

NEP 2020: A Massive Transformation In Education

**नई शिक्षा नीति 2020 :
शिक्षा में व्यापक रूपान्तरण**



Chief Editor
Prof Anjana Srivastava
Editor
Dr Shakti Sharma

About the book

The New Education Policy 2020 launched on July 29th, 2020 replaced a long standing education policy from 1986 and proposed substantial reforms spanning from school education to higher education. As we all know that India is a country with a treasure of cultural heritage in the forms of arts, custom, tradition, artifacts, literature and so on. Because of these special features, India is one of the most visited countries for tourists, who visited our country to experience these all, So it's very important to preserve our cultural heritage and wealth of india to maintain its identity and its economy at global level. In the realm of that, this policy consists of various drastic changes in context to promotion of Indian tradition and culture through multilingual, multicultural and multidisciplinary education. This is the first national education policy who talked about the revival of India's ancient glorious culture, tradition, wisdom and knowledge through education. And emphasis was laid on setting up the structure of education in the Indian context. In this book, the opinions of various academicians and scholars have been compiled in the context of various recommendations of the New Education Policy 2020. We hope that this book will be very beneficial for those readers who want more informations about this policy.

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Prof. Dhananjai Yadav
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Date: 28.03.2024

To,

Dr. Anajana Srivastava,
Principal
K.P. Training College,
Prayagraj, India.



Message

It gives me immense pleasure in forwarding this message for the Edited book entitled "NEP 2020: A Massive Transformation In Education" being brought about by K.P. Training College, Prayagraj. This document is a compilation academic writings of scholars on different dimensions of NEP 2020 to be analyzed in their presentations in the upcoming National Seminar on "National Education Policy 2020: Revamping Indian Traditions and Cultures through Multilingual, Multicultural and Multidisciplinary Education" being organized by the college. As we all know that NEP 2020 is a document of paving the way of transforming the entire system of education in India, so as to meet the developmental challenges of progressive India.

Since India a country of youth, a well organized, need oriented progressive system of education having potential of linking the ancient Indian cultural traditions with futuristic global market needs is desired. To what extent NEP 2020 is giving space to make India global super power with well cherished value of Vasudhaiv Kutumbakam needs to be critically evaluated and analyzed.

This seminar is providing a proper forum to academicians, practitioners and researchers to discuss different dimensions of NEP 2020, because this document has given ample space to exercise autonomy in a progressive and constructive manner. India has been identified with its heterogeneity and potential, to what extent this has been addressed by this document can also be a focus of scrutiny. My best wishes to the organizers and contributors of the seminar because discussions will certainly open new areas of critical enquiry.

(Dhananjai Yadav)
Head,
Department of Education,
University of Allahabad,
Prayagraj.

From the desk of Chief Editor...

“The purpose of education is to make better human beings with skills and expertise... Enlightened human beings be created by teachers.”

Dr. A.P.J. Abdul Kalam

The Government of India announced its New Education Policy 2020 based on the recommendations by an expert committee headed by Dr. Kasturirangan, former chairman of the Indian Space Research Organization it is very important policy, as for 34 years, there were no changes in the education policy its main aim to transform India's education system by 2030. This policy is the confluence of education technology and skill, allows for a deeper understanding of subjects and encourages a more comprehensive learning experiences. It aims to reduce the curriculum burden on students by emphasizing core concepts and essential learning outcomes. Our hon'ble Prime Minister stated that this policy focuses on “How to think” rather than “What to think”. According to this policy education must move towards less content and more towards learning about how to think critically, solve problems, how to be creative and multidisciplinary and how to innovate, adopt and absorb new materials in every changing situation of life. With its visionary approach and comprehensive reforms, this policy aims to bring forth a comprehensive approach focusing on the entire array of education form pre school to doctoral degrees. This policy

has also given many important suggestions for conservation, promotion and dissemination of Indian culture and glorious tradition of knowledge and science through multilingual, multicultural and multidisciplinary education, which was being neglected under the influence of lord Macaulay's English education and westernization. So there is vital need of our collective and sincere efforts to make the successful implementation of various recommendations of NEP 2020 in this context, so that the image of "World Guru" of India can be restored on the world's stage.

*Prof. Anjana Srivastava
Principal
K. P. Training College*

Preface

“Without Strategy, Education is aimless

Without Education, Strategy is useless”

MORRIS CHANG (CEO OF TSMC)

Changes have been made in Indian Education Policy after 34 years, Modi cabinet has approved New Education Policy 2020, which was recommended by Dr. Kasturirangam, Former Chairperson of ISRO and launched on Wednesday July 29th 2020. It is undoubtedly a progressive and ambitious policy that India is waiting for. The Indian Education System has now been redesigned according to the needs of the 21st Century. The students have now shifted from rote learning phase to focus on creativity, critical thinking, to be multidisciplinary, multilingual, flexible, technology integrated etc. according to changing circumstances of life. According to this policy, even if Indian Education takes the form of international standard, but its roots should be of Indian origin. As we all know that India is a land of varied culture and tradition. Long history, unique geography, various demographics and a combination of customs have shaped the culture of India. This culture is transmittable from one generation to another only with the powerful tool of education. Education helps us to upgrading the cultural and civilization level of society. On the other hand this culture reflects the educational level, behavior and values of human beings living in the society. Culture influences how we see the world, how we see the community, where we line in and how we communicate with each other. In fact our culture determines to a

great extent the learning and teaching styles. Thus, Culture and Education are two inseparable parameters and they are interdependent.

But unfortunately, in the past years, we have been so influenced by westernization that we are abandoning Indian culture and tradition of knowledge, science, etc. and accepted western culture as the foundation of progress. But through this policy, a successful and relevant efforts have been made to revive Indian culture and tradition through multilingual, multicultural and multidisciplinary education. This edited book is an endeavor to assimilate the views of experts and scholars from the different fields in the various context of NEP2020. I hope and believe that the various ideas compiled in this book regarding NEP2020 will undoubtedly prove to be very useful and meaningful for everyone.

I express my sincere gratitude to Prof. Dhananjay Yadav, Head of Department, University of Allahabad, Prayagraj for writing the foreword for this book and giving his best wishes and blessings.

I am highly indebted to the hon'ble principal of the college Prof. Anjana Srivastava for her expert guidance, insightful opinion and sustained encouragement. Her sincere cooperation is invaluable in compiling this edited book.

I extend my gratitude to editorial board of this book and my colleagues to provide moral support in every task.

Above all, my sincere thanks to eminent contributions, who helped in finalizing this book by sending their papers on time.

In the last but not least, I convey my thanks to Sri Brahmanand Mishra ji for bringing out this book on accurate time.

*Dr. Shakti Sharma
Associate Professor
K.P. Training College*

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Evolution of Teacher Education in India's National Education Policies: Paving the Way for NEP 2020

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ABSTRACT

This research article delves into the evolution of teacher education in India within the context of the country's National Education Policies (NEPs), culminating in an analysis of the transformative National Education Policy (NEP) of 2020. Beginning with a historical overview, the article traces the development of teacher education from the pre-independence era to the present, highlighting key policy interventions and reforms. It examines the shifts in focus, strategies, and challenges faced in teacher education over the decades, emphasizing the importance of continuous improvement and adaptation. The article then provides a detailed analysis of NEP 2020's proposals for teacher education, assessing their potential impact and addressing both challenges and opportunities for implementation. Through a comprehensive review of scholarly literature and policy documents, the article offers insights into the significance of NEP 2020 in shaping the future of teacher education in India and

its implications for educational excellence and societal progress.

Keywords: Teacher Education, National Education Policy, NEP 2020, India, Policy Evolution

INTRODUCTION

The educational landscape of India has been shaped by a rich tapestry of historical legacies, cultural traditions, and policy interventions aimed at nurturing a vibrant and inclusive system of learning. From the ancient gurukul system, characterized by personalized mentorship and experiential learning, to the structured pedagogy introduced during the colonial era, the evolution of education in India reflects a journey marked by adaptation, innovation, and reform. Central to this journey is the domain of teacher education, which has played a pivotal role in shaping the quality and effectiveness of the education system. Scholars such as Sharma (2002) and Singh (2011) have extensively explored the intricacies of ancient Indian education, shedding light on the Brahmanical and Buddhist traditions that underpinned early pedagogical practices. The teachings of revered scholars and spiritual leaders served as the cornerstone of education, fostering a holistic approach to learning that emphasized moral and ethical development alongside academic achievement.

In the post-independence era, India witnessed a concerted effort to modernize and democratize education through a series of National Education Policies (NEPs) and institutional reforms. The seminal "Report of the University Education Commission (1948-49)" by Radhakrishnan (1949) laid down the foundational principles for educational development in independent India, emphasizing the importance of quality education in nation-building. However, as highlighted by Naik (1977), the

journey towards educational excellence has been fraught with challenges and complexities. Issues such as inadequate infrastructure, outdated pedagogical methods, and a shortage of qualified educators have posed formidable obstacles to the realization of educational goals. In response to these challenges, successive governments have sought to address the shortcomings of the education system through policy interventions such as the National Policy on Education (1986). This landmark policy document, issued by the Ministry of Human Resource Development, Government of India, delineated a comprehensive framework for educational reform, encompassing aspects such as curriculum development, teacher training, and access to education for marginalized communities. Initiatives like the Sarva Shiksha Abhiyan (SSA), spearheaded by the Government of India, have furthered the cause of universal education by expanding access to primary education and enhancing the quality of teaching. The SSA has been instrumental in addressing disparities in educational attainment and fostering inclusive learning environments (Sarva Shiksha Abhiyan, n.d.). The culmination of these efforts is evident in the National Education Policy (NEP) 2020, a visionary document released by the Ministry of Education, Government of India. NEP 2020 represents a paradigm shift in educational policy, proposing bold reforms aimed at transforming the education system to meet the demands of the 21st century. The policy envisions an integrated and interdisciplinary approach to teacher education, emphasizing the development of professional competencies that align with the evolving needs of the classroom (National Education Policy, 2020).

HISTORICAL CONTEXT AND EVOLUTION

Teacher education forms the cornerstone of any education system, playing a pivotal role in shaping the quality and effectiveness of teaching and learning. In India, the evolution of teacher education has been influenced by various historical, social, and political factors, reflected in the development of national education policies over time. This article aims to provide a comprehensive analysis of the evolution of teacher education in India within the framework of its national education policies, with a specific focus on the recently introduced NEP 2020.

PRE-INDEPENDENCE ERA: THE FOUNDATION OF TEACHER EDUCATION

The pre-independence era laid the foundation for teacher education in India, marked by the establishment of institutions such as Banaras Hindu University (1916), Jamia Millia Islamia (1920), and Aligarh Muslim University (1920), which offered teacher training programs. The emphasis during this period was on producing teachers who could impart Western-style education in the Indian context, reflecting the colonial educational policies of the time (Dhankar, 2018).

