर प्रकाश डाला और इनमें सम्बन्धित प्रायः सभी संस्थाओं को देखा। इनको देखकर आयोग को प्रसन्नता न हुई। इसके निम्नलिखित कारण थे। इन संस्थाओं में उपयुक्त सामग्री का अभाव था। इनके शिक्षकों को बहुत कम वेतन मिल रहा था। इनके पाठ्यक्रम संकुचित और परम्परागत थे। ये देश की माँग के अनुसार उचित प्रकार के कुशल व्यक्ति प्रदान नहीं कर रही थीं। इनमें पास होने वाले छात्रों की संख्या अमेरिका और इंग्लैण्ड की संख्याओं की क्रमशः 1/4 और 1/3 थी। इनमे स्नातकोत्तर प्रशिक्षण और अनुसन्धान की व्यवस्था नही ंके बराबर थी। अतः इनमें देश के विकास और औद्योगिकरण के लिए उपयुक्त मानव–शक्ति का निर्माण करने की क्षमता नहीं थी। इन तथ्यों को ध्यान में रखकर आयोग ने इनमें शिक्षा प्राप्त करने वाले छात्रों की संख्या और उसकी गुणात्मक (Qualitative) वृद्धि करने के लिए निम्न लिखित सुझाव :–

1.   वर्तमान इंजीनियर और टैक्नोलॉजी की संस्थाओं को देश की राष्ट्रीय सम्पत्ति माना जाय।

2.   इन संस्थाओं की उपयोगिता को बढ़ाने के लिए कदम   उठाये जायें। इस   कार्य   को

उचित ढंग से करने के लिए इंजीनियरों और प्रौद्योगिक वैज्ञानिकों कासलाहकार पैनेल (Advisory Panel of Engineers and Technologists) स्थापित किया जाय।

3. इस पैनेल के अध्यक्ष की नियुक्ति विश्वविद्यालय–अनुदान आयोग (University Grants Commission) द्वारा की जाय। इसके आधे सदस्य इंजीनियरिंग और टैक्नोलॉजी की संस्थाओं के शिक्षकों में से और आधे–इन क्षेत्रों में कार्य करने वाले व्यक्तियों में से चुने जायें।

4. फोरमैन, ड्राफ्टसमैन और ओवरसियरों को शिक्षा देने वाले इंजीनियरिंग स्कूलों की संख्या बढाई जाय।

5. देश की विभिन्न आवश्यकताओं को पूरा करने के लिए इंजीनिरिंग की विभिन्न शाखाओं में विभिन्न प्रकार के स्कूल खोले जायें।

6. इंजीनियरिंग के पाठ्यक्रम में 'सामान्य शिक्षा' (Genral Education) और आधारभूत भौतिक तथा इंजीनिरिंग विज्ञानों (Basic Physical and Engineering Sciences) को सम्मिलित किया जाय।

7. इंजीनियरिंग के प्रचलित पाठ्क्रम में सुधार किया जाय। पहले वर्ष के पाठ्यक्रम में छात्रों को इंजीनियरिंग की सब शाखाओं की शिक्षा दी जाय और उसके बाद विशिष्ट शाखा की।

8. इंजीनियरिंग स्कूलों और कॉलेजों में पढने वाले छात्रों को कारखानों में कार्य करके व्यवसायिक ज्ञान प्राप्त करने का अवसर दिया जाय। यह कार्य छुटियों या पढ़ाई के दिनों में किया जाय।

9. वर्तमान इंजीनियरिंग और टेक्नोलॉजी के कॉलेजों को स्नातकोत्तर–प्रशिक्षण और अनुसंधान के केन्द्रों में परिवर्तित किया जाय। इन केन्द्रों के लिए योग्य शिक्षकों और उपयुक्त शिक्षण–सामग्री की व्यवस्था की जाय।

10. उच्चतर प्रौद्योगिक शिक्षा समिति (Higher Technological Education Committee) की सिफारिश के अनुसार उच्चतर प्रौद्योगिक संस्थाओं का शीघ्र से शीघ्र निर्माण किया जाय।

11. इस बारे में पूछताछ की जाय कि अमेरिकन उद्योगों और संस्थाओं में हमारे स्नातक (Graduate) इंजीनियरों और इंजीनियर वैज्ञानिकों (Engineering Scientists) को प्रशिक्षण मिल सकता है या नहीं। यदि मिल सकता है, तो उनको वहाँ शीघ्र ही भेजने की व्यवस्था की जाय।

12. नये इंजीनियरिंग कॉलेजों या संस्थाओं को स्थापित करने से पहले इस बात की जाँच की जाय कि देश को किस प्रकार की इंजीनिरिंग की शिक्षा की आवश्यकता है।

13. इंजीनिरिंग कॉलेजों को राजकीय विभागों और मन्त्रालयों (Ministries) के नियन्त्रण में न रखकर विश्वविद्यालयों से सम्बन्ध कर दिया जाय।

14. विश्वविद्यालय अनुदान आयोग द्वारा इंजीनिरिंग और प्रौद्योगिक शिक्षा के लिए अधिक–से–अधिक आर्थिक सहायता दी जाय।

व्यावसायिक शिक्षा के अनुसार आयोग ने इंजीनिरिंग और प्रौद्योगिक संस्थाओं के बारे में जो विचार व्यक्त किये, वे बिल्कुल ठीक थे। इन संस्थाओं का न तो शिक्षण–स्तर ही ऊँचा था और न यहाँ से कुशल इंजीनियर ही निकलते थे। इंग्लैण्ड या अमेरिका के इंजीनिरिंग कॉलेजों से निकले हुए छात्रों को जितना ज्ञान होता है, उसका आधा ज्ञान भी हमारे देश के ऐसे कॉलेजों में पढ़ने वाले विद्यार्थियों को नहीं होता है। यही कारण है कि हम अपने देश के औद्योगिक विकास के लिए विदेशी इंजीनिरिंग और प्रौद्योगिक शिक्षा पर विशेष बल दिया और उसका अधिक–से–अधिक विकास करने की सिफारिशें की।

सरकार ने इन सिफारिशों को मान्यता दी है और इंजीनियरिंग तथा प्रौद्योगिक शिक्षा के विकास में लगी हुई है। परिणामतः विकास हो रहा है, पर खेद का विषय है कि यह विकास संख्यात्मक है, गुणात्मक नहीं। इंजीनिरिंग, टैक्नीकल और टैक्नोलॉजिकल कॉलेजों का निर्माण हुआ है, पर इनका शिक्षा–स्तर नहीं उठा है। इनमें अध्ययन करके निकलने वाले छात्रों का ज्ञान अब भी अति न्यून है। इनके ज्ञान की वृद्धि तभी हो सकती है, जब प्रयोगात्मक कार्य पर बल दिया जाय। यह तभी सम्भव हो सकता है, जब आयोग की इस सिफारिश के अनुसार कार्य किया जाय– इंजीनियरिंग स्कूलों और कॉलेजों में पढ़ने वाले छात्रों को कारखानों में कार्य करके व्यावहारिक ज्ञान प्राप्त करने का अवसर दिया जाय। यह कार्य छुटिटयों या पढाई के दिनों में किया जाय। इस सिफारिश की ओर सरकार ने अभी तक कोई ध्यान नहीं दिया। इस बात की आवश्यकता है कि इसकी ओर तुरन्त ध्यान दिया जाय जिससे कि हमारे इंजीनिरिंग के छात्र प्रयोगात्मक कार्य में दक्षता प्राप्त करके कॉलेजों से निकलें।

5- कानून (Law)

आयोग ने लिखा कि स्वतंत्रता प्राप्ति के बाद से हमारे देश में कानून के व्यवसाय की स्थिति बिल्कुल बदल गई है। अब हमें कानून जानने वाले ऐसे व्यक्तियो की आवश्यकता है, जो हमारी सरकार को कानूनी सलाह दे सके और हमारे अन्तर्राष्ट्रीय सम्बन्धों में योग दे सकें। इसलिए देश में कानून के ऐसे कॉलेजों की आवश्यकता है– जो अन्तर्राष्ट्रीय,वैधानिक, प्रशासकीय, नागरिक और फौजदारी समस्याओं का समाधान करने वाले व्यक्तियों को हमें दे सकें। हमारे वर्तमान कानून कॉलेज इस प्रकार के व्यक्तियों का निर्माण नहीं कर सकते हैं। इस बात को ध्यान में रखकर आयोग ने कानून की शिक्षा के बारे में निम्नलिखित सुझाव दिये–

1. कानून के सब कॉलेजों का पूर्ण रूप से पुनर्गठन किया जाय।

2. विश्वविद्यालय द्वारा कानून–विभाग शिक्षकों की नियुक्ति उसी तरह की जाय, जिस तरह दूसरे विभागों के शिक्षकों की की जाती है।

3. छात्रों को कानून की शिक्षा प्राप्त करने की आज्ञा तभी दी जाय, जब वे तीन वर्ष का पूर्व

कानूनी और सामान्य डिग्री कोर्स (Pre-Legal and General Degree Course) पास कर लें।

4. कानून के विशेष विषयों का पाठ्यक्रम 3 वर्ष का रखा जाय। तीसरी वर्ष व्यावहारिक कार्य में लगाया जाय।

5. कानून के शिक्षकों में पूर्णकालीन (Whole-Time) और अंशकालीन (Part-Time) दोनों प्रकार के शिक्षक रखे जायें। पूर्णकालीन शिक्षकों द्वारा कानून के आधारभूत विषयों की और अंशकालीन शिक्षकों द्वारा व्यावहारिक (Practical) ज्ञान की शिक्षा दी जाय।

6. कानून की कक्षाओं को शिक्षण के नियमित समय में चलाया जाय।

7. कानून के छात्रों को अपने अध्ययन–काल में दूसरा डिग्री कोर्स लेने की आज्ञा केवल विशेष परिस्थितियों में दी जाय।

8. जहाँ भी कानून की शिक्षा देने के लिए व्याख्याय, ट्यूटोरियल (Tutorial) सेमिनार (Seminar), केस–मैथड (Case-Method), मूट कोर्टस (Moot Courts) आदि साधनों को अपनाया जाय।

समीक्षा

जैसा कि आयोग ने बताया, कानून की शिक्षा में सुधार करने की बहुत अधिक आवश्यकता थी। इसके बारे में आयोग ने अति उत्तम सुझाव दिये, पर इनकी ओर कोई ध्यान नहीं दिया गया। अतः कानून–कक्षाओं की दशा वैसी ही है, जैसी ही है, जैसी कि पहले थी। ये कक्षाएँ अब भी सायंकाल के समय चलती हैं और न शिक्षा देने की विभिन्न विधियों को अपनाया गया है। परिणामतः कानून की शिक्षा में कोई सुधार नहीं हुआ है। इसके विपरीत, इसका स्तर पहले से अधिक गिर गया है। अतः बुद्धिमानी इसी बात में है कि आयोग के सुझावों को मान्यता देकर कानून की शिक्षा के स्तर को ऊँचा उठाने का प्रयास किया जाय।

6. चिकिस्ता (Medicine)

आयोग ने लिखा कि वर्तमान समय में चिकित्सा–शिक्षा की मांग बहुत बढ़ गई है। इस माँग को मेडिकल कॉलेजों की संख्या को बढ़ाकर ही पूरा किया जा सकता है, पर ऐसा करने में दो कठिनाइयाँ है पहली– मेडिकलकॉलेजों की स्थापना सरल कार्य नहीं है, क्योंकि इसके लिए बहुत धन की आवश्यकता है। दूसरी– मेडिकल कॉलेजों में पढ़ाने के लिए योग्य और अनुभवी व्यक्तियों की मिलान सरल नहीं है। इन कठिनाइयों पर विजय पाने के लिए योग्य और अनुभवी व्यक्तियों का मिलान सरल नहीं है। इन कठिनाईयों पर विजय पाने के लिए कुछ मेडिकल कॉलेजों में छात्रों की संख्या दुगुनी कर दी गई है। इसका परिणाम यह हुआ है कि छात्रों को उचित प्रशिक्षण नही मिल रहा है। कारण यह है कि इन मेडिकल कॉलेजों में शिक्षकों की संख्या और शिक्षण–सामग्री कम है। इसलिए यदि मेडिकल कॉलेजों में छात्रां की संख्या निश्चित नहीं की जायेगी, तो प्रशिक्षण का स्तर निरन्तर गिरता चला जायेगा। फलस्वरूप देश का अहित

होगा। **इन सब बातों को ध्यान में रखकर आयोग ने चिकित्सा–शिक्षा के बारे में निम्नलिखित सुझाव दिये गये हैं –**

1. किसी भी मेडिकल कॉलेज में 100 से अधिक छात्रों को प्रवेश न दिया जाय।

2. प्रत्येक मेडिकल कॉलेज में योग्य शिक्षकों और पर्याप्त शिक्षण–सामग्री की व्यवस्था की जाय।

3. कॉलेज के जिन विभागों का सम्बन्ध अस्पताल से हो, उन सबको एक ही स्थान पर रखा जाय।

4. कॉलज में पढ़ने वाले प्रत्येक छात्र के लिए 10 रोगी हों।

5. स्नातक–पूर्व और स्नातकोत्तर कक्षाओं के छात्रों को ग्रामीण केन्द्रों मे प्रशिक्षण दिया जाय।

6. स्नातकोत्तर शिक्षा केवल उन्हीं कॉलेजों में दी जाय, जिनमें योग्य अध्यापक और उपयुक्त शिक्षण–सामग्री हो।

7. सार्वजनिक स्वास्थ्य (Public Health) और (Nursingh) को अधिक महत्व दिया जाय।

8. देशी चिकित्सा–प्रणालियों में अनुसंधान के लिए सुविधाएँ दी जायें।

9. मेडिकल कॉलेजों के प्रथम वर्ष में चिकित्साशास्त्र के इतिहास को भारतीय चिकित्सा–प्रणालियों के सन्दर्भ में पढाया जाय।

समीक्षा :–

आयोग ने चिकित्सा–शिक्षा में सुधार करने के लिए अति विवेकपूर्ण सुझाव दिये। यदि इन सब सुझावों को मान्यता दे दी गई होती, तो अब तक इस शिक्षा का स्तर बहुत काफी ऊँचा हो गया होता, पर ऐसा नहीं किया गया। ऐसे अनेक मेडिकल कॉलेज, है जिनमें 100 से अधिक छात्रों को प्रवेश दिया जाता है। इन कॉलेजों में न तो काफी शिक्षक ही है, और न उपयुक्त शिक्षण–सामग्री है। कमरों और प्रयोगशालाओं का भी अभाव है। छात्रों को देखने के लिए 2 से 5 तक रोगी मिलते हैं। देशी शिक्षा–प्रणालियाअें को घृणा की दृष्टि से देखा जाता है। इन सब बातों के बड़े दूषित परिणाम निकल रहे है। डॉक्टर बनकर निकलने वाले छात्रों और छात्राओं को चिकित्सा–सम्बन्धी कोई ज्ञान नहीं होता है फिर ग्रामों में, जहाँ भारत की अधिकांश जनता निवास करती है, जाना पसन्द नहीं करते है। परिणामतः नगरों मे तो डॉक्टरों की भीड़ बढ़ती जा रही है ओर बेचारे ग्राम–निवासी डॉक्टरों को दी जाने वाली शिक्षा से लाभ उठाये बिना दुःख सहते हैं और अपनी मौत मरते हैं। देश का कल्याण तभी होगा, जब आयोग ने सुझाव के अनुसार डॉक्टरी के छात्रों को ग्रामीण क्षेत्रों में भेजा जाये एवं चिकित्सा क्षेत्र में सेवाभाव अनिवार्य होनी चाहिये।

निष्कर्ष : —

भारत की औद्योगीकरण की नीति को ध्यान में रखकर औद्यागिक सम्बन्धों में आयोग ने व्यावसायिक शिक्षा में प्रशिक्षण का सुझाव दिया। यह सुझाव आयोग की दूरदर्शिता का प्रतीक है। हमारे देश में प्रति वर्ग नये उद्योगों की स्थापना की जा रही है। उनकी सफल बनाने के लिए औद्योगिक सम्बन्ध प्रशासकों की बहुत आवश्यकता है। उनके बिना उद्योगों का विकास यदि संभव नही तो कठीन अवश्य होगा। अतः सरकार को आयोग के सुझावों को स्वीकार करके औद्योगिक संबंधों में प्रशिक्षण देने के लिये संस्थाएँ स्थापित करनी चाहिए—एवं व्यावसायिक शिक्षा का महत्व उददेशय पूर्ण तथा शिक्षा के क्षेत्र में 2021 की नई शिक्षा नीति के तहत भी पुराने पाठयक्रम एंव नये पाठ्यक्रम जोडे जाना अनिवार्य सिद्ध होगी। प्रशिक्षण स्तर ट्रेनिंग सेन्टर (प्रयोगिक) विकास सम्भव हो एवं शिक्षा का स्तर व्यावसायिक शिक्षा इक नए स्तर को प्रशिक्षणपूर्ण पाठयक्रमों से सफल ज्ञान—विज्ञान, टेक्नोलॉजी, चिकित्सा, औद्योगिक विकास (प्रेरणा) एवं मागदर्शन का स्त्रौतं है।

विशेष सुझाव :— ”राष्ट्रीय शिक्षा नीति 2020 का उददेशय प्रत्येक विद्यार्थियों में व्यावसायिक शिक्षा का ज्ञान केन्द्रित भारतीय मूल्यों से विकसित कर गुणवत्तापूर्ण उच्च शिक्षा व्यवस्था की लक्ष्य भी और अग्रसित करना है।

1.   राष्ट्रीय शिक्षा नीति से 2020 का लक्ष्य उददेशय शैक्षणिक प्रशासनिक अनुसंधान गहन विश्वविद्यालय एवं स्वायत डिग्री देने वाला महाविद्यालय।

2.   विद्यार्थियों का अनुभव वृद्धि के लिए पाठय वचन, राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना एवं प्रशासनिक स्तर।

सन्दर्भ ग्रन्थ सूची :—

1.   भारत में शिक्षा का विकास (Education Development in India) (गुरसरन त्यागी) अग्रवाल पब्लिकेशन अगर —2

2.   मध्य प्रदेश हिन्दी ग्रन्थ अकादमी राज भाषा एवं संस्कृति संचालनालय भोपाल म.प्र.

3.   उपकार प्रकाशन आगरा (4.5)

4.   प्रतियोगिता दर्पण प्रतियोगिता प्रवेश 2011 कोठारी इस्टीट्यूट प्रकाशन इन्दौर म.प्र.

5.   प्रतिगिता दर्पण 2020 नवम्बर, 2021 दिसम्बर, 2022 जनवरी

6.   (Constitution Intuted) कोचिंग बुक   जी.के. करेन्ट ऑफ ऐजुकेशन बुक आगरा पब्लिकेशन एम.पी. 2022

7.   प्राचीन भारत राधा मुकुंद मुखर्जी राज कमल प्रकाशन नई दिल्ली 2009

नविन राष्ट्रीय शैक्षणिक धोरण-2020 काही वैशिष्टये - एक अभ्यास

सौ. अर्चना रमेश भालेवार   प्रा . रमेश विठ्ठलराव भालेवार

सहा. प्राध्यापिका   विद्यामंदिर हायस्कूल व कनिष्ठ महाविद्यालय,

कॉलेज ऑफ एज्युकेशन, शिवळे   शिवळे

सारांश

      राष्ट्रीय शैक्षणिक धोरण २०२० हे एकविसाव्या शतकातील पहिले शैक्षणिक धोरण आहे.१९८६ च्या राष्ट्रीय शैक्षणिक धोरणाची जागा घेते. परवडणारे आणि जबाबदारी या मूलभूत खांबावर बांधले गेलेले हे धोरण 2030 च्या अजेंडाशी जोडले गेले आहे. शाश्वत विकासासाठी,शालेय, महाविद्यालयीन दोन्ही शिक्षण अधिक समग्र, लवचिक, बहु अनुशासनिक, एकविसाव्याशतकाच्या गरजेनुसार अनुकूल आणि प्रत्येक विद्यार्थ्यांच्या अद्वितीय क्षमता बाहेर आणण्याचे उद्दिष्टये ठेरून भारताला दोलायमान ज्ञान, समाज आणि जागतिक ज्ञान महासत्तेत रूपांतरित करण्याचे उद्दिष्टय आहे.

महत्वाचे शब्द: धोरण, वैशिष्टये

प्रस्तावना

      29 जुलै 2020 ही तारीख भारताच्या इतिहासातील महत्वपूर्ण तारीख. या दिवशी केंद्र सरकारच्या मंत्रिमंडळाने राष्ट्रीय शैक्षणिक धोरण पारित केले. भारतामध्ये शिक्षणाचे महत्त्व इंग्रज राजवटीच्या पूर्वीपासून आहे तरी 1986 मध्ये लागू झालेल्या शैक्षणिक धोरणानंतर तब्बल 34 वर्षांनी नवीन धोरण आले केंद्र सरकार आणि डॉक्टर कस्तुरी रंगन यांच्या अध्यक्षतेखाली गठीत झालेल्या समितीने आपल्या अचूक बजावलेल्या कामगिरीबद्दल त्यांचे अभिनंदन भारतीय समाजाच्या सगळ्या स्तरांवर होत आहे.

      शिक्षणाने समाज घडतो तसा तो बिघडतोही भारतीय समाजाच्या सघ परिस्थितीला अनेक कारणाबरोबर शिक्षण देखील कारणीभूत आहे भारतीय माणसाला आपल्या संस्काराद्वारे जे वाटते ते समाजात प्रतीत होताना दिसत नाही त्यामुळे एक प्रकारचे द्वंद त्याच्या मनात सातत्याने सुरू असते समाजात घडणाऱ्या अनेक गोष्टी म्हणाला खटकत असतात ही परिस्थिती बदलायला हवी असेल तर शिक्षण पद्धतीमध्ये अमुलाग्र बदल घडून आणणे गरजेचे आहे याची जाणीव प्रत्येक जाणत्या मनाला आहे पण ही बाब अशक्यप्राय वाटते म्हणून हा विचार मनातून काढून टाकल्या जातो. पण काही विचारवंतांनी आणि भारतीय शिक्षण मंडळासारख्या संस्थांनी असे होऊ दिले नाही शिक्षणाच्या कोणत्या गोष्टी समाजाला खटकतात आणि त्या का खटकतात या बदलायचे असतील तर शिक्षणामध्ये काय बदल घडवून आणायला हवेत याचा विचार त्यांनी केला आणि सातत्याने केला.

भारतीय शिक्षण मंडळ

      भारतीय शिक्षण मंडळाची स्थापना 1969 साली भारताच्या शिक्षणामध्ये भारतीयता आणण्याच्या कल्पनेनेच झाली. भारतीय शिक्षण मंडळाने भारताच्या वेगवेगळ्या स्तरातील लोकांपर्यंत पोहोचून त्यांचे शिक्षणा बद्दलचे विचार जाणून घेतले आणि शिक्षणाची एकरूप रेखा बनविली.

      सुरुवातीला शैक्षणिक धोरणाचे नाव नवीन शैक्षणिक धोरण असे होते भारतीय शिक्षण मंडळाचे संघटन मंत्री

माननीय मुकुल कानिटकर यांच्या आग्रहामुळे धोरणाचे नाव राष्ट्रीय शैक्षणिक धोरण असे ठेवण्यात आले

धोरण बांधणी

धोरण अमलात आणण्यासाठी राष्ट्रीय शिक्षण आयोगाचे गठन करण्यात आलेले आहे या आयोगाचे अध्यक्ष माननीय पंतप्रधान असतील पण या आयोगाला दिशा मात्र देशातील नामांकित शिक्षण तज्ज्ञ देतील हे धोरण समग्र आहे एकात्म आहे सर्व समावेश आहे आणि भविष्यवेधी देखील आहे या धोरणामध्ये शिक्षणाचा सर्व अंगाने विचार करण्यात आलेला आहे शिक्षणाची कोणतीच बाजू दुर्लक्षित राहू नये याची दखल या धोरणात घेतली गेली आहे वय वर्ष 3 ते १८ हा विद्यार्थ्यांच्या आयुष्यातील कालखंड धोरणाच्या अंतर्गत आहे Early Child Education Care चे विशेष प्रारूप असेल पूर्व प्राथमिक हा वयोगट फार महत्त्वाचा आहे या वयातच अभ्यासाची गोडी आणि व्यक्तिमत्व विकासाला दिशा मिळू शकते याची जाणीव धोरणकर्त्याला आहे.

भारत केंद्रित धोरण:

भारताच्या प्रत्येक नागरिकांनी भारताचाच विचार मनामध्ये असू घावा आणि आपल्या भारतीय विचार आणि परंपरांचा प्रत्येकाने आदर करावा त्याचा अभिमान असू घावा असा विचार या धोरणा मधून मांडण्यात आला आहे योग आणि योगासन यांचे महत्त्व जाणून त्यांचा समावेश धोरणामध्ये आवर्जून करण्यात आलेला आहे भारत बोध नावाचा विषय शालेय जीवनात विद्यार्थ्याला विविध वर्गांमध्ये शिकता येईल त्यामध्ये भारताचा विविध अंगाची माहिती विद्यार्थ्यांना देण्यात येईल भारताच्या गौरवशाली इतिहासाची ओळख विद्यार्थ्यांना व्हावी आणि भारताने अनेक क्षेत्रात केलेली प्रगती विद्यार्थ्यांपर्यंत पोहोचावी हा उद्देश यांविषयाचा असेल. जेणेकरून प्रत्येक विद्यार्थ्याला म्हणजेच भावी नागरिकाला भारताबद्दल जी केवळ माहिती मिळेल असे नाही तर त्याच्या मनामध्ये भारताबद्दल अभिमान आणि प्रेम जागृत होईल राष्ट्र प्रेमाने ओतप्रोत समाज घडवता येईल.

लवचिकता

राष्ट्रीय शैक्षणिक धोरण पूर्णपणे लवचिक आहे विद्यार्थ्याला काही कारणाने शिक्षण सोडावे लागले तर आता तो शिक्षणाला पूर्णपणे मुकणार नाही अनेक टप्प्यांवर त्याला शिक्षण सोडून देऊन पुन्हा परत येता येईल

नववी ते बारावी विद्यार्थ्याला स्वतःची आवड कोणत्या विषयात आहे हे जाणून घेण्याची संधी प्राप्त होणार आहे जेणेकरून पुढील आयुष्यात त्यांनी काय व्हावे याचा निर्णय त्याला डोळसपणे घेता यावा. आज आपल्याला प्रत्येक व्यवसायात व्यावसायिक आणि त्यातील कामगार यामध्ये तफावत जाणवते उच्च ग्रुप व्यावसायिकाला अनेकदा या व व्यवसायातील बारकावे आणि त्यातील मूलभूत गोष्टी माहीतच नसतात ही अडचण लक्षात घेऊन मेकॅनिकल इंजिनियरला मेकॅनिक काम गाडी दुरुस्त करण्याचं काम इलेक्ट्रिकल इंजिनियर ला घरातील इलेक्ट्रिक फिटिंग करण्याचे काम स्वतः करता यावे त्याचप्रमाणे प्रत्येक आर्किटेक ला हातामध्ये कवचा घेऊन गवंडीचे काम करता यावे म्हणजे मग त्याचा समाजातील प्रत्येक स्तरावरील कामगाराची संपर्क साधता येईल.

शास्त्र कला विज्ञान आणि वाणिज्य अशा विषयांचे वेगवेगळे गट असणार नाहीत तर विद्यार्थ्याला प्रत्येक विषय आपल्या आवडीप्रमाणे निवडून शिकता येईल उच्च शिक्षणामध्ये लवचिकतेला खूपच प्राधान्य दिले गेले आहे बारावीनंतर विद्यार्थ्याला तीन वर्षांचा किंवा चार वर्षांच्या पदवीचा अभ्यास करता येईल

ABC-Academic Bank of Creditची सोय असल्यामुळे विद्यार्थ्यांवर अडचणीत सुद्धा शिक्षण घेत राहण्याची

सक्ती उरणार नाही अडचण दूर होता क्षणी त्याला शिक्षण प्रणालीत परत येता येईल. CBCS choiceद based credit system शाळेतच नव्हे तर उच्च शिक्षणामध्ये देखील वापरल्या जाणार आहेत.

NRF-National Research Foundation:

अनुसंधान हा शिक्षणाचा पाया आहे. अनुसंधाना शिवाय केलेली प्रगती याला प्रगती म्हणता येणार नाही. समाजाभिमुख अनुसंधान शिक्षण क्षेत्रातून होणे गरजेचे आहे. अनुसंधानामुळे शिक्षण क्षेत्रही विकसित होऊ शकते.

शिक्षक

हे शैक्षणिक धोरण शिक्षण क्षेत्रात अमुलाग्र बदल घडून आणू शकते यासाठी शिक्षकांनी तयार असणे फार गरजेचे आहे शिक्षकांनी आपला विषय प्रथम समजून घेणे मांडणे आणि तयार करणे आवश्यक आहे नवनवीन तंत्र वापरून शिक्षकांना आपली कार्यपद्धती विकसित करावी लागेल. आपला अभ्यासक्रम त्यातील पाठ आणि ते शिकवण्याचा क्रम ठरवण्याची मुभा प्रत्येक शिक्षकाला असणार आहे. शिकवणे म्हणजे या हृदयीचे त्या हृदयी उतरवणे पण मुळात शिक्षकांच्या हृदयात देश प्रेम आणि तत्सम मूल्ये असायला हवीत.

शिक्षक अध्ययनासाठी बारावीनंतर चार वर्षाच्या पदवी अभ्यासक्रमाची सुरुवात होईल दोन वर्षाचे बीएड आणि डीएड अभ्यासक्रम आता बंद होतील शिक्षक आणि पूर्ण वेळ शिक्षकच असावे याकडे भर असेल.

शिक्षक भरती आणि करिअरचा मार्ग:

शिक्षकाची भरती मजबूत पारदर्शक प्रक्रियेतून केली जाईल बढती गुणवत्तेवर आधारित असेल आणि बहु स्रोत नियतकालिक कामगिरी मूल्यमापनासाठी एक यंत्रणा तयार केली जाईल शिक्षकांसाठी शैक्षणिक प्रशासक किंवा शिक्षक प्रशिक्षक होण्यासाठी प्रगती मार्ग उपलब्ध असतील एनसीईआरटी, एनसीईआरटी स्तर व प्रदेशातील शिक्षक, व्यावसायिक शिक्षण क्षेत्रातील तज्ञ संस्था आणि उच्च शिक्षण संस्था इ.च्या सल्ल्यानुसार 2022 पर्यंत शिक्षकांसाठी एकसामान्य राष्ट्रीय व्यावसायिक मानके राष्ट्रीय शिक्षक शिक्षण परिषदेद्वारे विकसित केलेजातील.

अंमलबजावणी

हे उदात्त आणि सुंदर धोरणकृतीत उतरविण्यासाठी विचारपूर्वक रचना करावी लागेल त्यासाठी सेंट्रल ॲडव्हायझरी बोर्ड ऑफ एज्युकेशन ची स्थापना करण्याचे योजले आहे. या बोर्डाचे काम या धोरणा मध्ये सांगितलेल्या प्रत्येक बिंदूंना मूर्तरूप देण्यासाठी जे काही करावे लागेल ते करणे असे होय शिक्षण मंत्रालय, केंद्र सरकार, राज्य सरकार आणि इतर अनेक शिक्षणाशी निगडित असलेले छोटे अथवा मोठे सरकारी अथवा गैर सरकारी विभागांची समन्वय साधून ज्यांचा जो रोल असेल तो रोल त्यांच्याकडून करून घेणे हे या बोर्डाचे काम असेल.

वित्त

धोरणाच्या अंमलबजावणीसाठी लागणाऱ्या वित्ताचे नियोजन आणि सोय करणे आवश्यक आहे १९६८ सालच्या धोरणामध्ये व नंतर १९८६ च्या धोरणात आणि त्यानंतर १९९२ मधील रिव्ह्यू केलेल्या धोरणात शिक्षणावर GDP च्या सहा टक्के खर्च व्हावा असे अपेक्षित होते. परंतु अपुर्या नियोजनामुळे म्हणा किंवा इतर काही कारणांनी हा आकडा GDP च्या 4.43% च्या वर कधीच गेलेला नाही.

निष्कर्ष

राष्ट्रीय शैक्षणिक धोरण 2020 म्हणजे भारताला आणि भारतीय जनतेला बदलण्याची मिळालेली एक

सुवर्णसंधी आहे या संधीचे खऱ्या अर्थाने सोने करायचे असेल तर प्रत्येक भारतीयाला सज्ज होणे गरजेचे आहे सरकारवर सगळा भार टाकून आपण मुकाट्याने बसून गंमत पहावयाचे ठरवले तर फलित काहीच होणार नाही भारताचे पुढील पिढी आपल्याकडे अशाने बघते आहे. भारतीयांच्या आशा आकांक्षांची जोपासना करून भारताला पुन्हश्च विश्वगुरू बनण्यासाठी या शिक्षण धोरणाची महत्त्वपूर्ण भूमिका असणार आहे. सध्या स्थिती लक्षात घेता हा अतिशय चांगला उपक्रम असून सयस्थितीत व भविष्यातील अनेक बाबींचा यात विचार केला गेलेला आहे अंगणवाडी पासून तर उच्च शिक्षणापर्यंत अतिशय सखोल विचार या धोरणात केलेल्या दिसून येतो.

संदर्भ सूची

शिक्षणसमीक्षा खंड 2, अंक ३, जुलै ऑगस्ट 2020

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भारतातील राष्ट्रीय शिक्षणाच्या दिशा - भगिनी निवेदिता
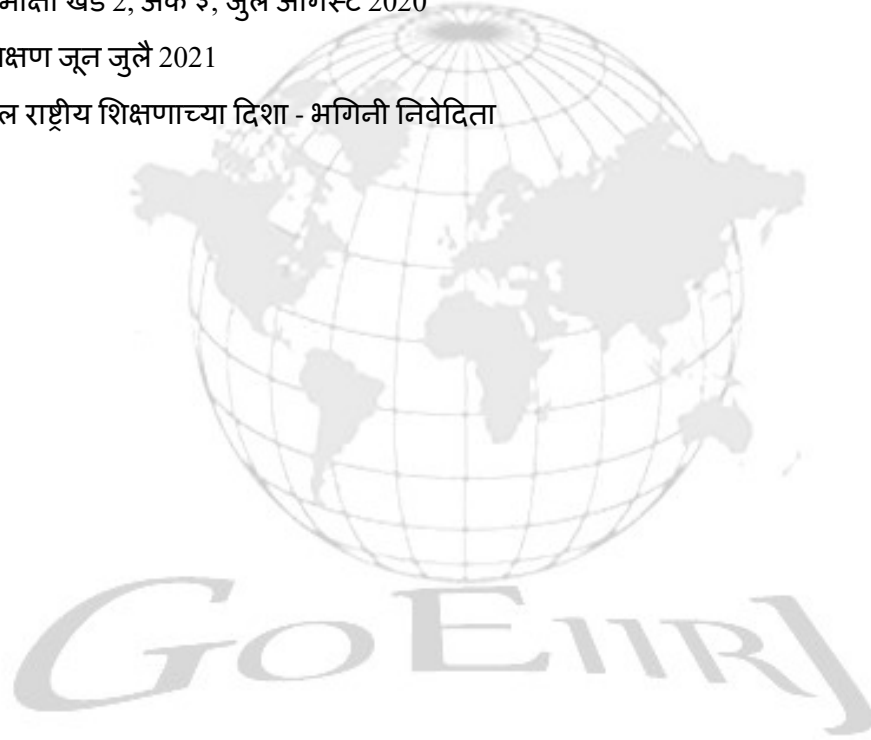
नवीन राष्ट्रीय शैक्षणिक धोरणातील (2020) संधी व आव्हाने - एक अभ्यास

सौ. अर्चना रमेश भालेवार

सहा. प्राध्यापिका

कॉलेज ऑफ एज्युकेशन, शिवळे

सारांश

शिक्षणाच्या विविध घटकांपैकी केवळ विद्यार्थी व शिक्षक लक्षात घेत राष्ट्रीय शैक्षणिक धोरणासमोरील संधी व आव्हानाची मांडणी केली. त्याचप्रमाणे शासन प्रशासन संस्थापक अभ्यासक्रम निर्मित मंडळ पालक यांच्यासमोर सुद्धा हे राष्ट्रीय शैक्षणिक धोरण विविध संधी व आव्हाने घेऊन येऊ शकतात.

देशातील सर्वसामान्य नागरिक शिक्षक विद्यार्थी प्रशासनातील अधिकारी शिक्षणतज्ज्ञ अशा सर्वांगीण मतांचा विचार करून राष्ट्रीय शैक्षणिक धोरण 2020 चा मसुदा तयार करण्यात आलेला आहे. यात त्रुटी राहणार नाही या दृष्टिकोनातून पुरेपूर प्रयत्न करण्यात आल्याचे दिसून येते असे असून सुद्धा आपल्या भारत देशाची भौगोलिक व सामाजिक विविधता लक्षात घेता काही आव्हानात्मक स्थिती निर्माण होऊ शकते परंतु या स्थितीकडे सकारात्मक दृष्टिकोनातून पाहिल्यास त्यावर मात करून एक सुवर्णसंधी निर्माण करण्याचा प्रयत्न केला जाऊ शकतो. आपल्या भारताचे माजी राष्ट्रपती तथा महान वैज्ञानिक डॉक्टर एपीजे अब्दुल कलाम हे असे म्हणाले आहेत,"Obstacles are Opportunities" अर्थात अडथळे हे संधी असतात.