POST-INDEPENDENCE DEVELOPMENTS: KEY POLICIES AND THEIR IMPACT

Following independence, India witnessed significant developments in teacher education, driven by a series of national education policies. The Education Commission of 1964-66, also known as the Kothari Commission, emphasized the need for improving the quality of teacher education and expanding access to it (Government of India, 1966). Subsequent policies, such as the National Policy on Education (1986) and the Program of Action (1992),

introduced measures to enhance teacher training infrastructure, curriculum reforms, and the professional development of teachers (Government of India, 1986; Government of India, 1992).

THE SHIFT TOWARDS LEARNER-CENTRIC APPROACHES IN THE LATE 20TH CENTURY

In the late 20th century, there was a notable shift towards learner-centric approaches in teacher education, influenced by global educational trends and evolving pedagogical philosophies. This period saw an increased emphasis on student-centered learning, constructivist approaches, and the integration of technology in teaching and learning processes (Pandey & Pardeshi, 2017). Initiatives like the District Institutes of Education and Training (DIETs) aimed to decentralize teacher education and promote contextualized, experiential learning (Ramanujacharyulu, 2008).

THE NATIONAL EDUCATION POLICY (NEP) 2020: PAVING THE WAY FORWARD

The NEP 2020 represents a landmark in the evolution of teacher education in India, encapsulating the insights gained from previous policies and addressing contemporary challenges facing the education sector. It advocates for a holistic approach to teacher education, focusing on multidisciplinary training, continuous professional development, and the integration of technology (Government of India, 2020). The policy also emphasizes the importance of inculcating 21st-century skills, such as critical thinking, creativity, and digital literacy, among teachers.

POLICY REFORMS OVER THE YEARS

Teacher education is fundamental to the quality and effectiveness of education systems worldwide. In India, successive National Education Policies (NEPs) have played a significant role in shaping the landscape of teacher education. This article explores the evolution of teacher education policies in India, with a particular emphasis on analyzing the successive NEPs and their focus on enhancing teacher quality and effectiveness. Additionally, it examines the role of technology and pedagogy in driving these policy reforms, highlighting case studies that demonstrate successful implementation strategies.

ANALYSIS OF SUCCESSIVE NEPS AND THEIR FOCUS ON TEACHER EDUCATION:

Successive NEPs have placed considerable emphasis on improving teacher education in India. The NEP 1968 emphasized expanding access to education and improving teacher quality. This policy recognized the shortage of qualified teachers and aimed to address it by increasing the number of teacher training institutions and enhancing the quality of training programs (Bhalla, 2015). NEP 1986 focused on quality and relevance in education. It introduced reforms in teacher education, including the establishment of District Institutes of Education and Training (DIETs) to enhance the quality of elementary education (NPE 1986). This policy also emphasized continuous professional development for teachers through in-service training programs (Gupta, 2013). NEP 1992 aimed to address the changing needs of the economy and society by promoting vocational education and integrating technology in education (NPE 1992). This policy highlighted the importance of decentralization and community participation in educational planning and management,

including teacher recruitment and training (Biswas & Mandal, 2018). NEP 2020 represents a comprehensive overhaul of the education system, aiming to make India a global knowledge superpower (NEP 2020). It proposes a four-year integrated B.Ed. program to enhance teacher education quality and rigor (Kothiyal et al., 2020). This policy emphasizes a multidisciplinary approach, technology integration, and continuous professional development for teachers (Kumar & Bhandari, 2020).

Thus the evolution of NEPs from 1968 to 2020 reflects changing educational paradigms and societal needs. The NEP 2020 represents a significant departure with its emphasis on multidisciplinary training, technology integration, and continuous professional development for teachers. These changes aim to equip teachers with the skills and knowledge necessary for navigating the complexities of the modern education landscape, as evidenced by scholarly research and literature.

THE ROLE OF TECHNOLOGY AND PEDAGOGY IN POLICY REFORMS

Technology and pedagogy have emerged as critical components of policy reforms in teacher education. The integration of technology in teaching and learning processes has been emphasized in recent NEPs to enhance instructional delivery and promote interactive learning experiences (Kumar & Rani, 2020). Additionally, innovative pedagogical approaches, such as constructivism and active learning strategies, have been encouraged to foster critical thinking and problem-solving skills among teachers and students alike (Sharma & Gupta, 2019). These reforms underscore the importance of aligning teacher education with contemporary educational practices and technological advancements.

CASE STUDIES OF SUCCESSFUL IMPLEMENTATION OF PREVIOUS POLICIES

Several case studies offer insights into successful implementation strategies for previous teacher education policies. For instance, the District Institutes of Education and Training (DIETs) established under the 1986 NEP have been instrumental in decentralizing teacher education and promoting contextually relevant training programs (Rajput & Chauhan, 2018). Similarly, initiatives like the Teacher Eligibility Test (TET) introduced under the Sarva Shiksha Abhiyan (SSA) have contributed to raising the standards of teacher recruitment and certification (Kumar & Sharma, 2017). These case studies highlight the importance of institutional support, stakeholder collaboration, and monitoring mechanisms in ensuring the effective implementation of teacher education policies.

The evolution of teacher education policies in India reflects a continuous endeavor to enhance the quality and effectiveness of teaching and learning. Successive NEPs have underscored the importance of investing in teacher education as a cornerstone of educational reform. By integrating technology, innovative pedagogies, and lessons learned from successful implementation experiences, NEP 2020 aims to chart a transformative path forward for teacher education in India. As the education landscape evolves, it is imperative to prioritize teacher professional development and ensure that policies are implemented effectively to nurture a cadre of skilled and motivated educators capable of meeting the diverse needs of learners in the 21st century.

DETAILED EXAMINATION OF NEP 2020'S PROPOSALS FOR TEACHER EDUCATION

The National Education Policy (NEP) 2020 of India introduced several reforms and proposals aimed at revitalizing the education system, including provisions for teacher education. To critically examine these proposals, it's important to review existing literature and articles that provide insights into the challenges facing teacher education in India and evaluate whether the NEP 2020 adequately addresses these issues.

INCREASED DURATION AND RIGOR

NEP 2020 proposes to extend the duration of the Bachelor of Education (B.Ed) program to a four- year integrated program. This move is intended to enhance the quality and rigor of teacher preparation. A study by MHRD (Ministry of Human Resource Development) in 2012 noted that the existing one-year B.Ed program lacked depth and practical training, leading to underprepared teachers. Extending the duration could potentially address this issue by providing more comprehensive training. However, there are concerns about the feasibility of implementing a four- year program, as it may require significant infrastructure and faculty resources.

MULTIDISCIPLINARY APPROACH

The NEP 2020 emphasizes a multidisciplinary approach to teacher education, allowing candidates to choose subjects based on their interests and career goals. This approach aligns with research suggesting that teacher preparation programs should cater to diverse learning needs and teaching contexts. A review article by Darling-Hammond (2017) emphasizes the importance of equipping teachers

with a broad knowledge base and pedagogical skills to effectively address the complexities of modern classrooms.

INTEGRATION OF TECHNOLOGY

The NEP 2020 advocates for the integration of technology in teacher education to enhance teaching-learning processes. Research by Mishra and Koehler (2006) highlights the transformative potential of technology in education and suggests that teacher education programs should incorporate technological pedagogical content knowledge (TPACK) to prepare teachers for technology integration. However, there is a need for rigorous training and support mechanisms to ensure that teachers can effectively leverage technology in their classrooms.

CONTINUOUS PROFESSIONAL DEVELOPMENT

The NEP 2020 emphasizes the importance of continuous professional development for teachers throughout their careers. Studies have shown that ongoing training and support are essential for improving teaching practices and student outcomes (Garet et al., 2001). However, the effectiveness of professional development programs depends on their design, duration, and alignment with teachers' needs. The NEP 2020 should prioritize the implementation of evidence-based professional development initiatives to support teachers in improving their instructional practices.

QUALITY ASSURANCE MECHANISMS

The NEP 2020 proposes to establish a National Professional Standards for Teachers (NPST) and a National Mission for Mentoring to ensure quality assurance in teacher education. While standards-based approaches can provide a framework for evaluating teacher performance,

research suggests that they should be accompanied by ongoing assessment and feedback mechanisms to be effective (Kane et al., 2011). Moreover, the success of mentoring programs depends on the availability of trained mentors and the quality of mentoring relationships.

The NEP 2020's proposals for teacher education show promise in addressing some of the longstanding challenges facing the sector, such as the need for increased rigor, multidisciplinary training, technology integration, and continuous professional development. However, the successful implementation of these proposals will require careful planning, resource allocation, and ongoing evaluation to ensure that they effectively improve the quality of teacher education and, ultimately, student learning outcomes.

POTENTIAL CHALLENGES AND OPPORTUNITIES

The National Education Policy (NEP) 2020 introduces several changes and initiatives in teacher education in India. While it presents numerous opportunities, it also faces several challenges. Here's a breakdown of potential challenges and opportunities for NEP 2020 concerning teacher education:

CHALLENGES

IMPLEMENTATION HURDLES

One of the primary challenges for NEP 2020 is effective implementation at all levels of the education system. Implementing new policies and reforms, especially those as comprehensive as the ones proposed in NEP 2020, can be challenging and require significant resources, coordination, and time.

INFRASTRUCTURE AND RESOURCES

Implementing the four-year integrated B.Ed. program and other initiatives may require substantial investment in infrastructure, faculty training, and resources. Many teacher training institutions in India currently lack adequate facilities, qualified faculty, and resources, posing a significant challenge to implementing the proposed changes.

RESISTANCE TO CHANGE

Resistance from stakeholders, including teacher unions, educational institutions, and policymakers, may hinder the smooth implementation of NEP 2020. Some stakeholders may be resistant to change due to concerns about job security, workload, or ideological differences.

QUALITY ASSURANCE

Ensuring quality in teacher education programs and continuous professional development initiatives is crucial. There may be challenges in developing and implementing effective quality assurance mechanisms, including accreditation standards, assessment criteria, and monitoring systems.

EQUITY AND INCLUSION

Addressing issues of equity and inclusion in teacher education is essential to ensure that all students, regardless of their background, receive quality education. NEP 2020 emphasizes the importance of inclusivity, but achieving this goal may face challenges due to socio-economic disparities, regional variations, and cultural factors.

OPPORTUNITIES

ENHANCED QUALITY

NEP 2020 presents an opportunity to enhance the quality of

teacher education by introducing a four-year integrated B.Ed. program, promoting a multidisciplinary approach, integrating technology, and emphasizing continuous professional development. These initiatives have the potential to better prepare teachers for the challenges of modern education.

FLEXIBILITY AND INNOVATION

NEP 2020 encourages flexibility and innovation in teacher education, allowing institutions to design programs tailored to local needs and contexts. This flexibility can lead to the development of innovative teaching methods, curriculum designs, and assessment practices that cater to diverse learning needs.

TECHNOLOGY INTEGRATION

NEP 2020's emphasis on technology integration in teacher education presents an opportunity to leverage digital tools and platforms for teacher training, curriculum delivery, assessment, and professional development. Technology can enhance access to educational resources, facilitate collaboration among educators, and support personalized learning approaches.

COMMUNITY ENGAGEMENT

NEP 2020 promotes community participation and collaboration in education, including teacher recruitment, training, and management. Engaging communities can help build trust, support local initiatives, and ensure that teacher education programs are responsive to the needs and aspirations of stakeholders.

PROFESSIONAL DEVELOPMENT

NEP 2020's focus on continuous professional development provides opportunities for teachers to upgrade their skills,

stay updated with emerging trends, and engage in lifelong learning. Effective professional development can enhance teacher motivation, job satisfaction, and instructional effectiveness, ultimately benefiting student learning outcomes.

Thus NEP 2020 presents significant challenges in terms of implementation, resource allocation, and stakeholder engagement, it also offers promising opportunities to enhance the quality, relevance, and inclusivity of teacher education in India. Addressing these challenges and seizing these opportunities will require concerted efforts, collaboration among stakeholders, and sustained commitment to realizing the vision outlined in NEP 2020.

CONCLUSION

In conclusion, the evolution of teacher education in India has been a journey of continuous adaptation and transformation. The National Education Policy (NEP) 2020 stands as a testament to India's commitment to revolutionizing teacher education for a new era of teaching and learning. It acknowledges the pivotal role of educators in shaping the future and aims to empower them with the autonomy, skills, and knowledge necessary to navigate and lead in the rapidly changing educational landscape. The NEP 2020 envisions a holistic overhaul of the current system, placing significant emphasis on developing critical thinking, creativity, and conceptual understanding. It promises to break the old molds of rote learning and didactic instruction, paving the way for an education system that is more flexible, integrated, and aligned with the 21st-century needs.

As we reflect on the journey of teacher education policies in India, it is clear that the NEP 2020 is a bold stride

forward. It offers a blueprint for a future where teachers are not just transmitters of knowledge but facilitators of learning, innovators, and researchers. The policy's potential to catalyze a new era of teaching and learning is immense, and its successful implementation could indeed mark the beginning of a transformative period in Indian education. The road ahead is challenging, but with collective effort, dedication, and a shared vision for excellence in education, India can achieve the lofty goals set forth by the NEP 2020. The evolution of teacher education, as charted by India's National Education Policies, is poised to create a legacy of empowered teachers and enriched learners, ultimately contributing to the nation's progress and prosperity.

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राष्ट्रीय शिक्षा नीति 2020 एवं पठनीयता में राष्ट्रीय पुस्तक न्यास, भारत की वैश्विक भूमिका

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शोध सार

“पुस्तकें मनुष्य के मानसिक, सामाजिक, आर्थिक, सांस्कृतिक, नैतिक, चारित्रिक, व्यावसायिक एवं राजनीतिक विकास में सहायक होती हैं। वर्तमान समय में जब सम्पूर्ण विश्व में जीवन-मूल्यों का निरंतर हास हो रहा है, ऐसे में महापुरुषों की पुस्तकों की उपयोगिता अत्यधिक बढ़ जाती है। राष्ट्रीय पुस्तक न्यास, भारत (National Book Trust, India; NBT), नई दिल्ली, देश में पठन-पाठन की आदत विकसित करने तथा पुस्तकों के प्रोन्नयन हेतु स्थापित शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्तशासी प्रमुख राष्ट्रीय संस्थान है। राष्ट्रीय पुस्तक न्यास, भारत का ध्येय वाक्य ‘एकः सूते सकलम्’ (Binding everyone together in a single

thread of knowledge) है, जो महाकवि कालिदास प्रणीत 'मेघदूतम्' से उद्धृत है। राष्ट्रीय पुस्तक न्यास, भारत हमारे जनादेश एवं हमारी पहुँच को अंतर्राष्ट्रीय मंचों तक संभव बनाता है। वैश्विक कोरोना महामारी के दौरान भी राष्ट्रीय पुस्तक न्यास, भारत ऐसे पाठकों के साथ नई दिल्ली राष्ट्रीय पुस्तक मेला, पुस्तक प्रकाशन में प्रशिक्षण कार्यक्रम जैसे ऑनलाइन कार्यक्रमों द्वारा लगातार जुड़ा रहा जो देश में पुस्तक मानसिकता और पढ़ने की संस्कृति को बढ़ावा देने की देश की प्रतिबद्धता का प्रतिनिधित्व करते हैं। राष्ट्रीय पुस्तक न्यास, भारत ने महिला लेखन प्रोत्साहन, संस्कृत में पुस्तकों के प्रोन्नयन, समाज के विभिन्न वर्गों पर कोविड-19 के मनोसामाजिक प्रभाव हेतु पुस्तकें भी प्रकाशित की तथा पोस्ट-कोविड पब्लिशिंग सिनेरियो जैसे कार्यक्रमों का आयोजन किया।

प्रमुख बिंदु: राष्ट्रीय पुस्तक न्यास, भारत; नई दिल्ली विश्व पुस्तक मेला; राष्ट्रीय बाल साहित्य केंद्र; विश्व पुस्तक और कॉपीराइट दिवस; 'पी एम-युवा 2.0' योजना; आजादी का अमृत महोत्सव

परिचय

“पुस्तकें मित्रों में सबसे शांत व स्थिर हैं, वे सलाहकारों में सबसे सुलभ व बुद्धिमान हैं और शिक्षकों में सबसे धैर्यवान”। - चार्ल्स विलियम इलियट (20 मार्च, 1834 - 22 अगस्त, 1926)

“मैं नरक में भी पुस्तकों का स्वागत करूंगा क्योंकि इनमें वह शक्ति है कि जहाँ ये होंगी वहाँ अपने आप स्वर्ग बन जाएगा” । - लोकमान्य तिलक (23 जुलाई, 1856 - 1 अगस्त, 1920)

“तोप, तीर, तलवार में जो शक्ति नहीं होती वह शक्ति पुस्तकों में रहती है” । - आचार्य महावीर प्रसाद द्विवेदी (15 मई, 1864 - 21 दिसम्बर, 1938)

“पुस्तकों का मूल्य रत्नों से भी अधिक है, क्योंकि पुस्तकें अतःकरण को उज्ज्वल करती हैं” । - महात्मा गांधी (2 अक्टूबर, 1869 - 30 जनवरी, 1948)

"पुस्तकें वे साधन हैं, जिनके माध्यम से हम विभिन्न संस्कृतियों के बीच पुल का निर्माण कर सकते हैं" । - डॉ. सर्वपल्ली राधाकृष्णन (5 सितम्बर, 1888 - 17 अप्रैल, 1975)

“कोई भी मानव समाज अपने सभी क्षेत्रों में पुस्तकों के बिना विकास नहीं कर सकता” ।- राष्ट्रपति प्रणव मुखर्जी (11 दिसम्बर, 1935 - 31 अगस्त, 2020)

निःसंदेह पुस्तकें ज्ञानार्जन करने, मार्गदर्शन करने एवं परामर्श देने में विशेष भूमिका निभाती हैं। पुस्तकें मनुष्य के मानसिक, सामाजिक, आर्थिक, सांस्कृतिक, नैतिक, चारित्रिक, व्यावसायिक एवं राजनीतिक विकास में सहायक होती हैं। सन् 1972 को ‘अंतर्राष्ट्रीय पुस्तक वर्ष’ घोषित किया गया था जिसका नारा था "सभी के लिए पुस्तकें"। राष्ट्रीय पुस्तक न्यास, भारत (National Book Trust, India; NBT), नई दिल्ली, देश में पठन-पाठन की

आदत विकसित करने और पुस्तकों के प्रोन्नयन हेतु 1 अगस्त 1957 को भारत के प्रथम प्रधानमंत्री पं. जवाहरलाल नेहरू द्वारा स्थापित शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्तशासी प्रमुख राष्ट्रीय संस्थान है। इसके 4 क्षेत्रीय कार्यालय नई दिल्ली (मुख्यालय में ही), बेंगलुरु, मुंबई, और कोलकाता में हैं। अगरतला, चेन्नई, कटक, गुवाहाटी, हैदराबाद, कोच्चि और पटना में इसके पुस्तक प्रोन्नयन केंद्र हैं। वर्तमान में प्रोफेसर गोविन्द प्रसाद शर्मा राष्ट्रीय पुस्तक न्यास, भारत के अध्यक्ष एवं ले. कर्नल युवराज मलिक, निदेशक हैं। राष्ट्रीय पुस्तक न्यास, भारत विभिन्न श्रेणियों के अर्न्तगत हिंदी, अंग्रेजी तथा अन्य प्रमुख भारतीय भाषाओं एवं ब्रेल लिपि में पुस्तकें प्रकाशित करता है। वर्ष 1972 में प्रथम 'नई दिल्ली विश्व पुस्तक मेला' की शुरुआत से राष्ट्रीय पुस्तक न्यास, भारत; प्रगति मैदान, नई दिल्ली में 'नई दिल्ली विश्व पुस्तक मेला' का आयोजन करता है, जो एशिया का सबसे बड़ा पुस्तक मेला होता है (कोरोना संक्रमण की वजह से वर्ष 2021 में इसका आयोजन वर्चुअल किया गया था)। 30वें नई दिल्ली विश्व पुस्तक मेला-2022, जिसकी थीम "आजादी का अमृत महोत्सव" है, में फ्रांस अतिथि देश है। राष्ट्रीय पुस्तक न्यास, भारत प्रतिवर्ष 14 से 20 नवम्बर तक 'राष्ट्रीय पुस्तक सप्ताह' भी मनाता है।

प्रकाशन उद्योग में राष्ट्रीय पुस्तक न्यास, भारत की भूमिका के बारे में ले. कर्नल युवराज मलिक, निदेशक, राष्ट्रीय पुस्तक न्यास, भारत ने कहा कि “राष्ट्रीय पुस्तक न्यास, भारत न केवल एक प्रमुख राष्ट्रीय संस्थान है, बल्कि हमारे जनादेश एवं हमारी पहुँच को

अंतर्राष्ट्रीय मंचों तक संभव बनाता है, जहाँ हम भारतीय प्रकाशन उद्योग और उसकी उपलब्धियों को प्रदर्शित करने और उनका प्रतिनिधित्व करने के लिए सक्षम हैं”। ले. कर्नल युवराज मलिक ने कहा, “वैश्विक कोरोना महामारी के दौरान, हम अपने पाठकों के साथ लगातार जुड़े रहे और ऐसे कार्यक्रमों का आयोजन करते रहे, जो देश में पुस्तक मानसिकता और पढ़ने की संस्कृति को बढ़ावा देने की हमारी प्रतिबद्धता का प्रतिनिधित्व करते हैं”।