राष्ट्रसमोर असणाऱ्या आव्हानांना सामोरे जाण्यासाठी मनुष्यबळ हे सर्वात महत्त्वपूर्ण संसधान आहे याचाच अर्थ जर राष्ट्रातील नागरिक सक्षम असतील तर ते राष्ट्र आव्हानांच रूपांतर संधी मध्ये करू शकत त्यामुळे राष्ट्रातील नागरिक हे सक्षम बनवणे अत्यंत गरजेचं असतं नागरिकांना सक्षम बनवण्याचे एकमेव साधन म्हणजे शिक्षण होईल याच उद्देशाने प्रत्येक राष्ट्र आपलं राष्ट्रीय शैक्षणिक धोरण ठरवत असतं.

महत्वाचे शब्द. राष्ट्रीय, धोरण, संधी, आव्हाने

प्रस्तावना

आपल्या राष्ट्रासमोर बेरोजगारी, शिक्षण, पेयजल, भ्रष्टाचार,महागाई, ऊर्जा, पर्यावरण इत्यादी अनेक समस्या आहेत. या सर्व समस्यांचे मूळ हे कुठेतरी शिक्षणात रुजलेलं आपल्याला दिसतं आणि त्यासाठीच नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची पायाभरणी करण्यात आलेली आहे. भारतात सर्वात पहिले राष्ट्रीय शैक्षणिक धोरण 1968 साली राबविण्यात आले. त्यानंतर दुसरे राष्ट्रीय शैक्षणिक धोरण 1986 साली राबविण्यात आले.याच धोरणात 1992 साली काही सुधारणा करण्यात आल्या आणि ते आजतागायत कार्यरत आहेत. मागील 34 वर्षापासून राष्ट्राच्या शैक्षणिक धोरणामध्ये अमुलाग्र बदल झालेला आढळून येत नाही. या उलट देशाच्या व नागरिकांच्या सामाजिक, आर्थिक आणि शैक्षणिक गरजा मात्र क्रांतिकारी रूपाने बदलत आहेत त्यातूनच राष्ट्रसमोर अनेक आव्हान आणि संधी निर्माण होत आहेत. भविष्यातील या आव्हानांना सामोरे जाण्यासाठी आणि येणाऱ्या संधीचा उपयोग करून घेण्यासाठी राष्ट्रातील नागरिकांना कुशल बनवणे अत्यंत गरजेचे आहे ही बाब लक्षात घेऊन नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची पायाभरणी करण्यात आलेली आहे.

शालेय शिक्षण हे धोरण मूलभूत साक्षरता आणि संख्याशास्त्राला च चालना देऊन शिक्षणात सार्वत्रिक प्रवेश

सुनिश्चित करून लवचिक, बहु- अनुशासनात्मक अभ्यासक्रमाला प्रोत्साहन देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रित करते. NEP 2020 चे उद्दिष्ट बहु -विद्या शाखीय शिक्षणाला चालना देऊन क्रेडिट -आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापना करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे. NEP 2020 मध्ये धोरणाच्या अंमलबजावणीसाठी आराखडा तयार करण्यात आला आहे. ज्यामध्ये राष्ट्रीय शैक्षणिक तंत्रज्ञान (NETF) स्थापन करणे, नवीन अभ्यासक्रम फ्रेमवर्क विकसित करणे आणि उच्च शिक्षणासाठी नियामक फ्रेमवर्क तयार करणे समाविष्ट आहे.

के. कस्तुरी रंगन यांच्या अध्यक्षतेखाली राष्ट्रीय शैक्षणिक धोरण 2020 चा मसुदा निर्माण करण्यात आला. नवीन राष्ट्रीय शैक्षणिक धोरण हे मुख्यता सहा घटकांमध्ये विभागले जाऊ शकते. शालेय शिक्षण, उच्च शिक्षण, भाषा, तंत्रज्ञान, अर्थविषयक बाबी,अंमलबजावणी यातील प्रत्येक टप्प्यावर मूलभूत बदल करण्यात आल्याचे आढळते.

अ)   विद्यार्थ्यांसाठी संधी

1)   दर्जेदार शिक्षण

शालेय शिक्षणापासून तर उच्च शिक्षणापर्यंत शैक्षणिक दर्जा उंचवण्यावर या शैक्षणिक धोरणात भर दिल्यामुळे दर्जेदार शिक्षण मिळण्याची संधी निर्माण होते.

1)   बाल्यावस्थेत लाभ

बाल्यावस्थेतील प्रारंभिक शिक्षणाचा शालेय शिक्षणाच्या आकृतीबंध मध्ये समावेश केल्यामुळे बाल्यावस्थेपासून अतिशय उत्तम दर्जांचे शिक्षण मिळण्याची संधी निर्माण होते.

3)   आवडीनुसार शिक्षण

अभ्यासक्रम निवडीच्या लवचिक धोरणामुळे या शैक्षणिक धोरणानुसार विद्यार्थी त्यांच्या आवडीनुसार व गरजेनुसार शिक्षण घेऊ शकतात.

4)   तंत्रज्ञान कुशलता

पूर्व माध्यमिक स्तरावर कोडिंग व माध्यमिक स्तरावर आर्टिफिशियल इंटेलिजन्स सारखे विषय शिकवले जाणार असल्यामुळे विद्यार्थी तंत्रज्ञान कुशल बनविण्यास संधी मिळते.

5)   रोजगारक्षम कौशल्य विकसन

प्रात्यक्षिकवअनुभवावर आधारित अध्ययन अध्यापनास प्रोत्साहन देण्याच्या धोरणामुळे रोजगारास सक्षम बनवणाऱ्या कौशल्याचा विकास करण्याची संधी विद्यार्थ्यांना मिळते.

6)   सोयीनुसार शिक्षण

ऑनलाइन किंवा ऑफलाइन यापैकी कोणत्याही माध्यमातून शिक्षण घेण्याची संधी विद्यार्थ्यांना निर्माण करून दिली जाते त्यामुळे या धोरणाच्या माध्यमातून विद्यार्थी स्वतःच्या सोयीनुसार व वेळेनुसार शिक्षण घेऊ शकतात.

7)   शिष्यवृत्ती

गुणवत्ता विकासासाठी व सर्वांना समान संधी निर्माण करणाऱ्यांसाठी विविध शिष्यवृत्तीचे प्रयोजन या शैक्षणिक धोरणात करण्यात आलेली आहे त्यातून शैक्षणिक गुणवत्ता विकासाची संधी निर्माण होते.

8)   बहुभाषिकत्व

मातृभाषेबरोबरच शालेय स्तरावर किंवा उच्च शिक्षणामध्ये परराष्ट्रीय भाषांचे शिक्षण घेण्याचे धोरण

बहुभाषिक बनण्याची संधी निर्माण करते.

ब)   शिक्षकांसाठी संधी

1)   गुणवंतास संधी

नवीन राष्ट्रीय शैक्षणिक धोरणानुसार शिक्षक पात्रता व निवड प्रक्रियेत गुणवत्तेवर अधिक भर दिल्याचे आढळून येते त्यामुळे गुणवंत व्यक्ती शैक्षणिक क्षेत्रात काम करण्याची संधी मिळते.

2)   रोजगाराची संधी

जास्तीत जास्त मुलांना शिक्षणाच्या प्रवाहात आणण्यासाठी नवीन शैक्षणिक संस्थांची उभारणी करणे या धोरणात अपेक्षित आहे त्यामुळे शैक्षणिक क्षेत्रात मोठ्या प्रमाणावर रोजगाराची संधी निर्माण होते.

3)   व्यावसायिक विकासाची संधी

शिक्षण क्षेत्रात कार्यरत असणाऱ्या व्यक्तीने सातत्याने आपला व्यावसायिक विकास करत गेले पाहिजे हे या धोरणात अपेक्षित आहे तसेच त्यास पूरक संधी सुद्धा या धोरणामध्ये अंतर्भूत करण्यात आल्या आहेत.

4)   आंतरराष्ट्रीय स्तरावर काम करण्याची संधी

विविध शैक्षणिक विकास विभागांची किंवा संस्थांची क्लबिंग करून शिक्षकास राष्ट्रीय व आंतरराष्ट्रीय स्तरावर काम करण्याची संधी निर्माण करून दिली.

5)   नवोपक्रमास वाव

विविध अध्यापन पद्धती व तंत्रज्ञानाची साथ घेऊन शिक्षकास नवोपक्रम राबवण्यास व गुणवत्ता विकास करण्यास संधी निर्माण करून देण्यात आली आहे.

6)   संशोधन व गुणवत्ता विकास

संशोधन कार्यास विविध माध्यमातून निधी उपलब्ध करण्याचा या धोरणाच्या माध्यमातून केला जाणार असल्याची लक्षात येते त्यामुळे संशोधन व गुणवत्ता या दोन्ही कार्यात गतिमानता येते.

क)   विद्यार्थ्यांसमोरील आव्हानं

1)   समायोजन साधने जे विद्यार्थी जुन्या शैक्षणिक धोरणातील अभ्यासक्रमानुसार काही वर्षांपासून शिकत आहेत त्यांना नवीन शैक्षणिक धोरणातील बदलानुसार अभ्यासक्रमाशी व शिकण्याच्या पद्धतीशी समायोजन साधने आव्हानात्मक ठरतं.

2)   भौतिक साधन

कोडींग आर्टिफिशियल इंटेलिजन्स यासारख्या अत्याधुनिक तंत्रज्ञानाची विद्यार्थ्यांना ओळख करून दिली जाणार आहे हे कामकाज करत असताना त्यांना कॉम्प्युटर, लॅपटॉप, इंटरनेट इत्यादी सारख्या भौतिक साधनांची आवश्यकता पडणारच ही साधने उपलब्ध करणे हे नक्कीच एक आव्हान विद्यार्थ्यांसमोर असेल

3)   सायबर सिक्युरिटी

ऑनलाइन माध्यमातून विविध विषयांचे अध्ययन करताना विद्यार्थ्यांना वेगवेगळ्या प्रकारच्या एप्लीकेशन व वेबसाईटचा उपयोग करावा लागतो त्यात विद्यार्थी उद्दिष्टांपासून भटकण्याची शक्यता असते त्यामुळे सायबर सिक्युरिटी हे अत्यंत मोठं आव्हान ठरू शकतं.

ड)   शिक्षकांसाठी आव्हान

1) शिक्षक शिक्षण

नवीन राष्ट्रीय शैक्षणिक धोरण अपेक्षित असलेले शिक्षण शाळा आणि महाविद्यालयातून देण्यासाठी त्यास अनुकूल अशी शिक्षक निर्माण करणे आवश्यक आहे त्यासाठी शिक्षकाच्या शिक्षणामध्ये अमुलाग्र बदल करणे गरजेचे आहे.

2) अद्ययावत तंत्रज्ञान

शिक्षकांना नवीन शैक्षणिक धोरणानुसार अध्यापन करण्यासाठी तंत्रज्ञानाचे अध्यायावत ज्ञान असणे आवश्यक आहे आणि सध्या स्थितीमध्ये मोजक्या प्रमाणात तंत्रज्ञानाचा अध्यापनात उपयोग केला जातो त्यामुळे तंत्रज्ञान शिकणे हे आव्हानात्मक कार्य ठरू शकतं.

3) निवड प्रक्रिया

शिक्षकाच्या निवड प्रक्रियेत अधिक पारदर्शकता व गुणवत्तेची अपेक्षा हे राष्ट्रीय शैक्षणिक धोरण करते त्या आर्थिक निवडीची प्रक्रिया ही सुद्धा तेवढीच काठीण्य पातळीवर असणारी राबवली जाण्याची शक्यता आहे.

निष्कर्ष

एकंदरीत NEP 2020 ची चौकट सर्वांसाठी प्रवेश योग्य आणि न्याय्य शिक्षणासाठी सर्वांगीण, लवचिक आणि तंत्रज्ञान सक्षम दृष्टिकोनाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणण्यासाठी तयार करण्यात आली आहे हे शिक्षणातील गुणवत्ता उत्तरदायित्व आणि संशोधनाच्या महत्त्वावर तसेच सर्व विद्यार्थ्यांना उच्च गुणवत्तेच्या शिक्षणाची उपलब्धता सुचित करण्यासाठी शिक्षक व्यावसायिक विकासामध्ये गुंतवणूक करण्याची आवश्यकता यावर जोर देते.

NEP 2020 हे भारतातील शिक्षण व्यवस्थेत परिवर्तन आणि 21 व्या शतकासाठी ती अधिक समर्पक आणि सर्वसमावेशक बनवण्याच्या दिशेने एक महत्त्वपूर्ण पाऊल आहे विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना देणे आणि वेगाने बदलणाऱ्या जगात यशस्वी होण्यासाठी त्यांना आवश्यक कौशल्य आणि ज्ञान प्रदान करणे हे त्याचे उद्दिष्टे आहे.

संदर्भ

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2) National High Education Policy 2020. Khursheed Ahmad Butt

3) राष्ट्रीय शिक्षा नीति 2020. मानव संसाधन विकास मंत्रालय भारत सरकार

4) भारतातील राष्ट्रीय शिक्षणाच्या दिशा- भगिनी निवेदिता

5) aplamitra. com

शालेय स्तरावर शैक्षणिक धोरण 2020- एक अभ्यास

सौ. कविता बाबासाहेब साठे

सहा. प्राध्यापिका

कॉलेज ऑफ एज्युकेशन, शिवळे

सारांश -

राष्ट्रीय शिक्षण धोरण 2020 हे21 व्याशतकातील पहीलेशैक्षणिक धोरण आहे. कारण या धोरणाचेध्येय आपल्यादेशातील वाढत्या विकासात्मक आवश्यकतांवर उपाययोजना करणे, हेआहे. या धोरणामध्येSDG4 सह 21 शतकातील शिक्षणाच्या महत्त्वाकांक्षीउद्दीष्टांशी सुसंगत अशी नवीन प्रणाली तयार करण्यासाठी, भारताच्या परंपराआणि मूल्येयांवर भर देऊन शैक्षणिक संरचनेचे नियमनआणिव्यवस्थापन यासह या रचनेच्या सर्वपैलूंमध्येबदल आणिसुधारणा प्रस्तावितआहेत. राष्ट्रीय शिक्षण धोरण विशेषत:, प्रत्येक व्यक्तीच्या सृजन क्षमतेच्याविकासावरजास्त भर देते. शिक्षणानेकेवळ आकलन क्षमता विकसीत केल्या पाहिजेत असेनाही तर साक्षरता आणि संख्याज्ञानया 'मूलभूत क्षमता' आणिउच्च-दर्जाच्या तार्किक आणि समस्या निराकरण क्षमताच नव्हेतरसामाजिक , नैतिकआणिभावनिक क्षमतांचा विकाससुद्धा केला पाहिजे.

महत्वाचेशब्द - शालेय, स्तर, शैक्षणिक, धोरण.

प्रस्तावना–

शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना यात मोठा वाव देण्यात आला आहे.21 व्या शतकातले हे पहिले शिक्षण धोरण असून 34 वर्ष जुन्या1986 च्या शिक्षणावरच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे.सर्वांना संधी, निःपक्षपात,दर्जा, परवडणारे आणि उत्तरदायित्व या स्तंभावर याची उभारणी करण्यात आली आहे.2030 च्या शाश्वत विकास कार्यक्रमाशी याची सांगड घालण्यात आली आहे.शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र,बहू शाखीय,21 व्या शतकाच्या गरजांना अनुरूप करत भारताचे चैतन्यशील प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्याच्या आगळ्या क्षमता पुढे आणण्याचा या धोरणाचा उद्देश आहे.

या राष्ट्रीय शैक्षणिक धोरणाची दूरदृष्टी भारतीय मूल्यांपासून विकसित केलेली सर्वांना उच्च गुणवत्तेचे शिक्षण उपलब्ध करून देऊन त्याद्वारे भारताला एक जागतिक ज्ञान महासत्ता बनवून भारताचे एका न्याय आणि चैतन्यमय ज्ञात समाजात शाश्वतपणे परिवर्तन करण्यात प्रत्यक्षपणे योगदान देणारी अशी शिक्षणव्यवस्था निर्माण करणे हे आहे धोरणात असे संकल्पित केले आहे की आपल्या शिक्षणसंस्थांचा अभ्यासक्रम आणि शिक्षण पद्धत विद्यार्थ्यांमध्ये मूलभूत कर्तव्य आणि घटनात्मक मूल्यांविषयी तीव्र आदर स्वतःच्या देशाची दृढनाते आणि बदलत्या जगातील स्वतःच्या भूमिका आणि जबाबदाऱ्यांविषयी जाणीवपूर्वक जागरूकता निर्माण करणाऱ्या असायला हवेत या धोरणाची दूरदृष्टी असे आहे की भारतीय असल्याचा सखोल अभिमान विद्यार्थ्यांच्या केवळ विचारांमध्येच नव्हे तर त्यांच्या व्यवहारातबुद्धीमध्ये आणि कृती मध्ये देखील रुजविणे तसेच मानवी हक्क शाश्वत विकास आणि जीवनमान यांच्याशी जबाबदारीपूर्ण बांधिलकीचे समर्थन करणारे

ज्ञान कौशल्यमूल्य आणि स्वभाव विकसित करणे जेणे करून ते खऱ्या अर्थाने एक वैश्विक नागरिक बनतील.

शालेय शिक्षण शालेय शिक्षणाच्या सर्व स्तरावर सार्वत्रिक प्रवेश संधी सुनिश्चित करत राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये शालेय पूर्व ते माध्यमिक अशा सर्व स्तरावर शालेय शिक्षणाला सार्वत्रिक संधी सुनिश्चित करण्यावर भर देण्यात आला आहे.

बालवयाच्या सुरवातीलाच काळजी आणि शिक्षण यावर भर देत 10+2 या शालेय अभ्यासक्रम आकृती बंधाची जागा आता 5+3+3+4 अभ्यासक्रम आराखडा अनुक्रमे 3-8,8-11,11-14,14-18 वयोगटासाठी राहील. यामुळे 3-6 वर्ष हा आतापर्यंत समाविष्ट न झालेला वयोगट शालेय अभ्यासक्रमा अंतर्गत येईल, जगभरात हा वयोगट, बालकाच्या मानसिक जडणघडणीच्या विकासा साठी अतिशय महत्वाचा मानला जातो. नव्या पद्धतीत तीन वर्ष अंगणवाडी/ शाळापूर्व वर्गांसह 12 वर्ष शाळा राहणार आहे.

एनसीईआरटी, बालवयाच्या सुरवातीची काळजी आणि शिक्षण यासाठी 8 वर्षापर्यंतच्या बालकांसाठी राष्ट्रीय अभ्यासक्रम आणि शैक्षणिक आराखडा विकसित करणार आहे.अंगणवाडी आणि पूर्व शालेय सह विस्तृत आणि बळकट संस्थांच्या माध्यमातून ई सी सी ई देण्यात येईल.ई सी सी ई अभ्यासक्रमात प्रशिक्षित शिक्षक आणि आंगणवाडी कार्यकर्ते यासाठी असतील.मनुष्य बळ विकास,महिला आणि बाल विकास मंत्रालय, आरोग्य आणि कुटुंब कल्याण मंत्रालय आणि आदिवासी विकास मंत्रालय ई सी सी ई नियोजन आणि अंमलबजावणी करणार आहे.

शालेय शिक्षण

शालेय शिक्षणाच्या सर्व स्तरावर सार्वत्रिक प्रवेश संधी सुनिश्चित करत राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये शालेय पूर्व ते माध्यमिक अशा सर्व स्तरावर शालेय शिक्षणाला सार्वत्रिक संधी सुनिश्चित करण्यावर भर देण्यात आला आहे.पायाभूत सुविधा सहाय्य, शाळाबाह्य मुलांना मुख्य प्रवाहात आणण्यासाठी कल्पक शिक्षण केंद्रे, विद्यार्थी आणि त्यांच्या अध्ययन स्तराचा मागोवा, औपचारिक आणि अनौपचारिक शिक्षण पद्धतींसह शिक्षणाचे अनेक मार्ग सुलभ करणे, शाळांसमवेत समुपदेशक किंवा उत्तम प्रशिक्षित सामाजिक कार्यकर्त्यांची सांगड, एनआयओएस आणि राज्यातल्या मुक्त शाळा यांद्वारे 3, 5, आणि 8 व्या इयत्तेसाठी खुले शिक्षण, व्यावसायिक अभ्यासक्रम,प्रौढ साक्षरता आणि जीवन समृद्ध करणारे कार्यक्रम या मार्गाने हे उद्दिष्ट साध्य करण्यात येणार आहे. राष्ट्रीय शैक्षणिक धोरण 2020 अंतर्गत सुमारे 2 कोटी शाळाबाह्य मुले मुख्य प्रवाहात आणली जाणार आहेत.

नवा अभ्यासक्रम आणि शैक्षणिक आराखड्यासह बालवयाच्या सुरवातीलाच काळजी आणि शिक्षण

बालवयाच्या सुरवातीलाच काळजी आणि शिक्षण यावर भर देत 10+2 या शालेय अभ्यासक्रम आकृती बंधाची जागा आता 5+3+3+4 अभ्यासक्रम आराखडा अनुक्रमे 3-8,8-11,11-14,14-18 वयोगटासाठी राहील. यामुळे 3-6 वर्ष हा आतापर्यंत समाविष्ट न झालेला वयोगट शालेय अभ्यासक्रमा अंतर्गत येईल, जगभरात हा वयोगट, बालकाच्या मानसिक जडणघडणीच्या विकासा साठी अतिशय महत्वाचा मानला जातो. नव्या पद्धतीत तीन वर्ष अंगणवाडी/ शाळापूर्व वर्गांसह 12 वर्ष शाळा राहणार आहे.

एनसीईआरटी, बालवयाच्या सुरवातीची काळजी आणि शिक्षण यासाठी 8 वर्षापर्यंतच्या बालकांसाठी राष्ट्रीय

अभ्यासक्रम आणि शैक्षणिक आराखडा विकसित करणार आहे.अंगणवाडी आणि पूर्व शालेय सह विस्तृत आणि बळकट संस्थांच्या माध्यमातून ई सी सी ई देण्यात येईल.ई सी सी ई अभ्यासक्रमात प्रशिक्षित शिक्षक आणि आंगणवाडी कार्यकर्ते यासाठी असतील.मनुष्य बळ विकास,महिला आणि बाल विकास मंत्रालय, आरोग्य आणि कुटुंब कल्याण मंत्रालय आणि आदिवासी विकास मंत्रालय ई सी सी ई नियोजन आणि अंमलबजावणी करणार आहे.

पायाभूत साक्षरता आणि संख्या शिक्षण साध्य करणे

पायाभूत साक्षरता आणि संख्या शिक्षण ही शिक्षणाची पूर्व अट आहे हे जाणून राष्ट्रीय शिक्षण धोरण 2020 मध्ये एम एच आर डी कडून पायाभूत साक्षरता आणि संख्याशिक्षण राष्ट्रीय मिशन स्थापन करण्याचे आवाहन करण्यात आले आहे.सर्व प्राथमिक शाळेत सार्वत्रिक पायाभूत साक्षरता आणि संख्या शिक्षण साध्य करण्यासाठी राज्ये अंमलबजावणी आराखडा तयार करतील.देशात राष्ट्रीय ग्रंथ प्रोत्साहन धोरण आखण्यात येईल.

शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीत सुधारणा

21 व्या शतकाची प्रमुख कौशल्ये, आवश्यक शिक्षण आणि चिकित्सात्मक विचार वाढवण्यासाठी अभ्यासक्रम कमी करणे आणि अनुभवातून शिक्षणावर अधिक लक्ष केंद्रित करुन विद्यार्थ्यांचा सर्वांगीण विकास करणे हा शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीचा उद्देश असेल. विद्यार्थ्यांची लवचिकता आणि विषयांचे पर्याय वाढतील. कला आणि विज्ञान, अभ्यासक्रम आणि अवांतर उपक्रम, तसेच व्यावसायिक आणि शैक्षणिक शाखा यांच्यात कुठल्याही प्रकारचे कठोर विभाजन असणार नाही.

शाळांमध्ये व्यावसायिक शिक्षण 6 वी पासून सुरू होईल आणि त्यात इंटर्नशिपचा समावेश असेल.

एनसीईआरटी द्वारे एक नवीन आणि सर्वसमावेशक राष्ट्रीय शालेय शिक्षण अभ्यासक्रम रूपरेषा - एनसीएफएसई 2020-21 विकसित केली जाईल.

बहुभाषिकता आणि भाषेची ताकद

या धोरणामध्ये किमान इयत्ता 5 वी पर्यंत आणि प्राधान्याने 8 वी आणि त्यानंतरही मातृभाषा / स्थानिक भाषा / प्रादेशिक भाषा हे शिकवण्याचे माध्यम असावे यावर भर देण्यात आला आहे. शालेय आणि उच्च शिक्षणाच्या सर्व स्तरांवर विद्यार्थ्यांना तीन-भाषांच्या सूत्रासह संस्कृतचाही एक पर्याय दिला जाईल. भारतातील इतर अभिजात भाषा आणि साहित्य देखील पर्याय म्हणून उपलब्ध असतील. 'एक भारत श्रेष्ठ भारत' उपक्रमांतर्गत इयत्ता 6--8 साठी 'भारताच्या भाषा' विषयावरील मजेदार प्रकल्प / उपक्रमात विद्यार्थी सहभागी होतील. माध्यमिक स्तरावर विविध परदेशी भाषांचा पर्याय देखील दिला जाईल. दिव्यांग विद्यार्थ्यांकरिता वापरण्यासाठी भारतीय सांकेतिक भाषा (आयएसएल) संपूर्ण देशभरात प्रमाणित केली जाईल आणि राष्ट्रीय आणि राज्य अभ्यासक्रम सामुग्री विकसित केली जाईल. कुठल्याही विद्यार्थ्यांवर कोणतीही भाषा लादली जाणार नाही.

मूल्यांकन सुधारणा

एनईपी 2020 मध्ये सारांशात्मक मूल्यांकनाकडून नियमित आणि रचनात्मक मूल्यांकनाकडे

वळण्याची कल्पना मांडली आहे जी अधिक योग्यता-आधारित आहे , शिक्षण आणि विकासाला उत्तेजन

देणारी आहे आणि विश्लेषण, चिकित्सात्मक विचार प्रक्रिया आणि वैचारिक स्पष्टता या सारखी उच्च कौशल्ये तपासते. इयत्ता 3, 5 आणि 8 वी मध्ये सर्व विद्यार्थी शालेय परीक्षा देतील जी योग्य यंत्रणेद्वारे घेण्यात येईल. इयत्ता 10 आणि 12 वी साठी शिक्षण मंडळाच्या (बोर्ड) परीक्षा सुरूच राहतील मात्र समग्र विकासाच्या उद्देशाने त्यांची पुनर्रचना केली जाईल. दर्जा निश्चिती संस्था म्हणून पारख (समग्र विकासासाठी कामगिरी मूल्यांकन , आढावा आणि ज्ञानाचे विश्लेषण) हे एक नवे राष्ट्रीय मूल्यांकन केंद्र स्थापन केले जाईल.

न्याय् आणि सर्वसमावेशक शिक्षण

जन्माच्या वेळेची परिस्थिती किंवा अन्य पार्श्वभूमीमुळे कोणताही मुलगा शिकण्याची आणि उत्कृष्टतेची संधी गमावणार नाही हे एनईपी 2020 चे उद्दीष्ट आहे . लिंग, सामाजिक-सांस्कृतिक आणि भौगोलिक ओळख आणि अपंगत्व समाविष्ट असलेल्या सामाजिक आणि आर्थिकदृष्ट्या वंचित गटांवर (एसईडीजी) विशेष भर दिला जाईल. यामध्ये लिंग समावेश निधी आणि वंचित प्रदेश आणि गटांसाठी विशेष शैक्षणिक क्षेत्र स्थापन करण्याचा समावेश आहे. दिव्यांग मुले प्रशिक्षण , संसाधन केंद्रे, राहण्याची सुविधा , सहाय्यक उपकरणे, योग्य तंत्रज्ञान-आधारित साधने आणि त्यांच्या गरजांनुसार तयार करण्यात आलेल्या अन्य सहाय्यक साधनांच्या मदतीने पूर्व-प्राथमिक टप्प्यापासून उच्च शिक्षणापर्यंतच्या नियमित शालेय शिक्षण प्रक्रियेत पूर्णपणे भाग घेण्यास सक्षम असतील. प्रत्येक राज्य / जिल्ह्यात कला-संबंधित, करिअरशी संबंधित आणि खेळाशी संबंधित उपक्रमांमध्ये भाग घेण्यासाठी एक खास डे-टाइम बोर्डिंग स्कूल म्हणून "बाल भवन्स" स्थापन करायला प्रोत्साहन दिले जाईल. सामाजिक चेतना केंद्रे म्हणून मोफत शालेय पायाभूत सुविधा वापरता येतील.

मजबूत शिक्षक भरती आणि करिअर मार्ग

शिक्षकांची भरती सक्षम पारदर्शक प्रक्रियेद्वारे केली जाईल. बढती गुणवत्तेवर आधारित असेल ज्यामध्ये बहु-स्रोत नियमित कामगिरी मूल्यांकन आणि उपलब्ध प्रगतीचे मार्ग याद्वारे शैक्षणिक प्रशासक किंवा शिक्षक होता येईल. एनसीईआरटी, एससीईआरटी, शिक्षक आणि विविध पातळी व प्रदेशातील तज्ञ संघटना यांच्याशी विचारविनिमय करून राष्ट्रीय शिक्षक शिक्षण परिषद 2022 पर्यंत शिक्षकांसाठी राष्ट्रीय व्यावसायिक मानके (एनपीएसटी) विकसित करेल.

शालेय प्रशासन

शाळा संकुले किंवा समूहांमध्ये आयोजित केल्या जाऊ शकतात जे प्रशासनाचे मूलभूत घटक असतील आणि पायाभूत सुविधा, शैक्षणिक ग्रंथालये आणि बळकट व्यावसायिक शिक्षक समुदायासह सर्व संसाधनांची उपलब्धता सुनिश्चित करेल.

शालेय स्तरावर विद्यार्थी व शिक्षकांसाठी शैक्षणिक धोरण 2020 चे फायदे

विद्यार्थ्यांसाठी संधी (Opportunities for students)

१) दर्जेदार शिक्षणः शालेय शिक्षणापासून तर उच्च शिक्षणापर्यंत शैक्षणिक दर्जा उंचावण्यावर या शैक्षणिक धोरणात भर दिल्यामुळे दर्जेदार शिक्षण मिळण्याची संधी निर्माण होते.

२) बाल्यावस्थेत लाभः बाल्यावस्थेतील प्रारंभिक शिक्षणाचा शालेय शिक्षणाच्या आकृतीबंध मध्ये समावेश केल्यामुळे बाल्यावस्थेपासून अतिशय उत्तम दर्जाचे शिक्षण मिळण्याची संधी निर्माण होते.

३) आवडीनुसार शिक्षणः अभ्यासक्रम निवडीच्या लवचिक धोरणामुळे या शैक्षणिक धोरणानुसार विद्यार्थी

त्यांच्या आवडीनुसार व गरजेनुसार शिक्षण घेऊ शकतात.

४) तंत्रज्ञान कुशलता : पूर्व माध्यमिक स्तरावर कोडिंग व माध्यमिक स्तरावर आर्टिफिशियल इंटेलिजन्स यासारखे विषय शिकवले जाणार असल्यामुळे विद्यार्थी तंत्रज्ञान कुशल बनविण्यास संधी मिळते.

५) रोजगारक्षम कौशल्य विकसन: प्रात्यक्षिक व अनुभवावर आधारित अध्ययन अध्यापनास प्रोत्साहन देण्याच्या धोरणामुळे रोजगारास सक्षम बनवणाऱ्या कौशल्यांचा विकास करण्याची संधी विद्यार्थ्यांना मिळते.

६) सोयीनुसार शिक्षण: ऑनलाइन किंवा ऑफलाइन यापैकी कोणत्याही माध्यमातून शिक्षण घेण्याची संधी विद्यार्थ्यांना निर्माण करुन दिली जाते, त्यामुळे या धोरणाच्या माध्यमातून विद्यार्थी स्वतःच्या सोयीनुसार व वेळेनुसार शिक्षण घेऊ शकतात.

७) शिष्यवृत्ती : गुणवत्ता विकासासाठी व सर्वांना समान शैक्षणिक संधी निर्माण करण्यासाठी विविध शिष्यवृत्तीचे प्रयोजन या शैक्षणिक धोरणात करण्यात आले आहे त्यातून शैक्षणिक गुणवत्ता विकासाची संधी निर्माण होते.

८) बहुभाषिकत्व: मातृभाषेबरोबरच शालेय स्तरावर किंवा उच्च शिक्षणामध्ये परराष्ट्रीय भाषांचे शिक्षण घेण्याचे धोरण भाऊ बहुभाषिक बनण्याची संधी निर्माण करते.

शिक्षकांसाठी संधी (Opportunities for teachers0)

१) गुणवंतास संधी :नवीन राष्ट्रीय शैक्षणिक धोरणानुसार शिक्षक पात्रता व निवड प्रक्रियेत गुणवत्तेवर अधिक भर दिल्याचे आढळून येते, त्यामुळे गुणवंत व्यक्तीस शैक्षणिक क्षेत्रात काम करण्याची संधी मिळते.

२) रोजगाराची संधी : जास्तीत जास्त मुलांना शिक्षणाच्या प्रवाहात आणण्यासाठी नवीन शैक्षणिक संस्थांची उभारणी करणे या धोरणात अपेक्षित आहे. त्यामुळे शैक्षणिक क्षेत्रात मोठ्या प्रमाणावर रोजगाराची संधी निर्माण होते.

३) व्यावसायिक विकासाची संधी: शिक्षण क्षेत्रात कार्यरत असणाऱ्या व्यक्तीने सातत्याने आपला व्यवसायिक विकास करत गेले पाहिजे हे या धोरणात अपेक्षित आहे. तसेच त्यास पूरक संधी सुद्धा या धोरणामध्ये अंतर्भूत करण्यात आल्या आहेत.

४) आंतरराष्ट्रीय स्तरावर काम करण्याची संधी: विविध शैक्षणिक विभागांची किंवा संस्थांची क्लबिंग करून शिक्षकांस राष्ट्रीय व आंतरराष्ट्रीय स्तरावर काम करण्याची संधी निर्माण करून दिली.

५) नवोपक्रमास वाव: विविध अध्यापन पद्धती व तंत्रज्ञानाची साथ घेऊन शिक्षकास नवोपक्रम राबवण्यास व गुणवत्ता विकास करण्यास संधी निर्माण करून देण्यात आली आहे.

६) संशोधन व गुणवत्ता विकास: संशोधन कार्यास विविध माध्यमातून निधी उपलब्ध करण्याचा प्रयत्न या धोरणाच्या माध्यमातून केला जाणार असल्याची लक्षात येते, त्यामुळे संशोधन व गुणवत्ता या दोन्ही कार्यात गतिमानता येते

रा.शै.धो.२०२० आणि आव्हानं (NEP 2020 and challenges)

विद्यार्थ्यांसमोरील आव्हानं (Challenges for students)

१) समायोजन साधने: जे विद्यार्थी जुन्या शैक्षणिक धोरणातील अभ्यासक्रमानुसार काही वर्षापासून शिकत आहेत त्यांना नवीन शैक्षणिक धोरणातील बदलानुसार अभ्यासक्रमाशी व शिकण्याच्या पद्धतीशी समायोजन साधने आव्हानात्मक ठरतं.

२) भौतिक साधन : कोडींग ,आर्टिफिशियल इंटेलिजन्स यांसारख्या अत्याधुनिक तंत्रज्ञानाची विद्यार्थ्यांना ओळख करून दिली जाणार आहे , हे कामकाज करत असताना त्यांना कम्प्युटर, लॅपटॉप , इंटरनेट इत्यादी सारख्या भौतिक साधनांची आवश्यकता पडणारच. ही साधने उपलब्ध करणे हे नक्कीच एक आव्हान विद्यार्थ्यांसमोर असेल.

३) सायबर सिक्युरिटी : ऑनलाइन माध्यमातून विविध विषयांचे अध्ययन करताना विद्यार्थ्यांना वेगवेगळ्या प्रकारच्या एप्लीकेशन व वेबसाईटचा उपयोग करावा लागतो त्यात विद्यार्थी उद्दिष्टापासून भटकण्याची शक्यता असते, त्यामुळे सायबर सिक्युरिटी हे अत्यंत मोठ आव्हान ठरू शकत.

शिक्षकांसाठी आव्हान (Challenges for teachers)

१) शिक्षक शिक्षण: नवीन राष्ट्रीय शैक्षणिक धोरण अपेक्षित असलेले शिक्षण शाळा आणि महाविद्यालयातून देण्यासाठी त्यास अनुकूल अशी शिक्षक निर्माण करणे आवश्यक आहे. त्यासाठी शिक्षकाच्या शिक्षणामध्ये अमुलाग्र बदल करणे गरजेचे आहे.

२) अद्ययावत तंत्रज्ञान : शिक्षकांना नवीन शैक्षणिक धोरणानुसार अध्यापन करण्यासाठी तंत्रज्ञानाचे अद्ययावत ज्ञान असणे आवश्यक आहे आणि सद्यस्थितीमध्ये मोजक्या प्रमाणात तंत्रज्ञानाचा अध्यापनात उपयोग केला जातो. त्यामुळे तंत्रज्ञान शिकणे हे आव्हानात्मक कार्य ठरू शकत.

३) निवड प्रक्रिया : शिक्षकाच्या निवड प्रक्रियेत अधिक पारदर्शकता व गुणवत्तेची अपेक्षा हे राष्ट्रीय शैक्षणिक धोरण करते त्याअर्थी निवडीची प्रक्रिया ही सुद्धा तेवढीच काठीन्य पातळी असणारी राबवली जाण्याची शक्यता आहे.