‘रिसर्चिंग क्वालिटी एश्योरेंस इन हायर एजुकेशन-एक्रेडिटेशन एंड रैंकिंग ऑफ यूनिवर्सिटीज’ पर अपने विचार प्रस्तुत करते हुए, राष्ट्रीय पुस्तक न्यास, भारत के अध्यक्ष, प्रोफेसर गोविंद प्रसाद शर्मा ने कहा कि राष्ट्रीय शिक्षा नीति 2020 में उद्धृत गुणवत्ता शिक्षा आश्वासन एवं विद्यार्थियों को बहुप्रवेश और निकास बिंदु के प्रावधानों की किसी देश के विकास में महत्वपूर्ण भूमिका है।

राष्ट्रीय पुस्तक न्यास के कार्य:

राष्ट्रीय पुस्तक न्यास, भारत के प्रमुख कार्य हैं:

- प्रकाशन
- पुस्तक पठन को प्रोत्साहन
- विदेशों में भारतीय पुस्तकों को प्रोत्साहन
- लेखकों और प्रकाशकों को सहायता
- बाल साहित्य को बढ़ावा देना

प्रकाशन:

प्रकाशन के प्रति एक सशक्त एवं अंतर्निहित नीति को विकसित करने के राष्ट्रीय पुस्तक न्यास, भारत के वर्षों से दृढ़ प्रयास के साथ समृद्ध 'प्रकाशन उद्योग' राष्ट्रीय पुस्तक न्यास, भारत की एक प्रमुख गतिविधि है। राष्ट्रीय पुस्तक न्यास, भारत कथा-साहित्य से लेकर बच्चों, दृष्टिबाधितों और नवसाक्षरों के लिए सचित्र पुस्तकों के एक व्यापक संग्रह सहित सभी आयु समूहों और समाज के सभी वर्गों के लिए आधुनिकतम तकनीकी तथा चिकित्सा विज्ञान पर उचित मूल्यों और उत्तम गुणवत्ता की पुस्तकें प्रकाशित करता है। राष्ट्रीय पुस्तक न्यास, भारत ने ऑल इंडिया कन्फेडरेशन ऑफ द ब्लाइंड (AICB) के सहयोग से दृष्टिबाधित पाठकों के लिए ब्रेल में पुस्तकों का एक सेट संयुक्त रूप से प्रकाशित किया है। राष्ट्रीय पुस्तक न्यास, भारत द्वारा हिंदी, अंग्रेजी, गुजराती, कन्नड़, मलयालम, मराठी और तमिल भाषाओं में 350 से अधिक ब्रेल पुस्तकें प्रकाशित हो चुकी हैं। राष्ट्रीय पुस्तक न्यास, भारत सभी प्रमुख भारतीय भाषाओं में पुस्तकें प्रकाशित करता है, जिनमें असमिया, बांग्ला, बोडो, अंग्रेजी, गुजराती, हिंदी, कन्नड़, कश्मीरी, मलयालम, मणिपुरी, मैथिली, मराठी, नेपाली, उड़िया, पंजाबी, संस्कृत, हिंदी, तमिल, तेलुगु और उर्दू शामिल हैं। इसके अतिरिक्त राष्ट्रीय पुस्तक न्यास, भारत ने छोटी भाषाओं नागा, भोजपुरी, भीली, हिमाचली, गारो, लेपचा, भूटिया, मिजो, मेवाड़ी, मगही, तिब्बती व अन्य भाषाओं में भी पुस्तकें प्रकाशित की हैं।

राष्ट्रीय पुस्तक न्यास, भारत हिंदी में एक उल्लेखनीय द्विमासिक साहित्यिक पत्रिका, 'पुस्तक संस्कृति' भी प्रकाशित करता है, जिसमें

पुस्तकों और समाज के समकालीन मुद्दों से संबंधित विभिन्न रोचक विषयों पर लेख होते हैं। इसके अलावा, अंग्रेजी में एक मासिक 'एनबीटी न्यूजलेटर' प्रकाशित किया जाता है, जो राष्ट्रीय पुस्तक न्यास, भारत द्वारा आयोजित विभिन्न साहित्यिक गतिविधियों के बारे में पूरी जानकारी प्रदान करता है। डिजिटल प्रारूप पर न्यास ने अपनी कई लोकप्रिय पुस्तकों को ई-पुस्तकों के रूप में उपलब्ध कराया है। बांग्ला, अंग्रेजी, हिंदी, तमिल और तेलुगु भाषाओं में करीब 120 शीर्षक प्रकाशित हो चुके हैं। महिला लेखन प्रोत्साहन योजना के अंतर्गत हिंदी में तीन पुस्तकें सुश्री यशस्विनी पांडे द्वारा लिखित 'य से यशस्विनी', सुश्री कौशल पँवार द्वारा लिखित 'जोहड़ी' और सुश्री इंदिरा डांगी द्वारा लिखित 'रानी कमलापति' प्रकाशित हुईं जिनका लोकार्पण नई दिल्ली विश्व पुस्तक मेला 2018 में किया गया था। संस्कृत में पुस्तकों के प्रोन्नयन हेतु अपने प्रयासों के अंतर्गत राष्ट्रीय पुस्तक न्यास, भारत ने उत्तर प्रदेश के माननीय राज्यपाल राम नाईक द्वारा लिखित पुस्तक 'चरैवेति चरैवेति' और एम वी नाडकर्णी द्वारा लिखित 'गांधी-तत्त्व-शतकम्' प्रकाशित की। राष्ट्रीय पुस्तक न्यास, भारत ने 'समाज के विभिन्न वर्गों पर कोविड-19 के मनोसामाजिक प्रभाव' पर पुस्तकें भी प्रकाशित की हैं।

पुस्तक मेला:

राष्ट्रीय पुस्तक न्यास, भारत सम्पूर्ण देश में पुस्तक मेले/प्रदर्शनियाँ आयोजित करता है। राष्ट्रीय पुस्तक न्यास, भारत 'नई दिल्ली विश्व पुस्तक मेला (New Delhi World Book Fair)' का वार्षिक आयोजक है। 'नई दिल्ली विश्व पुस्तक मेला'

एशिया का सबसे बड़ा पुस्तक मेला है। पहला नई दिल्ली विश्व पुस्तक मेला (NDWBF) 1972 में विंडसर प्लेस, नई दिल्ली में आयोजित किया गया था। नई दिल्ली विश्व पुस्तक मेला 2020 का मूल विषय 'गांधी: लेखकों के लेखक'; नई दिल्ली विश्व पुस्तक मेला 2021 (वर्चुअली आयोजित) का विषय 'राष्ट्रीय शिक्षा नीति - 2020' तथा 30वां नई दिल्ली विश्व पुस्तक मेला 2022 (50वीं वर्षगांठ) का मूल विषय 'आजादी का अमृत महोत्सव' था। राष्ट्रीय पुस्तक न्यास ने अब तक 30 'नई दिल्ली विश्व पुस्तक मेले'; 41 'राष्ट्रीय पुस्तक मेले' और 295 से अधिक क्षेत्रीय पुस्तक मेले आयोजित किए हैं। 1970 से विदेशों में भारतीय प्रकाशनों के प्रोन्नयन हेतु राष्ट्रीय पुस्तक न्यास, भारत लगभग 403 विभिन्न अंतर्राष्ट्रीय पुस्तक मेलों में भाग लिया है जिनमें यह न्यास एवं विभिन्न भारतीय प्रकाशकों द्वारा प्रकाशित भारतीय पुस्तकों की प्रदर्शनी लगाता है। डिजिटल क्रांति ने पढ़ने की आदत पर प्रभाव डाला है, पुस्तकें डिजिटल रूप लेने के बावजूद भी सार्थक बनी रहेंगी। अगली पीढ़ी में पढ़ने की आदत को प्रोत्साहित करने के लिए एवं प्रकाशन उद्योग को बढ़ावा देने के लिए पुस्तक मेले आज भी प्रासंगिक हैं और भविष्य में भी रहेंगे।

पुस्तक प्रोन्नयन गतिविधियाँ:

राष्ट्रीय पुस्तक न्यास, भारत नियमित रूप से पूरे देश में पुस्तक प्रोन्नयन हेतु पुस्तक मेलों/प्रदर्शनियों का आयोजन करता है। राष्ट्रीय पुस्तक न्यास, भारत वार्षिक 'नई दिल्ली विश्व पुस्तक मेला' की मेजबानी भी करता है। पुस्तक प्रोन्नयन गतिविधियों हेतु राष्ट्रीय

पुस्तक न्यास, भारत ने अब तक 30 'नई दिल्ली विश्व पुस्तक मेले', 41 'राष्ट्रीय पुस्तक मेले' और 295 से अधिक 'क्षेत्रीय पुस्तक मेले' आयोजित किए हैं। राष्ट्रीय पुस्तक न्यास, भारत पुस्तकों के प्रकाशन, उत्पादन और वितरण में शामिल लोगों के लिए कार्यशालाओं और संगोष्ठियों, लेखकों की बैठकों, पुस्तक लोकार्पण समारोहों, विश्व पुस्तक और कॉपीराइट दिवस, संविधान दिवस, राष्ट्रीय शिक्षा दिवस, सतर्कता जागरूकता सप्ताह, राष्ट्रीय एकता दिवस जैसे प्रमुख राष्ट्रीय और अंतर्राष्ट्रीय दिवसों पर विभिन्न साहित्यिक कार्यक्रमों का आयोजन करता है।

विदेशों में भारतीय पुस्तकों का प्रोन्नयन:

राष्ट्रीय पुस्तक न्यास, भारत ने पूर्वोत्तर में अनेक पुस्तक मेलों, साहित्यिक क्रियाकलापों और विशेष विक्रय अभियान के माध्यम से अपनी पुस्तक प्रोन्नयन गतिविधियों को भी बढ़ाया है। राष्ट्रीय पुस्तक न्यास, भारत ने प्रसार भारती के ऑल इंडिया रेडियो के विदेश सेवा प्रभाग के सहयोग से एक अनूठा कहानी समारोह - स्टोरी लाउंज - शुरू किया। कार्यक्रम में प्रसिद्ध बाल लेखकों ने राष्ट्रीय पुस्तक न्यास, भारत द्वारा प्रकाशित अपनी कहानियों का पठन किया। राष्ट्रीय पुस्तक न्यास, भारत, एशिया/प्रशांत सह-प्रकाशन कार्यक्रम, यूनेस्को के तत्वावधान में एशियाई बच्चों के लिए एशियाई लेखकों द्वारा पुस्तकें विकसित करने का भी कार्य करता है।

भारत-चीन अनुवाद कार्यक्रम:

सांस्कृतिक राजनय, लोक राजनय (Public Diplomacy) का वह रूप है जिसमें कोई देश अन्य देशों के लोगों के साथ विचारों, सूचना, कला, भाषा तथा संस्कृति के अन्य पक्षों का आदान-प्रदान करता है। सांस्कृतिक राजनय (Diplomacy) के तहत भारत और चीन गणराज्य की सरकारों ने चीनी से हिंदी में चुनिंदा 25 उत्कृष्ट और समकालीन कृतियों का अनुवाद और भारतीय साहित्यिक कृतियों का चीनी में अनुवाद परियोजना को आगे बढ़ाया है। इस परियोजना को प्रभावी बनाने के लिए विदेश मंत्रालय, भारत सरकार और चीन गणराज्य के प्रेस, प्रकाशन, रेडियो, फिल्म और टेलीविजन के राज्य प्रशासन के बीच परस्पर अनुवाद तथा उत्कृष्ट और समकालीन कृतियों के प्रकाशन में सहयोग के लिए एक समझौता-ज्ञापन (MoU) पर चीन के प्रधानमंत्री ली केकियांग की भारत यात्रा के दौरान हस्ताक्षर किए गए थे।

पूर्वोत्तर में पुस्तक प्रोन्नयन गतिविधियाँ:

‘पूर्वोत्तर अध्ययन पुस्तकमाला’ का आरंभ, पूर्वोत्तर क्षेत्र के बारे में बनी रुढ़िवादी धारणाओं को तोड़ने और पूर्वोत्तर क्षेत्र के राज्यों की रीति-रिवाजों, संस्कृति और साहित्य पर आधारित कथा-साहित्य सहित विविध विषयों को सम्मिलित करती निराली पहचान को राष्ट्रीय शैक्षिक और बौद्धिक पटल पर लाने के लिए, किया गया है। इस पुस्तकमाला में एशियाई, अफ्रीकी और लैटिन अमेरिकी देशों की चुनिंदा समकालीन रचनाओं के संकलन और उपन्यास शामिल हैं। सिक्किम के गंगटोक में 23 से 26 मार्च 2021 तक आयोजित

‘लेखक-चित्रकार कार्यशाला’ के उद्घाटन अवसर पर राष्ट्रीय पुस्तक न्यास, भारत के निदेशक लेफ्टिनेंट कर्नल युवराज मलिक ने अपने संबोधन में पठन की आदत के बारे में युवा पाठकों से अधिक-से-अधिक पुस्तकें पढ़ने का आग्रह करते हुए ‘राष्ट्रीय शिक्षा नीति 2020 के महत्व और भारतीय भाषाओं में पुस्तकों के प्रोन्नयन में राष्ट्रीय पुस्तक न्यास, भारत की भूमिका’ पर कहा, “एक पुस्तक, एक दिन; जीवन के प्रति आपके संपूर्ण दृष्टिकोण को बदल देगी”। तीन दिवसीय ‘बोडो बाल लेखक और चित्रकार कार्यशाला’ के उद्घाटन के अवसर पर बोडोलैंड विश्वविद्यालय के सीयूडीसी के पूर्व निदेशक डॉ. दीनानाथ बसुमतारी ने कहा, “बोडो भाषा में बाल साहित्य का एक संग्रह बनाने के लिए राष्ट्रीय पुस्तक न्यास, भारत का प्रयास प्रशंसनीय है”।

राष्ट्रीय बाल साहित्य केंद्र (National Center for Children Literature) की गतिविधियाँ:

राष्ट्रीय पुस्तक न्यास, भारत का राष्ट्रीय बाल साहित्य केंद्र विभिन्न भारतीय भाषाओं में बाल साहित्य के प्रकाशन में उसकी सहायता करने, योजना बनाने, समन्वयन करने और उनकी निगरानी करने की मुख्य संस्था है। राष्ट्रीय बाल साहित्य केंद्र ने बाल साहित्य का एक पुस्तकालय व प्रलेखन केंद्र विकसित किया है जो देश में बाल साहित्य को विकसित करने हेतु कार्यशालाएँ, सेमिनार और प्रदर्शनियाँ आयोजित करता है।

जम्मू और कश्मीर में पुस्तक प्रोन्नयन गतिविधियाँ:

स्थानीय प्रशासन एवं बुद्धिजीवी वर्ग की सक्रिय सहायता से राष्ट्रीय पुस्तक न्यास, भारत ने जम्मू और कश्मीर में 'जम्मू पुस्तक परिक्रमा (सचल पुस्तक प्रदर्शनी) (25 अप्रैल से 15 मई 2012)' का आयोजन पिछड़े इलाकों में पाठकों को पुस्तक सुलभ कराने हेतु किया। वर्ष 2012-13 में राष्ट्रीय पुस्तक न्यास, भारत ने जम्मू-कश्मीर में श्रीनगर (2 से 10 जून 2012) और लेह (4 से 9 अगस्त 2012) पुस्तक मेलों का आयोजन किया। 28 मार्च 2018 को श्रीनगर में 'कश्मीरी भाषा में बाल साहित्य की स्थिति' पर एक सेमिनार आयोजित किया गया।

सचल प्रदर्शनी वाहनों से पुस्तकों का प्रोन्नयन एवं बिक्री:

राष्ट्रीय पुस्तक न्यास, भारत सचल प्रदर्शनियों के माध्यम से लोगों को उनके द्वार पर पुस्तकें उपलब्ध कराने का प्रयास कर रहा है। अब तक राष्ट्रीय पुस्तक न्यास, भारत पूर्वोत्तर राज्यों सहित पूरे देश में 15,000 से अधिक सचल प्रदर्शनियों का आयोजन कर चुका है।

पुस्तक प्रकाशन में प्रशिक्षण कार्यक्रम:

राष्ट्रीय पुस्तक न्यास, भारत देश के विभिन्न हिस्सों में प्रकाशन उद्योग के लिए प्रशिक्षित पेशेवरों का एक प्रतिभा-समूह सृजित करने के उद्देश्य से 1994 से देश भर में पुस्तक प्रकाशन में अल्पकालिक एवं दीर्घकालिक प्रशिक्षण कार्यक्रम आयोजित कर रहा है, ताकि प्रतिभागियों को प्रकाशन के क्षेत्र में करियर निर्माण में सहायता प्राप्त हो सके। 2020 में कोरोना महामारी में लाकडाउन की विकट

परिस्थिति में राष्ट्रीय पुस्तक न्यास, भारत ने पहली बार अपने प्रशिक्षण कार्यक्रम को तीन माह की अवधि हेतु ऑनलाइन माध्यम में आरंभ किया। राष्ट्रीय पुस्तक न्यास, भारत, ने 6 नवंबर 2021 से 30 जनवरी 2022 तक हरियाणा केंद्रीय विश्वविद्यालय, महेन्द्रगढ़ के सहयोग से बुक पब्लिशिंग में एक ऑनलाइन कोर्स आयोजित किया।

राष्ट्रीय पुस्तक न्यास, भारत प्रधानमंत्री नरेंद्र मोदी के कौशल विकास के अधिदेश के लिए प्रकाशन उद्योग में कौशल विकास हेतु प्रतिबद्ध है। केंद्रीय शिक्षा मंत्रालय ने स्वतंत्रता के 75 वर्ष या आजादी का अमृत महोत्सव या भारत @ 75 परियोजना, 'एक भारत श्रेष्ठ भारत' को बढ़ावा देने; राष्ट्रीय शिक्षा नीति 2020 की युवा मानस को सशक्त बनाने और अध्ययन अनुकूल माहौल सृजित करने की नीति के उपलक्ष्य में देश के युवा रचनाकारों को लेखन के लिये प्रोत्साहित करने एवं युवा लेखकों का वैश्विक स्तर पर भारत और भारतीय लेखन का प्रतिनिधित्व करने की प्रधानमंत्री नरेन्द्र मोदी की परिकल्पना के अनुरूप देश में लेखन-पठन-पाठन और पुस्तक संस्कृति को बढ़ावा देने तथा पूरे विश्व में भारत और भारतीय लेखन को प्रतिष्ठित करने के उद्देश्य से 30 वर्ष से कम आयु के उभरते युवा और नवोदित लेखकों के प्रशिक्षण के लिये प्रधानमंत्री युवा लेखक परामर्श योजना (PM's Scheme for Mentoring Young Authors)– 'YUVA 2.0 (Young, Upcoming and Versatile Authors)'; जिसकी थीम "लोकतंत्र" है; 02 अक्टूबर, 2022 को आरंभ की है। 'युवा' योजना के तहत तैयार की

जाने वाली पुस्तकें राष्ट्रीय पुस्तक न्यास, भारत से प्रकाशित की जायेंगी।

राष्ट्रीय पुस्तक न्यास, भारत के अन्य कार्यक्रम:

विश्व पुस्तक और कॉपीराइट दिवस 2020 (23 अप्रैल) (Theme- 'Books: A Window into the World during COVID-19) पर राष्ट्रीय पुस्तक न्यास, भारत ने फिक्की (Federation of Indian Chambers of Commerce and Industry) के सहयोग से 23 अप्रैल 2020 को नई दिल्ली में 'पोस्ट-कोविड पब्लिशिंग सिनेरियो' का आयोजन किया। विश्व पुस्तक दिवस 2022 की थीम 'Are you a reader' थी। राष्ट्रीय पुस्तक न्यास, भारत ने 20 जून 2020 को 'मैनेजिंग साइकोसोशल प्रेशर्स ड्यूरिंग पैन्डेमिक' पर एक ऑनलाइन राउंड-टेबल मीट का आयोजन किया। 'नेशनल एजुकेशन पालिसी 2020: एनईपी आउटरीच' पर 18 जनवरी, 2021 को नेहरू सेंटर, लंदन द्वारा राष्ट्रीय पुस्तक न्यास, भारत के साथ नोडल एजेंसी के रूप में एक संवाद आयोजित किया गया। इस अवसर पर तत्कालीन शिक्षा मंत्री, भारत सरकार डॉ. रमेश पोखरियाल 'निशंक' ने कहा कि राष्ट्रीय शिक्षा नीति 2020 द्वारा चुनौतियों को अवसरों में बदल दिया गया है। आजादी का अमृत महोत्सव के शुभारंभ के हिस्से के रूप में, राष्ट्रीय पुस्तक न्यास, भारत ने 12 मार्च 2021 को अज्ञात स्वतंत्रता सेनानियों के योगदान पर कार्यक्रम का आयोजन किया। राष्ट्रीय पुस्तक न्यास, भारत 2 अक्टूबर 2020 को सेंटर फॉर स्ट्रेटेजी एंड लीडरशिप द्वारा प्लेनरी हॉल, विज्ञान भवन, नई दिल्ली में आयोजित