शिक्षणाच्या विविध घटकांपैकी केवळ विद्यार्थी व शिक्षक लक्षात घेत राष्ट्रीय शैक्षणिक धोरणासमोरील संधी व आव्हानांची मांडणी केली. त्याचप्रमाणे शासन प्रशासन, संस्थापक, अभ्यासक्रम निर्मिती मंडळ, पालक यांच्यासमोर सुद्धा हे राष्ट्रीय शैक्षणिक धोरण विविध संधी व आव्हाने घेऊन येऊ शकत.

निष्कर्ष:

देशातील सर्व सामान्य नागरिक, शिक्षक, विद्यार्थी, प्रशासनातील अधिकारी, शिक्षणतज्ञ अशा सर्वांगीण मतांचा विचार करून राष्ट्रीय शैक्षणिक धोरण 2020 चा मसुदा तयार करण्यात आलेला आहे. यात त्रुटी राहणार नाही या दृष्टिकोनातून पुरेपूर प्रयत्न करण्यात आल्याचे दिसून येते, असे असूनसुद्धा आपल्या भारत देशाची भौगोलिक व सामाजिक विविधता लक्षात घेता काही आव्हानात्मक स्थिती निर्माण होऊ शकते. परंतु या स्थितीकडे सकारात्मक दृष्टिकोनातून पाहिल्या सत्यावर मात करून एक सुवर्णसंधी निर्माण करण्याचा प्रयत्न केला जाऊ शकतो.

आपल्या भारताचे माजी राष्ट्रपती तथा महान वैज्ञानिक डॉक्टर ए.पीजे. अब्दुल कलाम हे असं म्हणाले आहेत, अर्थात अडथळे हे संधी असता.

संदर्भसूचीः

Mwikarpediain

aplamitracom

शैक्षणिक धोरण २०२०

नवीन राष्ट्रीय शैक्षणिक धोरण २०२०- कॉलेज शिक्षणात होणारे बदल - एक अभ्यास

कु. प्रांजल वामन पवार

सहा. प्राध्यापिका

कॉलेज ऑफ एज्युकेशन, शिवळे

सारांश

देशभरात राष्ट्रीय शैक्षणिक धोरण (नॅशनल एज्यूकेशन पॉलिसी -NEP) अंमलात आणल्यानंतर शिक्षण क्षेत्रात मोठे बदल होणार आहेत. याच शैक्षणिक धोरणाची अंमलबजावणी करण्याची तयारी आता महाराष्ट्रात सुरू आहे. येत्या शैक्षणिक वर्षापासूनपासून उच्च शिक्षण क्षेत्रात म्हणजेच राज्यातील सर्व विद्यापीठ आणि महाविद्यालयांमध्ये राष्ट्रीय शैक्षणिक धोरण लागू होईल.

महाराष्ट्रात नवीन शैक्षणिक धोरणाची अंमलबजावणी:

राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणीसाठी अभ्यासक्रम आराखडा आणि श्रेयांक म्हणजेच क्रेडिट्स आरखडा तयार करण्याची सूचना उच्च व तंत्र शिक्षण विभागाने केली आहे. यासाठीचा शासन निर्णय नुकताच जारी करण्यात आला आहे.

येत्या शैक्षणिक वर्षापासून नवीन धोरण अवलंबलं जाणार असल्याचं राज्य सरकारने स्पष्ट केलं आहे. हा बदल पदवी आणि पदव्युत्तर अभ्यासक्रमात पहिल्या वर्षी प्रवेश घेणाऱ्या विद्यार्थ्यांना लागू असेल.यासाठी यासाठी सुकाणू समितीच्या शिफारशीनुसार काम सुरू करण्यात आलं आहे. यात अभ्यासक्रम आराखडा, त्यासोबत श्रेयांक आराखडाबाबत सुधारित मार्गदर्शक सूचना शासन निर्णय जारी करून देण्यात आल्या आहेत.

महत्त्वाचे शब्द : राष्ट्रीय, धोरण, शिक्षण

प्रस्तावना:

तब्बल 34 वर्षांनंतर 'नवीन राष्ट्रीयशैक्षणिक धोरण' NEP 2020 २९ जुलै 2020रोजी मंजूर करण्यात आले. या धोरणामध्येअनेक अमूलाग्र बदल करण्यात आले आहेत.'केंद्रीय मनुष्यबळ विकास मंत्रालय' आता'शिक्षण मंत्रालय'या नावाने ओळखण्यातयेणार आहे. भारताच्या स्वातंत्र्यानंतरनागरिकांची निरक्षरता दूर करण्यासाठीसातत्याने वेगवेगळे कार्यक्रम आखले जातआहे. त्यामध्ये सुरुवातीला विविध शिक्षण

आयोग नेमण्यात आले होते. त्यांनतर पहिलेराष्ट्रीय शैक्षणिक धोरण १९६८ मध्ये लागूकरण्यात आले.राष्ट्रीय शैक्षणिक धोरण २०२०- चे प्रमुख लक्ष राष्ट्रीय शैक्षणिक धोरण २०२० हे मुख्यतः खालील ५ स्तंभावर आधारीत आहे.

१)   Access (सर्वांना सहज शिक्षण)

२)   Equity (समानता)

३)   Quality (गुणवत्ता)

४)   Affordibility (परवडणारे शिक्षण)

५)   Accountability (उत्तर दायित्व)

नविन राष्ट्रीय शैक्षणिक धोरणामध्ये सर्व विद्यार्थ्यांना सहज शिक्षण मिळणे, त्यासोबत शाळेतील प्रत्येक मुलाला त्याच्या गरजेप्रमाणे समानता देऊन शिक्षण देणे, अर्थातच हे शिक्षण गुणवत्तापूर्ण देण्याची हमी New Education Policy मध्ये मिळते. आपला देशात विविध प्रकारचे लोक राहतात. त्यामध्ये गरिबी, श्रीमंत असा भेदभाव न होता सर्वांना परवडणारे शिक्षण आणि उत्तर दायित्व (Accountability) अशा प्रमुख घटकांचा यामध्ये विचार केला गेला आहे.

१.   धोरणात होणारेबदल:

येत्या शैक्षणिक वर्षापासून महाराष्ट्रातील 11 विद्यापीठांमध्ये नवीन शैक्षणिक धोरण लागू करत अभ्यासक्रम आणि गुणांकन पद्धतीत काही महत्त्वाचे बदल केले जाणार आहेत. येत्या शैक्षणिक वर्षापासून तीन महत्त्वाचे बदल लागू होतील अशी माहिती उच्च शिक्षण संचालक शैलेंद्र देवळणकर यांनी बीबीसी मराठीशी बोलताना दिली.

सध्यातरी केवळ कला (Arts), वाणिज्य (Commerce) आणि विज्ञान (Science) यामधील पदवी आणि पदव्युत्तर (Masters) सह इतर काही अभ्यासक्रमांसाठी आराखडा आणि श्रेयांक (क्रेडिट) पद्धत नेमकी कशी असणार यासंदर्भात राज्य सरकारने सूचना केल्या आहेत असंही ते म्हणाले.

अ.   एकसमान क्रेडिट पद्धती - पहिला बदल

"पदवीच्या पहिल्यावर्षी प्रवेश घेणाऱ्या विद्यार्थ्यांना क्रेडिट गुणांकन पद्धतीनुसार अभ्यासक्रम शिकवला जाणार. म्हणजेच प्रत्येक विषयाचे क्रेडिट निश्चित केले जाणार. तसंच यात एकसमानता आणली जाणार. म्हणजे राज्यातील सर्व विद्यापीठाच्या महाविद्यालयात विषयांचे क्रेडिट एकसमान असणार आहे. यासाठी विद्यापीठ स्तरावर काम सुरू आहे."असंही त्यांनी सांगितलं.

तसंच नवीन धोरणानुसार, पदवी अभ्यासक्रमात क्रेडिट गुणांकन पद्धती आणि विषय निवडीचे स्वातंत्र्य असणार आहे. तसंच पदवी आणि पदव्युत्तर प्रवेश घेणाऱ्या विद्यार्थ्याला शिक्षणासाठी अनेक पर्याय उपलब्ध असतील.

ब.   चार वर्षांच्या पदवीचा पर्याय- दुसरा बदल

येत्या शैक्षणिक वर्षापासून चार वर्षांच्या पदवी अभ्यासक्रमाचा पर्याय विद्यार्थ्यांना असेल. याला ऑनर्स पदवी असं म्हटलं जाईल. तीन वर्षांचा पदवी अभ्यासक्रम कायम राहील.

क.   मल्टिपल एन्ट्री आणि मल्टिपल एक्झीट:

पदवी किंवा पदव्युत्तर शिक्षण सुरू असताना काही अटींसह विद्यार्थ्यांना मध्येच शिक्षण सोडून पुन्हा प्रवेश घेत आपलं शिक्षण पूर्ण करता येणार आहे. यासाठी विद्यार्थ्यांना सात वर्षांची मुदत दिली जाणार आहे. यापूर्वी ही मुदत सहा वर्षांपर्यंत होती.

ड.   पदवी अभ्यासक्रम आणि प्रमाणपत्राचं स्वरुप बदलणार:

पदवीचा अभ्यासक्रम बदलणार नाही परंतु प्रत्येक विषयांचं रुपांतर क्रेडिट गुणांकन पद्धतीनुसार करावं लागेल असं उच्च शिक्षण विभागाचे संचालक शैलेंद्र देवळणकर यांनी स्पष्ट केलं. तसंच पदवीचं शिक्षम घेत असताना विद्यार्थ्यांना प्रत्येक वर्षी प्रमाणपत्र दिली जाणार आहेत.

यासाठी धोरणात काय म्हटलंय ते पाहूया, पहिल्या वर्षानंतर विद्यार्थ्यांना UG (Undergraduate) प्रमाणपत्र दिलं जाणार आहे.

याचप्रमाणे दुसऱ्या वर्षानंतर म्हणजे चार सेमिस्टर पूर्ण केल्यानंतर डिप्लोमा प्रमाणपत्र दिलं जाणार आहे. तर तिसऱ्या वर्षानंतर पदवी प्रमाणपत्र दिलं जाईल.

तसंच विद्यार्थ्यांना एक वर्षाच्या अभ्यासक्रमध्ये 2 सेमिस्टर पूर्ण केल्यानंतर प्रमाणपत्र मिळेल परंतु यासाठी किमान 40 आणि कमाल 44 क्रेडिट्सची आवश्यकता असेल.

तर दोन वर्षांचा अभ्यासक्रमामध्ये 4 सेमिस्टर पूर्ण केल्यानंतर डिप्लोमा प्रमाणपत्र मिळेल परंतु यासाठी किमान 80 आणि कमाल 88 क्रेडिट्सची आवश्यकता असेल.

तर तीन वर्षांच्या पदवी अभ्यासक्रमात 6 सेमिस्टर पूर्ण केल्यानंतर बॅचलर पदवी मिळवण्यासाठी किमान 120 आणि कमाल 132 क्रेडिट्स आवश्यक असतील.

३.   पदवी शिक्षणात मल्टिपल एन्ट्री आणि एक्झीट:

राष्ट्रीय शिक्षण धोरणानुसार, विद्यार्थ्यांना आपल्या इच्छेनुसार पदवी शिक्षणातून बाहेर पडता येईल आणि पुन्हा शिक्षण सुरूही करता येईल. म्हणजेच मल्टिपल एन्ट्री आणि मल्टिपल एक्झीटची सुविधा नव्या धोरणात दिली आहे.

उदाहरणार्थ, समजा तुम्ही कॉलेजला प्रवेश घेतल्यानंतर प्रथम वर्षानंतर तुम्हाला काही कारणास्तव पुढील दोन वर्ष पूर्ण करता येत नाहीत किंवा नोकरी करावी लागत असेल तर अशा विद्यार्थ्यांना आपल्या पहिल्या वर्षाच्या दोन सेमिस्टर पूर्ण करून मध्येच ब्रेक घेता येईल आणि पुन्हा पदवीचं शिक्षण पूर्ण करता येईल.

यासाठी विद्यार्थ्याला पदवीचे तीन आणि पुन्हा येण्यासाठी सात अशा एकूण सात वर्षांची मुदत दिली जाईल. परंतु यात काही अटी सुद्धा आहेत. विद्यार्थ्याला प्रत्येक टप्प्यावर बाहेर पडताना 10 क्रेडिटच्या दोन महिन्यांची इंटर्नशीप आणि स्किल कोर्स पूर्ण करावे लागतील. तसंच पहिल्या वर्षासाठी आवश्यक असलेले क्रेडिट मिळवावे लागतील.संबंधित विद्यार्थ्याला शिक्षण पूर्ण करण्यासाठी इतर कोणत्याही विद्यापीठात प्रवेश घेण्याची मुभा असेल.

४.   चार वर्षांचा पदवी अभ्यासक्रम:

राष्ट्रीय शैक्षणिक धोरणानुसार, शैक्षणिक वर्ष 2023-24 पासून विद्यार्थ्यांना चार वर्षांची पदवी मिळवता येणार आहे. म्हणजे आर्ट्स, सायन्स आणि कॉमर्स हा तीन वर्षांचा पदवी अभ्यासक्रम आता चार वर्ष करता येणार आहे. यात विद्यार्थ्यांना त्यांनी निवडलेल्या एका विषयावर अधिक शिक्षण घेता येणार आहे.या अभ्यासक्रमातही विद्यार्थ्यांना मल्टिपल एन्ट्री आणि एक्झीटचा पर्याय असेल.

3 वर्षांच्या पदवी अभ्यासक्रमाचा क्रेडिट्सचा नियम चार वर्षांच्या अभ्यासक्रमासाठीही समान लागू असेल. चौथ्यावर्षी 8 सेमिस्टर पूर्ण केल्यानंर संशोधन किंवा स्पेशलायझेशन पूर्ण झाल्यानंतर विद्यार्थ्यांना ऑनर्स पदवी मिळेल. यासाठी किमान 160 आणि कमाल 176 क्रेडिट्सची आवश्यकता असेल.

विद्यार्थी चार वर्षांचा पदवी अभ्यासक्रम पूर्ण करत असताना पहिल्या ,दुसऱ्या ,तिसऱ्या वर्षी सेमिस्टर पूर्ण करून बाहेर पडल्यावर विद्यार्थ्याला पुन्हा त्याच ठिकाणी किंवा वेगळ्या उच्च शिक्षण संस्थेत पुन्हा प्रवेश घेण्याचा पर्याय असेल.

चार वर्षाच्या बहुविद्याशाखीय पदवी अभ्यासक्रमच्या रचनेसोबत कधीही प्रवेश घेण्याच्या आणि बाहेर पडण्याचा पर्यायांसह पाच वर्षांच्या एकात्मिक बहु-विद्याशाखीय पदव्युत्तर (मास्टर्स) अभ्यासक्रम पूर्ण करण्याचाही पर्याय असेल.

ऑनर्स स्पेशलायझेशन पदवीसह चार वर्षांच्या बहुविद्याशाखीय पदवी कार्यक्रमात चौथ्या वर्षात प्रति सत्र किमान 20 क्रेडिट्ससह इंटर्नशिप आणि मुख्य विषय अभ्यासक्रमात असतील. तसंच संशोधन पदवीसह चार वर्षाच्या बहुविद्याशाखीय पदवी अभ्यासक्रमात चौथ्या वर्षात किमान 20 क्रेडिट्ससह संशोधन प्रकल्प, सेमिनार, प्रबंध आणि इंटर्नशिप असतील.

५.   ऑनर्स पदवीनंतर मास्टर्सचाअभ्यासक्रम:

आता तीनऐवजी चार वर्षांची ऑनर्स पदवी मिळवल्यानंतर मास्टर्स शिक्षणासाठी अभ्यासक्रम कसा असेल असाही प्रश्न आहे. तर त्यासाठीही एक महत्त्वाचा बदल नवीन धोरणात करण्यात आला आहे. विद्यार्थ्याने तीन वर्षांचा पदवी अभ्यासक्रम पूर्ण करून बॅचलर पदवी मिळवली असेल तर त्याला पदव्युत्तर अभ्यासक्रम पूर्ण करण्यासाठी दोन वर्ष किंवा चार सेमिस्टर पूर्ण कराव्या लागतात. यानंतर पदव्युत्तर पदवी किंवा मास्टर्स डिग्री मिळते. हा पारंपरिक पर्याय कायम राहणार आहे.

परंतु जर विद्यार्थ्याने चार वर्षांची ऑनर्स पदवी मिळवली असेल तर पदव्युत्तर शिक्षणासाठी विद्यार्थ्यांना केवळ एक वर्ष किंवा दोन सेमिस्टर पूर्ण कराव्या लागतील. म्हणजे चार वर्षांच्या ऑनर्स डिग्रीनंतर केवळ एका वर्षात मास्टर्स डिग्रीही मिळवता येणार आहे.

६.   पदवीच्या विषयांसोबत इतर शाखेतील विषयाचे शिक्षण:

एका शाखेतील विद्यार्थ्याला दुसऱ्या कोणत्याही अन्य विषयात किंवा दुसऱ्या शिक्षण संस्थेत शिकायचे असल्यास त्यासाठी पात्रता काय असावी याचे निकष तयार करण्याचं काम सध्या सुरू आहे. उदा. विज्ञान शाखेतील एखाद्या विद्यार्थ्याला संगीत किंवा नाट्यशास्त्र शिकायचे असल्यास त्यासाठी काही निकष असणार आहेत यावर सध्या काम सुरू असल्याचंही शैलेंद्र देवळणकर यांनी सांगितलं.

अभ्यासक्रमात मेजर आणि मायनर असे विभाग केले जाणार असून मायनर विभागाअंतर्गत विद्यार्थ्यांना आपल्या शाखेव्यतिरिक्त इतर विषय शिकता येणार आहेत.

तसंच शिक्षणाचा हा पर्याय उपलब्ध करून देणारी महाविद्यालय सुद्धा निश्चित केली जाणार आहेत. दोन वेगवेगळ्या महाविद्यालयातून शिक्षण घेत असताना त्याचे स्वरुप काय असेल, शुल्क काय असेल, अशा विविध बाबींवर उच्च शिक्षण विभाग सध्या काम करत आहे.

७.   स्थानिक भाषेतून शिक्षण उपलब्ध:

नवीन शैक्षणिक धोरणानुसार, मातृभाषेतून शिक्षण उपलब्ध करून देण्याची सूचना आहे. यानुसार हा पर्याय विद्यार्थ्याला भविष्यात नक्की देऊ असंही देवळणकर सांगतात. यासाठी विज्ञान आणि वाणिज्य शाखेतील पुस्तकं मराठीतून भाषांतर केली जातील. याची प्रक्रिया सुरू आहे. तसंच प्रश्नपत्रिकाही विद्यार्थ्यांना मातृभाषेत द्याव्या लागणार आहेत. हा पर्याय आहे परंतु हे बंधनकारक नाही.

पदवीसाठी दिलेल्या सहा विभागांपैकी एक विभाग भाषेच्या ज्ञानाविषयी आहे. त्यात भाषेचे ज्ञान वाढवण्यावर भर दिला आहे. इंग्रजी भाषेसाठी चार क्रेडिट दिले आहेत.

निष्कर्ष:

आधुनिक माहिती तंत्रज्ञानामुळे जग हे अत्यंत जवळ आले आहे त्यामुळे जागतिक पातळीवर स्पर्धात्मक पद्धतीने टिकणारे औद्योगिक विज्ञान व कला साहित्याला समृद्ध करीत जीवनाच्या सर्वांगीण विकासाला चालना देणारी शैक्षणिक धोरण अपेक्षित असते. या सगळ्या अपेक्षांची पूर्तता करणारे हे नवे शैक्षणिक धोरण आहे आणि आम्ही भारतीय म्हणून या नव्या शैक्षणिक धोरणांचे स्वागत केले पाहिजे व त्याच्या अंमलबजावणीसाठी जागरूक देखील असले पाहिजे.

संदर्भसूची:

जीवन शिक्षण जून जुलै 2021

भारतातील राष्ट्रीय शिक्षणाच्या दिशा – भगिनी निवेदिता

राष्ट्रीय शैक्षणिक धोरण 1986 आणि राष्ट्रीय शैक्षणिक धोरण 2020 () तुलनात्मक अभ्यास

सुधा किशन पवार

संशोधक विद्यार्थीनी

(शिक्षणशास्त्र विभाग)

डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ,

औरंगाबाद

श्री. योगेंद्र व्ही. पवार

सहाय्यक प्राध्यापक

फोस्टर डेव्हलपमेंट कॉलेज ऑफ एज्युकेशन

शिवाजीनगर,

औरंगाबाद

महात्मा ज्योतीराव फुले यांनी शिक्षणाचे वर्णन या शब्दात केले. विद्याविना मती गेली मतिविना नीती गेली| नीते विना गति गेली, गतिविना वित्त गेले| वित्तेविना शुद्र खचले, इतके अनर्थ एका अविद्येने केले|| महात्मा गांधींनी केवळ साक्षरतेला महत्व न देता शिक्षणातुन बालकाचा शारीरिक, मानसिक व नैत्तिक विकास साधता आला पाहिजे. श्रमप्रतिष्ठा सहकार्य समाजसेवा आणि स्वावलंबन या मूल्यांचा| शिक्षणाच्या| माध्यमातून विकास झाला पाहिजे असे ते म्हणत, ररविंद्रनाथ टागोर, बाळ गंगाधर टिळक, श्री. अरविंद घोष, महात्मा फुले, डॉ. सर्वपल्ली राधाकृष्णन या विचारवंताच्या शिक्षणाच्या बाबतच्या संकल्पना जाणून घेत असताना शिक्षणात काळानुरुप कसा बदल होत गेला हे समजते. शिक्षणाच्या माध्यमातून सुरुवातीला व्यक्तीविकास साधण्याचा प्रयत्न झाला त्यानंतर व्यक्ती व समाज यांच्यात अनुबंध साधले गेले. लोकशाहीप्रधान जीवनासाठी आदर्श नागरिक निर्माण करण्याचा प्रयत्न केला व्यक्तीव्यक्तीतून समाज साकार होतो. सामाजातून देश उभा राहतो. देशादेशांतुन विश्वाची म्हणजे जगाची उभारी होते. शिक्षणातून केवळ व्यक्तीचा विकास साधला जात नाही तर त्यातून समाजाची जडणघडण होते. आणि सहजिकच यातून राष्ट्राचा देशाचा विकास साधला जातो. शिक्षण हे सर्वांसाठी असून राज्यघटनेतीलच लोकशाही, समाजवद, धर्मनिरपेक्षता, न्याय ही उद्दिष्टे साध्य करण्यासाठी शिक्षण हे महत्वाचे माध्यम आहे. शिक्षण पध्दतीतून राष्ट्रीय चारित्र्य घडविले पाहिजे. राष्ट्रीय भावना बलवत्तर केली पाहिजे. परंपरा व संस्कृती यांची जोपासना केली पाहिजे या अपेक्षा लक्षात घेवूनच (राष्ट्रीय शैक्षणिक धोरण 1986 मसुदा तयार करण्यात आला तसेच) भारत सरकारने भारतातील शिक्षणाचा प्रचार आणि नियमन करण्यासाठी धोरणे तयार केली त्यापैकी राष्ट्रीय शैक्षणिक धोरण 1986 व त्यानंतर तब्बल 34 वर्षानंतर मांडलेले नवीन शैक्षणिक धोरण 2020 चा तुलनात्मक अभ्यास करण्यात आला आहे.

अ) संशोधनाची उद्दिष्टे :-

1. राष्ट्रीय शैक्षणिक धोरण 1986 ठळक वैशिष्टयांचा आढावा घेणे.

2. राष्ट्रीय शैक्षणिक धोरण 2020 च्या ठळक वैशिष्ट्याचा आढावा घेणे.

3. भारतातील राष्ट्रीय शैक्षणिक धोरण 1986 आणि राष्ट्रीय शैक्षणिक धोरण 2020 चा तुलनात्मक अभ्यास करणे.

ब) संशोधन पध्दती :-

सदर शोधनिबंध चा अभ्यास करण्यासाठी दुय्यम स्त्रोतांचावापर करण्यात आला. यामध्ये जर्नल्स, वर्तमानपत्रे इंटरनेट- वेबसाईटस, पुस्तके या स्त्रोतांचा समावेश आहे. सदर संशोधन पध्दतीत राष्ट्रीय शैक्षणिक

धोरा 1986 आणि नवीन राष्ट्रीय शैक्षणिक धोरण 2020 या धोरणाबद्दल वैचारीक चर्चा करण्यात येवून भारत सरकारने मांडलेल्या राष्ट्रीय शैक्षणिक धोरण 1986 आणि नविन राष्ट्रीय शैक्षणिक धोरण 2020 चा तुलनात्मक अभ्यास करण्यात आला.

ठळक वैशिष्ट्ये :-

शिक्षण हे सर्वांसाठी असुन राज्यघटनेतील लोकशाही, समाजवाद, धर्मनिरपेक्षता, न्याय ही उद्दिष्टये साध्य करण्यासाठी शिक्षण हे महत्वाचे माध्यम आहे. भूतपूर्व पंतप्रधान राजीव गांधी असतांना 1986 चे धोरण जाहीर करण्यात आले. तसेच पी.व्ही. नरसिंहराव पंतप्रधान असतांना 1992 मध्ये 1986 चे धोरण अद्ययावत करण्यात आले.

राष्ट्रीय शैक्षणिक धोरण 1986 आणि नवीन धोरण () चा तुलनात्मक अभ्यास करण्यात आला.

क)   **संशोधनाची उद्दिष्टे :-**

I)   **राष्ट्रीय शैक्षणिक धोरण 1986 ची ठळक वैशीष्ट्ये :-**

शिक्षण हे सर्वांसाठी असून राज्यघटनेतील लोकशाही, समाजवाद धर्मनिरपेक्षता न्याय, ही उद्दष्टे साध्य करण्यासाठी शिक्षण महत्वाचे माध्यम आहे. भूतपूर्व पंतप्रधान राजीव गांधी असताना 1986 चे धोरण जाहीर करण्यात आले. तसेच पी.व्ही. नरसिंहराव पंतप्रधान असताना 1992 मध्ये 1986 चे धोरा अद्ययावत करण्यात आले.

राष्ट्रीय धोरण 1986 ची प्रमुख वैशिष्ट्ये :-

1)   शिक्षणाचे विकेंद्रीकरण आणि जिल्हा शिक्षण आणि प्रशिक्षण संस्था स्थापन करणे.

2)   GDP च्या 6% पर्यंत खर्च वाढवून शिक्षणासाठी पुरेसा निधी उपलब्ध करुन देणे.

3)   देशभरातील शिक्षणाच्या 10+2+3 आकृतीबंध /पॅटर्न ची एकसमान अंमलबजावणी करण्याची शिफारस करण्यात आली.

4)   प्राथमिक माध्यमिक आणि उच्च माध्यमिक स्तरावर शैक्षणिक कार्यक्रमाची पुनर्रचना तसेच शालेय अभ्यासक्रमाची पुनर्रचना करण्याची शिफारस करण्यात आली.

5)   बालपणीची काळजी व शिक्षणाला महत्व दिले गेले. अन्न् आणि आरोग्यदायी वातावरणाची योग्य उपलब्धता करण्याचीही शिफारस करण्यात आली.

6)   प्राथमिक शिक्षण मोफत व सक्तीचे केले गेले.

7)   भाषा, गणित, विज्ञान, सामाजिक विज्ञान सांख्यिकी, मानविकी, इतिहास आणि नागरिकांची राष्ट्रीय आणि घटनात्मक जबाबदारी यासारख्या काही संकल्पना विद्यार्थ्यांपर्यंत पोहचवण्यासाठी अनिवार्य शालेय विषयांना प्राधान्य दिले जाईल.

8)   मुक्त विद्यापीठ आणि दुरस्थ शिक्षण संस्थाची स्थापना करुन उच्च् शिक्षणाचा विस्तार केला गेला. शिक्षणाच्या पध्दतीचा UGC द्वारे समान दर्जा आणि मान्यता दिली.

9)   NPE 1986 या धोरणांतर्गत शिफारस केली की राष्ट्रीय महत्व असलेल्या UGC, NCERT, NIEPA, AICTE, ICAR, IMC इत्यादी संस्थाना राष्ट्रीय शिक्षण व्यवस्थेचा आकार देण्यासाठी आणि राष्ट्राला उदयोन्मुख मागण्यांना तोंड देण्यासाठी सक्षम बनवण्यात येईल.

10)   सर्व शिक्षा अभियान मध्यान्ह भोजन योजना, नवोदय विद्यालये, (NVS शाळा) केंद्रीय विदयालये (KV

शाळा) आणि शिक्षणात IT चा वापर यासारख्या उत्कृष्ट सरकारी योजना 1986 या धोरणांतर्गत सुरु झाल्या.

11) शिक्षणाद्वारे स्त्रियांचा उत्तरोत्तर विकास करण्यावर भर राहील.

12) अनुसुचित जातीच्या विद्यार्थ्यांसाठी रोजगार व नोकऱ्यांसाठी उपयुक्त अभ्यासक्रम राबविला जाईल. तसेच विद्यार्थ्यांना शिष्यवृत्या व वसतिगृहे यांच्या सुविधा देण्यात आल्या.

13) आदिवासी क्षेत्रात प्राथमिक शाळा सुरु करुन आदिवासी बोली भाषेतुन अभ्यासक्रम तयार करणे, अध्ययनाची साधने निर्माण करण्यात आले. व दुर्गम डोंगराळ भागात आश्रमशाळा, प्रौढ शिक्षण केंद्रे उघडली गेली.

14) शारीरिक व मानसिक दृष्टीने अपंग असणाऱ्यांना सामान्य मुलांबरोबर शिक्षण दिले त्यांच्यासाठी वसतिगृह व व्यवसाय शिक्षणाची सोय करण्यात आले. शिक्षकांना प्रशिक्षीत केले व अपंगासाठी शिक्षण देणाऱ्या सेवाभावी संस्थांना उत्तेजन देण्यात आले.

15) प्रौढ शिक्षण – राष्ट्राला विकासात समाजातील सर्व घटकांचा सहभाग मौलिक असतो त्यासाठी प्रौढ शिक्षणास प्राधान्य दिले.

16) संशोधन व विकास – सर्व उच्च तंत्रसंस्थांत संशोधनाचे कार्य केले गेले त्यामागे गुणवत्तायुक्त मनुष्यबळाची निर्मिती करणे हा हेतु समोर ठेवेन हे कार्य करण्यात आले.

17) मुल्यमपान प्रक्रिया व परीक्षा पध्दतीत सुधारणा मुल्यमापन प्रक्रियेत विश्वसनीयता / व सप्रमाणता हे गुण महत्वाचे मानून योग्य मुल्यमापनासाठी राष्ट्रीय व राज्यस्तरीय यंत्रणा उभी केली.

18) उच्च शिक्षण शिक्षणाचा दर्जा उच्च राखयासाठी लक्ष पुरविले गेले ही जबाबदारी UGC व राज्य मंडळाकडे असेल.

19) शिक्षणाची समान संधी मिळवून देण्यावर विशेष भर दिला गेला. यात अनुसुचित जाती, जमाती, स्त्रिया, अपंग, प्रौढ, अल्पसंख्यांक या घटकांचा समावेश होता.

20) शिक्षणाच्या सार्वत्रिकरणासाठी 14 वर्षापर्यंतच्या विद्यार्थ्यांचे शालेय शिक्षण राहील. शाळेत शिक्षा करणे, नापास करणे या गोष्टी वर्ज्य केले गेल्या.

21) प्राथमिक शिक्षणाचा दर्जा सुधारण्यासाठी खडू – फळा – मोहीम याची कार्यवाही व्हावी.

22) शाळेतून गळती झालेल्या मुलांसाठी अनौपचारीक शिक्षणाचा कार्यक्रम राबविला.

23) माध्यमिक स्तरातील शिक्षणात मुलांना विज्ञान, मानसशास्त्र, सामाजिक शास्त्र, यांचा परिचय करुन त्यांना राष्ट्रीयत्व एकता, मानविमुल्य यांची यांची जाणीव करुन देण्यावर भर देण्यात आला.

24) बुध्दीमान मुलांसाठी विशेष शाळा.

II- राष्ट्रीय शैक्षणिक धोरण 2020 ची ठळक वैशिष्ट्ये :-

शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना यात मोठा वाव देण्यात आला. 21 व्याशतकातील हे पहिले शैक्षणिक धोरण असून 34 वर्षानंतर या धोरण मांडण्यात आले. शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र, बहु शाखीय, 21 व्या शतकाच्या गरजांना अनुरुप करत भारताचे चैतन्यशील प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्यांच्या भागाच्या क्षमता पुढे आणण्याचा या धोरणाचा उद्देश आहे.

2020 ची ठळक वैशिष्ट्ये :-

1) नवीन शैखणिक धोरणांतग्रत शालेय व उच्च् शिक्षणाच्या रचनेत अमुलाग्र बदल करण्यात आले आहेत. शिक्षण अभ्यासक्रमांना वेगवेगळ्या शाखांच्या बाहेर काढून आंतरराष्ट्रीय व समन्वयी करण्यात आले आहे. याचाच अर्थ असा की, एकाचवेळी अभियांत्रिकी व संगीत हे दोन्ही विषय होऊनही उच्च शिक्षण पूर्ण करता येते.

2) नवीन शैक्षणिक धोरणानुसार शालेय विद्यार्थ्यांमध्ये, वैज्ञानिक दृष्टीकोन विकसित केला जाणार असून 21 व्या शतकासाठी आवश्यक कौशल्य प्रदान करण्याला महत्व देण्यात आले आहे. भारतीय शिक्षण व्यवस्थेत शाळा ते महाविद्यालयीन स्तरापर्यंत असेल बदलांचा परिपत्रावरुन दिला आहे.

3) नवीन शैक्षणिक धोरण 2020 नुसार शालेय शिक्षणाची रचना खालीलप्रमाणे केली आहे.

4) नविन शैक्षणिक धोरणातील – तरतूदी नुसार तीन ते 14 वर्षे वयोगटाचे विदयार्थी शिक्षण हक्क कायदयाच्या कक्षेत आहे यापूर्वी हा वयोगट 6 ते 14 होता. शालेय शिक्षणाची रचना आता 5+3+3+4 शिक्षणाच्या नवीन सुत्रानुसार अंगणवाडी ही पुर्ण प्राथमिक शिक्षणाला जोडली गेली आहे.

नविन शैक्षणिक धोरण (NEP) हे एक 2020 हे एक सर्वसमावेशक धोरण आहे. ज्याचा उददेश भारतातील शिक्षणव्यवस्थेत महत्त्वपूर्ण बदल घडवून आणणे आहे. 5+3+3+4 सत्र NEP 2020 अंतर्गत प्रस्तावित भारतातील शालेय शिक्षणाचा नवीन संरचनेचा संदर्भ देते.

29 जुलै 2020 रोजी केंद्रीय मंत्रीमंडळाच्या बैठकीत नवीन राष्ट्रीय शैक्षणिक धोरणाला मंजूर देण्यात आली.

सूत्र खालीलप्रमाणे आहे.

a) **पायाभूत स्तर 5 वर्षे, (3-8) : 3 वर्षे (अंगणवाडी / पुर्व प्राथमिक शाळा / बालवाडी) (वय 3-6)** हा टप्पा संज्ञात्मक, सामाजिक, भावनिक आणि सर्जनशील कौशल्ये विकसित करण्यावर लक्ष केंद्रीत करेल ज्यामध्ये गंभीर विचार समस्या सोडवणे आणि संवाद कौशल्ये विकसित करण्यावर लक्ष केंद्रीत केले जाणार.

b) **पूर्वध्ययन स्तर 3 वर्षे (8-11) इयत्ता (3 ते 5) :-** हा टप्पा प्रकल्प आधारीत आणि अनुभवात्मक शिक्षणावर लक्ष केंद्रीत करेल ज्यामध्ये गंभीर विचार समस्या सोडवणे आणि संवाद कौशल्ये विकसित करण्यावर लक्ष केंद्रीत केले जाणार.

c) **पूर्व माध्यमिक स्तर 3 वर्षे (वय 11-14) :-** हा टप्पा विषय आधारीत शिक्षणावर लक्ष केंद्रीत करेल ज्यामध्ये संकल्पनात्मक समज आणि विश्लेषणात्मक कौशल्ये विकसित करण्यावर लक्ष केंद्रीत करणार.

d) **माध्यमिक स्तर 14 वर्षे (वय 14-18) (इयत्ता 9 ते 12) :-** हा टप्पा बहुविद्याशाखीय अभ्यासावर केंद्रीत असेल, ज्यात व्यवसायिक आणि शैक्षणिक दोन्ही कौशल्ये विकसित करण्यावर भर असेल 10 वी, 12 वी बोर्डाच्या परीक्षा सोप्या केल्याबाबत, सर्व विद्यार्थ्यांना दोनदा परीक्षा देण्याची दिली जाणार.

e) शालेय शिक्षणासाठी हे धोरण मुलभूत साक्षरता आणि संख्याशास्त्राला चालना देवून शिक्षणात सार्वत्रिक प्रवेश सुनितश्चीत करुन आणि लवचिक बहु-अनुशासनातमक अभ्यासक्रमाला प्रोत्साहन

देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रीत करते.

उच्च शिक्षणात – नवीन शैक्षणिक धोरण 2020 ची भुमिका :

1) NEP 2020 चे उद्दिष्ट बहुविद्याशाखीय शिक्षणाला चालना देऊन, क्रेडीट आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) संपुर्ण करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे.

2) NCTE द्वारे NCERT सोबत सल्ला मसलत करून शिक्षण शिक्षणासाठी एक नवीन आणि व्यापक राष्ट्रीय अभ्यासक्रम आराखडा (NCFTC) 2021 तयार केला जाईल.