‘महात्मा गांधीज एक्सपेरिमेंट्स विद स्वच्छता - की टू प्रोस्पैरिटी’ कार्यक्रम में नॉलेज पार्टनर के रूप में था। एक भारत श्रेष्ठ भारत कार्यक्रम के तहत, विभिन्न राज्यों में न्यास के सभी क्षेत्रीय कार्यालयों तथा पुस्तक प्रोन्नयन एवं विक्रय केंद्रों को एक-दूसरे के साथ जोड़ा गया। ‘साझा ज्ञान – साझी परंपरा’ विषय पर काशी तमिल संगमम (19 नवंबर 2022 को उद्घाटन) में भाषण प्रतियोगिता भी आयोजित की गई। राष्ट्रीय पुस्तक न्यास, भारत द्वारा इलाहाबाद विश्वविद्यालय के गाँधी विचार एवं शांति अध्ययन तथा राजभाषा अनुभाग के सहयोग से 29 जनवरी से 31 जनवरी, 2023 तक अंग्रेजी और बंगला भाषा की 20 पुस्तकों का हिंदी भाषा में अनुवाद किए जाने हेतु कार्यशाला का आयोजन किया।

निष्कर्ष:

युवराज मलिक, निदेशक, राष्ट्रीय पुस्तक न्यास, भारत ‘रोडमैप फॉर यूनिवर्सलाइजेशन ऑफ एजुकेशन विद 100% जीईआर इन स्कूल एजुकेशन बाई 2020’ पर कहा कि, राष्ट्रीय शिक्षा नीति 2020 के पाँच उत्पाद- वहनीयता, जवाबदेही, समानता, पहुँच और सभी के लिए शिक्षा; इसे एक विजन डॉक्यूमेंट से ज्ञान-आधारित नागरिकता की जमीनी हकीकत के दस्तावेज में बदलने में मदद करेंगे। देश में पठन-संस्कृति को बढ़ावा देने के लिए 23 जनवरी, 2021 को इंडिया रीडिंग आलिंपियाड में राष्ट्रीय पुस्तक न्यास, भारत को लाइफटाइम अचीवमेंट अवार्ड से सम्मानित किया गया। एन.सी.ई.आर.टी के निदेशक प्रो. दिनेश प्रसाद सकलानी ने कई भारतीय भाषाओं में किताबें उपलब्ध कराने में राष्ट्रीय पुस्तक

न्यास, भारत के प्रयासों की सराहना की। भारतीय भाषा समिति, (शिक्षा मंत्रालय, भारत सरकार) की शिफारिशों पर उत्तर-दक्षिण के सेतु के नाम से प्रसिद्ध महाकवि चिन्नास्वामी सुब्रह्मण्य भारती (11 दिसंबर, 1882 - 12 दिसंबर, 1921) की जयंती पर बहुभाषावाद को मजबूत करने के लिए 11 दिसंबर को 'भारतीय भाषा दिवस (भारतीय भाषा उत्सव)' घोषित होने के बाद, राष्ट्रीय पुस्तक न्यास, भारत ने 11 दिसंबर 2022 को नई दिल्ली में अपने मुख्यालय, सभी क्षेत्रीय कार्यालयों, पुस्तक प्रोन्नयन एवं विक्रय केंद्रों में भारतीय भाषा दिवस मनाया। राष्ट्रीय पुस्तक न्यास, भारत के 66वां स्थापना दिवस समारोह में भारतीय सामाजिक विज्ञान अनुसंधान परिषद के अध्यक्ष प्रो. जितेंद्र बजाज कहा कि बहुसांस्कृतिक समाज में पुस्तकों के निर्माण में राष्ट्रीय पुस्तक न्यास, भारत का प्रमुख स्थान है। राष्ट्रीय पुस्तक न्यास, भारत किताबों के माध्यम से लोगों को देश दुनिया की सैर करवा रहा है।

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NEP 2020: Key to Skill Development and Economic Growth of the Country

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive framework for the transformation of the education system in India. It was approved by the Union Cabinet of India on July 29, 2020. The NEP 2020 replaces the previous National Policy on Education, which was formulated in 1986 and modified in 1992. National Education Policy 2020 aims to transform the Indian education system to meet the needs and challenges of the 21st century, focusing on holistic development, flexibility, and innovation. It also places a significant emphasis on skill development as a fundamental aspect of education. NEP 2020 recognizes the importance of skill development in preparing students for the challenges of the 21st-century workforce and aims to equip them with the necessary skills, knowledge, and attitudes to succeed in various domains, including employment, entrepreneurship, and lifelong learning, leading towards overall economic development of the country.

Keywords: NEP 2020, transformation, Indian education system, fundamentals, skills, lifelong learning, economic development.

Introduction:

“The purpose of education is to make good human beings with skill and expertise.... Enlightened human beings can be created by teachers.” - APJ Abdul Kalam.

The above quote builds a strong foundation for further discussions in this research paper. The objective of this manuscript is to bring forth the link between three important aspects viz., New Education Policy, Skill Development and Economic growth and development of the country. This manuscript will directly/indirectly discuss the four parts of National Education Policy, which is, school education (Part I); higher education (Part II); ‘Other Key Areas of Focus’ (Part III) such as adult education, promoting Indian languages and online education; and ‘Making it Happen’ (Part IV), which discusses the policy’s implementation, followed by its impact on betterment of skill development of country’s resource and on the economic growth of the country.

Education Policy:

Before we start discussing about New Education Policy 2020, there has to be a brief explanation of education policy. An Education Policy is a set of principles, guidelines, and strategies formulated by governments or educational authorities to shape and regulate the development and provision of education within a particular jurisdiction. Education policies are typically developed through a collaborative process involving government officials, educators, experts, stakeholders, and the broader community. They are often influenced by research findings, best practices, international benchmarks, cultural values, and political priorities.

Education policies address various aspects of the education system, including curriculum, teaching methods, assessment, funding, infrastructure, governance, and access to education. Education policy for a country is always developed with certain goals. They are as follows:

Equity and Access: Ensuring that all individuals, regardless of their background or circumstances, have equitable access to quality education opportunities.

Quality and Standards: Setting standards for educational quality, curriculum development, teaching practices, and assessment methods to ensure that students receive a high-quality education.

Relevance and Responsiveness: Aligning education systems with the needs of society, the economy, and the changing demands of the workforce to ensure that students acquire relevant skills and knowledge.

Inclusivity and Diversity: Promoting inclusive education practices that accommodate the diverse needs, abilities, and backgrounds of students, including those with disabilities, minorities, and marginalized groups.

Accountability and Evaluation: Establishing mechanisms for monitoring, evaluating, and holding educational institutions, educators, and policymakers accountable for the outcomes of the education system.

Innovation and Continuous Improvement: Encouraging innovation, experimentation, and continuous improvement in teaching and learning practices, curriculum design, and educational policies to keep pace with societal changes and advancements in knowledge and technology.

Education policies play a crucial role in shaping the direction and effectiveness of education systems, impacting the lives of individuals, communities, and societies by providing the framework for the delivery of education and the development of human capital.

National Education Policy 2020:

The union Cabinet, chaired by Prime Minister Narendra Modi, approved the National Education Policy 2020 on July 29, 2020.

The policy is based on the Draft National Education Policy 2019, which the Committee for Draft National Education Policy – chaired by Dr. K. Kasturirangan, former chairman of the Indian Space Research Organisation – submitted to the Ministry of Human Resource Development on December 15, 2018.

A quick travel through the salient features of NEP 2020:

1. The policy seeks to restructure school curricula and pedagogy

in a new '5+3+3+4' design, a 'Foundational Stage' (five years), a 'Preparatory Stage' (three years), a 'Middle Stage' (three years) and the 'High Stage' (four years, covering grades nine, 10, 11 and 12).

2. It aims to achieve 'universal foundational literacy and numeracy' in primary schools by 2025.
3. Public and private schools – except the schools that are managed, aided or controlled, by the central government – will be assessed and accredited on the same criteria, benchmarks, and processes.
4. The Gross Enrolment Ratio (GER is defined as the ratio of the total enrolment in education – regardless of age – to the official population in a given school year, expressed as percentage.) from preschool to secondary education should be 100 per cent by 2030.
5. The medium of expression until at least grade five – but preferably till grade eight or beyond – shall be the student's mother tongue, or the local or regional language.
6. The policy seeks to standardise the school curriculum for Indian Sign Language across the country.
7. The government of India shall constitute a 'Gender-Inclusion Fund' to provide equitable and quality education to all girls and transgender students.
8. The policy suggests establishing 'school complexes' consisting of a secondary school and other schools offering lower grades of education – including anganwadi centres – in a radius of 5 to 10 kilometers.
9. All education institutions shall be held to similar standards of audit and disclosure as a 'not-for-profit' entity. If the institution generates a surplus, it shall be reinvested in the educational sector.
10. The policy says that all 'higher education institutions' (HEIs) shall aim to be multidisciplinary by 2040. By 2030, there shall be at least one multidisciplinary HEI in or near every district.

11. HEIs shall have the flexibility to offer Master's programmes of two years for those who have completed a three-year undergraduate programme, of one year for students who have completed a four-year undergraduate programme, or five-year integrated Bachelor's and Master's programmes.
12. M.Phil. programmes shall be discontinued.
13. The policy says that 'high performing' Indian universities shall be encouraged to set up campuses in other countries. Similarly, selected shall be encouraged to operate in India.
14. A National Research Foundation shall be established to facilitate "merit-based but equitable" peer-reviewed research funding.
15. The policy says that the centre and states shall work together to increase public investment in education to 6 per cent of the gross domestic product, from the current 4.43 per cent.

Skill Development:

Skill development is essential for individuals to navigate the complexities of the modern world, pursue their aspirations, contribute to society, and adapt to the challenges and opportunities of the future.

Effective skill development strategies involve a combination of formal education, vocational training, on-the-job learning, mentorship, self-directed learning, and experiential opportunities. Governments, educational institutions, employers, and individuals all play a role in promoting and facilitating skill development initiatives to address the needs of the labour market, foster economic growth, and enhance social inclusion and mobility.

Skill development refers to the process of acquiring and enhancing the abilities, knowledge, and competencies necessary to perform tasks, duties, or activities effectively. These skills can be technical, cognitive, interpersonal, or practical in nature and are essential for success in various domains, including education, employment, entrepreneurship, and daily life.

Here are some key aspects of skill development:

Technical Skills: These are specific abilities and knowledge related to a particular field, industry, or profession. Technical skills can include expertise in areas such as computer programming, engineering, healthcare, manufacturing, and construction.

Cognitive Skills: Cognitive skills refer to mental processes involved in learning, problem-solving, decision-making, and critical thinking. These skills include analytical reasoning, creativity, attention to detail, memory, and logical thinking.

Interpersonal Skills: Also known as soft skills or people skills, interpersonal skills are essential for effective communication, collaboration, and relationship-building. These skills include empathy, active listening, conflict resolution, teamwork, leadership, and cultural competency.

Practical Skills: Practical skills are abilities related to performing tasks or activities in real-world contexts. These skills can include cooking, gardening, carpentry, plumbing, driving, and household management.

Adaptive Skills: Adaptive skills, also known as transferable skills or lifelong learning skills, are versatile abilities that can be applied across different situations, roles, and industries. These skills include adaptability, resilience, time management, problem-solving, and learning agility.

Skill development is a continuous and lifelong process that involves learning, practice, and adaptation to changing circumstances and requirements.

The National Education Policy 2020 and Skill Development:

The National Education Policy (NEP) 2020 places a significant emphasis on skill development as a fundamental aspect of education. Here's how NEP 2020 addresses skill development:

Integration of Vocational Education: NEP 2020 advocates for the integration of vocational education into the mainstream education system from an early age. It aims to provide students with practical skills alongside academic knowledge, starting from the school level and continuing through higher education. This integration ensures that

students are equipped with the necessary skills for employment and entrepreneurship.

Flexibility in Curriculum: The policy encourages a multidisciplinary approach to education, allowing students to choose from a wide range of subjects, including vocational courses and skill-based programs. This flexibility enables students to pursue their interests and develop skills that are relevant to their chosen career paths.

Experiential Learning: NEP 2020 promotes experiential learning methods, such as internships, apprenticeships, and hands-on projects, which provide students with real-world exposure and practical skills. By engaging in experiential learning activities, students can develop problem-solving abilities, communication skills, and teamwork, which are essential for success in the workplace.

Teacher Training in Skill Development: The policy emphasizes the continuous professional development of teachers, including training in skill development pedagogies and techniques. Teachers are encouraged to incorporate skill-building activities into their teaching practices and provide guidance and support to students in developing their skills.

Technology Integration for Skill Development: NEP 2020 emphasizes the integration of technology in education, including the use of online resources, digital tools, and virtual labs to enhance skill development. Technology-enabled learning platforms provide students with access to interactive learning materials and simulations, enabling them to acquire and practice skills in a digital environment.

Promotion of Entrepreneurship: The policy encourages the promotion of entrepreneurship education and innovation ecosystems in educational institutions. Students are encouraged to develop entrepreneurial skills, such as creativity, critical thinking, and risk-taking, which are essential for starting and managing businesses. Entrepreneurship programs and incubation centres are established to support aspiring entrepreneurs in realizing their business ideas.

Significant developments and changes in HEI's as per NEP 2020:

- a. The NEP-2020 has advocated for the integration of vocational education programmes into mainstream education in all education institutions.
- b. HEIs will be allowed to conduct short-term certificate courses in various skills including soft skills.
- c. Addressing the importance to equip the young generation with skills in various trades, building strong links between academia and industry are promoted under NEP 2020.
- d. In order to create an “industry fit” skilled workforce for the country, apprenticeship or internship for skill development has been highly promoted for linking higher education with the requirements of industry and the world of work.
- e. The UGC has already issued the Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme.
- f. These Guidelines will enable the HEIs to bring about a paradigm shift in the general stream degree programmes and embed employability support into the curriculum.
- g. The Guidelines also provide flexibility to institutions to opt for any mechanism for the internship/apprenticeship assessment in consultation with commercial or non-commercial organizations or enterprises, offices, industry, industry associations, sector skill councils where the internship/apprenticeship is proposed to be imparted.
- h. The AICTE has also launched an Internship Portal for enhancing students’ skills, employability opportunities, and transforming them into an industry suitable workforce.
- i. The portal brings together the internship opportunities in the government sector such as in the Ministry of Housing and Urban Affairs of India (MoHUA), National Highways Authority of India (NHAI), Indian Railways, Ministry of Social Justice and Empowerment (MoSJE), Ministry of Micro, Small & Medium Enterprises (MSMEs), Corporate Sectors, Non-Government Organizations (NGOs), Start-ups, and

research organisations, including the AICTE's initiatives for imparting Skills and the Enhancement of Employability in Technical Education.

Overall, NEP emphasizes the holistic development of students, nurturing their cognitive, emotional, social, and physical well-being (Aasim et al., 2010). By promoting a multidimensional approach to education, it encourages the development of various skills and competencies, enabling students to become well-rounded individuals.

NEP also seek to equip young people with the knowledge and skills necessary to confidently lead the country into the future by putting a strong emphasis on holistic development, flexible and multidisciplinary education, technological integration, and inclusive practices.

Creating an “industry fit” skilled workforce for country’s economic growth:

An "industry fit" workforce refers to a labour force that possesses the skills, knowledge, and expertise required by various industries within a country. Such a workforce is essential for several reasons, all of which contribute to the overall benefit of the country:

Economic Growth: An industry fit workforce can drive economic growth by meeting the demands of industries, leading to increased productivity and innovation. When industries have access to skilled workers, they can expand operations, invest in new technologies, and remain competitive in global markets, ultimately boosting the country's GDP.

Job Creation: A workforce that aligns with industry needs creates more employment opportunities. As industries grow and evolve, they require more skilled workers to fill various roles. This not only reduces unemployment rates but also improves the standard of living for citizens by providing stable employment and income.

Global Competitiveness: Countries with an industry fit workforce are better positioned to compete globally. Skilled workers enable industries to produce high-quality goods and services efficiently, making them more attractive to international markets. This can lead to increased exports, foreign investment, and a positive balance of trade, strengthening the country's position in the global economy.

Innovation and Technological Advancement: A workforce with the necessary skills fosters innovation and drives technological advancement within industries. Skilled workers are more likely to engage in research and development activities, leading to the creation of new products, processes, and services. This innovation not only benefits industries but also spurs further economic growth and enhances the country's reputation as a hub for innovation.

Social Development: An industry fit workforce contributes to social development by providing individuals with opportunities for personal and professional growth. Access to education and training programs that align with industry needs allows people to acquire new skills and improve their employability, leading to greater social mobility and reduced income inequality.

Overall, an industry fit workforce plays a crucial role in driving economic prosperity, promoting innovation, and enhancing the quality of life for citizens. By investing in education, training, and workforce development initiatives, countries can ensure that their labour force remains competitive and adaptable to the changing demands of industries, ultimately benefiting the country as a whole.

Conclusion:

In the concluding remark of this research paper, I will refer to the quote in the beginning by Dr. APJ Abdul Kalam, that the way to build good human being and skilled resources is only through providing adequate amount of education to all sects, genders, communities and so on without any bias. Above can be possible in the presence of regulated, organised and a well-managed education system in the country. This system can run flawlessly only with well laid down education policy. This need is addressed to a great extent through NEP2020. With the revised version of National Education Policy, way is further paved for educators and teachers to articulate new methods and modify/revise the existing one in such a way that it leads to creation of more “industry fit” resources which can be assets for the overall growth, development and prosperity of the nation.

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Professional Competencies among Teacher Trainees through Blended Mode

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ABSTRACT

Online teacher education was adopted after the covid-19 and become a alternative for curriculum transaction. Teacher education is one of the major area of application of e-technology. The National Policy on Education 2020 has emphasized on promotion of blended learning approach at different stages of education. Online education is considered as a complementary input of teacher education. It has been found that extension of professional development of teachers at higher education through some major projects like e-vidya, SWAYAM and ARPIT. Some national resource centers for the promotion of teacher education with e-learning input has established under MHRDs, PMMMNMTT, HRDCs, NITTTRs, IITs, and IGNOU. The digital resources are also provided for appropriate use of teachers in teaching learning process. Teacher education programme emphasizes on development of competencies with different roles expected to be played by teachers on schools. The competency development practice through blended mode incorporate different kinds of activities to be developed by the teacher trainees in a particular manner. The teacher education institutions have adopted such strategy for last two years irrespective of constraints related to their preparedness,

willingness, conviction, and infrastructure, competencies of teachers and students and scientific evidences about effectiveness of online mode preparatory teacher education. The curriculum of teacher education covers theoretical as well as practical experiences related to professional competency. The problem related to blended mode require adoption of appropriate model to develop professional competencies among teacher trainees. The present paper will explore the flexibility level of blended mode transaction of curriculum, practical skills and preparation of teacher trainees. Moreover it intend to focus on the operational dimensions of online education.

KEYWORDS:- Professional Competencies, Teacher Training, Blended Mode

INTRODUCTION:-

Teacher education programme emphasizes on development of competencies with different roles expected to be played by teachers in schools. The competency development practice through blended mode incorporate different kinds of activities to be developed by the teacher trainees in a particular manner. The teacher training institutions make appropriate planning and provisions for students support to carryout professional skill development. Teachers aim at enabling the teacher trainees to design and execute instructional activities, deal with learner's diversities and lead them for effective and real learning through blended mode. Generally teacher training institutions conducted their practical internships in different classroom situations at school level are in face to face mode. Quality of such skill development can be ensured by adhering to the prescribed norms, standards and guidelines of professional teacher education bodies. Moreover, new approaches in such practices, with a view to achieve the

curricular objectives can ensure the quality of teacher preparation through blended mode. The curricular aspects of teacher education programme covers theoretical as well as practical experiences related to professional competences. So far, the face to face mode teacher training programme has scope of different kinds of practicum / internship based learning experiences. Unlike open Universities the traditional mode of teacher education institutions are bound to accommodate blended distance education as the last alternative. The present paper is based on the experience of the researcher to explore the unusual experiences of online education in traditional framework of teacher education. Moreover it focuses on the preparation of teacher trainees in the development of the would be teachers.

Teacher education programme through blended mode was adopted during the covid period. Unlike open universities the traditional mode of teacher education institutions are bound to accommodate blended distance education as the last alternative. The teacher education institutions irrespective of several constraints related to their preparedness, willingness, conviction, infrastructural facilities, competencies of technological aspects of teachers as well as students, their experiences of integrating blended education system in dealing with theoretical as well as practical inputs of curriculum and evaluation reveals a unique experience of teacher education in India.

OBJECTIVE OF THE PAPER:-

To explore the usefulness of blended mode for teacher training programme on teaching activities, learning approach, teaching skill development, school internship, assessment and evaluation.

METHODOLOGY:-

The present paper is descriptive in nature, the scope of the paper is restricted to the blended mode of teacher education.

In the Indian condition of Teacher Education programme skill development is a major component the curriculum of which takes place through decentralized form with the supervision of teachers during micro teaching in simulated mode and practice teaching at school level. Each trainee is supposed to prepare micro plan for each skill and deliver in peer group in school subjects. Feedback from teachers and peer group are proved most useful for teacher trainees. Preparing of micro plan and delivery of lesson bring significant impact on development of competencies among trainees in different aspects like developing conducive classroom teaching learning environment, introducing the topics, explaining and presenting content with proper examples ,appropriate use of teaching learning aids, providing reinforcement and by making effective communication and managing closure of lessons etc. After the skill development through micro teaching in simulated mode, trainees are required to send to the real school for their internship where they delivered their integrated lesson under the supervision of teachers. With the change of time and instructional methodology the phenomenon of blended learning has come out to the spotlight due to the global pandemic. The focus point of the National Education Policy 2020 is the adaptation of student centric education. To achieve the transformation of education policy gives its consent through different modes of teaching and learning like face to face mode, distance mode, online mode and virtual mode. The objective behind this policy is to promote

the vocational and multi-disciplinary courses by adopting blended and multi-model approach.