    2023 पर्यंत अध्यापनासाठी किमान पदवी पात्रता 4 वर्षाची एकात्मिक बी.एड.

3) 2023 पर्यंत शालेय शिक्षणात 100 टक्के नोंदणी गुणोत्तर (GER) सह पूर्वस्कूल ते माध्यमिक स्तरापर्यंत शिक्षणाची सार्वत्रिकीकरण करणे.

4) 2 कोटी शाळाबाह्य मुलांना मुक्त शाळा प्रणालीद्वारे मुख्य प्रवाहात आणणे.

5) सध्याची 10+2 प्रणाली अनुक्रमे 3-8, 8-11, 11-14 आणि 14-18 वर्ष वयोगटातील नविन 5+3+3+4 अभ्यासक्रम संरचनेद्वारे बदलले जाणार.

6) नवीन शैक्षणिक धोरण 2020 5+3+3+4 शिक्षण पध्दतीनुसार, विद्यार्थ्यांना पायाभूत, टप्प्यात 5 वर्ष तयारीच्या टप्प्यात 3 वर्ष मधला टप्प्यात 3 वर्ष आणि माध्यमिक टप्प्यात 4 वर्ष अशा पध्दतीने शिक्षण घ्यावे लागेल.

7) उच्च शिक्षणातील एकूण नोंदणी प्रमाण 2035 पर्यंत 50 टक्के पर्यंत वाढवले फाईल तसेच उच्च शिक्षणात 5 कोटी जागा जोडल्या जाणार आहे.

8) उच्च शिक्षणातील सध्याचे एकूण नोंदणी प्रमाण (GER) 26.3 टक्के आहे.

9) एम.फिल. अभ्यासक्रम बंद आणि पदवी, पदव्युत्तर आणि पी.एचडी. स्तरावरील सर्व अभ्यासक्रम आता आंतरविद्याशाखीय असतील.

10) बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERUS, IITs, IIM च्या बरोबरीने देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट बहुविद्याशाखीय शिक्षणाचे मॉडेल म्हणून स्थापित करणार.

11) National Research Foundation ही उच्च शिक्षणात मजबुत संशोधन संस्कृती वाढण्यासाठी व संशोधन क्षमता निर्माण करण्यासाठी सर्वोच्च संस्था तयार करणे.

12) वैद्यकीय आणि कायदेशीर शिक्षण वगळता भारतीय उच्च शिक्षण आयोग (HECI) हे उच्च शिक्षणासाठी एकत्र छत्र म्हणून स्थापन करणार HECI कडे चार स्वतंत्र परिषद असतील.

    1. राष्ट्रीय उच्च शिक्षण परिषद (NHERC) नियमावली.

    2. सामान्य परिषद (JEC) मानक सेटींगसाठी

    3. उच्च शिक्षण अनुदान परिषद (HECG) निधीसाठी.

    4. राष्ट्रीय मान्यता परिषद (NAC) मान्यता प्राप्त करण्यासाठी.

13) महाविद्यालयाची संलग्नता 15 वर्षात टप्प्याटप्प्याने बंद केली जाणार आणि महाविद्यालयीन दर्जाबध्द स्वायत्ता देण्यासाठी टप्प्यानुसार यंत्रणा स्थापन केली जाणार

14) कालांतराने प्रत्येक महाविद्यालय एकतर स्वायत्त पदवी – अनुदान महाविद्यालय किंवा विद्यापीठाचे

घटक महाविद्यालय म्हणून विकसित होणे अपेक्षित आहे.

15) एक स्वायत्त संस्था, नॅशनल एज्युकेशन टेक्नॉलॉजी फोरम (NETF) शिक्षण, मूल्यमापन नियोजन प्रशासन वाढविण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांची मुक्त देवाण, घेवाण करण्यासाठी एक व्यासपीठ तयार केले जाणार.

16) विद्यार्थ्यांचे मुल्यमापन करण्यासाठी राष्ट्रीय मुल्यमापन केंद्र पारख (PARAKH) ची निर्मिती करण्यात येईल.

17) यामुळे परदेशी विद्यापीठाना भारतात कॅम्पस उभारण्याचा मार्ग मोकळा.

18) National Institue for Pali, Persian Indan Institute of Translation Interpretation ची स्थापना करणार.

) राष्ट्रीय शैक्षणिक धोरण 1986 आणि राष्ट्रीय शैक्षणिक धोरण 2020 तुलनात्मक अभ्यास.

1986 व 2020 च्या राष्ट्रीय शैक्षणिक धोरणाची तुलना

अ.क्र.	1986 चे राष्ट्रीय शैक्षणिक धोरण	2020 चे राष्ट्रीय शैक्षणिक धोरण	बदलामुळे होणारे परिणाम
1)	डॉ. कोठारी, डॉ. राममुर्ती या शिक्षणतंज्ञांच्या शिफारशीवर आधारीत	प्रथमच के. कस्तुरीरंगन आयोगाचे अध्यक्षस्थानी होते त्यांच्या समतवेत शिक्षकांचा इतर तज्ञांचा समावेश होता	माहिती – तंत्रज्ञान विकास व कौशल्य आणि संशोधनात चालना देणाऱ्या शिफारशीचा समावेश झालेला दिसुन येतो.
2)	आकृतीबंध 10+2+3	5+3+3+4 अशी रचना	पूर्व प्राथमिक ते उच्च माध्यमिक शिक्षण एकीकृत शिक्षणाचा भाग होणार
3)	पूर्व प्राथमिक शिक्षण अंगणवाड्यामधून	पूर्व प्राथमिक शिक्षण हा प्राथमिक शिक्षणाचा एक भाग	अंगणवाड्या प्राथमिक शाळांना जोडल्या जातील.
4)	वय वर्ष 6 पूर्ण झाल्यानंतर प्राथमिक शाळेत प्रवेश	वय वर्ष 3 पूर्ण झाल्यानंतर प्राथमिक शाळेत प्रवेश	पूर्व प्राथमिक शिक्षण व प्राथमिक शिक्षण एकाच छताखाली एकाच व्यवस्थापनाकडून मिळेल
5)	त्रिजाचा सूत्राचा अवलंब	इ. 5 वी पर्यंतचे शिक्षण मातृभाषेतूनच	विद्यार्थ्यांवरील बौध्दीक ताण कमी होऊन संबोध संकल्पना स्पष्ट होण्यास मदत होईल. शिक्षण अधिक आनंददायी होईल.
6)	माध्यमिक शिक्षण 9 वी ते 10 वी व उच्च माध्यमिक शिक्षण - 11 वी ते 12 वी	माध्यमिक शिक्षण इयत्ता 9 वी ते 12 वी	इ. 9 वी मध्येच प्रवेश घेतल्यानंतर विदयार्थी आपल्या आवडीनुसार शाखा निवडु शकणार

7)	प्राथमिक शिक्षण पात्रतेसाठी दोन वर्षाचा डी.एड. चा माध्यमिक शिक्षकासाठी 1 वर्ष बी.एड.	शिक्षक पात्रातेसाठी एकीकृत चार वर्षाचा अभ्यासक्रम (इंटीग्रेटेड बी.एड)	प्रात्यक्षिक व प्रत्यक्ष अध्यापनाच्या अनुभवाचा समावेश असल्यामुळे कुशल व प्रशिक्षीत शिक्षक मिळणार
8)	केवळ शिक्षकांमार्फत मुल्यांकन	विद्यार्थी स्वतः सहभागी व शिक्षक मुल्यांकन करणार	सर्वांगीण व व्यापक मुल्यमापनास चालना मिळेल
9)	दहावी – बारावीच्या गुणपत्रकात गुणांना महत्तव	दहावी व बारावीच्या गुणपत्रकांत कौशल्य व क्षमता विभागचा समावेश एकावेळी विविध शाखांमधील विषयांचा अभ्यास करून पदवी प्रास करता येणार	केवळ बौध्दीक विकास न होता सर्वांगीण विकासास चालना मिळेल साचेबंदपणा दुर होऊन विद्यार्थ्यांच्या क्षमता व आवडीनुसार शिक्षण मिळणार
10)	एका वेळी एकाच शाखेचा अभ्यासक्रम करता येत नाही		
11)	कला क्रीडा संगीत योग समाजसेवा यांचा एस्ट्रा	कला, क्रीडा, संगीत योग	विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना मिळेल, शिक्षणाबरोबर कौशल्य विकास घडुन येईल
12)	केंद्र शसनाचे नियंत्रण खाते केंद्रीय मनुष्यबळ विकास मंत्रालय	नामकरण बदलले केंद्रीय शिक्षण मंत्रालय	शिक्षण प्रक्रिया केंद्रस्थानी ठेवून अंमलबजावणी केली जाईल
13)	शिक्षकांच्या बदल्याबाबत कोणतेही निश्चित धोरण नाही	अपवादात्मक परिस्थती वगळता शिक्षकांच्या बदल्या न करण्याची शिफारस	शिक्षकांच्या मनातील भिती कमी झाल्यामुळे अस्थितरता राहणार नाही
14)	कक्षा 6 ते 14 वर्ष	कक्षा 3 ते 18 वर्ष	18 वर्षापर्यंत मोफत व सक्तीचे शिक्षण मिळेल गळती कमी होईल
15)	एम फिल पदव्युतर पदवी, डॉक्टरेट पदवी मिळविण्यासाठी	एम.फिल. डिग्री बंद करण्यात आले	

निष्कर्ष :-

राष्ट्रीय शैक्षणिक धोरण 1986 च्या तुलनेत नवीन शैक्षणिक धोरण 2020 हे अंत्यंत व्यापक, लवचिक आणि संकल्पनाबध्द आहे. नवीन राष्ट्रीय शैक्षणिक धोरण 2020 साठी इस्त्रोचे माजी अध्यक्ष के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली समिती नेमली होती. यात ब-याच सुधारणा करण्यात आल्या नवीन

शिक्षण प्रणालीच्या आहारे भारत जागतिक महासत्ता होऊ शकेल. गांधीजींची मुलोद्योगी शिक्षा (नईतालीम) किंवा कोठारी आयोगाच्या तरतुदी या देशाला प्रगतीकडे घेवून तर गेले. आणि 2020 च्या धोरणाद्वारे या तरतुदींमध्ये विकासात्मक बदल करुन शिक्षण क्षेत्रातील विविध योजनांचे अंमलबजावणी करणे आवश्यक आहे. 2020 च्या या राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी 2022 पासून झाली आहे. आता येणारा काळ ठरवेल यात केलेल्या सुधारणा या देशासाठी निती लाभदायक आणि प्रगतीपथावर नेणाऱ्या ठरतात ते.

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3) शिक्षणातील विचारप्रवाह डॉ. निलीमा सत्रे, प्रा. प्रिती पाटील सहावी आवृती (डिसेंबर 2008), फडके प्रकाशन, कोल्हापूर.

4) भारतातील शैक्षणीक आयोग व समित्या डॉ. मीनल नरवणे (नोव्हे. 2010),

5) राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षकांची भुमिका व आव्हाने, नवनीत एज्युकेशन लिमीटेड youtube.com 24 जुन 2020.

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राष्ट्रीय शैक्षणिक धोरण १९८६ व राष्ट्रीय शैक्षणिक धोरण २०२० यांचा तुलनात्मक अभ्यास

पूनम सुरेश पाटील

Shantarambhau Gholap Arts, Science College &
Gotirambhau Pawar Commerce College, Shivale

सारांशः

कोठारी आयोगाने भारतीय गुणवत्तेत सुधारणा घडवून आणण्यासाठी व राष्ट्र विकासातील शिक्षणाची भूमिका अधिक सक्षमपणेपार पाडण्यासाठी भारताचे स्वतःचे शैक्षणिक धोरण असावे असे सुचविले होते. त्यानुसारइ. स. १९६८ साली नवेशैक्षणिक धोरण जाहीर केले. मात्र या धोरणाची प्रामाणिकपणे अंमलबजावणी झाली नाही. त्यामुळे हे धोरण फारसे परिणामकारक योगदान देऊ शकले नाही. इ. स. १९६८ ते इ. स. १९८६ पर्यंतच्या १७ ते १८ वर्षाच्या काळात देशात लोकसंख्येचा विस्फोट सुशिक्षित बेरोजगारी सारख्या समस्या निर्माण झाल्या. त्यामुळेभारत सरकारला एका नव्या शैक्षणिक धोरणाची गरज भासली.

इ. स. १९६८ ते इ. स. २०२० तब्बल ३४ वर्षानंतर राष्ट्रीय शैक्षणिक धोरणांच्या वैशिष्ट्ये, उद्दिष्टेव त्रुटी यांचा तुलनात्मक अभ्यास केल्यास आपल्याला नवनवीन शैक्षणिक धोरणांची आवश्यकता का भासते हे समजू शकते.

महत्वाचे शब्दः राष्ट्रीय, शैक्षणिक, धोरण, तुलनात्मक

प्रस्तावनाः

इ. स. १९८६ मध्ये राष्ट्रीय शैक्षणिक धोरण प्रस्तृत करण्यात आले त्यामध्ये विद्यार्थ्यांनी प्रत्येक इयत्तेअखेर प्राप्त करावयाच्या किमान अध्ययन क्षमता निश्चित कराव्यात अशी शिफारस करण्यात आली. याधोरणातील आणखी एका शिफारशीनुसार नवी दिल्ली येथील राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषदेने इयत्ता आठवी पर्यंतच्या अभ्यासक्रमाचा आराखडा तयार केला. इ. स. १९६८ मध्ये प्रकाशित केलेल्या अभ्यासक्रमाची तुलना करता हा नविनअभ्यासक्रम अनेक बाबतीत वैशिष्ट्यपूर्ण आहे. इ. स. १९९२ मध्ये त्यात काहीबदल करण्यात आले होते तर इ. स. २०२० मध्ये तिसरे राष्ट्रीय शैक्षणिक धोरण अमलात आले. भारतालाजागतिक स्तरावर सुपर पॉवर बनवणे हा या धोरणाचा उद्देश आहे. इ. स.१९८६ च्या राष्ट्रीय शैक्षणिक धोरणापेक्षा इ.स. २०२० चे राष्ट्रीय शैक्षणिक धोरण वेगळे व वैशिष्ट्येपूर्ण आहे. या दोन्ही धोरणांचा तौलनिक अभ्यास करता आपल्या देशाची शैक्षणिक वाटचाल कोणत्या दिशेने चालू आहे. याची माहिती आपल्याला मिळते. याकरता या दोन्ही धोरणांची शैक्षणिक पार्श्वभूमी, उद्दिष्टे व त्रुटी यांचा विचार करणे गरजेचे आहे.

इ.स. १९८६ च्या शैक्षणिक धोरणाची पार्श्वभूमी :-

भारताचे तत्कालीन पंतप्रधान स्व. राजीव गांधी यांनी ५ जानेवारी १९८५ रोजीराष्ट्रीय शैक्षणिक धोरणाची स्थापना करण्यात येणार असल्याची घोषणा केली.

'शिक्षणही वर्तमान आणि भविष्यकाळातील एकमेव व अद्वितीय अशी गुंतवणूक आहे' या मुख्य तत्वावर नविन राष्ट्रीय धोरण १९८६ आधारलेले आहे.

२१ व्या शतकातील आव्हाने समर्थपणे पेलण्यासाठी शिक्षणातून कार्यक्षम, विज्ञाननिष्ठ, राष्ट्रनिष्ठ व

समाजशील आदर्श नागरिक घडला पाहिजे या हेतूने नविन राष्ट्रीय धोरण आखण्यात आले.

राष्ट्रीय शैक्षणिक शोरण १९८६ ची वैशिष्टे:

इ. स. १९८६ चे हे राष्ट्रीय धोरण डॉ. कोठारी व डॉ. राममूर्ती या शिक्षण तज्ञांच्या शिफारशीवर आधारित आहे. यात सर्वांना शिक्षणाचीसमान संधी देण्यावर भर देण्यात यावे. आपल्या भारतीय संविधानात समाजवादीसमाजरचना, सर्वधर्म समभाव सर्वांसाठी शिक्षण व लोकशाही मुल्यांचा विकास करण्यासाठी शिक्षणाची गरज प्रतिपादन केली आहे.

- इ.स. १९६८ च्या शिक्षण आयोगाने १०+२+३ हा जो आकृतिबंध दिला आहे. त्याचाच पुरस्कार या धोरणात केला आहे.

- पूर्व प्राथमिक शिक्षण हे अंगणवाडी किंवा बालवाडी असे होते.

- वय वर्ष ६ पूर्ण झाल्यावर प्राथमिक शाळेत घेता येत होते. ६ ते ११ वर्ष वयोगटातील सर्व मुलामुलींना सार्वत्रिक स्वरूपाचे शिक्षण देण्यावर भर देण्यात आला. तसेच १९९५ पर्यंत ११ ते १४ वर्ष वयोगटातील सर्व मुलामुलींना सार्वत्रिक स्वरूपाचे शिक्षण देण्यावर भर देण्यात आला.

- या शैक्षणिक धोरणात १०+२+३ आकृतिबंध स्वीकारण्यात आला आहे.

- ❖ ५ वर्षाचे प्राथमिक शिक्षण १ली ते ५ वी पर्यंत

- ❖ ३ वर्षाचे माध्यमिक शिक्षण ६ वी ते ८ वी पर्यंत

- ❖ २ वर्षाचे उच्च माध्यमिक शिक्षण ९ वी ते १० वी पर्यंत

- ❖ ३ वर्षाचे उच्च शिक्षण ११ वी ते १२ वी पर्यंत

एकूणच शिक्षणाचा आकृतिबंध ५+३+२+२+३ असा निश्चित करण्यात आला. तो संपूर्ण देशभर समान असेल असे प्रदिपादृ करण्यात आले.

- त्रिभाषा सूत्राचा अवलंब करण्यात आला.

- या शैक्षणिक धोरणातील अभ्यासक्रम गाभा घटकांचा समावेश करण्यात आला.

- प्राथमिक शाळेतील ज्या मुलांची गळती झाली आहे व त्यामुळे त्यांनी मधूनच शाळा सोडली आहे अशा ९ ते १४ वर्ष वयोगटाच्या मुलांसाठी अनौपचारिक शिक्षणाची सोय या शैक्षणिक धोरणात केलेली आहे.

- प्राथमिक शिक्षक पात्रतेसाठी दोन वर्षाचा डी.एड चा व माध्यमिक शिक्षणासाठी बी.एड चा अभ्यासक्रम करावा लागत होता.

- या धोरणानुसार इ १०वी व १२ वी च्या गुणांनामहत्व दिले जात होते.

- एका वेळी एकाच शाखेचा अभ्यास करता येतो.

- कला, क्रीडा, संगीत, योग, समाजसेवा यांचा एक्स्ट्रा करीक्यूलम म्हणून समावेश होता.

- शिक्षकांच्या बदल्यांबाबत कोणतेही निश्चित धोरण नाही.

- या धोरणानुसार R T E ची कक्षा ६ ते १४ वर्ष आहे.

नवीन शैक्षणिक धोरण २०२० पार्श्वभूमी :

२०१४ च्या लोकसभा निवडणुकीचा भाजपाच्या जाहीरनाम्याचा भाग 'नवे शिक्षण धोरण असा होता. ३१ ऑक्टोबर २०१५ ला डॉ. एस. आर सूब्रम्हणम समिती नेमण्यात आली. हि ५ सदस्यीय समिती होती.

२७ मे रोजी समितीने अहवाल सादर केला.

२४ जून २०२० मध्ये नविन शैक्षणिक धोरण ठरवण्यासाठी कें कस्तुरीरंगन(एक शास्त्रज्ञ इसरोमाजी अध्यक्ष) यांच्या अध्यक्षतेखाली एक समिती शिक्षकांचा समावेश होता. या समिती ने आपला अहवाल ३१ मे २०१९ मध्ये बहाल केला त्यानुसार हे धोरण ठरवण्यात आले.

नविन शैक्षणिक धोरण २०२० ची वैशिष्ट्ये :

इ. स. १९८६ च्या शैक्षणिक धोरणाची वैशिष्ट्ये व इ. स. २०२० च्या धोरणाची वैशिष्ट्ये यात बदल असल्याने त्याच्या परिणामांचा विचार विचारही वैशिष्ट्यांबरोबर करणे गरजेचे आहे.

- या धोरणाचा मसुदा बनविण्याचे काम डॉ. के कस्तुरीरंगन यांना देण्यात आले.
- इ.स. १९८६ च्या धोरणातील १०+२ या आकृतिबंधा ऐवजी ५+३+३+४ या पद्धतीचा स्वीकार करण्यात आला. त्यामुळे पूर्व प्राथमिक ते उच्च माध्यमिक शिक्षणाचा भाग एकीकृत होणार.
- पूर्व प्राथमिक शिक्षण कायद्याच्या कक्षेत आणले गेले. पूर्व प्राथमिक हा १२ पर्यंतच्या शिक्षणाचा एक भाग आहे. मुल ३ र्‍या वर्षीय शाळेत जाईल.

बालवाडी/अंगणवाडी ३ वर्षाचा अभ्यासक्रम इ. १ली व इ. २ री पूर्व प्राथमिक असा एकूण ५ वर्षाच्या foundation stage लाच महत्व दिले गेले. अंगणवाडी पप्राथमिक शाळांना जोडल्या जातील.

- ५ वी पर्यंतचे शिक्षण मातृभाषेतूनच देणे. यामुळे बौद्धिक ताण कमी होऊन संबोध संकल्पना स्पष्टहोण्यास मदत होऊन शिक्षण आनंददायी होईल.
- शिक्षक पात्रतेसाठी एकीकृत चार वर्षाचा अभ्यासक्रम (इंटीग्रेटेड बी.एड.) असणार आहे.
- इ. १० वी व १२ वी च्या गुणपत्रकात कौशल्य व क्षमता विभागाचा समावेश असेल.
- इ. ९ वी व १२ वी उच्च माध्यमिक स्तरावर वर्षातून दोनदा परीक्षा देता येणार आहेत.
- ४ वर्षात एकूण २४ विषय शिकवले जाणार व ४ वर्षात ८ परीक्षा सत्र पद्धतीने घेतल्या जातील. प्रत्येक सत्रात विद्यार्थी ३ विषय निवडू शकतात.
- शिक्षकांच्या मुल्यांकनाबरोबरच विध्यार्थी स्वतः सहअध्यायी मुल्यांकन करणार आहेत.
- या धोरणानुसार एकाच वेळी विविध विषयांचा अभ्यास करून पदवी प्राप्त करता येणार.
- संगीत, कला, क्रीडा, योग, समाजसेवा हे विषय अभ्यास क्रमाचाच भाग असणार आहेत.
- अपवादात्मक परिस्थिती वगळता शिक्षकांच्या बदल्या न करण्याची शिफारस या धोरणात आली आहे.
- शिक्षक स्थानिक परिस्थितीशी जोडला जायला हवा. बदल्यांचा मुलांवर विपरीत परिणाम होतो. याचा परिणाम थेट मुलांच्या गुणवत्तेवर होतो. विद्यार्थीव परिस्थितीनुसार शिक्षण पद्धती अवलंबावी याचेस्वातंत्र्यशिक्षकाला असावे.
- शिक्षकांचा कौशल्य विकास बदलासाठी या धोरणानुसार विविध पर्याय उपलब्ध करून दिले जातील.
- R T E कक्षा ६ ते १४ वरून ३ ते १८ करण्यात आली आहे.
- विधी आणि वैद्यकीय शिक्षण वगळता उर्वरित सर्व उच्च शिक्षण अभ्यासक्रमावर एकच नियामक प्राधिकरण असेल.
- या धोरणानुसार एम. फील अभ्यासक्रम बंद करून थेट पी.एच. डी. करता येणार.

- व्यावसायिक शिक्षणावर भर इ. ६ वी पासूनच व्यावसायिक शिक्षणाला सुरुवात होणार. १२ वी पूर्ण होऊन बाहेर पडताना कोणतेही एक व्यावसायिक शिक्षण पूर्ण होणार.

- ऊच्च शिक्षणात विषय निवडीचे स्वातंत्र्य असेल. आपल्या आवडीचा विषय विद्यार्थी निवडू शकतो.

- या धोरणानुसार पदवी अभ्यासक्रमही ३ किंवा ४ वर्षाचा असून त्यातही ३ टप्पे आहेत.

टप्पा १ – पहिले वर्ष पूर्ण – प्रमाणपत्र   टप्पा २ – दुसरे वर्ष पूर्ण – पदविका

टप्पा ३ – तिसरेकिंवा चौथे वर्ष पूर्ण – पदवी   ४ वर्षात संशोधनसह पदवी असल्यास phdसाठी पात्र

- या धोरणानुसार पदव्युत्तर अभ्यासक्रमात लवचिकता आणण्यात आली आहे.

- त्रिभाषा सूत्रानुसार कोणत्या भाषा शिकाव्या हे विद्यार्थी व राज्य ठरवणार.

- सरकारी व खाजगी संस्थाना समान शुल्क असेल.

- एकच नियामक मंडळ असेल.

- राष्ट्रीय संशोधन संस्था स्थापन केली जाणार.

- विज्ञान शाखेबरोबरच समाजशास्त्र संशोधनालाही वित्तीय सहाय्य दिले जाणार.

- या धोरणानुसार अकॅडमीक बँक तयार केल्या जाणार

- विद्यापीठातस्वतंत्र भाषांतर विभाग असेल.

- दर्जेदार पुस्तकाचे भाषांतर करून विद्यार्थ्यांसाठी बुकक्लब केले जातील.

निष्कर्ष:

या शैक्षणिक धोरणातील खूप साऱ्या महत्वाच्या मुद्यांचे विश्लेषण केल्यावर आपण शेवटाकडे आलो आहोत या धोरणाबाबत काही टीकेचा सूर दिसून येत आहे. कही जणांना असे वाटते की शिक्षणाचे खासगीकरण होत राहिले तर दुर्बल घटकांवर अन्याय होईल. नवीन धोरण गरीब आणि बहुजनांना दूर ठेऊ पाहते. हे धोरण समाजातील दरी वाढवणारे आहे समान आणि न्यायपूर्ण शिक्षणाच्यासंकल्पनेला छेद या धोरणाने दिला आहे असे काही जणांना वाटते. या धोरणात खूप आश्वासन दिली आहेत. एवढ्या सगळ्या गोष्टी करू असे या धोरणात जरी सांगितले असेल तरी त्या पूर्ण होतील का ? तसेच शंभर खासगी विद्यापीठे कशाला ? असेही काहींचे म्हणणे आहे.

असे असले तरीही या नविन शैक्षणिक धोरणाने आपल्याला काय दिले आहे याचा विचार केला तर एक गोष्ट मात्र नक्की आहे की ३४ वर्षानंतर नविन पहाट झालेली आहे. प्राथमिक शिक्षणाकडे गांभीर्याने लक्ष या धोरणात दिले आहे. मातृभाषेतून शिक्षणाचे महत्व मान्य झाले आहे. पुढील तीस वर्षात आपण कोठे असू हे या धोरणाने अगोदर ठरवून दिले आहे फक्त कार्यवाही करण्याची बाकी आहे. २१ व्या शतकाच्या गरजा आणि भावी पिढीच्या आकाशाला गवसणी घालण्याच्या स्वप्नांना खतपाणी घालण्यासाठी हे शैक्षणिक धोरण उपयुक्त ठरेल.

संदर्भ सूची

राष्ट्रीय शैक्षणिक धोरण १९८६

प्राथमिक शिक्षण अभ्यासक्रम १९८८

जीवनशिक्षण मासिकाचे अंक

शिक्षण संक्रमण मासिकाचे अंक

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 माध्यमिक - एक अभ्यास

यशवंत दामोदर धलपे
शिक्षणशास्त्र महाविदयालय, शिवळे

सारांश

राष्ट्रीय शैक्षणिक धोरण 2020 शालेय शिक्षण विभागाकडून काळानुरूप शिक्षण क्षेत्रामध्ये व शिक्षण प्रक्रियेमध्ये जे आधुनिक बदल होतात त्या अनुषंगाने राष्ट्रीय शैक्षणिक धोरण 2020 माध्यमिक विभाग या माध्यमातून विद्यार्थी हे शिक्षण प्रक्रियेतील मुख्य केंद्रबिंदू मानून शिक्षणाकडे बघण्याचा व्यापक दृष्टिकोन निश्चितच दिसून येतो. अर्थातच या दृष्टीने शिक्षक पालक विद्यार्थी ही शृंखला एकमेकांशी बांधली गेली तर नव्या आव्हानांना विद्यार्थी सामोरे जाऊ शकतात मात्र यामध्ये शाळा व शिक्षकांची भूमिका महत्वाची आहे. अध्ययन अध्यापन व मूल्यमापन ही प्रक्रिया सातत्याने व सर्वांकष घडायला हवी ही काळाची गरज आहे.

महत्त्वाचे शब्द. राष्ट्रीय, धोरण

प्रस्तावना

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 त्याची ओळख अर्थातच शाळा हे समाज निर्मितीचे महत्वाचे केंद्र आहेत तसेच समाजात मानसिक बौद्धिक व भावनिक दृष्ट्या सशक्त विद्यार्थी घडविणे हे शिक्षकाचे व कर्तव्य आहे म्हणूनच विद्यार्थ्यांना केंद्रबिंदू मानून शिक्षण प्रक्रिया राबवणे गरजेचे आहेत काळानुरूप आधुनिक बदल स्वीकारून शिक्षण प्रक्रियेत बदल होत असतात या प्रक्रियेतील महत्वाचा दुवा म्हणजे शिक्षक होय अध्ययन अध्यापन व मूल्यमापन ही शैक्षणिक प्रक्रिया राबविताना शिक्षकाने अध्यापनाबरोबर समाजशास्त्र मानसशास्त्र पायाभूत साक्षरता व संख्याज्ञान भारत व त्याची मूल्य संस्कृती व परंपरा या विषयाचे ज्ञान देणे ही तितकेच महत्त्वाचे आहे.

अध्ययन ही निरंतर चालणारी प्रक्रिया आहे शिक्षक आणि विद्यार्थी हे अध्ययन प्रक्रियेतील केंद्रभूत घटक आहेत देशाच्या सर्वांगीण प्रगतीत शिक्षण क्षेत्रात घडणाऱ्या गुणात्मक बाबींचा वाटा महत्वपूर्ण आहे अध्ययन व अध्यापन प्रक्रिया समृद्ध करणे हा नवीन राष्ट्रीय शैक्षणिक धोरणाचा उद्देश आहे.

या धोरणाच्या माध्यमातून शालेय गुणवत्ता विकास व विद्यार्थ्यांमध्ये बौद्धिक व सामाजिक विकास व्हावा त्याचबरोबर एक सूज्ञान नागरिक, भवितव्य व जगाला दिशा देणारे विद्यार्थी घडावेत हा मुख्य उद्देश आहे. शिक्षणाने केवळ संज्ञात्मक क्षमता विकसित करणे आवश्यक नाही तर समस्या निराकरण,क्षमता विकसित, सामाजिक जाणीव,नैतिकता, भावनात्मक विकास,गुणवत्ता विकास हे मूलभूत गाभा आहे.

विद्यार्थी भविष्यात चिकित्सक विचार करतील त्यामध्ये स्पर्धात्मक गुण भावनिक विकास सामाजिक जाण सर्जनशीलता संवेदनशीलता निर्माण होईल हा आशावाद व अपेक्षा या धोरणातून पूर्ण होतील.

निष्कर्ष

राष्ट्रीय शैक्षणिक धोरणाचा आराखडा 2021 पर्यंत NEP 2020 तीन तत्वाच्या आधारे NCERT ची संलग्नता करून NCTE शिक्षण प्रक्रियेतील सर्वसमावेशक अभ्यासक्रम NCERT तयार करून या त्रिसूत्रीतून अत्याधुनिक अध्यापन समाजशास्त्र इतिहास विज्ञान मानसशास्त्र पर्यावरण भारत व त्याची मूल्य संस्कृती

कला परंपरा संख्याज्ञान वैज्ञानिक दृष्टिकोन ही सर्व मूल्य विद्यार्थी शिकतील त्यांचे अनुकरण करतील व भावी जीवनामध्ये त्याचा उपयोग करतील हे निश्चित आहे.

माध्यमिक विद्यालयाच्या कार्याचा इतिहास कामकाजाचे स्वरूप शालेय शिस्त प्रशासन हे विकास इत्यादी बाबींचे प्रतिबिंब शिक्षकांमध्ये निश्चितच उमटेल विद्यार्थ्यांचा सामाजिक व भावनिक व बुद्धिमत्ता विकास साध्य करायचा असेल तर शिक्षकांनी म्हणजे शाळेने समजणे गरजेचे आहे ते स्वतःसाठी व विद्यार्थ्यांसाठी प्रेरणादायी ठरेल. आपल्याला आपले राष्ट्र विकसित करण्यासाठी शैक्षणिक दर्जा देखील अतिशय महत्त्वाचा आहे त्यामुळे सामाजिक दर्जाचे शिक्षण ही आता काळाची गरज आहे नवीन शैक्षणिक धोरण 2020 या माध्यमातून विद्यार्थ्यांमध्ये जबाबदारीची जाणीव शैक्षणिक वैज्ञानिक दृष्टिकोन आधुनिक शिक्षण प्रणाली कौशल्य व मूल्य विकसित होतील.

संदर्भ सूची :

१.   माध्यमिक शिक्षण निवड श्रेणी प्रशिक्षण -२०२२ यशदा प्रशिक्षण परिषद महाराष्ट्र, पुणे

२.   राज्य शैक्षणिक संशोधन प्रशिक्षण परिषद महाराष्ट्र, पुणे

३.   यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिक (शालेय व्यवस्थापन प्रशिक्षण)
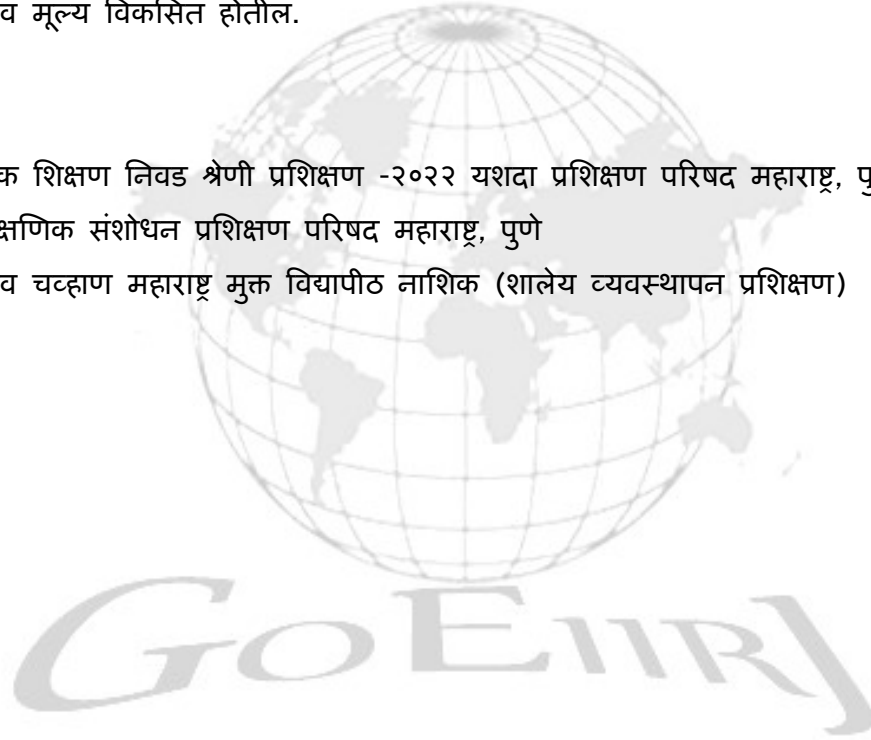
नवीन राष्ट्रीय शैक्षणिक धोरण (२०२०) माध्यमिक – एक अभ्यास

स्वाती सुभाष तांबेकर

शिक्षणशास्त्र महाविद्यालय, शिवळे.

सारांश

शिक्षण हे जीवनात परिवर्तनाचे प्रभावी साधन आहे. भारत हा विकसनशील देश असून शैक्षणिक पातळीवर सुद्धा सुधारणा करून प्रगतीच्या मार्गावर आहे. जागतिक पातळीवर प्रगत राष्ट्रामध्ये आपले स्थान टिकवून ठेवण्यास्थाठी सर्वात महत्वाचे घटक शैक्षणिक धोरण हे आहे. ज्या प्रमाणे आर्थिक, सामाजिक घटक राष्ट्राच्या विकासासाठी महत्त्वाचे आहेत, त्याच प्रमाणे शैक्षणिक धोरण हे राष्ट्राच्या विकासाचे महत्त्वाचे मार्ग आहे.

१९८४ च्या धोरणानंतर ३४ वर्षाच्या शैक्षणिक धोरणामध्ये बदल करून भारत सरकारने २१ व्या शतकात नवीन शैक्षणिक धोरण जाहीर केले. सध्या या नवीन धोरणावर चर्चा आहे. सदरच्या राष्ट्रीय शैक्षणिक धोरणा नुसार नवीन विध्यार्थींला पहिलीच्या वर्गात शाळा प्रवेशाच्या वेळी ७ वर्ष पूर्ण असणे गरजेचे आहे. या वरून लक्षात येते कि नवीन धोरण ठरवताना मुलांच्या बुद्धीचा विकास कुठल्या वयात चांगल्या प्रकारे झालेला आहे त्याप्रमाणे यापूर्वी मुलाचे पहिलीच्या वर्गात शाळा प्रवेशाचे वय ५ वर्षे वरून ७ करण्यात आले. याच पद्धतीने माध्यमिक मध्ये शिक्षण इयत्ता ६ ते ८ वि अनुक्रमे वय वर्ष १२ ते १४ या गटात करण्यात आले.

महत्वाचे शब्द : शैक्षणिक, राष्ट्रीय, माध्यमिक

प्रस्तावना

"राष्ट्रीय शिक्षण धोरण, २०२०"हे जेष्ठ वैज्ञानिक डी.के. कस्तुरीनंदन यांच्या अध्यक्षतेखाली तयार करण्यात आले. धोरणात सर्वाना शिक्षण,समानता,गुणवत्ता,परवडणारे शिक्षण आणि उत्तरदायीत्व या पाच स्तंभांचा विचार केला आहे.शिक्षण धोरणात अत्यंत व्यापक दृष्टीकोन राखण्यात आला आहे. आपली संस्कृती आणि उद्याचे भविष्य यांचा संगम घालण्याचा प्रयत्न आहे. शिक्षण आनंददायी करण्याबरोबर ते जीवनाभिमुख आणि अधिक रोजगाराभिमुख करण्यावर भर देण्यात आला आहे. धोरण सशक्त आणि समर्थ शिक्षण व्यवस्था उभी करणारे आहे. शाश्वत विकासाचे ध्येय ते दर्शित करते. त्यामुळेच धोरणाच्या अमलबजावणीकडे लक्ष लागून आहे. धोरणानुसारदेशात "मनुष्यबळ" खात्याचे नाब बदलून "शिक्षण मंत्रालय" सुरु करण्यात आले आहे. धोरणात केवळ संस्था उभारणीवर नाही, तर गुणवत्तेच्या दृष्टीनेदेखील कालबद्ध कार्यक्रम हाती घेण्यात आला आहे. त्यामुळेच यशाची अपेक्षा उंचावल्या आहेत. धोरणाची अमंलबजावणी प्रभावी झाली, तर परिवर्तन निश्चित होईल, अन्यथा "आणखीन एक धोरण" अशीच स्थिती निर्माण होईल.

नविन शैक्षणिकधोरणाचे प्रमुख वैशिष्ट्ये -

१)   दहावी बोर्ड परीक्षा रद्द

२)   फक्त १२ वीला बोर्ड परीक्षा असेल

३)   शिक्षण पद्धती ५+३+३+४ या सुत्रानंसार असेल . (पहीले पाच वर्ष शिक्षणाचा पहीला टप्पा + दुसरे तीन वर्ष प्राथमिक शिक्षण + तिसरे तीन वर्ष माध्यमिक शिक्षण + चौथे चार वर्षे उच्च माध्यमिक शिक्षण पद्धती)

४)   पदवी अभ्यासक्रमामध्ये बदल करण्यात आला असुन , पदवी चार वर्षांची करण्यात आली आहे .

नविन शैक्षणिकधोरणाचे महत्वाचेमुद्दे -

* **शालेय शिक्षण**

शालेय शिक्षणाच्या सर्व स्तरावर सार्वत्रिक प्रवेश संधी सुनिश्चित करत राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये शालेय पूर्व ते माध्यमिक अशा सर्व स्तरावर शालेय शिक्षणाला सार्वत्रिक संधी सुनिश्चित करण्यावर भर देण्यात आला आहे.पायाभूत सुविधा सहाय्य, शाळाबाह्य मुलांना मुख्य प्रवाहात आणण्यासाठी कल्पक शिक्षण केंद्रे, विद्यार्थी आणि त्यांच्या अध्ययन स्तराचा मागोवा, औपचारिक आणि अनौपचारिक शिक्षण पद्धतींसह शिक्षणाचे अनेक मार्ग सुलभ करणे, शाळांसमवेत समुपदेशक किंवा उत्तम प्रशिक्षित सामाजिक कार्यकर्त्यांची सांगड, एनआयओएस आणि राज्यातल्या मुक्त शाळा याद्वारे ३ री , ५ वी , आणि ८ व्या इयत्तेसाठी खुले शिक्षण, व्यावसायिक अभ्यासक्रम, प्रौढ साक्षरता आणि जीवन समृद्ध करणारे कार्यक्रम या मार्गाने हे उद्दिष्ट साध्य करण्यात येणार आहे. राष्ट्रीय शैक्षणिक धोरण २०२० अंतर्गत सुमारे २ कोटी शाळाबाह्य मुले मुख्य प्रवाहात आणली जाणार आहेत.

* **बालवयाच्या सुरवातीलाच काळजी आणि शिक्षण**

बालवयाच्या सुरवातीलाच काळजी आणि शिक्षण यावर भर देत १०+२ या शालेय अभ्यासक्रम आकृती बंधाची जागा आता ५+३+३+४ अभ्यासक्रम आराखडा अनुक्रमे 3-8, 8-11, 11-14, 14-18 वयोगटासाठी राहील. यामुळे 3-6 वर्ष हा आतापर्यंत समाविष्ट न झालेला वयोगट शालेय अभ्यासक्रमा अंतर्गत येईल, जगभरात हा वयोगट, बालकाच्या मानसिक जडणघडणीच्या विकासा साठी अतिशय महत्वाचा मानला जातो. नव्या पद्धतीत तीन वर्ष अंगणवाडी / शाळापूर्व वर्गासह १२ वर्ष शाळा राहणार आहे.

* **शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीत सुधारणा**

२१ व्या शतकाची प्रमुख कौशल्ये, आवश्यक शिक्षण आणि चिकित्सात्मक विचार वाढवण्यासाठी अभ्यासक्रम कमी करणे आणि अनुभवातून शिक्षणावर अधिक लक्ष केंद्रित करून विद्यार्थ्यांचा सर्वांगीण विकास करणे हा शालेय अभ्यासक्रम आणि शिकवण्याच्या पद्धतीचा उद्देश असेल. विद्यार्थ्यांची लवचिकता आणि विषयांचे पर्याय वाढतील. कला आणि विज्ञान, अभ्यासक्रम आणि अवांतर उपक्रम, तसेच व्यावसायिक आणि शैक्षणिक शाखा यांच्यात कुठल्याही प्रकारचे कठोर विभाजन असणार नाही.शाळांमध्ये व्यावसायिक शिक्षण ६ वी पासून सुरू होईल आणि त्यात इंटर्नशिपचा समावेश असेल.

* **बहुभाषिकता आणि भाषेची ताकद**

या धोरणामध्ये किमान इयत्ता ५ वी पर्यंत आणि प्राधान्याने ८ वी आणि त्यानंतरही मातृभाषा / स्थानिक भाषा / प्रादेशिक भाषा हे शिकवण्याचे माध्यम असावे यावर भर देण्यात आला आहे. शालेय आणि उच्च शिक्षणाच्या सर्व स्तरांवर विद्यार्थ्यांना तीन-भाषांच्या सूत्रासह संस्कृतचाही एक पर्याय दिला जाईल. भारतातील इतर अभिजात भाषा आणि साहित्य देखील पर्याय म्हणून उपलब्ध असतील. 'एक भारत श्रेष्ठ भारत' उपक्रमांतर्गत इयत्ता ६-८ साठी 'भारताच्या भाषा' विषयावरील मजेदार प्रकल्प / उपक्रमात विद्यार्थी सहभागी होतील. माध्यमिक स्तरावर विविध परदेशी भाषांचा पर्याय देखील दिला जाईल. दिव्यांग विद्यार्थ्यांकरिता वापरण्यासाठी भारतीय सांकेतिक भाषा (आयएसएल) संपूर्ण देशभरात प्रमाणित केली जाईल आणि राष्ट्रीय आणि राज्य अभ्यासक्रम सामुग्री विकसित केली जाईल. कुठल्याही विद्यार्थ्यांवर कोणतीही भाषा लादली जाणार नाही.

- **मूल्यांकन सुधारणा**

इयत्ता ३, ५ आणि ८ वी मध्ये सर्व विद्यार्थी शालेय परीक्षा देतील जी योग्य यंत्रणेद्वारे घेण्यात येईल. इयत्ता १० आणि १२ वी साठी शिक्षण मंडळाच्या (बोर्ड) परीक्षा सुरूच राहतील मात्र समग्र विकासाच्या उद्देशाने त्यांची पुनर्रचना केली जाईल. दर्जा निश्चिती संस्था म्हणून पारख (समग्र विकासासाठी कामगिरी मूल्यांकन , आढावा आणि ज्ञानाचे विश्लेषण) हे एक नवे राष्ट्रीय मूल्यांकन केंद्र स्थापन केले जाईल.

- **शिक्षक भरती**

शिक्षकांची भरती सक्षम पारदर्शक प्रक्रियेद्वारे केली जाईल. बढती गुणवत्तेवर आधारित असेल ज्यामध्ये बहु-स्रोत नियमित कामगिरी मूल्यांकन आणि उपलब्ध प्रगतीचे मार्ग याद्वारे शैक्षणिक प्रशासक किंवा शिक्षक होता येईल. एनसीईआरटी, एससीईआरटी, शिक्षक आणि विविध पातळी व प्रदेशातील तज्ज्ञ संघटना यांच्याशी विचारविनिमय करून राष्ट्रीय शिक्षक शिक्षण परिषद २०२२ पर्यंत शिक्षकांसाठी राष्ट्रीय व्यावसायिक मानके (एनपीएसटी) विकसित करेल.

- **विद्यार्थ्यांना आर्थिक मदत**

एससी, एसटी, ओबीसी आणि एसईडीजी विद्यार्थ्यांच्या गुणवत्तेस प्रोत्साहन देण्याचे प्रयत्न केले जातील. राष्ट्रीय शिष्यवृत्ती पोर्टलचा विस्तार करून शिष्यवृत्ती प्राप्त विद्यार्थ्यांच्या प्रगतीचा मागोवा घेतला जाईल. खासगी संस्थांना देखील मोठ्या प्रमाणावर शिष्यवृत्ती देण्यासाठी प्रोत्साहन दिले जाईल.

- **मुक्त आणि दूरस्थ शिक्षण**

पटनोंदणी वाढविण्यात महत्त्वपूर्ण भूमिका बजावण्यासाठी याचा विस्तार केला जाईल. ऑनलाईन कोर्सेस आणि डिजिटल कोष, संशोधनासाठी निधी, सुधारित विद्यार्थी सेवा, विशाल मुक्त ऑनलाईन कोर्सेसची पत-आधारित मान्यता इत्यादी उपायांची अंमलबजावणी वर्गखोल्यांमध्ये उच्च दर्जांच्या गुणवत्तेबरोबरच निश्चित केली जाईल.

आव्हान

१) एकाच वेळी इतक्या मोठ्या व्यवस्थेला गतिमान करणे आणि विद्यार्थ्यांपर्यंत हे सारे बदल पोहचवणे मोठे आव्हान आहे.

२) शिक्षकांचे सातत्य पूर्ण प्रशिक्षण देणे आवश्यक आहे.

३) केंद्र व राज्य सरकारने आर्थिक गुंतवणूक करण्याचे मोठे आव्हान आहे.

४) शिक्षणात ऑनलाईन शिक्षणावर भर देण्यात आला आहे परंतु आदिवासी ग्रामीण भागात इंटरनेट सुविधा निर्माण करणे हे आव्हानात्मक काम आहे.

५) सर्व शाळांच्या मध्ये शिक्षक, तंत्रज्ञान , एक समान मुल्यांकन योजना उभी करणे हे मोठे आव्हान आहे.

निष्कर्ष-

नवीन शैक्षणिक धोरणाच्या रचनाप्रवेश, समानता , गुणवत्ता , क्षमता आणि जबाबदारी या मार्गदर्शन तत्वाभोवती आयोजित केली गेली आहे. शिकण्याचा सर्वांगीण दृष्टीकोनाला विकासाला , तंत्रज्ञानाचा लाभ घेऊन आणि संशोधन , नवीन उपक्रम घेऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणणे हे धोरणाचे उद्दिष्ट आहे.

संदर्भसूची-

१) शिक्षणमंत्रालय, भारत सरकार राष्ट्रीय शिक्षण धोरण२०२०

२) Aplamitra.com

३) राष्ट्रीय शैक्षणिक धोरण २०२० – प्रा. डॉ. भालबाविभूते

नवीन राष्ट्रीय शैक्षणिक धोरण २०२० अवलोकन - एक अभ्यास

ज्योती जयराम पाटील

छात्राध्यापिका

शिक्षणशास्त्र महाविद्यालय, शिवळे

सारांश :-

    शिक्षण क्षेत्रात राष्ट्रीय शैक्षणिक धोरण १९८६ नंतर तब्बल ३४ वर्षांनंतर राष्ट्रीय शैक्षणिक धोरणाचे २०२० पारित झाले आहेत. १९८६ चे राष्ट्रीय शैक्षणिक धोरण लगेच लागू करण्यात आले होते आणि विशेष म्हणजे धोरणासोबतच कृती कार्यक्रम दिलेला होता.त्यामुळे धोरणाची अंमलबजावणीही चांगल्या प्रकारे होऊ शकली.या धोरणात बऱ्याच गोष्टी अशा आहेत की ,त्या धोरण लागू करतानाच समजतील. सध्या तरी त्या बसत्यातच आहेत, त्यामुळे या धोरणाने बदल जरी होणार असेल तरी त्याची किती वाट पाहावी लागेल हे सांगता येत नाही .काही का असेना , "पदरात पडल्याने सार्थक झाले" याप्रमाणे त्याचा नव्याने विचार करावा लागेल.

    १९८६ च्या शैक्षणिक धोरणातील काही मुद्दे जसेच्या तसे यात आहेत उदाहरणार्थ महिलांच्या शिक्षणाला प्राधान्य,वंचितांच्या शिक्षणासाठी विशेष लक्ष,तंत्रज्ञानाचा शिक्षणात वापर आणि व्यवसाय शिक्षणाकडे जास्त लक्ष हे मुद्दे जसेच्या तसे या धोरणात आले. याचा अर्थ या घटकावर या धोरणात सांगितल्याप्रमाणे सर्व शिफारशींची तरतुदींची घटकांची पूर्ती व्हावी ही रास्तअपेक्षा.

महत्त्वाचे∗शब्द :- राष्ट्रीय, धोरण ,अवलोकन

प्रस्तावना :-

    सध्या शिक्षण जगतात चर्चा आहे ती राष्ट्रीय शैक्षणिक धोरणाची .कारण भारतात २०२० मध्ये नवे शैक्षणिक धोरण आले .त्यानंतर त्यावर बऱ्याच चर्चा मत-मतांतरे झाली, काही शिक्षण तज्ञांनी विरोध केला तर काहींनी पाठिंबा दिला.अखेर आता हळूहळू या धोरणाची अंमलबजावणी होत आहे.येत्या शैक्षणिक वर्षापासून महाराष्ट्रातल्या सर्व विद्यापीठांनी आणि पर्यायाने विद्यालयांनी हे धोरण स्वीकारले आहे. त्यामुळे यातील नियमानुसार आता शिक्षण व्यवस्थेत बदल घडताना दिसणार आहे.हे धोरण इतके व्यापक आहे की, परिणामी मोठे बदल आपल्याला स्वीकारावे लागणार आहेत. जून २०२३ पासून अंमलबजावणी झालेल्या धोरणामुळे उच्च शिक्षण क्षेत्रात म्हणजेच राज्यातील सर्व विद्यापीठ आणि महाविद्यालयांमध्ये ते स्वीकारण्याचे आणि समजून घेण्याची प्रक्रिया सुरू आहे आणि ती काही काळ सुरूच राहणार आहे. तूर्तास पदव्युत्तर अभ्यासक्रमात पहिल्या वर्षी प्रवेश घेणाऱ्या विद्यार्थ्यांपासून या धोरणाची अंमलबजावणी होणार आहे .हळूहळू सर्वच अभ्यासक्रम नव्या धोरणानुसार चालवावे लागणार आहेत. यामध्ये बरेच बदल आपल्याला दिसतात,ज्यामध्ये परीक्षा,क्रेडिट सिस्टम,गुणांची विभागणी,अभ्यासक्रमामध्ये मोठे बदल झालेले दिसतील.

    राष्ट्रीय शैक्षणिक धोरण २०२० मधील शिफारशींचे अवलोकन

१)   **आकृतीबंध -**

१)   १०+२+३ हा आकृतीबंध हा १९७५ साली महाराष्ट्रात लागू झाला.आता ४५ वर्षानंतर ५+३+३+४ हा नवा आकृतीबंध या नव्या शैक्षणिक धोरणात लागू केला गेला. चांगलेच बदल होणे आवश्यक आहे. बदल हे विकासासाठी आवश्यक असतात. त्यामुळे ऊर्जावान गतिशीलता कायम राहते.

२)   जेव्हा १०+२+३ हा आकृतीबंध लागू झाला तेव्हा शाळेला जोडून जुनियर कॉलेज मिळाले आणि पुढे २ स्तर म्हणजे कॉलेजची खिरापत झाली. मग ती तंत्रज्ञानाच्या नावाखाली असो की, व्यावसायिक कौशल्यासाठी असो नुसता या २ कॉलेजनी धुमाकूळ घातला. व त्यानेच यासाठी बोर्ड परीक्षा म्हणजे विद्यार्थ्यांच्या जीवनमरणाचा प्रश्न झाला. बारावी बोर्डाची परीक्षा अधिकाधिक टक्के घेऊन पास करणे म्हणजे ऐतिहासिक किल्ला सर करण्यासारखेच परंतु अशा या आकृतीबंधामुळे हे कमी होईल कारण दहावी-बारावी करता सेमिस्टर पद्धत लागू करण्यात येणार आहे अभ्यासाचे मोठे व अभ्यासासाठी शर्यत कमी होईल.

२)   वय वर्ष ३ ते १८ वयोगटातील विद्यार्थ्याचे शिक्षणासंबंधीत विचार

१)   पहिला मुद्दा असा की तीन ते सहा या वयोगटाला शाळेच्या छत्रछायेखाली आणण्याचा तो चांगला आहे असे वाटते.यापूर्वी मुलं तीन वर्षाचे झाले की, प्री प्रायमरी शाळेत बालक मंदिरात किंवा छोटे मोठे कॉन्व्हेंट काढले जायचे तेव्हा यापैकी जवळ असेल कमी फी असेल तेथे मुलाला घातले जायचे आता असे होणार नाही मुलगा शाळेचीच पायरी चढलेला असेल.

२)   या धोरणात मातृभाषेला स्थान दिलेले आहे ते योग्य आहे. इयत्ता पहिली ते पाचवी हे शिक्षण महाराष्ट्रात मराठी माध्यमातून दिले जाईल त्यामुळे मराठी भाषेला सोनियाचे दिवस प्राप्त होतील आणि ही मराठी भाषा निमा त्या साठी विशेष आनंदाची बाब असेल परंतु केवळ मातृभाषेतूनच शिक्षण दिले जाणार असा समज झालेला आहे, परंतु प्रत्यक्षात असे होणार नाही असे बोलले जाते कारण २०१४ मध्ये सर्वोच्च न्यायालयाच्या खंडपीठाने दिलेल्या निर्णयाप्रमाणे मुलांनी कोणत्या माध्यमातून शिकावे हे निवड करण्याचा अधिकार पूर्णपणे पालकांचा असून राज्य किंवा केंद्र शासनाला त्यात हस्तक्षेप करता येत नाही. विद्यार्थी कोणत्याही माध्यमात शिकत असले तरी माध्यम भाषेसोबतच विद्यार्थ्यांच्या घरी बोलल्या जाणाऱ्या भाषेचाही शिकवताना उपयोग करावा ही शिफारस स्वागतार्ह आहे. इयत्ता सहावी पासून विज्ञान मातृभाषा आणि इंग्रजी अशा दोन्ही भाषांतून शिकवावे ही शिफारस सुद्धा महत्वपूर्ण आहे.स्थानिक भाषेला स्थान दिलेले असले तरी अध्यापन करताना कोणत्याही अडचणी निर्माण होऊ शकतात हे बघावे लागेल.

तसेच तिसरीपर्यंतच्या विद्यार्थ्याला किमान अक्षर ओळख व आकडेमोड शिकवण्यासाठी मिशन चालविणे ही उत्तम गोष्ट आहे.

३)   मुलांच्या बौद्धिक, मानसिक, शारीरिक विकासाकडे लक्ष वेधले आहे .प्रत्येक विद्यार्थ्याकडे लक्ष देण्यासाठी ३०:१ असे विद्यार्थी-शिक्षक प्रमाण ठेवले आहे त्यामुळे त्यात विद्यार्थी व पालकांचे हित जोपासण्याचा प्रयत्न केला आहे.

४)   "मध्यान पोषक आहार" हा बऱ्याच वर्षापासून सुरू होता.विद्यार्थ्यांची उपस्थिती वाढविणे, ती कायम ठेवणे यासाठी त्याचे प्रायोजन होते .परंतु आत्ता त्या मध्यान्य पोषक आहाराला सकाळच्या न्याहरीची जोड दिली आहे. खरंतर गरीब कुटुंबातील मुले, वंचित गटातील मुले ,मजूर कामगारांची मुले यासाठी हा आहार

महत्वाचा ठरतो.

५) वय वर्ष ३ ते १८ वर्षापर्यंत शिक्षणाला शिक्षण हक्क कायदा लागू असणार आहे .नववी ते बारावी सत्र पद्धतीने शिक्षण व बोर्डाला अधीक्षक सक्षम करणार आहे .यात नऊ ते बारा या चार वर्षासाठी आठ सत्र असणार आहे. या चार वर्षांच्या कालावधीत 40 विषयांचा अभ्यास असून त्यापैकी 24 विषयाची परीक्षा बोर्डाची असणार आहे. प्रत्येक सत्राला तीन विषयांची परीक्षा होणार आहे. उर्वरित विषयांचे मूल्यांकन हे शाळा स्तरावर होईल. यात विद्यार्थी त्यांना आवडेल ते शिक्षण घेऊ शकणार आहेत. माध्यमिक शिक्षण स्तरावर विद्यार्थी एक तरी व्यावसायिक कौशल्य शिकणार आहे. परंतु यासाठी केंद्र व राज्य शासन एकत्रितपणे काम करून त्याची योग्य अंमलबजावणी होणे गरजेचे आहे.

६) आतापर्यंत जी माहिती पाहिली आहे ते सर्व विषय पुढील टप्प्यात विभागले आहेत.

पहिला टप्पा - १ ते २ वर्ष वयापर्यंत ची मुले पहिली तीन वर्ष अंगणवाडीमध्ये शिकतील, त्यानंतरच्या २ वर्षात ते पहिल्या व दुसऱ्या इयत्तेत शिक्षण घेतील येथील शिक्षण खेळ चित्र व बाहुलीच्या माध्यमातून दिले जाईल.

दुसरा टप्पा - या २ ते ११ वर्ष वयोगटातील मुले तिसरी ते पाचवी इयत्तेमध्ये शिकतील इथे प्रयोगधारित शिक्षण पद्धतीचा अवलंब करून विद्यार्थ्यांना गणित, विज्ञान, चित्रकला इत्यादी विषय शिकवले जातील.

तिसरा टप्पा - या ३ वर्षाचा कालावधी आहे ६ वी ते ८वी इयत्तेतील विद्यार्थ्यांचा समावेश असेल.सहावीतील विद्यार्थ्यांना को डिंग,व्होकेशनल कोर्सेस शिकवले जातील. इंटर्नशिप करून घेतली जाईल.

चौथा टप्पा - यात वय १४ते १८वर्ष वयोगटातील विद्यार्थ्यांचा समावेश होतो. शालेय शिक्षणातील ९वी ते १२वी ही चार वर्ष त्यासाठी महत्वाची ठरवण्यात आली आहेत. या इयत्तेतील विद्यार्थ्यांना अभ्यासासाठी विषय निवडण्याचे स्वातंत्र्य असेल.

७) शिक्षणाचे नियमन व सरकारी शाळांचे व्यवस्थापन करणाऱ्या अशा प्रकारच्या संस्थांमधून सरकारला वेगळे ठेवण्याचा विचारही चांगला आहे.शाळा समूह योजना उपयुक्त ठरणार आहे जी शिफारस त्यावेळी कोठारी आयोगाने केली होती.

३) **उच्च शिक्षण -**

१) या राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये परदेशी विद्यापीठांना भारतात आणण्याचा विचार चांगला आहे. आज भारतातून विदेशात शिक्षणासाठी जाणाऱ्या विद्यार्थ्यांची संख्या अधिक आहे .त्यावर भारत सरकारला लाखो रुपये खर्च करावा लागतो .परदेशी विद्यापीठच भारतात येत असल्यामुळे भारतातच उच्च दर्जाच्या शिक्षणाची सोय होईल .पूर्वीप्रमाणे विदेशातील विद्यार्थी शिक्षणासाठी भारतात येतील.

२) उच्च शिक्षणातील कोणत्याही शाखेचा अभ्यासक्रम देण्याची गरज पूर्ण करणारा व समस्या सोडविणारा असला पाहिजे .बहुशाखिय अभ्यासामुळे हा बदल होऊ शकेल,कारण धोरणात म्हटले आहे ती "मल्टीसेट्रिक शिक्षण ".या शिक्षणामुळे हे ध्येय पूर्ण करता येईल .मल्टीसेट्रिक शिक्षण म्हणजे "बहुशाखीय शिक्षण" होय म्हणजे कोणत्याही शाखेतील विद्यार्थ्याला केवळ एका शाखेचे शिक्षण न मिळता अनेक शाखांचे शिक्षण मिळेल .एक शाखेचे शिक्षण अशी शाखेची नोंद राहणार नाही.उदा.एक विद्यार्थिनी होती जी एम.एस सी गणित मेरिटमध्ये आली होती.ती तिरुपती बालाजीला गेली होती

म्हणून प्रसाद दिला. ती मध्येच म्हणाली मग बालाजीला गेलेच होते तर वैष्णव देवीला पण तिकडच्या तिकडून जाऊन आले असते म्हणजे बघा किती तिरुपती बालाजी सोबत आपण वैष्णव देवीला जाऊन येऊ शकतो काय? तर ती भूगोलात गोल होती . गणिता मध्ये मेरिट असली तरी येथे सामान्य ज्ञान तिला नव्हते. रामेश्वरमला गेले असते म्हटले तर ठीक होते. एका शाखेच्या ज्ञानामध्ये पारंगत असताना दुसऱ्या शाखेचे अजिबात ज्ञान नसते तेव्हा हा प्रकार कदाचित यामुळे कमी होईल असे वाटते.

परिस्थिती निर्माण होऊ शकेल. कारण पदवी पूर्व कोर्समध्ये विद्यार्थी तयार होत नाही. पदवी घेतल्याने नोकरी मिळणार नाही. हे माहीत असल्याने विद्यार्थी पदव्युत्तर शिक्षणासाठी प्रवेश घेतो त्यातूनच पुढे पीएच.डी .केली जाते. फेलोशिप मिळते, जगात सर्वाधिक संख्येने भारतात शिष्यवृत्ती दिली जाते असे म्हणतात, पण तरीही संशोधनात आपण खूप मागे आहोत कारण विद्यार्थ्यांची क्षमता ,गरज ,आवड लक्षात घेऊन शैक्षणिक प्रगतीचा कधीही विचार केला जात नाही .प्रस्थापित राष्ट्रीय संशोधन परिषदेत याचा गांभीर्याने विचार करावा लागेल.

याचाच अर्थ उच्च शिक्षण हे दर्जावान, गुणवत्तापूर्ण व समस्या सोडविणारे झाले पाहिजे आणि साधारण कमी आर्थिक क्षमता असणाऱ्यांना उच्च शिक्षण घेता आले पाहिजे.आपल्या भारत देशात जगातील इतर देशांपेक्षा युवकांची संख्या जास्त आहे. जर का त्यांना प्रत्येकांना उच्च शिक्षण मिळाले,अभ्यासक्रमातून व्यवसाय शिक्षण मिळाले तर निश्चितच भारताचा अधिक विकास होऊ शकतो आणि माजी राष्ट्रपती माननीय अब्दुल कलामांचे म्हणजे "महासत्तेचे" स्वप्न आणि पंतप्रधान नरेंद्र मोदींचे "आत्मनिर्भर भारत" याचे स्वप्न वास्तवात उतरू शकते.

४)   या धोरणात उच्च शिक्षण देणाऱ्या संस्थांना तीन गटांमध्ये विभागण्यात आले आहे १) देशातील पहिल्या गटातील संस्था या संशोधनाचे आणि पूरक अध्यापनाचे काम करतील. २) दुसऱ्या गटातील संस्थांमध्ये उच्च दर्जाचे अध्यापन करण्यात येईल तसेच पूरक संशोधनही चालेल या दुसऱ्या गटातून तयार झालेले विद्यार्थी पहिल्या गटातील संस्थांसाठी उपयुक्त ठरतील. ३) तिसऱ्या गटातील संस्थांमध्ये पदवी पूर्व अध्यापनाचे कार्य चालणार आहे .त्यांच्यावर संशोधनाचे ओझे टाकलेले नाही.

५)   या धोरणात असे नमूद केले आहे की ,विद्यार्थ्यांनी कुठल्याही कारणाने मध्येच शिक्षण सोडून दिले तर घेतलेले शिक्षण वाया जाणार नाही. एक वर्षानंतर सोडले तर प्रमाणपत्र ,दोन वर्षानंतर पदविका, तीन वर्षानंतर पदवी व चार वर्षाचे शिक्षण पूर्ण करणाऱ्याला संशोधनासह ऑनर पदवी दिली जाईल .सहामाही परीक्षा घेतली जाईल त्यामुळे विद्यार्थ्याला वर्षभर अभ्यास व प्रात्यक्षिके करावी लागतील .फक्त आता याची अंमलबजावणी शासन कशा पद्धतीने करेल हे पाहणे महत्त्वाचे ठरणार आहे.

आजच्या काळात प्रत्येक पालकांना वाटते की आपल्या मुलांनी भरपूर शिकावे चांगले नोकरी करावी आपल्यापेक्षा मुलांची परिस्थिती भविष्यात चांगली राहावी म्हणून परिस्थिती नसतानाही पालक आपल्या मुलांना सरकारी शाळेत न घालता खाजगी शाळेत घालतात.   ७० टक्के पालक महिन्याला 1000 रुपयाहून कमी तर 45 टक्के पालक 500 रुपयाहून कमी फी भरतात त्यामुळे भारतातील खाजगी शाळा केवळ श्रीमंतांसाठीच नाहीत असे दिसून येते परंतु दर्जेदार खाजगी शाळा कमी आहेत त्यामुळे अशा शाळांमध्ये पाल्यांना प्रवेशासाठी पालकांना लांब रांगांमध्ये उभे

राहावे लागते अमर्त्य सेन म्हणतात की सरकारी शाळा ऊस पडणे असेच सुरू राहिले तर या शाळा भविष्यात लवकरच इतिहास जमा होतील.

यात एक मुद्दा असा की जो शिक्षण विकत घेऊ शकेल तोच शिकेल बाकीचे गरीब पूर्ण शिक्षण घेऊ शकणार नाही महाविद्यालय विद्यापीठ स्वायत्त होतील त्यावरती सरकारचे नियंत्रण राहणार नाही मनमानी फी पैसा आकारल्याने गरीब जनता वंचित राहील अभ्यासक्रम तेच ठरवतील खोटा इतिहास बनवतील सरकारी नावाची यंत्रणा शिक्षणाच्या नियंत्रणासाठी नसेल तर काय भविष्य राहील शिक्षणाचे? या सर्व शकता नाकारता येत नाही.

व्यावसायिक शिक्षणासाठी सध्या स्वतंत्र संचालनालय आहे शाळेपासून ते सुरू झाल्यानंतर त्याची जबाबदारी कोणाकडे असेल अधिकार कोणाकडे असेल याची स्पष्टता धोरणात नाही.

तेव्हा अशी बरीच अनुत्तरीत प्रश्न आहेत ज्याचे उत्तर एकदम अंमलबजावणीच्या वेळी किंवा त्याचे धोरण पूर्तीच्या दृष्टीने योग्य नियोजन केले जाईल तेव्हा बघूया धीरज का फल मीठा होता है क्या? अशी आशा करूया.

निष्कर्ष :-

राष्ट्रीय शैक्षणिक धोरण २०२० कौशल्य- आधारित शिक्षणाला प्रोत्साहन देते.गंभीर विचारांना प्रोत्साहन देते आणि समस्या सोडवते.सर्वसमावेशकता हा एक महत्त्वाचा फोकस आहे. जे विविध शिकणाऱ्यांसाठी समान संधी देते.स्थानिक भाषा आणि संस्कृतींवर भर दिल्यास जागतिक दृष्टिकोन मिळतो. सुधारित शिक्षक प्रशिक्षण आणि चांगला पायाभूत सुविधांसाठी वाढीव निधी उपलब्ध करून देते.

संदर्भसूची :-

https://www.dreameducation.org

नवीन राष्ट्रीय शैक्षणिक धोरणातील (2020) आकृतीबंध - एक अभ्यास

श्रीमती प्राजक्ता दिलीप पाटील

जनसेवा शिक्षणशास्त्र महाविद्यालय शिवळे.

सारांश

राष्ट्रसमोर असणाऱ्या आव्हानांना सामोरे जाण्यासाठी मनुष्यबळ हे सर्वात महत्त्वपूर्ण संसधान आहे याचाच अर्थ जर राष्ट्रातील नागरिक सक्षम असतील तर ते राष्ट्र आव्हानांच रूपांतर संधी मध्ये करू शकत त्यामुळे राष्ट्रातील नागरिक हे सक्षम बनवणे अत्यंत गरजेचं असतं नागरिकांना सक्षम बनवण्याचे एकमेव साधन म्हणजे शिक्षण होईल याच उद्देशाने प्रत्येक राष्ट्र आपलं राष्ट्रीय शैक्षणिक धोरण ठरवत असतं.

शिक्षणाच्या विविध घटकांपैकी केवळ विद्यार्थी व शिक्षक लक्षात घेत राष्ट्रीय शैक्षणिक धोरणासमोरील संधी व आव्हानाची मांडणी केली. त्याचप्रमाणे शासन प्रशासन संस्थापक अभ्यासक्रम निर्मित मंडळ पालक यांच्यासमोर सुद्धा हे राष्ट्रीय शैक्षणिक धोरण विविध संधी व आव्हाने घेऊन येऊ शकतात.

देशातील सर्वसामान्य नागरिक शिक्षक विद्यार्थी प्रशासनातील अधिकारी शिक्षणतज्ञ अशा सर्वांगीण मतांचा विचार करून राष्ट्रीय शैक्षणिक धोरण 2020 चा मसुदा तयार करण्यात आलेला आहे. यात त्रुटी राहणार नाही या दृष्टिकोनातून पुरेपूर प्रयत्न करण्यात आल्याचे दिसून येते असे असून सुद्धा आपल्या भारत देशाची भौगोलिक व सामाजिक विविधता लक्षात घेता काही आव्हानात्मक स्थिती निर्माण होऊ शकते परंतु या स्थितीकडे सकारात्मक दृष्टिकोनातून पाहिल्यास त्यावर मात करून एक सुवर्णसंधी निर्माण करण्याचा प्रयत्न केला जाऊ शकतो. आपल्या भारताचे माजी राष्ट्रपती तथा महान वैज्ञानिक डॉक्टर एपीजे अब्दुल कलाम हे असे म्हणाले आहेत,"*Obstacles are Opportunities*" अर्थात अडथळे हे संधी असतात

महत्वाचे शब्द. राष्ट्रीय, धोरण, आकृतीबंध, संधी, आव्हाने.

प्रस्तावना

शालेय शिक्षण हे धोरण मूलभूत साक्षरता आणि संख्याशास्त्राला च चालना देऊन शिक्षणात सार्वत्रिक प्रवेश सुनिश्चित करून लवचिक, बहु- अनुशासनात्मक अभ्यासक्रमाला प्रोत्साहन देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रित करते. NEP 2020 चे उद्दिष्ट बहु -विद्या शाखीय शिक्षणाला चालना देऊन क्रेडिट -आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान (NRF) स्थापना करून उच्च शिक्षणात परिवर्तन घडवून आणण्याचे आहे. NEP 2020 मध्ये धोरणाच्या अंमलबजावणीसाठी आराखडा तयार करण्यात आला आहे.

आपल्या राष्ट्रासमोर बेरोजगारी, शिक्षण, पेयजल, भ्रष्टाचार,महागाई, ऊर्जा, पर्यावरण इत्यादी अनेक समस्या आहेत. या सर्व समस्यांचे मूळ हे कुठेतरी शिक्षणात रुजलेलं आपल्याला दिसतं आणि त्यासाठीच नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची पायाभरणी करण्यात आलेली आहे. भारतात सर्वात पहिले राष्ट्रीय शैक्षणिक धोरण 1968 साली राबविण्यात आले. त्यानंतर दुसरे राष्ट्रीय शैक्षणिक धोरण 1986 साली राबविण्यात आले.याच धोरणात 1992 साली काही सुधारणा करण्यात आल्या आणि ते आजतागायत कार्यरत आहेत. मागील 34 वर्षापासून राष्ट्राच्या शैक्षणिक धोरणामध्ये अमुलाग्र बदल झालेला आढळून येत नाही. या

 उलट देशाच्या व नागरिकांच्या सामाजिक, आर्थिक आणि शैक्षणिक गरजा मात्र क्रांतिकारी रूपाने बदलत आहेत त्यातूनच राष्ट्रसमोर अनेक आव्हान आणि संधी निर्माण होत आहेत. भविष्यातील या आव्हानांना सामोरे जाण्यासाठी आणि येणाऱ्या संधीचा उपयोग करून घेण्यासाठी राष्ट्रातील नागरिकांना कुशल बनवणे अत्यंत गरजेचे आहे ही बाब लक्षात घेऊन नवीन राष्ट्रीय शैक्षणिक धोरण 2020 ची पायाभरणी करण्यात आलेली आहे.शिक्षण हे समाज परिवर्तनाचे महत्त्वाचे साधन आहे आणि परिवर्तन हा समाजाचा नियम आहे. समाजात परिवर्तन हे होणारच पण त्या परिवर्तनात शिक्षण मोलाची भूमिका पार पाडते. समाजाला, राष्ट्राला कोणत्या दिशेने न्यायचे हे शिक्षणाद्वारे ठरविले जाते. भारत देशाला प्राचीन संस्कृती लाभली आहे. तसेच प्राचीन काळापासून भारताला शैक्षणिक संपदेची विरासत लाभलेली आहे. प्राचीन भारतीय शिक्षणाचा शिक्षणाचा उद्देश हा केवळ जगण्यासाठी ज्ञानप्राप्ती किंवा शालेय शिक्षण घेणे आत्मविष्कार किंवा आत्मसाक्षात्कार हा शिक्षणाचा मूळ उद्देश होता. तसेच तक्षशिला, विक्रमशीला, नालंदा, वल्लभी , या जगातील प्रसिद्ध शैक्षणिक संस्था भारतात नाव रूपास आलेल्या आपणास दिसून येतात. शिवाय पाणीनी, चाणक्य, आर्यभट्ट यासारखे अनेक बुद्धिजीवी सुद्धा आपल्या देशात निर्माण झाले आहेत. ज्यांनी संपूर्ण जगाला अद्भुत ज्ञानाची प्राप्ती करून दिली.

आज भारत हा तरुण पिढीने युक्त असा देश आहे. उपलब्ध मानव संसाधनांचा योग्य उपयोग व्हावा या हेतूने या मानवी संसाधनाला योग्य शिक्षण व कौशल्य अवगत करणे आवश्यक आहे. देशाच्या विकासासाठी तसेच उपलब्ध साधनसंपत्तीचा योग्य उपयोग करण्यासाठी पंचवार्षिक योजना तयार करताना शैक्षणिक धोरण तयार करण्याची आवश्यकता वाटू लागली, या अनुषंगाने 1664 मध्ये डॉ. कोठारी यांच्या अध्यक्षतेखाली एक समिती गठीत करण्यात आली या समितीने ज्या सूचना दिल्या त्यानुसार 1968 चे पहिले शैक्षणिक धोरण लागू करण्यात आले. त्यानंतर 1986 मध्ये दुसरे राष्ट्रीय शैक्षणिक धोरण लागू करण्यात आले. 1992 मध्ये दुसऱ्या राष्ट्रीय शैक्षणिक धोरणात काही सुधारणा करण्यात आल्या. त्यानंतर जवळपास 34 वर्षांनंतर तिसरे राष्ट्रीय शैक्षणिक धोरण 29 जुलै 2020 ला लागू करण्यात आले. कालपरत्वे व्यक्तीच्या गरजा बदलू लागतात. सर्वत्र ज्ञानाचा स्फोट झालेला आहे. संगणकाची एक बटन दाबताच प्रत्येक क्षेत्रातील माहिती उपलब्ध होत आहे. तंत्रज्ञान, इत्यादींच्या विकासामुळे जागतिकीकरण झपाट्याने होत आहे. विकसित देशाच्या तुलनेत आपला टिकावा लागावा याकरिता तंत्रज्ञान, संगणकीय ज्ञानाची तीव्र गरज भासू लागली आहे. त्याकरिता सरकारने आयसीटी सारख्या योजनेअंतर्गत संगणक लॅब उपलब्ध करून शाळांना आर्थिक अनुदानही दिले आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 नुसार सरकारने शैक्षणिक क्षेत्रात नवीन उपाययोजना अमलात आणण्याचा प्रयत्न केलेला आहे. सद्यस्थिती लक्षात घेता हा अतिशय चांगला उपक्रम असून सद्यस्थिती व भविष्यातील अनेक बाबींचा यात विचार केलेला आहे. अंगणवाडी पासून तर उच्चशिक्षणापर्यंतचा अतिशय सखोल विचार या धोरणात केलेला दिसून येतो.

त्यांचा संबंध केवळ शिकणे या प्रक्रियेशी न जोडता तो तो कसा शिकेल, अभ्यासक्रमाचा विषयांश हा कमीत कमी असला तरी त्यातून मिळणारे ज्ञान हे परिणामकारक असावे. तसेच विद्यार्थ्यांची आकलन क्षमता, नाविन्यता, बहुआयामी वृत्ती विकसित करण्यावर अधिक भर दिलेला आहे. विद्यार्थ्यांची अभिरुची त्याच्यातील उपस्थित गुणांना अधिक वाव मिळावा अशी तरतूद करण्यात आली आहे. आतापर्यंत सर्वांना

इयत्ता दहावी पर्यंत समान शिक्षण होते. पण आता जी वर्गवारी करण्यात आली आहे. त्यामुळे ज्या मुलांना ज्या क्षेत्रात अभिरुची आहे ते त्यावर पूर्ण लक्ष केंद्रित करून स्वगुणांचा योग्य वयात विकास करू शकतात. "एक ना भाराभार चिंध्या" अशी विद्यार्थ्यांची अवस्था होणार नाही.

या शैक्षणिक धोरणात शिक्षकाला मानाचे स्थान देण्यात आले आहे. प्राचीन भारतीय गुरु शिष्य परंपरा असलेली दिसून येते. विद्यार्थ्यांमध्ये मूलभूत गुणांची रुजवणूक शिक्षकच करतो. या या शिक्षकांची समाजातील प्रतिष्ठा दिवसेंदिवस खालावत चाललेली आहे आणि याचे दुष्परिणाम आपणास समाजातील अनेक घटकांमधून दिसून येतात. ही प्रतिष्ठा सुधारण्याचा प्रयत्न या धोरणात केलेला आहे.

शिवाय सर्वात महत्त्वाचे भारत हा विविधतेने नटलेला देश आहे. भाषा, पोशाख, भौगोलिक, नैसर्गिक असमानता आपल्याला सर्वत्र दिसून येते. या धोरणात सर्व बाबींचा विचार करून अभ्यासाअंतर्गत अभिरुची, कौशल्य, भाषा यांना प्राधान्य देण्यात आली आहे. त्रिभाषीय सूत्रानुसार राज्यातील स्थानिक भाषेतून किंवा मातृभाषेतून इयत्ता पाचवी पर्यंत शिक्षण देण्याचे निर्देश आहे. संशोधनानुसार दोन ते आठ वर्षापर्यंत विद्यार्थ्यांची भाषिक आकलन क्षमता प्रभावी असते. त्यामुळे कोणत्याही विषयाची आकलन मातृभाषेतून लवकरच होते. अर्थात शिक्षण हा केंद्र व राज्य सरकारचा संयुक्त विषय असल्यामुळे याबाबत निर्णय घेण्याचा अधिकार राज्य सरकारला देण्यात आला आहे. मातृभाषेतून शिक्षण याबाबत शक्ती अभिप्रेत नाही, आग्रह आहे. महात्मा गांधींनी देखील शिक्षण मातृभाषेतूनच देण्यात यावे असे सुचविले होते. ऐच्छिक विषय घेताना त्या राज्यातील स्थानिक परिस्थितीत तेथे चालणारे उद्योग यांचा विचार केल्याने हे शिक्षण खर्‍या अर्थाने जीवनाभिमुख शिक्षण होईल.

शिक्षणरचना

कोठारी आयोगाने शिक्षणातील गुणवत्ता बदलण्यासाठी १०+२+३ हा आकृतीबंध सांगितला होता. त्यानुसार इयत्ता पहिली ते तिसरी पर्यंतचे निम्न प्राथमिक शिक्षण इयत्ता सहावी ते आठवी पर्यंतचे उच्च प्राथमिक शिक्षण, इयत्ता नववी ते एस.एस.सी. पर्यंतचे (दहावी) माध्यमिक शिक्षण, त्यानंतर दोन वर्ष उच्च माध्यमिक शिक्षण आणि तीन वर्षाचे पदवीचे शिक्षण असावे.

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 नुसार ५+३+३+४ असा आकृतीबंध सांगितलेला आहे. त्यानुसार सुरुवातीच्या पाच वर्षांमध्ये-

तीन वर्ष अंगणवाडी/पूर्ण शाळा शिक्षण आणि-

दोन वर्ष इयत्ता पहिली ते दुसरी (३-८) वर्ष

तीन वर्ष इयत्ता   तिसरी ते पाचवी (८-११) वर्ष

तीन वर्ष इयत्ता   सहावी ते आठवी (१२-१४) वर्ष

चार वर्ष इयत्ता   नववी ते बारावी (१४-१८) वर्ष

महाविद्यालयीन शिक्षण

नवीन शैक्षणिक धोरणात महाविद्यालयीन शिक्षणात करण्यात येणारे बदल हे विद्यार्थ्यांच्या दृष्टीने महत्त्वपूर्ण व उपयोगी आहेत. यामध्ये जगातील उत्कृष्ट विद्यापीठ म्हणून निवडलेल्या विद्यापीठांना भारतात काम करण्यास सुलभ केले जाईल. परिणामी भारतीय विद्यार्थ्यांना शिक्षणाची अनेक दालने उघडी करून दिलेली आहेत. शिवाय भारतीय भाषा, कला आणि संस्कृतीचा सर्वत्र प्रचार व प्रसार होण्यास मदत होईल.

बॅचलर डिग्री ही ४ वर्षांची करण्यात आली असून एक्झिट ऑप्शन देखील देण्यात येणार आहे. एका वर्षात बाहेर पडणार यांना प्रमाणपत्र व दोन वर्षात बाहेर पडणार यांना डिप्लोमा देण्यात येणार आहे. तीन वर्षात बाहेर पडणार यांना पदवी तर चौथ्यावर्षी ऑनर्स पदवी देण्यात येईल. सध्यस्थितीत हा पर्याय उपलब्ध नसल्यामुळे शेवटच्या वर्षी जरी शिक्षण थांबले तरी डिग्री मिळत नाही. शिवाय सर्व विद्यापीठ 2040 पर्यंत बहुआयामी बनविण्याचा प्रयत्न आहे. एम. फील. ला. मात्र शिक्षणातून वगळण्यात आले आहे. या नवीन शैक्षणिक धोरणामध्ये व्यावसायिक कौशल्यांना प्राधान्य देण्यात देण्यात आले आहे. शिक्षणासोबतच कौशल्य विकसित करण्यावर अधिक भर दिलेला आहे.

देशाच्या प्रगतीसाठी आणि शिक्षणाचा सर्व व्यापी प्रचारासाठी हे नवीन शैक्षणिक धोरण अत्यावश्यक आहे. पण प्रत्येक योजनेची किंवा धोरणांची कार्यक्षमता ही त्या धोरणांच्या अंमलबजावणीवर अवलंबून असते. हे धोरण समजून घेण्याकरता सामाजिक आणि राजकीय परिस्थिती बदलणे आवश्यक आहे कारण एखाद्या मुलाला इलेक्ट्रिशनचे काम करावयाचे असेल पण पालकांची इच्छा मुलांनी इंजिनीयर किंवा डॉक्टर व्हावे अशी असते. या धोरणामध्ये संविधानिक मूल्य रुजवण्यावर भर देण्यात आलेला आहे. ही योजना अनेक टप्प्यातून प्रवेश करणार आहे. उदा. एनसीईआरटी, एससीईआरटी, सीएबीई, राज्य सरकार, केंद्र शासित प्रदेश, मंत्री, राज्य शिक्षण विभाग इत्यादी शिवाय प्रत्येक योजनेसाठी पर्याप्त अनुभव, मनुष्यबळ, वित्त आणि अंमलबजावणीच्या प्रत्येक टप्प्यावर नियंत्रण ठेवण्यासाठी प्रभावी यंत्रणा हवी. योजना करण्यात जे यश आले ते योजनेच्या अंमलबजावणीतही लाभो ही अपेक्षा.

निष्कर्ष

शिक्षणातील गुणवत्ता उत्तरदायित्व आणि संशोधनाच्या महत्त्वावर तसेच सर्व विद्यार्थ्यांना उच्च गुणवत्तेच्या शिक्षणाची उपलब्धता सुचित करण्यासाठी शिक्षक व्यावसायिक विकासामध्ये गुंतवणूक करण्याची आवश्यकता यावर जोर देते.

NEP 2020 हे भारतातील शिक्षण व्यवस्थेत परिवर्तन आणि 21 व्या शतकासाठी ती अधिक समर्पक आणि सर्वसमावेशक बनवण्याच्या दिशेने एक महत्त्वपूर्ण पाऊल आहे विद्यार्थ्यांच्या सर्वांगीण विकासाला चालना देणे आणि वेगाने बदलणाऱ्या जगात यशस्वी होण्यासाठी त्यांना आवश्यक कौशल्य आणि ज्ञान प्रदान करणे हे त्याचे उद्दिष्टे आहे.

संदर्भ

1) INDIAS NEW नॅशनल EDUCATION POLICY 2020 Dr.Joseph K Thomas
2) National High Education Policy 2020. Khursheed Amad Butt
3) राष्ट्रीय शिक्षा नीति 2020 मानव संसाधन विकास मंत्रालय भारत सरकार
4) भारतातील राष्ट्रीय शिक्षणाच्या दिशा- भगिनी निवेदिता

नवीन राष्ट्रीय शिक्षण धोरण-2020 संधी व आव्हाने

श्री. एस. ए. सोनवणे

सहयोगी प्राध्यापक,

शासकीय अध्यापक महाविद्यालय, मुंबई

कोणत्याही देशाचा विकास शिक्षणावर अवलंबून असून शिक्षण हा देशाचा कणा असतो. शिक्षणाच्या बळावरच आर्थिक, सामाजिक व सांस्कृतिक विकास अवलंबून असतो. म्हणूनच देशातील सर्वांनाच दर्जेदार, संस्कारक्षम, परिवर्तनशील शिक्षण प्राप्त करून देणे हे देशाचे प्राथमिक कर्तव्य व धोरण असले पाहिजे. स्वातंत्र्यपूर्व काळात भारतात शिक्षण प्रणाली अत्यंत सामान्य होती. जनसामान्यांसाठी शिक्षणाची द्वारे खुली नव्हती किंबहुना शैक्षणिक सुविधाही नव्हत्या मात्र ही परिस्थिती दीर्घकाळ स्थिर राहू शकणार नव्हती स्वातंत्र्यप्राप्तीनंतर शिक्षण प्रणालीमध्ये अमूलाग्र सुधारणा होत गेले. भारतात समान शैक्षणिक पद्धत आणण्यासाठी भारताचे पहिले शिक्षणमंत्रीमौलाना अब्दुल अबुल कलाम आझाद यांनी शिक्षण आयोग प्रस्तावित केले होते.यात डॉ. राधाकृष्णन आयोग,डॉ मुदलियार आयोग,डॉ. कोठारी आयोग, त्याचप्रमाणे पहिले राष्ट्रीय शैक्षणिक धोरण-1968, दुसरे राष्ट्रीय शैक्षणिक धोरण-1986, नवीन शैक्षणिक धोरण- 1992 अशा प्रकारचे आयोग व धोरणे प्रस्तावित केले गेलेत आणि त्यातून शैक्षणिक विकास आणि देशाचा संतुलित विकास साधण्याचा प्रयत्न केला गेलेला आहे.बदलत्या काळानुरूप शिक्षण प्रणालीत बदल होणे अपेक्षित असते. सध्याचा काळ हा स्पर्धा, माहिती प्रसारणतंत्रज्ञान, कृत्रिम बुद्धिमत्ता, संगणक तंत्रज्ञानाचा असल्यामुळे जगाच्या, देशाच्या व स्थानिक समाजाच्या गरजा बदलत आहेत त्यांची पूर्तता होण्यासाठी सर्वसमावेशित, शाश्वत विकासात्मक, जागतिक दर्जाचे शिक्षणाची गरज आता भासू लागलेली आहे. काळानुरूप शैक्षणिक धोरणांची अंमलबजावणी करणे आवश्यक आहे. म्हणूनच भारत सरकारने नवीन राष्ट्रीय शिक्षण धोरण-2020 हे 29 जुलै 2020 मध्ये स्वीकारून त्याची अंमलबजावणी केलेली आहे.सुमारे 34 वर्षांच्या प्रदीर्घ कालावधीने नवीन शैक्षणिक धोरणाची अंमलबजावणी होत असून 21व्या शतकातील हे पहिले राष्ट्रीय शिक्षण धोरण आहे. या नवीन शिक्षण धोरणामध्ये पूर्व प्राथमिक, प्राथमिक, माध्यमिक, व उच्च शिक्षण व्यवस्थेमध्ये अमूलाग्र बदल केलेले असून देशाची विकासात्मक गरज पूर्ण करण्याची क्षमता असलेले अशा प्रकारचे हे शैक्षणिक धोरण आहे.शिक्षणाचा आकृतीबंध, अभ्यासक्रम, प्रशासन,अध्ययन-अध्यापन पद्धती, भाषा, बहुविद्याशाखीय स्वरूप अशा विविध अंगांनी तसेच कृतीप्रधानता, कौशल्य विकास, क्षमता विकसनावर आधारित नवीन शैक्षणिक धोरणाची निर्मिती केली गेलेली आहे.

नवीन शैक्षणिक धोरणाची वैशिष्ट्ये

- मूलभूत साक्षरता आणि संख्याज्ञान
- विद्यार्थ्यास अध्ययनाचा मार्ग/कार्यक्रम निवडण्यात लवचिकता
- बहुविद्याशाखीय आणि समग्र शिक्षणाचा विकास
- प्रत्यक्ष कृतीवर व संकल्पनांचे नेमके आकलनावर भर
- नैतिक मूल्यांची जोपासना
- जीवनमूल्य विकास

- बहुभाषिकत्व
- सातत्यपूर्ण मूल्यांकनावर भर
- तंत्रज्ञानाचा पर्याय वापर
- शिक्षणातील समानता व सर्वसमावेशकता
- आकृतीबंधात शिक्षणाचा सर्व स्तरावर सुसूत्रता
- गुणवत्तापूर्ण शिक्षण उत्कृष्ट दर्जाचे संशोधन
- भारतीय ज्ञानाचा विकास व प्रसार
- प्रत्येक विद्यार्थ्याच्या वैशिष्ट्यपूर्ण क्षमतांचा शोध घेणे,ओळखणे व त्याचा विकास करणे.
- शिक्षणाचा नवा आकृतिबंध 5+3+3+4

नवीन शैक्षणिक धोरण-2020 संधीची उपलब्धता

नवीन शैक्षणिक धोरणाच्या विविध तत्त्वांच्या विचार करता काही तत्त्वाअंतर्गत उपलब्ध संधीची चर्चा व आव्हाने संदर्भात विचार प्रस्तुत लेखात करण्याचा प्रयत्न केलेला आहे.

1. **पायाभूत साक्षरता आणि संख्या ज्ञानाची जाण-**

भारतासारख्या शहरी ते ग्रामीण अशाप्रकारे विस्तार असलेल्या देशात, अत्यंत प्रगत ते अदिम लोकसमूह, दुर्गम भागातील समाज, पारंपारिक विचारधारा असलेला समाज, या सर्व बाबींमुळे शिक्षणाचा प्रसार, साक्षरता, संख्याज्ञान विकासावर मर्यादा पडतात. त्यामुळे अपेक्षेप्रमाणे आजही आपल्याला साक्षरतेचा उच्चांक गाठता आलेला नाही. अजूनही आपल्याला भारतीय समाजातील निरक्षरता घालविणे व संख्या ज्ञानाची जाण निर्माण करणे, लेखन, वाचन, आकलन बाबत क्षमतांचा अजूनही पुरेसा विकास झालेला नाही. त्यामुळे नवीन शैक्षणिक धोरणाच्या अनुषंगे आपल्याला एक नवीन संधी उपलब्ध झालेली असून या आधारे सर्व स्तरातील मुलांसाठी मूलभूत साक्षरता आणि संख्याज्ञान साध्य करणे 2025 पर्यंत शक्य होणार आहे. यासाठी मनुष्यबळ विकास मंत्रालय, राष्ट्रीय मूलभूत साक्षरता आणि संख्याज्ञान मिशनची प्राधान्याने स्थापना करून सर्व राज्य व केंद्रशासित प्रदेशात, सर्व प्राथमिक शाळांमधून मूलभूत साक्षरता व संख्या ज्ञानाची उद्दिष्ट साध्य होतील अशा योजना तयार करतील. त्यासाठी शिक्षक भरती, विद्यार्थी- शिक्षक प्रमाण, स्थानिक शिक्षकांची नियुक्ती, स्थानिक भाषा अवगत शिक्षकांना प्राधान्य यासारखे उपक्रम हाती घेतले जाणार आहेत.नवीन शिक्षण धोरणाच्या अनुषंगाने पायाभूत साक्षरता आणि संख्याज्ञानाची जाण निर्माण करण्याची व विकसनाची संधी उपलब्ध झालेली आहे.

2. **शालाबाह्य विद्यार्थ्यांचे प्रमाण कमी करणे**

गळती, स्तगन व शाळाबाह्य विद्यार्थी यामुळे देशाची एक मोठी लोकसंख्या शिक्षणापासून वंचित राहते आणि मूलभूत शिक्षण न झाल्यामुळे देशाच्या विकासाच्या प्रवाहात त्यांचा समावेश होत नसल्यामुळे पर्यायी व्यक्तीचे व देशाचे नुकसान होत असते. हे सर्व टाळण्यासाठी शाळाबाह्य विद्यार्थ्यांचे प्रमाण कमी करणे अपरिहार्य आहे. सद्यस्थितीमध्ये मुलांच्या अनुत्तीर्णतेमुळे शाळा सोडून जाणे, एकाच वर्गात दीर्घकाळ अध्ययन करणे, त्याचप्रमाणे बरेचसे विद्यार्थी सामाजिक व आर्थिक परिस्थितीमुळे शाळेत प्रवेश घेऊ न शकल्यामुळे शाळाबाह्य स्थितीत असतात या सर्वांचा विचार

करून जास्तीत जास्त विद्यार्थी शिक्षण कसे घेतील आणि देशाचा विद्यार्थ्यांच्या ग्रॉस एनरोलमेंट मध्ये कशी वाढवता येईल या दृष्टिकोनातून एक संधी उपलब्ध झालेली आहे. विद्यार्थ्यांचे प्रवेशाचे प्रमाण वाढवून प्रवेशित विद्यार्थ्यांची संख्या टिकून ठेवणे यासाठी विविध उपक्रम हाती घेण्यात येत आहेत. यातील पहिला उपक्रम प्रभावी व मुबलक पायाभूत सेवा सुविधा उपलब्ध करून देणे म्हणजे सर्व विद्यार्थ्यांना पूर्व प्राथमिक ते बारावी पर्यंतचे शिक्षण घेता येईल अशा पद्धतीने शाळांची उपलब्धता, शाळांची गुणवत्ता व दर्जा वाढविणे तसेच शाळांचा विस्तार, शाळांची निर्मिती, वाहतूक व्यवस्था, वस्तीगृहांची निर्मिती इत्यादी सुविधा उपलब्ध करून देणे. त्याचप्रमाणे विद्यार्थ्यांसाठी मध्यान भोजन, आरोग्य इत्यादी उपक्रम हाती घेणे. दुसरा उपक्रम विद्यार्थ्यांच्या अध्ययन पातळीवर लक्ष ठेवणे त्यांना त्यांचे बारावीपर्यंतचे शिक्षण पूर्ण होईपर्यंत शाळा सोडू न देणे यासाठी विविध सेवा सुविधांची यंत्रणाची निर्मिती करणे सामाजिक, आर्थिक वंचित गटातील विद्यार्थ्यांवर विशेष भर देणे औपचारिक अनौपचारिक शिक्षण सुविधा उपलब्ध करणे, मुक्त शिक्षणाची उपलब्धता दुरुस्थ शिक्षण प्रणालीची निर्मिती, प्रादेशिक भाषेतून शिक्षण, व्यावसायिक शिक्षण, प्रौढ साक्षरता कार्यक्रम इत्यादींच्या आधारे सर्वांना शिक्षित करण्याचा उद्देश साध्य करणे अपेक्षित आहे. विद्यार्थ्यांना करिअर मार्गदर्शन सल्ला देणे यासाठी जेष्ठ नागरिक,, शाळेचे माजी विद्यार्थी, स्थानिक जनसमुदाय, स्वयंसेवक, सेवानिवृत्त शास्त्रज्ञ, निम्न सरकारी कर्मचारी, सरकारी कर्मचारी, शिक्षक या सर्वांचा डेटाबेस तयार करून विद्यार्थ्यांच्या शैक्षणिक विकासासाठी त्यांचा उपयोग करून घेणे जेणेकरून विद्यार्थी कोणत्याही परिस्थितीत शाळाबाह्य राहणार नाही अशा प्रकारची एक संधी नवीन शैक्षणिक धोरणातून उपलब्ध झालेली आहे.

3.   **अभ्यासक्रम निवडीमध्ये लवचिकता**

सर्वसामान्यपणे अभ्यासक्रमाअंतर्गत असणारी विषयांची सक्ती त्यामुळे विद्यार्थ्यांना अध्ययनामध्ये निर्माण होणारी बाधा ही विद्यार्थ्यांच्या अधोगतीला कारणीभूत ठरत असते. या उलट विद्यार्थ्यांना उपयुक्त व सोपे वाटणारे विषय निवडून अध्ययन करणे हे त्यांना त्यांच्या प्रगतीसाठी सुलभ ठरत असतात आणि म्हणून अभ्यासक्रमांतर्गत विषयांमधील असणारी अलवचिकता ही विद्यार्थ्यांच्या प्रगतीला बाधा ठरू नये म्हणून अभ्यासक्रमात निवडीमध्ये लवचिकता देऊन विद्यार्थ्यांना सक्षम करण्याची संधी नवीन शैक्षणिक धोरणात अंतर्भूतआहे. विद्यार्थ्यांना अभ्यासकरण्यासाठी विषय निवडीची जास्तीत-जास्त लवचिकता आणि निवडीत वाव देण्यास प्राधान्य दिले जाणार आहे. माध्यमिक शाळेत शारीरिक शिक्षण, कला, हस्तकला, व्यवसायिक कौशल्य अंतर्भाव असेल. त्यामुळे विद्यार्थ्यांना त्यांच्या अभ्यासाच्या आणि जीवनाचा योग्य मार्ग निवडू शकतील माध्यमिक शाळेत शिक्षणात अभ्यासक्रमांतर्गत कला, मान□□□शास्त्र, विज्ञान, व्यवसाय शिक्षण, आणि शैक्षणिक शाखा मध्ये कोणतेही स्पष्ट विभाजन नसणार. वरील सर्व विषय शाळेच्या अभ्यासक्रमात समाविष्ट असतील ते मनोरंजक व आनंददायी होण्यासाठी शिक्षणाची लवचिकता ही अधिक उपयुक्त ठरणार आहे.विद्यार्थ्यांना त्यांच्या आवडीप्रमाणे शिक्षणक्रम किंवा शिक्षण मार्ग निवडणे व आपले करिअर घडविणेही एक संधीच असणार आहे.

4. बहुभाषा आणि मातृभाषेतुन शिक्षणाची संधी

अध्ययनासाठी भाषा हा महत्वाचा घटक आहे, मात्र भाषा ही अध्ययनासाठी बाधा ठरु नये ही महत्वाची बाब आहे. मुलांना मातृभाषेतून कठीणातल्या-कठीण संकल्पना सहजपणे समजत असतात. त्यामुळे मातृभाषा अध्ययनाची भाषा असावी हा विचार आता जास्त दृढ होत आहे. याप्रमाणे शिक्षण किमान पाचव्या इयता ते शक्यतो आठव्या इयते पर्यन्त शिक्षणाचे माध्यम घरातील भाषा किंवा मातृभाषा असणार आहे. या बाबीचे पालन आता सरकारी आणि खाजगी अशा दोन्ही प्रकारच्या शाळांना करावे लागणार आहे. विज्ञानासारख्या विषयासहित सर्व विषयांची उच्च दर्जाची पाठ्यपुस्तके मातृभाषेतून उपलब्ध करून दिले जाणार आहेत. जेथे घरातील भाषा आणि शिक्षणाचे माध्यम वेगवेगळे आहे. त्यांच्यासाठी द्विभाषिक अध्यापक व अध्ययन सामग्री उपलब्ध करून दिली जाईल तसेच शिक्षकांना द्विभाषा पद्धती वापरण्यासाठी प्रोत्साहन दिले जाईल दोन ते आठ वर्ष या वयातील मुले भाषा अतिशय लवकर शिकतात म्हणून पायाभूत या स्तरापासून मुलांना सुरुवातीलाच विविध भाषांची ओळख करून दिली जाईल. त्रिभाषा सूत्राचा विचार करून मोठ्या प्रमाणात देशभर शिक्षकांची भरती व विविध भाषा शिकवण्यासाठी तंत्रज्ञानाचाही वापर केला जाणार आहे त्यामुळे स्थानिक भाषेपासून तर राष्ट्रीय स्तरावर निवडलेल्या इतर भाषांपर्यंत विद्यार्थ्यांना बहुभाषा शिकण्याची संधी तसेच स्थानिक भागातील अध्ययनाच्या भाषेची सक्ती यामुळे विद्यार्थ्यांना त्यांच्या अध्ययनात गती प्राप्त होणार आहे.

5. कौशल्य आणि क्षमतांचे एकात्मिक अभ्यासक्रम

आजच्या वेगाने बदलणाऱ्या जगात विद्यार्थ्यास समायोजन साधता यावे यासाठी विद्यार्थ्यांना काही विशिष्ट कौशल्य व क्षमता प्राप्त करून घेणे आवश्यक आहे. भाषा प्रभुत्व, वैज्ञानिक वृत्ती, तार्किक विचारसरणी, कल्पकता, नाविन्यपूर्णता, सौंदर्यशास्त्र, कलेची समज, लेखी मौखिक संवाद, आरोग्य, क्रीडा, सांघिक भावना, समस्या निराकरण, डिजिटल ज्ञान, कोडींग, संगणकीय कौशल्य, नैतिकता, घटनात्मक मूल्यांचे ज्ञान, पर्यावरण संपदांचे संवर्धन, शाश्वत विकास, परिसर स्वच्छता, चालू घडामोडीचे ज्ञान, स्थानिक ते जागतिक समस्यांचे ज्ञान या सर्व बाबी बाबत विविध क्षमता व कौशल्यांचा विकास विद्यार्थ्यांमध्ये साधने ही एक संधी या शैक्षणिक धोरणाने प्राप्त झालेली आहे असे म्हणता येईल. इयता सहावी ते आठवी दरम्यान प्रत्येक विद्यार्थ्याला स्थानिक गरजा आधारित कौशल्य विकसन करता येणार आहे. सुतार काम, इलेक्ट्रिक काम, धातू काम, बांधकाम, प्लंबिंग, कुंभारकाम इत्यादी सारखे अभ्यासक्रम व क्षमता विद्यार्थ्यांमध्ये विकसित केल्या जाणार आहेत त्यामुळे विद्यार्थ्याला स्वतःच्या प्रगतीला व करिअरला वाव देता येणार आहे.

6. अनुभवजन्य शिक्षण प्रणाली-

शिक्षणाच्या सर्व स्तरांवर अनुभवजन्यशिक्षण प्रणालीचा अवलंब केला जाणार असून अध्यापनात तात्विक तथा प्रात्यक्षिक घटकांच्या सादरीकरणांमध्ये अनुभवांना विशेष महत्त्व दिले जाणार आहे. विद्यार्थ्यांना अनुभवप्राप्तीसाठी विविध क्षेत्र भेटी घडविल्या जाणार आहेत त्यातून प्रत्यक्ष कौशल्य आत्मसात करता येतील व विषय संदर्भात माहिती प्राप्त करून उत्तम आकलनाचा प्रयत्न यातील शक्य होणार आहे.प्रात्यक्षिके, कला, खेळ, यांचा समावेश असलेली शिक्षणातून वर्ग व्यवहार,

कार्यक्षमता आधारित अध्ययन, प्रत्येक विषयात निश्चित केलेल्या क्षमता प्राप्त करण्यासाठी अनुभवजन्य शिक्षण पद्धतीचा वापर केला जाणार आहे.

7.   विद्यार्थ्यांच्या मूल्यमापन पद्धतीतील बदल

सध्याच्या मूल्यमापन पद्धतीत घोकंपट्टीस खूप महत्त्व प्राप्त झालेले आहे. या पद्धतीमुळे मूल्यमापन खर्‍या अर्थाने होत नाही. त्या ऐवजी मूल्यमापन पद्धतीतनियमित व रचनात्मक स्वरूपात बदल केले जाणार असून क्षमता आधारित मूल्यमापन यंत्रणा असणार आहे. यात विश्लेषण, तार्किक विचार मांडणी, संकल्पनात्मक समज स्पष्टता यांची पारख करणारे मूल्यमापन असणार आहे. विद्यार्थ्यांच्या प्रगती पुस्तकात भावात्मक, बोधात्मक व क्रियाकौशल्यात्मक क्षेत्रातील प्रगती दर्शवली जाणार असून अशाच प्रकारचे प्रगती पुस्तक तयार केले जाणार आहे. विद्यार्थ्यांच्या सर्वांगीण विकासाचे सचित्र दर्शन त्यामध्ये प्राप्त होऊ शकेल किंबहुना मदत होईल. बोर्डाच्या परीक्षेचे महत्त्व कमी करून परीक्षा सोप्या केल्या जातील कोचिंग क्लासेसचे बोकाळलेले स्तोम देखील नष्ट होणार आहे. मनुष्यबळ विकास मंत्रालय अंतर्गत एक मानक निश्चिती संस्था म्हणून राष्ट्रीय मूल्यांकन केंद्र स्थापन करणे प्रस्तावित असून या आधारे मूल्यमापनाची योजना निश्चित केली जाणार आहे. त्यामुळे विद्यार्थ्यांचे खर्‍या अर्थाने मूल्यमापन करून योग्य दिशादर्शनाची संधी प्राप्त होणार आहे.

नवीन शैक्षणिक धोरण-2020 संधीची उपलब्धता बाबत आव्हाने

1.   जगात लोकसंख्या बाबत प्रथम क्रमांकअसलेल्या भारत देशात सामाजिक, सांस्कृतिक व प्रादेशिक प्रचंड भिन्नता, अत्यंत गरीब ते श्रीमंत अशा प्रकारची विषमता, शिक्षणाप्रती अजूनही जाण नसलेला समाज, दुर्गम पहाडी व आदिवासी भागातील लोकसमूह, परंपरावादी विचारधारा असणारा लोकसमूह या सर्व बाबींवर मात करून शिक्षणाचा प्रसार व पायाभूत साक्षरता सर्वांपर्यंत पोहोचवणे हे एक आव्हान आहे याला समर्थपणे पेलण्यासाठी नियोजनात बारकावे हेरून त्यांची अंमलबजावणी केल्यास पायाभूत साक्षरता व संख्याज्ञान सर्वांपर्यंत पोहोचवणे शक्य होईल.

2.   शाळाबाह्य विद्यार्थ्यांचे प्रमाण कमी करण्यामध्ये प्रथमतः समाजामध्ये शिक्षणाप्रती जाणीजागृती निर्माण करणे आवश्यक असून यासाठी सर्व शासकीय यंत्रणांनी प्रामाणिकपणे कार्य केले तरच या अडचणीवर समर्थपणे आपण मात करू शकतो, आणि देशातील प्रत्येक बालकास इयत्ता पहिली ते बारावी पर्यंतचे शिक्षण मिळू शकेल. यासाठी रात्र शाळा, साखर शाळा, वीटभट्टी कामगार मुलांच्या शाळा, किंवा विविध प्रकारचे कामगार ज्या ज्या कारणाने ज्या ठिकाणी स्थलांतरित होतात अशा सर्व स्थलांतरित कामगारांसाठी त्या त्या परिसरामधील शाळांमध्ये विद्यार्थ्यांना समाविष्ट करून घेणे तसेच दुर्गम भागांमधील विद्यार्थ्यांसाठी स्थानिक परिसरातील शाळा किंबहुना त्यांच्यासाठी शालेय सुविधा उपलब्ध करून देणे ही एक आव्हानात्मक बाब असून यांच्या पूर्तते शिवाय शाळाबाह्य विद्यार्थीचे प्रमाण कमी होणार नाही.

3.   अभ्यासक्रम निवड व विषय निवड अंतर्गत लवचिकता उपलब्ध करून दिल्यानंतर विद्यार्थ्यांचा कल हा विशिष्ट एखाद्या विषयाकडे किंवा अभ्यासक्रमाकडे जाणे यामुळे विविध क्षेत्रात उपलब्ध होणारे मनुष्यबळाची उपलब्धतेच्या संतुलनात बिघाड होण्याची शक्यता नाकारता येत नाही. तेव्हा लवचिकता जरी उपलब्ध करून दिली असली तरी सर्व विषय सर्व अभ्यासक्रम सर्व व्यावसायिक

अभ्यासक्रमानंकडे संतुलित स्वरूपामध्ये विद्यार्थ्यांची संख्या असणे आवश्यक आहे. अशा प्रकारची स्थिती निर्माण करणे हे एक आव्हानच आहे.

4. बहुभाषिकत्व प्रस्थापित करण्यासाठी स्थानिक भाषेबरोबरच इतर भाषांचे ज्ञान विद्यार्थ्यांना प्राप्त करून देत असताना शासन स्तरावरून अशा प्रकारचे शिक्षकांची नियुक्ती विविध राज्य अंतर्गत शिक्षण संस्थांमध्ये करण्याची जबाबदारी ही शासनाची असून शासकीय तसेच खाजगी शाळांमध्ये या प्रकारच्या शिक्षकांच्या नियुक्ती या केल्या जातीलच याची शक्यता कमीच वाटते खाजगी संस्थांमध्ये नफा खोरीच्या दृष्टिकोनातून शिक्षकांच्या नियुक्ती व बहुभाषिकत्व विद्यार्थ्यांना प्राप्त करून देण्याच्या दृष्टिकोनातून आव्हानच आहे.

5. अभ्यासक्रम व विषय क्षमताधिष्ठित व कौशल्याधिष्ठित नक्कीच बनवले जातील मात्र प्रत्यक्षात यांचे अंमलबजावणी करत असताना यंत्रणांकडून कौशल्य व क्षमतांचे आत्मसापतीकरण विद्यार्थ्यांना प्राप्त करून देण्याच्या दृष्टिकोनातून मर्यादा पडण्याची शक्यता नाकारता येत नाही. यासाठी क्षमताधिष्ठित व कौशल्याधिष्ठित प्रशिक्षणातुन तयार झालेले प्रशिक्षकच हे कार्य करू शकतात अशा प्रकारचे प्रशिक्षण शिक्षकांना उपलब्ध करून मनुष्यबळ निर्मिती करणे ही एक आव्हानच आहे असे म्हणायचे हरकत नाही.

6. विद्यार्थ्यांना अध्ययन अनुभूती प्राप्त करून देणे आवश्यक असते अशा प्रकारची अध्ययन अनुभूती ही क्षेत्रभेट यातून शक्य होऊ शकते. क्षेत्रभेटी संदर्भात असणाऱ्या सध्याच्या परिस्थितीतील अडथळे किंवा अडचणींमुळे क्षेत्रभेटी शक्य होतील का? क्षेत्रभेटी संदर्भात योग्य नियोजन व त्यातून प्राप्त होणारे अनुभव यांचे नियोजन करणे सर्व विद्यार्थ्यांना सर्व प्रकारच्या अभ्यास विषय व व्यावसायिक विषयांसाठी अध्ययन अनुभूती प्राप्त करून देणे एक आव्हानात्मकच कार्य आहे असे म्हणायला हरकत नाही.

7. विद्यार्थ्यांच्या बोधात्मक, भावात्मक व क्रियाकौशल्यत्मक क्षेत्रातील प्राप्त अध्ययन अनुभूतींचे, कौशल्यांचे, क्षमतांचे मूल्यमापन करण्याची व त्यांची नोंद घेण्याची यंत्रणा निर्माण करणे व त्याप्रमाणे मूल्यमापन करणे देखील आव्हानात्मकच आहे.

थोडक्यात वरील सर्व बाबी आव्हानात्मक स्वरूपात जरी वाटत असल्या तरी त्या अशक्यप्राय नाहीत. या सर्व बाबी सहजपणे साध्य होऊ शकतात यासाठी शासन स्तरापासून ते शिक्षक, पालक, सामाजिक संस्था, मंडळे, खाजगी शिक्षण संस्था, विद्यार्थी या सर्वांनी योग्य पद्धतीने नियोजन व अंमलबजावणी केली तर नवीन शिक्षण धोरण 2020 च्या अनुषगे व्यक्ती व देशाच्या विकासाच्या दृष्टिकोनातून उपलब्ध करून दिलेल्या सर्व संधीच सोन होऊ शकते.

उच्च शालेय शिक्षणात नवीन राष्ट्रीय शैक्षणिक धोरण २०२० - एक अभ्यास

शारदा केवलराम चौधरी

सहा. प्राध्यापिका

कॉलेज ऑफ एज्युकेशन, शिवळे

सारांश:

राष्ट्रीय शैक्षणिक धोरण, २०२० (NEP) द्वारे शिक्षणात मोठ्या प्रमाणावर परिवर्तनाची कल्पना केली जाते – "भारतीय लोकभावनेत रुजलेली एक शिक्षण प्रणाली जी भारताच्या, म्हणजे भारताला, शाश्वतपणे एक न्याय्य आणि दोलायमान ज्ञान समाजात परिवर्तन करण्यास थेट योगदान देते, ज्याद्वारे उच्च दर्जाचे शिक्षण दिले जाते".29जुलै २०२० रोजी विद्यमान भारतीय शिक्षण पद्धतीत अनेक बदल घडवून आणण्याच्या उद्देशाने मंत्रिमंडळाने नवीन राष्ट्रीय शैक्षणिक धोरणाला मान्यता दिली.राष्ट्रीय शैक्षणिक धोरण NEP 2020 हे एक सर्वसमावेशक धोरण आहे जे भारतातील शिक्षणाच्या भविष्यासाठी दृष्टिकोन आणि रोड मॅपचे रूपरेषा देते. NEP 2020 चे उद्दिष्ट बहुविद्याशाखीय शिक्षणाला चालना देऊन क्रेडिट आधारित प्रणाली सादर करून आणि संशोधन आणि नाविन्यपूर्णतेला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठान एनआरएफ स्थापन करून उच्च शिक्षणात परिवर्तन घडवून आणायचे आहे. शिकण्याच्या सर्वांगीण आणि बहुविद्याशाखीय दृष्टिकोनाला प्रोत्साहन देऊन तंत्रज्ञानाचा लाभ घेऊन आणि संशोधन आणि नवप्रकमाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणणे हे या धोरणाचे उद्दिष्ट आहे.२१ व्या शतकातील शाश्वत विकास ध्येय प्राप्त करणे शक्य होईल अशी समर्थ सशक्त शैक्षणिक व्यवस्था उभारणे हे या धोरणाचे उद्दिष्ट आहे.

महत्वाचे शब्द: उच्च, राष्ट्रीय, शैक्षणिक, धोरण, अभ्यास.

प्रस्तावना:

नवीन राष्ट्रीय शैक्षणिक धोरण २०२० - २१ व्या शतकातील पहिले राष्ट्रीय शैक्षणिक धोरण आहे नवीन राष्ट्रीय शैक्षणिक धोरण (NEP 2020) २९ जुलै २०२०रोजी मंजूर करण्यात आले. नवीन राष्ट्रीय शैक्षणिक धोरण २०२० अन्वये शैक्षणिक राज्यामध्ये नियमन मध्ये तसेच प्रशासकीय व्यवस्था मध्ये अनेक सुधारणा व आमुलाग्र बदल नमूद करण्यात आले आहेत या शतकातील शाश्वत विकास ध्येय प्राप्त करणे शक्य होईल अशी समर्थ सशक्त शैक्षणिक व्यवस्था उभारणे हे या धोरणाचे उद्दिष्ट आहे. राष्ट्रीय शैक्षणिक धोरण २०२० यातून सर्जनशीलविचार, चिकित्सकविचार, संभाषणकला, सहवेदना, आत्मविश्वास तसेच सहकार्यया कौशल्यांवर विशेष लक्ष दिले गेले आहे.राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये जागतिक शिक्षण विकास कृती कार्यक्रम समाविष्ट असून सर्वांसाठी समावेशक आणि समान गुणवत्तेचे शिक्षण आणि सर्वांसाठी निरंतर अध्ययनाच्या शिक्षणाच्या संधींना प्रोत्साहन देण्याचे २०३० पर्यंत उद्दिष्ट पूर्ण करण्याविषयी आहे. या धरणाचा दृष्टिकोन म्हणजे भारतीय नीतिमत्ता रुसलेली शिक्षण प्रणाली तयार करणे जी सर्वांना उच्च गुणवत्तेचे शिक्षण देऊन भारतात जागतिक ज्ञान महासत्ता बनवून भारताचे एका न्याय आणि चैतन्यमय ज्ञान समाजात शाश्वतपणे परिवर्तन करण्यात प्रत्यक्षपणे योगदान देणारे अशी शिक्षण व्यवस्था

निर्माण करणे हे आहे. त्याचप्रमाणे प्रत्येक विद्यार्थ्याला एक वैश्विक नागरिक बनवण्याच्या हेतूने विद्यार्थ्यांच्या केवळ विचारांमध्येच नव्हे तर त्यांच्या व्यवहारात, बुद्धीमध्ये आणि कृतीमध्ये देखील रुजवणे तसेच मानवी हक्क , शाश्वत विकास आणि जीवनमान यांच्याशी जबाबदारी पूर्ण बांधिलकीचे समर्थन करणारे ज्ञान ,कौशल्य, मूल्ये आणि स्वभाविक्षित करणे हे आहे.राष्ट्रीय शैक्षणिक धोरण २०२० हे मुख्यतः पाच स्तंभावर आधारित आहे१)Access (सर्वांना सहज शिक्षण) २) Equity (समानता) ३) Quality(गुणवत्ता) ४) Affordability (परवडणारे शिक्षण) ५) Accountability (उत्तरदायित्व).NEP 2020 शैक्षणिक धोरणांमुळे शैक्षणिक व्यवस्था व संस्था यांच्याकरिता मूलभूत तत्वे (fundamental principles) निश्चित करण्यात आली आहेत भारतीय मूल्य जोपासून अभ्यासक्रम व अध्यापन शास्त्राच्या माध्यमातून विद्यार्थ्यांमध्ये मूलभूत कर्तव्य संविधानिक मूल्य तसेच देशाशी असलेले संबंध तयार करणे हे या धोरणातून अपेक्षित आहे.राष्ट्रीय शैक्षणिक धोरण (NEP) २०२० हे २१ व्या शतकातील पहिले शैक्षणिक धोरण आहे आणि १९८६ च्या राष्ट्रीय शैक्षणिक धोरणाची जागा घेते. प्रवेश, समता, गुणवत्ता, परवडणारे आणि जबाबदारी या मूलभूत खांबावर बांधले गेलेले हे धोरण २०३० च्या एजन्डाशी जोडले गेले आहे. शाश्वत विकासासाठी आणि शालेय आणि महाविद्यालयीन दोन्ही शिक्षण अधिक समग्र, लवचिक, बहु-अनुशासनिक, एकविसाव्या शतकाच्या गरजेनुसार अनुकूल आणि प्रत्येक विद्यार्थ्याच्या अद्वितीय क्षमता बाहेर आणण्याचे उद्दीष्ट ठेऊन भारताला दोलायमान ज्ञान, समाज आणि जागतिक ज्ञान महासत्तेत रूपांतरित करण्याचे उद्दीष्ट आहे.

उच्च शिक्षण:

उच्च शिक्षणासाठी राष्ट्रीय शैक्षणिक धोरण २०२० चे उद्दिष्ट भारतातील विद्यमान उच्च शिक्षण प्रणालीमध्ये परिवर्तन घडवून आणण्याचे आहे. हे धोरण आंतरविद्याशाखीय अभ्यासांना चालना देण्यावर, नवीन विषयांची ओळख करून देण्यावर आणि अभ्यासक्रमांमध्ये लवचिकता आणि विद्यार्थ्यांना नवीन संधी प्रदान करण्यावर भर देते. उच्च शिक्षणामध्ये ग्रॉस एनरोलमेंट रेशो (GER) वाढवणे, अनेक प्रवेश आणि बाहेर पडण्याचे पर्याय प्रदान करणे आणि विद्यार्थ्यांना त्यांच्या आवडी आणि योग्यतेनुसार अभ्यासक्रम निवडण्याची परवानगी देणे हे त्याचे उद्दिष्ट आहे.धोरणात नॅशनल रिसर्च फाउंडेशन(national research foundation), नॅशनल एज्युकेशन टेक्नॉलॉजी फोरम(national education technology forum) आणि देशात आणखी उच्च शिक्षण संस्था स्थापन करण्याची कल्पना आहे. २१ व्या शतकातील गरजांना अनुकूल अशी सर्वांगीण आणि लवचिक शिक्षण प्रणाली तयार करणे हे धोरणाचे उद्दिष्ट आहे.

उच्च शिक्षणाच्या ठळक वैशिष्ट्यांसाठी राष्ट्रीय शैक्षणिक धोरण २०२०

१.   उच्च शिक्षणातील एकूण नोंदणी प्रमाण (GER) २०३५पर्यंत ५०% पर्यंत वाढवण्याचे धोरणाचे उद्दिष्ट आहे.

२.   उच्च शिक्षणात सुमारे ५कोटी जागा जोडल्या जाणार आहेत.

३.   सर्व विषयांमध्ये संशोधनासाठी निधी आणि प्रोत्साहन देण्यासाठी नॅशनल रिसर्च फाउंडेशन (NRF) ची स्थापना करण्याचे धोरण प्रस्तावित करते.

४.   पॉलिसी उच्च शिक्षणासाठी अनेक नियामक संस्था बदलण्यासाठीएकच नियामक स्थापन करण्याची शिफारस करते, ज्याला हायर एज्युकेशन कमिशन ऑफ इंडिया (HECI) म्हणतात.

५.   धोरण चार वर्षांच्या बहुविद्याशाखीय अंडरग्रेजुएट पदवीचा प्रस्ताव मांडते, ज्यामध्ये अनेक निर्गमन

पर्याय आणि कौशल्य विकासाच्या संधी आहेत,

६.   उच्च शिक्षणात तंत्रज्ञानाच्या वापराला प्रोत्साहन देण्यासाठी राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच (NETF) स्थापन करण्याचा प्रस्ताव धोरणात आहे.

७.   हे धोरण पदवी कार्यक्रमांसाठी क्रेडिट-आधारित प्रणाली विकसित करण्याची शिफारस करते, जे विद्यार्थ्यांना एकाच वेळी अनेक पदव्या किंवा कार्यक्रमांचा पाठपुरावा करण्यास सक्षम करेल.

८.   या धोरणात संस्थांमध्ये शैक्षणिक क्रेडिट्सचे हस्तांतरण आणि जमा करणे सुलभ करण्यासाठी राष्ट्रीय शैक्षणिक क्रेडिट बँक (एनएसी-बँक) ची स्थापना करण्याचा प्रस्ताव आहे.

NEP 2020 मध्ये २०३० पर्यंत प्रत्येक जिल्ह्यात किंवा जवळील एका मोठ्या बहुविद्याशाखीय उच्च शिक्षण संस्थेची (HEI) कल्पना आहे.अशा सर्वांगीण आणि बहुविद्याशाखीय शिक्षणाच्या प्राप्तीच्या दिशेने, सर्व HEI च्या लवचिक आणि नाविन्यपूर्ण अभ्यासक्रमामध्ये सामुदायिक सहभाग आणि सेवा, पर्यावरणीय शिक्षण आणि मूल्य-आधारित शिक्षण या क्षेत्रातील क्रेडिट-आधारित अभ्यासक्रम आणि प्रकल्पांचा समावेश असेल. पर्यावरण शिक्षणामध्ये हवामान बदल, प्रदूषण, कचरा व्यवस्थापन, स्वच्छता, जैविक विविधतेचे संवर्धन, जैविक संसाधने आणि जैवविविधतेचे व्यवस्थापन, वन आणि वन्यजीव संरक्षण आणि शाश्वत विकास आणि जीवन यासारख्या क्षेत्रांचा समावेश असेल. मूल्य-आधारित शिक्षणामध्ये मानवतावादी, नैतिक, घटनात्मक आणि सत्य (truth), धार्मिक आचरण (religion), शांती (peace), प्रेम (love), अहिंसा, जग अधिकाधिक एकमेकांशी जोडले जात असताना, समकालीन जागतिक आव्हानांना प्रतिसाद देणारा ग्लोबल सिटीझनशिप एज्युकेशन (GCED) विद्यार्थ्यांना जागतिक समस्यांबद्दल जागरूक होण्यासाठी आणि समजून घेण्यासाठी आणि अधिक शांततापूर्ण, सहिष्णु, सर्वसमावेशक, सुरक्षिततेचे सक्रिय प्रवर्तकआणि टिकाऊ समाज बनण्यासाठी सक्षम करण्यासाठी प्रदान केले जाईल.शेवटी, सर्वांगीण शिक्षणाचा भाग म्हणून, सर्व HEI मधील विद्यार्थ्यांना स्थानिक उद्योगासह इंटर्नशिपच्यासंधीउपलब्ध करून दिल्या जातील.व्यवसाय, कलाकार, हस्तकला व्यक्ती इ.तसेच त्यांच्या स्वतःच्या किंवा इतर HEI/संशोधन संस्थांमधील प्राध्यापक आणि संशोधकांसोबत संशोधन इंटर्नशिप, जेणेकरून विद्यार्थी त्यांच्या शिकण्याच्या व्यावहारिक बाजूंसह सक्रियपणे सहभागी होऊ शकतील आणि उप-उत्पादन म्हणून, त्यांच्या रोजगारक्षमतेत आणखी सुधारणा करा.उच्च शिक्षणामध्ये, NEP2020 शिक्षणाच्या विविध पैलूंवर मौल्यवान अंतर्दृष्टी आणि शिफारशी प्रदान करते ज्यामध्ये बहुविद्याशाखीय आणि समग्र शिक्षणाकडे वाटचाल समाविष्ट आहे. संस्थात्मक स्वायत्तता, नॅशनल रिसर्च फाउंडेशनच्या स्थापनेद्वारे दर्जेदार संशोधनाला चालना, सततउच्च शिक्षणामध्ये, NEP 2020 शिक्षणाच्या विविध पैलूंवर मौल्यवान अंतर्दृष्टी आणि शिफारशी प्रदान करते ज्यात बहुविद्याशाखीय आणि सर्वांगीण शिक्षणाकडे वाटचाल, संस्थात्मक स्वायत्तता, राष्ट्रीय संशोधन प्रतिष्ठानच्या स्थापनेद्वारे दर्जेदार संशोधनाला चालना, शिक्षकांचा सतत व्यावसायिक विकास, तंत्रज्ञानाचे एकत्रीकरण, उच्च शिक्षणाचे आंतरराष्ट्रीयीकरण, शासनाची पुनर्रचना आणि नियामक संरचना, बहुविद्याशाखीय अभ्यासक्रम, आकर्षक मिश्रित, अध्यापनशास्त्र, वैध विश्वसनीय आणि मिश्रित मूल्यांकन आणि भारतीय भाषांमधील सामग्रीची उपलब्धता. या धोरणाचा शिक्षण व्यवस्थेवर दीर्घकाळ सकारात्मक प्रभाव पडेल आणि २०४७ मध्ये विकसित भारतापर्यंत पुढच्या २५ वर्षांमध्ये 'अमृत काल' दरम्यान भारताला कुशल मनुष्यबळाचे जागतिक केंद्र बनवण्याची अपेक्षा आहे. त्याची अंमलबजावणी केंद्राच्या सामूहिक प्रयत्नांची गरज आहे.

NEP 2020 मध्ये बरेच बदल आपल्याला दिसतात, ज्यामध्ये परीक्षा, क्रेडिट सिस्टम, गुणांची विभागणी, अभ्यासक्रम यामध्ये मोठे बदल झालेले दिसतील. क्रेडिट पद्धतीत महत्वाचा बदल होणार आहे ते म्हणजे 'एकसमान क्रेडिट पद्धती. याकडे पदवीच्या पहिल्यावर्षी प्रवेश घेणाऱ्या विद्यार्थ्यांना क्रेडिट गुणांकन पद्धतीनुसार अभ्यासक्रम शिकवला जाणार आहे. म्हणजेच प्रत्येक विषयाचे क्रेडिट निश्चित केले जाणार आणि यात एकसमानता आणली जाणार. म्हणजे राज्यातील सर्व विद्यापीठाच्या महाविद्यालयात विषयांचे क्रेडिट एकसमान असणार आहे.तसेच क्रेडिट गुणांकन पद्धती आणि विषय निवडीचे स्वातंत्र्य विद्यार्थ्यांना मिळणार आहे. तसंच पदवी आणि पदव्युत्तर प्रवेश घेणाऱ्या विद्यार्थ्याला शिक्षणासाठी अनेक पर्याय उपलब्ध असतील. यालाच 'मल्टिपल एन्ट्री आणि मल्टिपल एक्झीट' असे नाव देण्यात आले आहे.

स्वातंत्र्य, समता, बंधुता आणि न्याय यांचे समर्थन करणारे लोकशाही, न्याय्य, सामाजिक-जागरूक, सुसंस्कृत आणि मानवीय राष्ट्र, ज्याची संकल्पना राज्यघटनेत केली आहे त्याप्रमाणे मानवी तसेच सामाजिक कल्याणाला चालना देण्यासाठी आणि विकसनशील भारतामध्ये उच्च शिक्षण अत्यंत महत्वाची भूमिका बजावते. सर्व उच्च शिक्षण देशाच्या शाश्वत उपजीविकेसाठी आणि आर्थिक विकासासाठी महत्वपूर्ण योगदान देते. भारत एक ज्ञान अर्थव्यवस्था आणि समाज बनण्याच्या दिशेने वाटचाल करत असताना, अधिकाधिक तरुण भारतीय उच्च शिक्षणासाठी इच्छुक होण्याची शक्यता आहे.

२१ व्या शतकातील गरजा लक्षात घेता, दर्जेदार उच्च शिक्षणाचे उद्दिष्ट चांगले, विचारशील, चांगले गोलाकार आणि सर्जनशील व्यक्ती विकसित करणे आवश्यक आहे. एखाद्या व्यक्तीला सखोल स्तरावर स्वारस्य असलेल्या एक किंवा अधिक विशेष क्षेत्रांचा अभ्यास करण्यास सक्षम करणे आवश्यक आहे, तसेच चारित्र्य, नैतिक आणि घटनात्मक मूल्ये, बौद्धिक कुतूहल, वैज्ञानिक स्वभाव, सर्जनशीलता, सेवेची भावना आणि २१ व्या शतकातील क्षमता विकसित करणे आवश्यक आहे. विज्ञान, सामाजिक विज्ञान, कला, मानविकी, भाषा, तसेच व्यावसायिक, तांत्रिक आणि व्यावसायिक विषयांचा समावेश आहे. दर्जेदार उच्च शिक्षणाने वैयक्तिक सिद्धी आणि ज्ञान, रचनात्मक सार्वजनिक सहभाग आणि समाजासाठी उत्पादक योगदान सक्षम केले पाहिजे. त्याने विद्यार्थ्यांना अधिक अर्थपूर्ण आणि समाधानकारक जीवनासाठी आणि कामाच्या भूमिकांसाठी तयार केले पाहिजे आणि आर्थिक स्वातंत्र्य सक्षम केले पाहिजे.

मोठी बहुविद्याशाखीय विद्यापीठे आणि महाविद्यालये उच्च-गुणवत्तेच्या सर्वांगीण आणि बहुविद्याशाखीय शिक्षणाकडे वाटचाल सुलभ करतील. अभ्यासक्रमात लवचिकता आणि कादंबरी आणि आकर्षक अभ्यासक्रम पर्याय विद्यार्थ्यांना ऑफरवर असतील, शिवाय विषय किंवा विषयातील कठोर स्पेशलायझेशन. याला वाढीव प्राध्यापक आणि अभ्यासक्रम निश्चित करताना संस्थात्मक स्वायत्तता याद्वारे प्रोत्साहन दिले जाईल. अध्यापनशास्त्रामध्ये संवाद, चर्चा, वादविवाद, संशोधन आणि क्रॉस-डिसिप्लिनरी आणि इंटरडिसिप्लिनरी विचारांच्या संधींवर अधिक भर दिला जाईल.

निष्कर्ष

स्वातंत्र्य, समता, बंधुता आणि न्याय यांचे समर्थन करणारे लोकशाही, न्याय्य, सामाजिक-जागरूक, सुसंस्कृत आणि मानवीय राष्ट्र, ज्याची संकल्पना राज्यघटनेत केली आहे त्याप्रमाणे मानवी तसेच सामाजिक कल्याणाला चालना देण्यासाठी आणि विकसनशील भारतामध्ये उच्च शिक्षण अत्यंत महत्वाची भूमिका बजावते NEP 2020 शिक्षणातील तंत्रज्ञानाचे मूल्य मान्य करून शिक्षणासाठी विस्तृत डिजिटल पायाभूत

सुविधा निर्माण करण्याचे सुचवते. हे महाविद्यालयांना अधिकाधिक विद्यार्थ्यांपर्यंत पोहोचण्यासाठी आणि शैक्षणिक प्रवेशासाठी ऑनलाइन आणि मिश्रित शिक्षण अभ्यासक्रम ऑफर करण्यास प्रोत्साहित करते.

NEP 2020 शिक्षणातील तंत्रज्ञानाचे मूल्य मान्य करून शिक्षणासाठी विस्तृत डिजिटल पायाभूत सुविधा निर्माण करण्याचे सुचवते. हे महाविद्यालयांना अधिकाधिक विद्यार्थ्यांपर्यंत पोहोचण्यासाठी आणि शैक्षणिक प्रवेशासाठी ऑनलाइन आणि मिश्रित शिक्षण अभ्यासक्रम ऑफर करण्यास प्रोत्साहित करते.

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शालेय शिक्षणात राष्ट्रीय शैक्षणिक धोरण २०२० ची भूमिका

Prof. Smita Nandkishor Shipurkar

सारांश (Abstract)

2020 च्या अनुषंगाने भारतीय स्तरावर शालेय शिक्षण हे प्रत्येक राज्यामध्ये, जागतिक स्तरावर सुद्धा खूप महत्वाचे आहे. त्यामुळे प्रत्येक राज्यांमध्ये ह्याची अंमलबजावणी होणे महत्वाचे आहे. शालेय शिक्षणाचा अर्थ, त्याची गरज व त्याचे महत्व व त्याची उद्दिष्टे महत्वाची आहेत. त्यामुळे राष्ट्रीय शैक्षणिक धोरण २०२० ह्या मध्ये शालेय शिक्षण महत्वाची भूमिका बजावत आहे.

Key Words: शालेय शिक्षण, राष्ट्रीय शैक्षणिक धोरण

प्रस्तावना

शिक्षण हे मानवी गरजा पूर्ण करण्याचे व समृद्ध जीवन जगण्याचे अत्यावश्यक साधन आहे. संयुक्त राष्ट्र संघाच्या सभेत सप्टेंबर २०१५ राजी मानवी जीवनाचा दर्जा सुधारण्यासाठी जगातील शाश्वत विकास हा कार्यक्रम स्विकारला आहे. ह्या विकास कार्यक्रमात जागतिक मानव कल्याणासाठी एकूण १७ उद्दिष्टे निश्चित करण्यात आलेली आहेत. यामध्ये क्रमांक ४ चे उद्दिष्ट जगातील प्रत्येक बालकास 'सर्वसमावेशक व गुणवत्तापूर्ण शिक्षण देणे' हे आहे. आपल्या देशातील शिक्षण विभागाने जागतिक स्तरावर शाश्वत विकासाच्या उपरोक्त उद्दिष्ट क्रमांक चारची पूर्तता करण्यासाठी कृती कार्यक्रमाचा भाग म्हणून 'राष्ट्रीय शिक्षण धोरण' तयार केले आहे. शालेय शिक्षण विषयक सर्व धोरणे, समित्या याविषयी मुख्याध्यापक, प्रशिक्षित शिक्षक यांनी यशोचित माहिती करुन देणे अत्यावश्यक आहे.

राष्ट्रीय शैक्षणिक धोरणे व समित्या या विषयाची माहिती संदर्भ ग्रंथामध्ये उपलब्ध आहे. सध्यस्थितीत जाहिर करण्यात आलेल्या राष्ट्रीय शैक्षणिक धोरण २०२० (2020) याबाबत शालेय शिक्षकांना मार्गदर्शन होणे गरजेचे आहे. या धोरणात शालेय शिक्षण, उच्च शिक्षण व धोरणांची अंमलबजावणी हे विभाग आहेत.

2020 मध्ये शालेय शिक्षणाच्या अनुषंगाने बाल्यावस्था संगोपन आणि शिक्षण पायाभूत साक्षरता आणि संख्याज्ञान गळतीचे प्रमाण कमी करणे, शिकणे ही सर्वांगिण एकात्मिक आनंददायी आणि रंजक करणे, शिक्षक, शिक्षण समावेशित शिक्षण शाळा संकुल आणि शालेय शिक्षणात मानके ठरवणे व त्यांना अधि स्विकृती देणे व प्रमुख बाबी सविस्तरपणे मांडण्यात आलेले आहेत व त्या प्रत्येक बाबींचा वापर करणे आवश्यक आहे.

शालेय शिक्षण (School Education)

Definition

१.   शालेय शिक्षण म्हणजे मुलांना शाळेत मिळणारे शिक्षण.

२.   शालेय शिक्षण म्हणजे अध्यापनातून ज्ञान, विषय माहिती समज आणि कौशल्य संपादन करणे.

उद्दिष्टे

१.   नविन राष्ट्रीय धोरणात २०२० चे शालेय शिक्षणात महत्व समजावणे.

२.   नविन राष्ट्रीय शैक्षणिक धोरण २०२० विषयी जागृकता निर्माण करणे.

३.   नविन राष्ट्रीय शैक्षणिक धोरण २०२० विषयी शालेय शिक्षणात येणारे नविन बदल जाणून घेणे.

राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये शालेय शिक्षणाची भूमिका

१.   प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षण :

नविन आकृतीबंधात वय वर्षे ३ असलेल्या बालकापासून ते वय वर्षे १८ पर्यंत विचार करण्यात आलेला आहे. पायाभूत स्तरात तीन वर्षांचे बाल्यावस्थेतील शिक्षण व इयत्ता १ली व २री यांचा समावेश करण्यात आलेला आहे. पूर्ण अध्ययन स्तरामध्ये इयत्ता तीसरी ते पाचवी, पूर्व माध्यमिक स्तरामध्ये इयत्ता सहावी ते आठवी, माध्यमिक व उच्च माध्यमिक स्तरावर इयत्ता ९वी ते १२वी यांचा समावेश करण्यात आलेला आहे. बालकाच्या मेंदूच्या एकंदर विकासपैकी ८५% विकास हा सहा वर्षापर्यंत होतो. त्यासाठी बाल शिक्षण व संगोपन (Early chi   ) आणि पारंपारिक शिक्षणात जोडण्यात आलेले आहे. शारिरीक विकास, कृती, कौशल्य विकास, आकलन विकास, संवाद साक्षरता व संख्याज्ञान त्याचा विकास करणे हे   चे प्रमुख उद्दिष्ट आहे.

२.   पायाभूत साक्षरता आणि संख्याज्ञान :

अध्यायनासाठी एक तातडीची आणि आवश्यक पूर्वअट प्रत्येक बालकाचा वाचण्याची आणि लिहिण्याची आणि संख्याज्ञानच्या मूलभूत क्रिया करण्यासाठी क्षमता हा शालेय व निरंतर शिक्षणाचा पाया आहे. राज्य व केंद्रशासित सरकारने २०२५ पर्यंत इयत्ता तिसरी पर्यंतच्या प्रत्येक विद्यार्थ्यांसाठी हा मूलभूत साक्षरता व संख्याज्ञान कार्यक्रमाची रुपरेषा तातडीने राबवायची आहे. शिक्षक-विद्यार्थी प्रमाण (   ) २५ पेक्षा कमी ठेवण्याचे उद्दिष्ट निर्धारित करण्यात आले आहे.

३.   शाळा सोडणाऱ्या विद्यार्थ्यांचे प्रमाण कमी करणे आणि शिक्षण सर्वत्र आणि सगळ्या स्तरावर पोहोचेल हे सुनिश्चित करणे.

शालेय शिक्षणात सर्व शिक्षा अभियान व सद्यस्थितीत समग्र शिक्षा अभियान आणि शिक्षण हक्क कायदा या अंतर्गत प्राथमिक शिक्षणात विद्यार्थ्यांची पट नोंदणीचे उद्दिष्ट साध्य करण्यासाठी त्यामध्ये यश मिळविण्यात आलेले आहे. सहावी ते आठवीसाठी पट नोंदणीचे प्रमाण ९०.९:% व इयत्ता नववी-दहावीचा ७९.३% , अकरावी, बारावीचा ५६.५% आहे. २०३० पर्यंत बारावीपर्यंत हा १००% पर्यंत करण्याचे उद्दिष्ट ठेवण्यात आले आहे.

४.   शाळांमधील अभ्यासक्रम आणि अध्यापन शास्त्र :

शिकणे हे सर्वांगिण एकात्मिक आनंददायक आणि रंजक असले पाहिजे.

प्रस्तुत धोरणात गुणवत्तापूर्ण शिक्षणाला महत्व देण्यात आलेले आहे. यासाठी शाळेमधील अभ्यासक्रम व अध्यापन शास्त्र ही महत्वपूर्ण बाब आहे. पायाभूत स्तरापासून ते उच्च माध्यमिक स्तरापर्यंत विद्यार्थ्यांचा वयोगट अभिरुची गरज यांचा विचार करून लवचिक बहुस्तरीय खेळावर आधारित शिक्षण पद्धतीचा अवलंब करण्यात येईल. पूर्व माध्यकि स्तरावर पायाभूत स्तरावरील खेळ शोध आणि उपक्रम यावर आधारित शिक्षण असेल. सोपा मजकूर, संवादक संवादात्मक पद्धतीने शिक्षण असेल. २१ व्या शतकातील कौशल्य विकास यावर भर देण्यात येईल. अनुभवात्मक शिक्षण देणे आकलनात्मक शिक्षणावर भर देण्यात येणार आहे.

५.   शिक्षक-शिक्षण :

राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये शिक्षकांच्या प्रशिक्षणाला अतिशय महत्व देण्यात आलेले आहे. शिक्षक होण्यास इच्छुक असणाऱ्या विद्यार्थ्यांची एकात्मिक बी.एड. कार्यक्रमाच्या माध्यमातून परिपूर्ण तयारी होऊ शकेल. पारंपारिक शिक्षक, शिक्षण कार्यक्रमापेक्षा अखंड व्यावसायिक विकासाला महत्व देतो. शिक्षकांनी बदलत्या काळात अपडेट राहणे आवश्यक असते. नवीन तंत्रज्ञान, नवीन अध्ययन, अध्यापन पद्धत, मूल शिकण्याविषयीचा नविन दृष्टीकोन शिक्षकांनी स्विकारणे ही काळाची गरज आहे.

६.   यथायोग्य आणि सर्वसमावेशक शिक्षण सर्वांसाठी शिक्षण :

सामाजिक न्याय व समता साध्य करण्यासाठी शिक्षण हे सर्वोत्तम साधन आहे. या साधनांचा उपयोग करुन विद्यार्थ्यांना व्यक्ति भेदानुसार, गतीनुसार व गरजेनुसार जीवनावश्यक शिक्षण उपलब्ध करुन देण्यात येणार आहे. शालेय शिक्षणात लिंगाधारीत आणि सामाजिक श्रेणीतील अंतर दूर करण्यात प्रगती केली आहे, पण सामाजिक दृष्ट्या वंचित घटक, लैंगिक ओळखीनुसार सामाजिक, सांस्कृतिक ओळखीनुसार भौगोलिक परिस्थितीनुसार अध्ययन अक्षमतानुसार, सामाजिक, आर्थिक परिस्थितीनुसार आदिवासी विभागातील बालके यांना शिक्षणांच्या मुख्य प्रवाहात आणण्यासाठी आजही अडचणी आहेत.

७.   शाळा संकुल/क्लस्टरच्या माध्यमातून कार्यक्षम संसाधन आणि प्रभावी व्यवस्थापन :

भारत देशामध्ये इयत्ता पहिली ते पाचवी पर्यंतच्या शाळांचे प्रमाण सर्वात जास्त आहे. या शाळांमध्ये क्रीडा व इतर भौतिक साहित्यांची कमतरता आहे. त्यासाठी रचनात्मक समस्यांचे निराकरण केले जाईल. त्यासाठी शाळा संकुल गटाची शिफारस १९६४-६६ च्या आयोगामध्ये करण्यात आली होती. साधनांची आधिक कार्यक्षमता व प्रभावी कामकाज समन्वय, नेतृत्व शासन आणि व्यवस्थापन साध्य करण्यासाठी शाळा संकुल अत्यंत उपयोगी माध्यम ठरणार आहे.

८.   शालेय शिक्षणासाठी मानके ठरवणे आणि अधिस्वीकृती :

दर्जेदार शिक्षणासाठी व्यवसायिकता व भौतिक संपन्नता अत्यावश्यक बाब आहे. याद्वारे अध्ययन निष्पत्ती संपादित केल्या जाणार आहेत. त्यांचे सार्वजनिक प्रकटीकरण करुन व्यवस्थेची एकात्मिक अबाहीत राखणे यासाठी त्यांचे नियमन करणे आवश्यक आहे. सदर स्थितीत सर्व शाळा किमान व्यवसायिक गुणवत्तेच्या मानकांचे पालन करतील यासाठी राज्य शाळा मानक प्राधिकरण (एस.एस.एस.एस.) ही स्वतंत्र संस्था राज्यव्यापी संस्था स्थापन करण्यात येईल.

निष्कर्ष

शिक्षक प्रशिक्षक विविध माध्यमांचा वापर करुन शिक्षकांच्या मदतीने शिक्षण प्रक्रिया प्रवाही ठेवण्यासाठी महत्वपूर्ण भूमिका पार पडू शकतात. आवश्यकता आहे ती नवनविन प्रवर्तने स्विकारण्याची सर्व शैक्षणिक धोरणे आणि विविध समित्यांचे अहवाल यांचा उपयोग शिक्षण प्रक्रिया सुलभ होण्यासाठी व शिक्षकांना मदत करण्यासाठी आवश्यक ती उपाययोजना करणे गरजेचे आहे. प्रत्येक लाभार्थ्यांपर्यंत शिक्षणाची गंगा पोहोचण्यासाठी नवनवीन पथदर्शक कार्यक्रमाची, नवनवीन उपक्रमाची मांडणी करुन शैक्षणिक धोरण लोकाभिमूख करणे आवश्यक आहे. आपल्या क्षेत्रातील शिक्षक यांना नवीन तंत्रे पद्धती धोरणे यांचा अर्थ लावण्यासाठी व दैनदिन जीवनामध्ये सुलभपणे त्यांचा वापर करुन शैक्षणिक गुणवत्ता वाढविण्यासाठी शिक्षक प्रशिक्षक मदत करु शकतात. या नवीन शैक्षणिक धोरणाच्या अनुषंगाने शालेय शिक्षण प्रक्रियेत

बालसंगोपनाचे महत्व, वाचन, लेखन आणि गणन या क्षमता विकसनाची निवड, विद्यार्थ्यांच्या गळतीचे प्रमाण कमी करण्यासाठी आवश्यकता 'शिकणे' ही प्रक्रिया एकत्मिक व आनंददायी करण्यासाठी घ्यावयाचे प्रयत्न, सर्व प्रकारच्या बालकांना अध्ययन प्रक्रियेमध्ये समाविष्ट करुन घेणे, शाळा संकूल व सक्षम संशोधन केंद्रे यांच्या माध्यमातून शिक्षकांमधील आंतरक्रिया वृद्धिंगत करणे आणि शाळेतील आवश्यक अशा सर्व भौतिक सुविधा उपलब्ध करुन घेणे. शिक्षण प्रक्रियेमध्ये शिक्षक शिक्षणाचे अत्यंत महत्वपूर्ण स्थान आहे. योग्य अध्यापन पद्धती विकसित करण्यासाठी शिक्षकांना मदत करणे आवश्यक आहे.

संदर्भ

१. https://uis.unesco.org/en/glossary-term/school-education

२. https://mhrd.education.gov-in/sites/upload_files/mhrd/files/NEP_Final

३. राष्ट्रीय शैक्षणिक धोरण २०२०

४. भारतीय शिक्षणातील आधुनिक प्रवाह – लेखक ना.ग. पवार

५. मराठी शब्दकोश

राष्ट्रीय शैक्षणिक धोरण २०२० आव्हाने व अंमलबजावणी

श्रीमती कुसुम पारिसा मधाळे

प्राचार्या,

श्री . डी . डी . विसपुते अध्यापक विद्यालय,

नवीन पनवेल, ता . पनवेल जि . रायगड ४१०२०६

सारांश —

राष्ट्रीय शैक्षणिक धोरण २०२० च्या मसुदा समितीने विविध दृष्टीकोन,शिक्षणातील सर्वोत्तम पध्दती,क्षेत्रीय अनुभव यांचा विचार करणारे धोरण तयार करण्याचा व्यापक प्रयत्न केला . हे मिशन महत्वकांक्षी आहे पण अंमलबजावणीचा दिशानिर्देश ठरवेल की हे खरोखरच सर्वसमावेशक शिक्षणाला चालना देईल जे शिकणा—यांना उदयोग आणि भविष्यासाठी तयार करेल . कोणत्याही समाजाच्या आणि देशाच्या सर्वांगीन विकासासाठी शिक्षण हा एक अत्यावश्यक व अपरिहार्य घटक आहे . ही गरज पूर्ण करण्यासाठी राष्ट्राकडून सर्वसमावेशक राष्ट्रीय शैक्षणिक धोरण तयार केले जाते . भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण २०२० या दिशेने एक महत्वाचा उपक्रम आहे .

या नव्या शैक्षणिक थोरणाची अंमलबजावणी कशी होते यावर त्याचे यशापयश अवलंबून असेल . त्यामुळे असे म्हणता येईल की भारत हा सर्वात तरूण लोकसंख्या असलेला देश आहे आणि या तरूणांना उच्च दर्जाच्या शैक्षणिक संधी उपलब्ध करून देण्यावर भारताचे भविष्य अवलंबून असेल .

महत्वाचे शब्द — राष्ट्रीय शैक्षणिक धोरण, मसुदा, पॉलिसी, औपचारिक व अनौपचारिक शिक्षण, प्रशिक्षण अंमलबजावणी, दृष्टीकोन, सर्वसमावेशक शिक्षण .

प्रस्तावना —

अलीकडेच, भारत सरकारने आपले नवीन शैक्षणिक धोरण, राष्ट्रीय शैक्षणिक धोरण २०२०³ण्श्र २०२०´जाहीर करून एक मोठी झेप घेतली आहे . १९८६ मध्ये या धोरणात शेवटची मोठी सुधारणा केल्यानंतर जवळपास तीन दशकानंतर धोरण योग्य वेळी आले असूनउदिष्ट अतिशय उदात्त आहे . पण कागदावर धोरण मांडले आणि ते पाळणे यांत खूप फरक आहे . ण्श्र २०२० चे यश आणि त्याच्या अंमलबजावणीचा वेग हे सरकार,विद्यापीठे आणि शाळांना समोरच्या व्यावहारिक आव्हानांना किती यशस्वीपणे तोंड देऊ शकतात यावर मोठया प्रमाणात अवलंबू आहे .

ण्श्र २०२० चे ठळक मुद्दे —

नवीन शैक्षणिक धोरण हे भारताच्या विद्यमान शिक्षण पध्दतीची सकारात्मक पुनर्कल्पना आहे . काही अतिशय प्रभावी आणि प्रशंसनीय प्रस्ताव आहेत . हे धोरण सर्वसमावेशक मॉडेलची कल्पना करते जे

एकात्मिक आहे .

NEP २०२० मुख्य तत्वे –

१ .   लवचिकता,जेणेकरून शिकणारे त्यांचे शिकण्याचे मार्ग निवडू शकतील .

२ .   कला,विज्ञान,शारीरिक शिक्षण आणि इतर अभ्यासक्रमोत्तर क्रियांचा समान प्रचार जेणेकरून विद्यार्थी त्यांच्या आवडीनुसार निवड करू शकतील .

३ .   बहुअनुशासनात्मक दृष्टीकोन ³विज्ञान, सामाजिक विज्ञान, कला, मानवता, क्रीडा´, सर्जनशीलता आणि वैचारिक शिक्षणावर भर .

४ .   सहकार्य,गटकार्य,लवचिकता यासारखी जीवनकौशल्ये जोपासणे .

५ .   समितीय मूल्यांकनापेक्षा शिकण्यासाठी नियमित स्वरूपाचे मूल्यांकन .

नवीन शैक्षणिक धोरण शिकण्याचे अनेक मार्ग आहेत ज्यामध्ये औपचारिक आणि अनौपचारिक शिक्षण पध्दतीचा समावेश असेल . औपचारिक वर्गातील शिक्षक हे पुस्तक आणि सुचनांपुरते मर्यादित आहेत . नवीन धोरणाचे उद्दिष्टे शिक्षण वर्गाच्या चार भिंतींच्या बाहेर येणे आणि विद्यार्थ्यांना वास्तविक जगातून आत्मसात करण्यास प्रोत्साहित करणे आहे . NEP चे आणखी एक प्रमुख वैशिष्टय म्हणजे पुस्तकी शिक्षणाच्या निरर्थक संस्कृतीचा त्याग करून,समग्र शिक्षणाकडे वाटचाल केली जाईल जे २१ व्या शतकातील कौसल्यांनी लोकांना सुसज्ज करेल .

हे धोरण उच्च शैक्षणिक स्तरावर क्रांतीकारी संरचनात्मक सुधारणा आणण्याचा प्रयत्न करते . हे अंडरग्रॅज्युएट स्तरावर लवचिक तीन किंवा चार वर्षांच्या पदवी कार्यक्रम संरचनेला प्रोत्साहन देते,ज्यामुळे शिकणा—यांसाठी एकापेक्षा जास्त एक्झिट पॉईंट्स मिळू शकतात .

सध्याच्या शिक्षक केंद्रित मॉडेलच्या विरोधात, ज्यामध्ये शिक्षण, विषय,   अभ्यासक्रम आणि मूल्यमापन ठरवतात . एक विद्यार्थी केंद्रित मॉडेल विकसित केले जाईल जे विद्यार्थ्यांना ज्या विषयांचा अभ्यास करायचा आहे ते ठरविण्याचा अधिकार देईल . उच्च शिक्षणाला अधिक प्रगतीशील बनवण्याठी विज्ञान, अभियांत्रिका आणि गणिता बरोबरच विद्यार्थ्यांची समस्या सोडवण्याची सर्जनशीलता सुधारण्यासाठी कला आणि डिझाइन विचारांचा संपर्क आवश्यक आहे . NEP अंतर्गत नवीन मॉडेल, 3CSअं नावाचे,उच्च शिक्षणातील सध्याच्या 3CS मॉडेलच्या तुलनेत बॅचलर पदवी स्तरावर सुधारणा होईल . कारण ते अनुभवात्मक, अनुप्रयोग आधारित व संशोधन इंटर्नशिपवर केंद्रित आहे .

शाळांमध्ये व उच्च शिक्षणावर राष्ट्रीय शैक्षणिक धोरण राबवित असतांना किंवा अंमलबजावणी करतांना येणा—या आव्हानांचा नक्कीच विचार करावा लागेल . ती आव्हाने पुढिलप्रमाणे

मानसिकता बदलने –

मानसिकतेतील बदलामध्ये पालक,शिक्षक आणि शिक्षकांच्या दोन किंवा अधिक पिढयांचा समावेश

असेल . कॉर्पोरेट जगात देखील याचा विचार करून त्यांचा भर्ती आणि गूमिंग धोरणे बदलावी लागतील . ही मानसिकता बदलतांना अनेक आव्हाने असतील .

अध्यापनशास्त्रीय बदलांची पुर्नकल्पना आणि अवलंब करणे —

शिक्षणाने विद्यार्थ्यांमध्ये केवळ संज्ञानात्मक कौशल्ये विकसित केली पाहिजेत . साक्षरता आणि संख्याशास्त्राची दोन्ही 'पायाभूत कौशल्ये' 'उच्च श्रेणीची' संज्ञानात्मक कौशल्ये—स्तर सामाजिक आणि भावनिक कौशल्ये देखील विकसित केली पाहिजे . णश्र मध्ये महत्वपूर्ण अभ्यासक्रम आणि शैक्षणिक बदलांसह मूल्याधारित शिक्षणाची आवश्यकता आहे . हे अध्यापन शास्त्रीय बदल कठीण आहेत यशस्वी अंमलबजावणीसाठी पुन्हा कल्पना करणे आवश्यक आहे .

शालेय स्तरावरील आव्हाने —

पुनर्विचार मूल्यमापन —

परीक्षा आयोजित करतांना विद्यार्थ्यांसाठी त्यांच्या मूल्यमापन मापदंडाच्या पुनर्विचार करावा लागेल आणि योग्य शिक्षण सामग्री रूब्रिक देखील ओळखावे लागेल . त्यानुसार शालेय पाठयपुस्तकांची पुनर्रचना करावी लागेल .

शिक्षकांचे प्रशिक्षण —

उद्दिष्टांची अमंलबजावणी करण्यासाठी शिक्षक, अधिकारी कर्मचा—यांना उत्कृष्ट प्रेरक मार्गदर्शकाचा समूह तयार करण्याबरोबरच प्रशिक्षणाची आवश्यकता असेल . या धोरणामध्ये आपल्या देशाचा भौगोलिक आणि सांस्कृतिक विविधता तसेच प्रत्येक विद्यार्थ्यांचा विविध शिक्षणाची गती लक्षात घेऊन शिक्षण परिसंस्थेची रचना करावी लागेल .

दृष्टीकोन —

जीवनाच्या सर्व क्षेत्रांत दृष्टीकोन स्विकारण्यासाठी सामाजिकरित्या कार्यक्रम कोलेले आहेत . कार्या लयीन कर्मचारी आणि पालकांसह मानसिकतेत सुरूवातीपासूनच निश्चित बदल घडवून आणने ही महत्वाची कृती असेल .

शिक्षकांसाठी संधी वाढवणे —

सर्व स्तरावर अध्यापन व्यवसायातप्रवेश करण्यासाठी अतिशय ऊत्तम आणि हूशार लोकांना नियुक्त करण्याची आवश्यकता आहे . तसेच शिक्षकांना आपल्या समाजातील सर्वात आदरणीय आणि आवश्यक सदस्य असणे आवश्यक आहे . दुर्गम ठिकाणी काम करतांना वैयक्तिक आणि व्यावसायिक अडथळे दूर करण्यासाठी देखील कार्य करणे आवश्यक आहे .

उच्च शिक्षण स्तरावरील आव्हाने —

शिक्षण किंवा प्रमाणपत्र पदवी

बहुविश्व एक्झिटच्या संकल्पनेद्वारे उच्च शिक्षणाच्या मॉडेल मध्ये लवचिकता हे गळतीचे प्रमाण कमी करण्यासाठी एक महत्वाचे पाऊल असले तरी अशा प्रमाणपत्रे आणि डिप्लोमाच्या मूल्यावर प्रश्न उपस्थित होतो . केवळ पदवी घेऊनच एखादी नोकरी यशस्वीपणे मिळू शकते हाच विचार मोडून काढावा लागेल .

बहुअनुशासनात्मक शिक्षणाकडे अभिमुखता —

विद्यमान शिक्षण पध्दतीमध्ये महाविद्यालयीन आणि विद्यापीठातील शिक्षकांसाठी अध्यापनशास्त्राकडे औपचारिक प्रशिक्षक आणि अभिमुखता वगळण्यात आली आहे . त्यामुळे शिक्षणाच्या विविध स्तरावर उच्च— श्रेणी विचार, कौशल्य सक्षम करण्यासाठी व लवचिक बनविण्यासाठी अभ्यासक्रमाच्या रचनेत तातडीने फेरबदल करण्याची आवश्यकता आहे .

निधी —

कमी उत्पन्न वर्गातील विद्यार्थ्यांसाठी प्रवेश शक्य करण्यासाठी खाजगी संस्थांनी अधिक शिष्यवृती देऊ करणे आवश्यक आहे . उच्च शिक्षणासाठी मोठया प्रमाणावर सार्वजनिक निधीची गरज भासते . शैक्षणिक अर्थसंकल्पात जीडीपीच्या ३ टक्के वरून ६ टक्के पर्यंत वाढ करणे केवळ अंमलबजावणीच्या गरजा पूर्ण करण्यासाठी पुरेसे नाही .

डिजिटल कनेक्टिव्हीटी —

दुर्गम भागात इंटरनेट प्रवेशाची आवश्यकता आहे . कारण ई—लर्निंग हाच पुढे झाण्याचा मार्ग आहे . डिजिटल पायाभूत सुविधांमध्ये डिजिटल क्लासरूम, ऑनलाइन शिकवण्याचे मॉडेल, शारीरिक शिक्षण आणि प्रयोगशाळेच्या पायभूत सुविधांमधील तफावत दूर करण्याचा तंत्रज्ञान, एकसमान मुल्यांकन योजना, करिअर समुपदेशन सत्रे आणि नवीन युगात पारंगत होण्यासाठी शिक्षक प्रशिक्षण हे एक मोठे आव्हान असेल .

निष्कर्ष —

या नव्या शैक्षणिक धोरणाची अंमलबजावणी कशी होते यावर त्याचे यशापयश अवलंबून असेल . त्यामुळे असे म्हणता येईल की भारत हा सर्वात तरूण लोकसंख्या असलेला देश आहे आणि या तरूणांना उच्च दर्जाच्या शैक्षणिक संधी उपलब्ध करून देण्यावर भारताचे भविष्य अवलंबूब असेल . प्रत्येकाला समान संधी मिळायला हव्यात जेणेकरून प्रत्येकाला शिक्षणाचा अधिकार वापरता येईल आणि आकांक्षा क्षमतांशी सुसंगत दर्जेदार शिक्षणाचा लाभ घेता येईल .

संदर्भ —

१.   नवीन शैक्षणिक धोरण — २०२० मानव संसाधन विकास मंत्रालय, भारत सरकार

२.   https://WWW.aimsolute.com

CHALLENGES FACED BY KATKARI STUDENTS IN OBTAINING EDUCATION : ANIN-DEPTH ANALYSIS

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Abstract:

This research paper explores the multifaceted challenges encountered by Katkari students in their pursuit of education, shedding light on the barriers that impede their access to quality learning opportunities. Drawing on socio-economic, cultural, and systemic factors, this paper aims to provide a comprehensive understanding of the hurdles faced by Katkari students and proposes potential solutions to enhance their educational prospects.

Introduction

1.1   Background

The Katkari community, predominantly residing in Maharashtra, Gujarat, and Karnataka, faces significant hurdles in accessing education. This research delves into the complexities of these challenges and underscores the need for targeted interventions to create a more inclusive educational environment.

Socio-economic Challenges

1.   Poverty as a Barrier

A pervasive challenge for Katkari students is the economic disparity within their community. Poverty often restricts access to essential educational resources, hindering enrollment and regular attendance.

1.   Lack of Infrastructure

In many Katkari villages, inadequate educational infrastructure exacerbates the difficulties faced by students. The absence of well-equipped schools, trained teachers, and proper facilities further limit educational opportunities.

CulturalBarriers

1.   Discrimination and Social Stigma

Katkari students frequently encounter discrimination and social stigma within mainstream educational institutions. These negative attitudes contribute to a hostile learning environment, impacting both academic performance and mental well-being.

1.   CulturalDissonanceinCurriculum

The curriculum in mainstream schools may not reflect the cultural context of the Katkari

Community. This dissonance creates challenges in comprehension and engagement, leading to a lack of interest in academic pursuits.

SystemicIssues

1.   Inadequate Policies and Implementation

Existing educational policies may not adequately address the unique challenges faced by the Katkari community. Furthermore, shortcomings policy implementation exacerbate disparities in access to education.

1.   **Limited Representation and Participation**

The Katkari community is often underrepresented in educational decision-making processes.Limited participation in planning and policy formulation hampers the development of tailored solutions for their specific needs.

Recommendations

1.   Economic Empowerment Programs

Initiatives aimed at alleviating poverty within the Katkari community, such as vocational training and income-generation programs, can enhance the economic status and contribute to improved access to education.

1.   **Community Sensitization**

Educational institutions and policy makers should engage in community sensitization programs to address stereotypes and biases. Raising awareness about the importance of education and combating discrimination is crucial for fostering inclusive learning environment.

2.   **PolicyReforms**

Governments and educational authorities should reassess existing policies to ensure they are inclusive and address the unique challenges faced by Katkari students. Implementation mechanisms must best lengthen the gap between policy formulation and execution.

Conclusion

Understanding and addressing the challenges faced by Katkari students in obtaining education is imperative for fosteringaninclusiveandequitableeducationalsystem.By Focusing Socio-economic empowerment, cultural sensitivity, and systemic reforms, stakeholders can work towards dismantling barriers and creating an environment conducive to the educational advancement of Katkari students.

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राष्ट्रीय शैक्षणिक धोरण : 2020 आणि शालेय शिक्षण

प्रतिभा किशन पवार

संशोधक विद्यार्थीनी

(शिक्षणशास्त्र विभाग)

डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ,

औरंगाबाद

सौ. सुनिता पेटकर

प्राचार्य सहयोगी प्राध्यापक (मार्गदर्शक)

फोस्टर डेव्हलपमेंट कॉलेज ऑफ एज्युकेशन

शिवाजीनगर, औरंगाबाद

'एकविसाव्या शतकातील नवीन राष्ट्रीय धोरण 2020' अन्वये शैक्षणिक ढाच्यामध्ये नियमांमध्ये, प्रशासकीय व्यवस्थांमध्ये अनेक सुधारण व अमूलाग्र बदल नमूद करण्यात आले आहेत या शतकातील साधन विकाय ध्येय प्राप्त करणे शक्य होईल अशी समर्थ सशक्त शैक्षणिक व्यवस्था उभारणे हे या धोरणाचे उद्दिष्टे आहे –

नव्या राष्ट्रीय शैक्षणिक धोरणातुन

सर्जनशील विचार

चिकित्सक विचार

संभाषण कला

सहकार्य

सहवेदना आणि आत्मविश्वास या कौशल्यांवर विशेषत्वाने लक्ष दिले जाणार आहे.

राष्ट्रीय शैक्षणिक धोरण 2020 रुपरेषा

1)   **समग्र आणि बहुविद्याशाखीय शिक्षण :-** 2020 विद्यार्थ्यांना सर्वांगीण आणि बहुविद्या शिक्षण् देण्याच्या महत्त्वावर भर देते जे पाठ्यपुस्तकीय शिक्षणाच्या पलीकडे जाते. त्यांच्या संज्ञात्मक, सामाजिक.

लवचिकता आणि निवड :- धोरण एक लवचिक अभ्यासक्रम प्रदान करते जे विद्यार्थ्यांना त्यांच्या आवडी आणि अभिरुचीनुसार अभ्यासक्रम निवडण्याची परवानगी देते.

तंत्रज्ञानावर भर :- शिक्षणातील तंत्रज्ञानाची परिवर्तनीय क्षमता ओळखते आणि अध्यापन आणि शिक्षण तसेच शैक्षणिक प्रशासन आणि प्रशासन तंत्रानाच्या वापराचे समर्थन करतो.

सार्वत्रिक प्रवेश आणि समानता :- सामाजिक आर्थिक पार्श्वभूमी किंवा भौगोलिक स्थानाची पर्वा न करता सर्वांसाठी दर्जेदार शिक्षणाचा सार्वत्रिक प्रवेश सुनिश्चित करणे हे धोरणाचे उद्दिष्टे आहे तसेच शिक्षणातील लिंग आणि सामाजिक अंतर भरुन काठ्याचे उद्दिष्ट आहे.

गुणवत्ता आणि उत्तरदायित्व :- NEP 2020 शिक्षणातील गुणवत्तेच्या महत्त्वावर भर देते ज्यामध्ये अध्यापन शिकणे आणि मुल्यांकन याचा समावेश आहे. डेटाचा वापर आणि पुराव्यावर आधारीत धोरण – निर्मिती यासह शैक्षणिक प्रणालीमध्ये अधिक जबाबदारीचे समर्थन करते.

शिक्षण व्यवसायिक शिक्षण :- हे धोरण शिक्षणातील शिक्षकांची महत्त्वपूर्ण भुमिका ओळखते आणि शिक्षकांच्या सतत व्यवसायिक विकासाच्या गरजेवर भर देते.

संशोधन आणि नवाचक्रम :- NEP 2020 शिक्षणातील संशोधनाला चालना देण्यासाठी राष्ट्रीय प्रतिष्ठात (NRF) ची स्थापना करण्यासह शिक्षणातील संशोधन आणि नावीन्यपूर्णतेच्या महत्त्वावर भर देते.

एकंदरीत NEP 2020 ची चौकट सर्वांसाठी प्रवेश योग्य आणि व्याख्या शिक्षणासाठी सर्वांगीण लवचिक आणि तंत्रज्ञान सक्षम दृष्टीकोनाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणण्यासाठी तयार करण्यात आली आहे.

हे शिक्षणातील गुणवत्ता, उत्तरदायित्व आणि संशोधनाच्या महत्त्वावर तसेच सर्व विद्यार्थ्यांना उच्च गुणवत्तेच्या शिक्षणाची उपलब्धता सुनिश्चित करण्यासाठी शिक्षक व्यवसायिक विकासामध्ये गुंतवणूक करण्याची आवश्यकता यावर जोर देते.

2)   **नवीन शैक्षणिक धोरण :-** NEP 2020, 2020 हे एक सर्वसमावेशक धोरण आहे, ज्याचा उद्देश भारतातील शिक्षण व्यवस्थेत महत्त्वपूर्ण बदल घडवून आणणे आहे. 5+3+3+4 सुत्र NEP 2020 अंतर्गत प्रस्तावित भारतातील शालेय शिक्षपणाचा नवीन संरचनेचा संदर्भ देते.

3)   हे धोरण मुलभुत साक्षरता आणि संख्याशास्त्राला चालना देऊन शिक्षणात सार्वत्रिक प्रवेश सुनिश्चीत करून आणि लवचिक, बहु – अनुशासनात्मक अभ्यासक्रमाला प्रोत्साहन देऊन शालेय शिक्षणात परिवर्तन करण्यावर लक्ष केंद्रीत करते.

2020 चे उदीष्ट विद्यार्थ्यांच्या सर्वांगीण विकासावर लक्ष केंद्रीत करून अधिक लवचिक आणि सर्वसमावेशक शिक्षण प्रणाली प्रदान करणे आहे. या धोरणात शिक्षण, शिक्षण प्रशिक्षण आणि विकास बहु भाविक तंत्र प्रोत्साहन देण्यासाठी तंत्रज्ञानाचा वापर करण्यावर भर देण्यात आला आहे.

2020 ची रचना प्रवेश समानता, गुणवत्ता, परवडणारी क्षमता आणि जबाबदारी या मार्गदर्शक तत्वांभोवती आयोजित आणि बहुविद्याशाखीय दृष्टीकोनाला प्रोत्साहन देऊन तंत्रज्ञानाचा लाभ घेऊन आणि संशोधन व नवोपक्रमाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणणे हे धोरणाचे उदिदष्टे आहे.

राष्ट्रीय शैक्षणिक धोरण 2020

राष्ट्रीय शैक्षणिक धोरणानुसार महाराष्ट्रात जूनपासून कॉलेज शिक्षणात होणारे मोठे बदल –

उच्चशिक्षण :-

शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना यात मोठा वाव देण्यात आला आहे. 21 व्या शतकात पहिले शिक्षण धोरण असुन 34 वर्ष जुन्या 1986 च्या शिक्षणाच्या राष्ट्रीय धोरणाची जागा नवे धोरण घेणार आहे.

नॅशनल पॉलीसी ऑन (जयकिशन) () हे भारतातील शिक्षणाचा प्रचार आणि नियमन करण्यासाठी भारत सरकारने तयार केलेले धोरण आहे. या धोरणात ग्रामीण आणि शहरी भारतातील प्राथमिक शिक्षण ते उच्च शिक्षणाचा समावेश आहे. पहिला भारत सरकारने 1968 मध्ये पंतप्रधान इंदिरा गांधी यांनी दुसरा पंतप्रधान राजीव गांधी यांनी 1986 मध्ये आणि तिसरा पंतप्रधान नरेंद्र मोदी यांनी 2020 मध्ये जाहीर केला.

उच्च शिक्षणातील एकूण नोंदणी प्रमाण 2035 पर्यंत 50% वाढवले जाईल. तसेच उच्च शिक्षणात 5 कोटी जागा जोडल्या जाणार आहेत.

लवचिक अभ्यासक्रमासह होलिस्टीक अंडरग्रेज्युएट शिक्षण 3 एकूण 14 वर्षांचे असु शकते आणि या कालावधीत एकापेक्षा जास्त एक्झीट पर्याय आणि योग्य प्रमाणिकरण मिळणार.

एम.फिल. अभ्यासक्रम बंद केले जातील आणि पदवी पदव्युत्तर आणि पी.एच.डी. स्तरावरील सर्व अभ्यासक्रम आता आंतर विद्याशाखीय असतील नॅशनल रिसर्च फाऊंडेशन ही उच्च शिक्षणामध्ये मजबुत संशोधन संस्कृती वाढविण्यासाठी आणि संरचनेत क्षमता निर्माण करण्यासाठी सर्वोच्च संस्था म्हणून तयार केली जाईल.

भारतीय उच्च शिक्षण आयोग () वैद्यकीय आणि कायदेशीर शिक्षण वगळता संपुर्ण उच्च शिक्षणासाठी एकच छत्र म्हणून स्थापना केले जाईल तसेच कडे चार स्वतंत्र समावेश असेल जसे की,

1)   राष्ट्रीय उच्च शिक्षण नियामक परिषद (NHERC) नियमावली.

2)   सामान्य शिक्षण परिषद (जीईसी) मानक सेटींगसाठी उच्च शिक्षण अनुदान परिषद HEGC निधीसाठी.

3)   राष्ट्रीय मान्यता परिषद (NAC) मान्यता प्राप्त करण्यासाठी.

संशोधन आणि नवोपक्रम NEP :-

2020 शिक्षणातील संशोधनाला चालना देण्यासाठी राष्ट्रीय संशोधन प्रतिष्ठा तर () ची स्थापना करण्यासह शिक्षणातील संशोधन आणि नाविन्यपूर्णतेच्या महत्त्वावर भर देते.

एकंदरीत 2020 ची चौकट सर्वांसाठी प्रवेशयोग्य आणि न्याय शिक्षणासाठी सर्वांगीण लवचिक आणि तंत्रज्ञान – सक्षम दृष्टीकोनाला चालना देऊन भारतातील शिक्षणामध्ये परिवर्तन घडवून आणण्यासाठी तयार करण्यात आली आहे.

IMPACT OF NEW EDUCATION POLICY 2020 ON HIGHER EDUCATION

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Abstract

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid- 19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

Keywords: New Education Policy, Higher Education, Covid-19

INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

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 new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

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 Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous

consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well- rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Objectives of the study

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

The introduction of single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

- **Single regulatory body for higher education:**

  The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

- **Multiple entry and exit programme:**

  There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

- **Tech- based option for adult learning through apps, TV channels:**

    Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

- **E-courses to be available in regional languages:**

    Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

- **Foreign universities to set-up campuses in India:**

    World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."

- **Common entrance exam for all colleges:**

    The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

- A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:

a.   *National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.*

b.   *National Accreditation Council (NAC), a "meta-accrediting body".*

c.   *Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.*

d.   *General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).*

DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

Regulatory System of Higher Education:

    A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any

financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy:

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalisation at home:

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But

GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education:

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life- skills; lessons in

seva/service and participation in community service programmers will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite now, with the trend towards digitalization and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skill set. The new education policy has a laudable vision, but its strength will depend on whether it is able to

effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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IMPORTANCE OF NATIONAL EDUCATION POLICY-2020 IN IMPARTING EDUCATION

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Abstract:

The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid-19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP, this has lead to the interests of researchers. This paper aims to identify the concerns and focus of NEP 2020. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. This paper initially depicts an overview of NEP-2020, distinguish the strengths & weakness of the policy at higher education & research part, evaluation of the implementation suggestions given in the policy, identifying and analyzing possible generic strategies for implementation of NEP-2020 to fulfill its objectives based on focus group discussions. The paper also includes many predictive proposals on issues like developing quality universities & colleges, institutional restructuring & consolidation, more holistic & multidisciplinary education, optimal learning environment & student support, transforming the regulatory system of higher education, technology usage & integration, and online & digital education. Finally, some recommendations are made to implement the NEP2020 effectively irrespective of various constraints.

Keywords: Indian Higher Education Policy, Implementation Strategies, Indian Higher Education System, Research and innovation focus.

Introduction

Countries plan their education systems to progress further (Rizvi & Lingard, 2009). To promote education at all economic classes and for the inclusion of common/ordinary people in the mainstream the Government of India (GOI) has formulated the National Policy on Education (NPE). This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education (focusing specialization) – in both the settings, i.e. rural and urban. The first NPE was proposed and disseminated in 1968 by the GOI, the second policy was in 1986, and the third major reformative policy was in 2020, by the incumbent Prime Minister of India Narendra Modi (Govt. of India, 2020). National Educational Policy (NEP-

2020) India has a challenge and hence goal to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. India believes that through this new national education policy 2020, it can achieve this goal at least by 2040 with equitable access to high-quality education to everyone irrespective of social and economic background. With the vision of creating a platform to provide quality school & higher education to every citizen of the country with Indian ethos and values to transform the country as an equitable and vibrant knowledge society and global knowledge superpower by improving the quality of education at every stage by creating a new ideal system through the revision and revamping the current education structure including, policies, regulations, and control systems, the new policy NEP-2020 is designed [1-2]. Thus, it is expected that the new policy NEP-2020 is a thorough revision with less content but more skills for problem solving, creativity for innovation, multidisciplinary and holistic for unity and integrity. The policy expects a new set of regulations to make the education pedagogy more experimental, inquiry-driven, discovery-oriented learner- centered, analysis-based, flexible, enjoyable, and futuristic so that the educated output can support countries economic growth, social justice and equality, scientific advancement, cultural preservation, and national integration.

In July 2019, Aithal P. S. et al published a paper on "Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges" which reviewed the related literature during the last fewyears on Indian Higher Education Policies and their consequences, salient features, and their focuses on the draft of National Education policy 2019 through content analysis. The paper highlighted various policies proposed in the draft with the special emphasis on the higher education section and compared them with the previous policies. The analysis also compared the possible effects of NEP 2019 proposal on private and public HEIs in terms of facilities & restrictions. The strength and weaknesses of the new policy proposal are identified with respect to various stakeholders and listed. The paper also contains some suggestions to realize the policy and make it defect free and effective from a public point of reference and for the prosperity of the country [2].

In August 2020, Sunil Kumar et al highlighted a new instructional procedure to see huge movements in schools and advanced edification. He has pointed out the void between vision and mission would require more than the action plans and the strategy for execution. Therefore, it takes the right measures to ensure that implementation meets expectations [3].

In August 2020, Aithal, P. S. et al further published a paper on "Analysis of the Indian National Education Policy 2020 toward Achieving its Objectives" and highlighted various policies announced in the higher education system and compared them with the currently

adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Some suggestions are proposed for its effective implementation towards achieving its objectives [4].

Suryavanshi, S. (2020) has tried to compare teacher education in Indian universities with that in Chinese university as a case study and concluded that autonomy is essential to faculty members and institutional leaders to innovate and explore in their teaching, research, and service. The paper also suggested that the universities must have individual autonomy-as proposed by NEP-2020 is definitely the right step ahead [6].

Deb, P. (2020) published an article on "Vision for Foreign Universities in the National Education Policy 2020: A Critique" that deals with the internationalization of Indian higher education as one of the stated aims of the National Education Policy (NEP) 2020 [8].

About NEP-2020

The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the foundation stone to build high quality multi-disciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrollment ratio (GER) of school education enrollment and higher & professional education enrollment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

School Education

With the key principles of (i) respect for diversity & local context, (ii) Equity & inclusion, (iii) Community participation, (iv) Emphasizing conceptual understanding, (v)Building unique capabilities, (vi) Imparting critical thinking and creativity, (vii) Use of Technology, and (viii) continuous review, NEP-2020 has intended to focus on universal access to early child care & education. This is to be done through foundational learning curriculum, multifaceted learning models, and preparatory classes at the childhood level. Ensuring universal access to education at all levels, school education emphasizes multiple pathways, bringing back drop-outs, promoting on building schools, promoting alternative and innovative education centres, achieving desired outcomes, and peer tutoring at all levels to ensure access and opportunities to all children [4].

Higher Education

(Governors Conference on 'Role of NEP-2020 in Transforming Higher Education' Landmark in the history of education: Dr Najma Heptulla, Source: The Sangai Express / DIPR

Imphal, September 07 2020:) A video conference of Governors and Lieutenant Governors on 'Role of National Education Policy (NEP) 2020 in Transforming Higher Education' was held at New Delhi. The conference was organized by the Department of Higher Education, Ministry of Education, Government of India. It is a matter of great satisfaction to note that one of its loftier goals is to bring crores of out of school children into the school system and reduce innumerable dropouts. More importantly, to reduce the burdensome syllabus, focus on vocational education and environmental education are crucial aspects well covered by NEP. Students will be much more empowered and can choose the subjects they wish to study, " she added. Acknowledging NEP-2020 for barring Medical and Law Colleges, Dr. Najma Heptulla said that the NEP also tries to improve governance by bringing in a single regulator to look after all educational institutions. This is a significant step. In addition, the NEP also aims at a holistic education by envisioning the convergence of Science and Arts streams. The focus on ethics and human and Constitutional values will go a long way in the creation of an enlightened citizenship essential for deepening our democratic roots. The Governor opined that the policy also expands the scope of foundational education, increasing the school going years from 3 to 18 instead of the prevalent 6 to 14.

This will enable a more holistic development of children in the formative age group of 3-6 years. Setting up a National Mission on Foundational Literacy and Numeracy is a much needed, timely step to improve the quality of education at the primary education level NEP recognizes the importance of nutrition to the all-round development of children and has therefore included a provision for an energy filled breakfast, in addition to the nutritious midday meal, to help children achieve better learning outcomes. It may be mentioned that Prime Minister Narendra Modi addressed the inaugural session and President Ram Nath Kovind graced the conference. Minister of Education, Government of India Ramesh Pokhriyal 'Nishank' attended the conference too.

Teachers Education

The highlights of NEP-2020 for teacher's education part of higher education section [1], [2], [4] are listed below:

1. All stand-alone Teachers Education Institutions should convert themselves as Multidisciplinary HETs by 2030 to offer only four-year integrated B. Ed. programme.

2. All schools of foundation, preparatory, middle, and secondary level should appoint 4-year integrated B. Ed. degree holders as teachers with dual major specializations.

3. Till 2030, there will be two years B. Ed. programme for 3-year UG and one-year B. Ed. for four year UG and those who have Master's degree in other subjects.

4. M. Ed. will be one-year with a research focus. Thefaculty profile in Departments of Education will be diverse with Ph. D. 's in different areas.

5.   All interested senior or retired faculty will be utilized for short or long term for guiding, mentoring, or professional support for research/training/innovation.

Conclusion

India is geared up to implement the guidelines of National Education Policy 2020 throughout the country to reform and make radical changes in school education and higher education with an objective of creating a new education system which should empower the youngsters and boost their confidence to create new knowledge, new skills, along with human values to solve current and future problems and challenges of the civilized society by means of their enhanced innovative ability and tech-savviness. It is known that technology which is an application of scientific thinking has the capabilities to improve the quality of life of everyone in this universe and quality education is the foundation for it. With the objective of providing value based, knowledge based, and skill based higher education for everyone in the country, the new education policy has many intrinsic propositions to improve the quality of school and higher education to creating interest in their chosen area to find challenges and converting them into opportunities by discovering innovative solutions to make life comfortable and successful with expected happiness. The quality higher education has the objective of developing human beings who are responsible for creating better society by means of improved human value-based discipline, and respecting each other for growth and prosperity. Quality higher education also makes everyone to contribute to discovering new technology, adopting new technology, or promoting new technology which can contribute to the progress of society. It is expected that the new education policy which is research focused, will accelerate the attainment of the above objectives, and makes every stakeholder as innovator.

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