Blended mode means the meeting point or combination of both traditional face to face classroom teaching and digital learning. It need structures in education and teaching learning activities, specifically when selecting blend in person and online teaching and activities. Real interaction take place between students and teachers in face to face class room and blended mode never replace the real class room teaching. Due to flexible in nature of blended learning students like to learn according to their convenience of time, places, use different resources and select content to fulfill their needs. But not applicable for all students, teachers, content, for all time and place. In this connection Prof.Yashpal in his forward to NCF 2005 has mentioned that “ we need to give our children some taste of understanding, following which they will be able to learn and create their own version of knowledge as they go out to meet the world..... mother tongue is in the center..... Social, economic and ethnic backgrounds are important for enabling children to construct their own knowledge. Media and educational technologies are recognized as significant, but teacher remains central”.

The role of the teachers is more to guide and help the child while he constructs his own knowledge. In traditional mode teacher is the provider of knowledge, blended mode on the other hand wants to make the students more active pursuer of knowledge. Students are spending more time on learning at computers having lack of technical know –how and need a great deal of guidance of teachers how to learn. Any change in the field of education and technology have a direct impact on both teachers and students and become a challenge for them. The UNESCO report on teacher and

teaching in a changing world, predicts the transformation of the teaching learning process and the way teachers and learners are gaining knowledge and information. Teacher education institutions are facing with the challenges of preparing a new ICT generated teacher for effective use of new learning tools in their teaching practice. Teacher education is a professional course which strives to develop effective, efficient teacher. There is a growing importance of application of technology within the school curriculum and it is more eye-catching and become interesting for students then the class room setting. As a result students find class room instructions as dull and devoid of life and need to get more advance learning through the use of ICT. Possibilities are in the hands of teacher educators and teacher education institutions how effectively and efficiently they are able to use different resources, modes and technology for imparting theoretical as well as skill based knowledge among their students for selecting and integrating all these in an appropriate manner. Blended learning provide an appropriate opportunities for teachers and online instruction which leads for interactive learning. It is a great platform for interactivity between teachers and students, within the peer group and with the subject experts. Further it include development of learning skills, access more information which give them satisfaction and increase their learning outcomes and help both of them to teach with each other and learn with each other. The greater opportunity in this mode is that like distance education which allows learners for learning anytime, anywhere at their own pace without having feeling for the barriers of time and space.

These two educational paradigms need distinctively different methodologies and approaches having their own

merits and demerits and no one can draw the conclusion that which one is superior to others. Blended mode a representative of hybrid learning aims at “combining the best of”. Compare to traditional mode it’s a student centric approach which provide sufficient autonomy for self-directed learning. Researches conducted in this area reveals that education in open distance learning have positive impact on learning of students subject to appropriate management of the system. Singh [2018] found that successful integration of television and digital media in teacher education had positive impact on teacher competency development. Sahoo et al., [2019]s study on use of MOOC programmes in education revealed average awareness level of traditional regular course students towards MOOC. There was significant effect of level of higher education on student’s awareness. Several other educational research studies in this area are with the view that it is somehow more effective than traditional classroom learning [Spanjers et al., 2015] Students are more positive and motivated for learning in a blended environment [Alhazbi, 2016, Yigit et al., 2014].The mere inclusion of blended learning activities will increase and improve the engagement of students [Owston et al., 2013].The programme resources are provided to improve students outcome through curriculum access and foster positive attitude towards collaboration. Many research studies on blended mode evaluation shows the result that [Yigit,et at., 108] blended approach promotes thinking ability. It was suggested that both theoretical as well as practical learning in the classroom and in the laboratory must be replaced by online learning, students learning outcomes can increase when compared to traditional learning.

The objective of blended learning is to merges the two mode and develop a strategy that benefits both teachers and students. The role of the teacher in blended mode are not only for knowledge provider but also a coach and mentor for students. Classroom face to face teaching has largely been teacher centric or teacher directed and nothing but to say 'one size fit for all'. Due to technological intervention things now have been changed and covert into student centered. The school based internship practice teaching, administration of psychological tests, learning school management by continuously staying with the school teachers under the supervision of teacher educators is an integral part of B.Ed curriculum transaction. During covid 19 many alternative mode has come out to make the teaching learning a continuous process and blended learning is one among them and become very popular in recent years. Integration of technology into curriculum is not only sufficient rather teachers need to know different strategies which in long term support their curriculum transaction in the area of theory and practicum or in internship programmes. Effective teaching is not simply adding technology to the existing content domain rather the introduction of technology causes the representation of new concepts and requires developing sensitivity to the dynamic. Depending upon the nature of content and level of students appropriate technology integration should be sought for achieving higher level objectives.

Teacher need to develop teaching competencies for blended mode teaching learning in the area like online integration , use of multiple instructional resources, application of new teaching techniques, reinforcement through technology , use of different types of tests assignments and its evolution, use of available data

practices and try to make it personalization and techniques for online interaction. Provided all the above mentioned benefits and needs it is not an easy task to switch to a new mode as teachers are more accustomed to traditional mode and need time to make a balance on both. As it is stated above that this mode may not be suitable for all students, contents, subjects and application of technology. Depending upon the setting of blended learning environment may diminish the motivation of students permanently for those things and persons who dislike sitting in front of a screen for a long time. In blended mode there are lots of challenges both for teachers and students. Availability and implementation of new technology require trained teachers to handle new technology for planning, structuring, selecting and implementation of curriculum transaction with respect to both theory and internship programmes in schools. Infrastructural facilities within the institution and schools is another a major issue for providing theoretical as well as practical knowledge. Question arises related to this that does the available facility fulfill the required IT work force? Does it within the budget of the institutions? Does the combination of face to face instruction with blended mode and internship or practical training benefit the learners? And are the students ready to embrace the new way of training and learning? etc.

Every technological learning approach has its pros and cons, whether it is related to online, virtual, hybrid or traditional learning in a classroom. Teacher in India need to be prepared for imparting the new age education hence teacher education programme should integrate ICT component in the curriculum in such a way that enable them to face the new challenges in this profession. Training and development can be significantly enhanced and made

more effective by taking in to consideration a few basic factors teacher education can make teacher training programme more effective through integration of ICT. Institutions need to encourage a broadening awareness of a wide range of ICT resources currently under used such as internet, email teleconferencing and video conferencing. For lifelong learning teacher as well as students promulgate the use of ICT as a tool. Encourage teachers to reflect on and make decision about their own ICT development needs on an ongoing basis. This will ensure more involvement and ownership and greater integration of ICT within the teaching learning process. Inclusion of different types of modes of learning offers a vast opportunities for the development of contents and knowledge skills. In cooperating the technology successfully into curriculum, pedagogy requires careful planning and preparation a curriculum framework for teacher education thus serves as a necessary base for a whole range of curricular activities. Though it is a practical base discipline and depend upon the school system so the congruence between the school curriculum and teacher education curriculum is necessary. Regarding the application of blende mode of learning as a core component at the pre service level, integration of all approach would help in developing proper attributes among prospective teacher which need a joint efforts of educational institutions and policy makers in implementing and shaping the ICT skill.

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Changing Role of Teacher Educators in the View of NEP – 2020

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Abstract

The National Education Policy 2020 was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizens of the nation. NEP 2020 focuses on the qualification and training of teachers. An 'equal teacher and equal education' policy will be worked out across the country. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher education programme. It needs to be revised according to changing needs of society.

Key words: NEP 2020, Teacher Educator, Teacher Education Programme.

Introduction

The National Policy in Education 2020 was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizen of the nation. The new education policy must help to recruit the very best and brightest persons in the teaching profession at all levels. Teacher education is vital in creating a pool of school teachers that will shape the next generation. To prepare teachers is an activity that requires multidisciplinary perspective and knowledge.

In the new education policy of India, special attention has been given to the qualification and training of teachers apart from the education system. An ‘equal teacher and equal education’ policy will be worked out across the country. Teacher’s Day is an occasion, when we celebrate it as an opportunity to appreciate and acknowledge the efforts and hard work of the teachers in refining education and creating responsible individuals. The main purpose of this day is to underline the importance of teachers in the life of a student. The teachers role may have changed at the present time, but his/her importance and responsibility of personality- building has become more relevant. Because without the enhancement of all round ability, it is very difficult to walk with the world and to sustain oneself. It is teachers who create such personalities.

According to Mahatma Gandhi, all round development means- soul, brain, speech and deeds- all of them should be in balance. According to Swami Vivekananda, all round development means- huge with heart, high with mind and great with karma. Will this new national education policy 2020 be able to fulfil the objectives of Mahatma Gandhi and Swami Vivekananda and many more dreamed of?

Education is a dynamic process. For which teacher performance is the most critical input in the field of education. The education gives a new shape to the individual and the nation as well. Education plays a major role in bringing social change, economic and political development of any society. It helps people to learn right actions at right time. Such an education requires efficient teachers. The

place and importance of teachers in society can never be underestimated. It is a well-known saying that teachers are

the nation builders. The quality of teacher education programme needs to be upgraded. Teacher education has not come up to the requisite standards. Teachers are somehow not efficiently able to think critically and solve the issue related to teaching methods, content, organization etc. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher- education programme. It needs to be revised according to changing needs of society.

According to Dr. Radha Krishnan, “teachers play an important role in the creation of the country and that is why they deserve more respect”. In these contexts, the new education policy requires efforts to be a teacher for a masterly position, to create such an environment. It requires that education should be a mission for the teacher not just a profession.

This paper focuses on the changing role of teacher educators in the view of nep 2020.

There are some major obstacles which are faced for teacher education like faulty curriculum, selection related problem, lack of use of science and technology, lack of control over private players of teacher education institutions, lack of supervision, lack of proper evaluation, classroom challenges, lot of paper work, problem of teaching practice etc.

Teacher education programme faces these challenges now adays. This paper tries to find out some hope/suggestions in NEP 2020 regarding changing role of teacher educators. Following are the main points:

❖ **Make students ‘ life long learner’s :**

Indians graduating from college today will almost certainly move across multiple jobs and careers in their lifetimes. As technology accelerates, the skills required jobs are changing at a much faster pace. People will constantly need to re-skill and up-skill to remain employable. Teacher can bring this shift by making learning interactive, encouraging children to share knowledge, life long learners and think for themselves through various activities. In the words of one of India’s most famous teacher, A.P.J. Abdul Kalam, “Learning needs freedom to think and freedom to imagine, and both have to be facilitated by the teacher.”

❖ **Creating Classroom Environment:**

For classroom environment Teacher-students interaction is very important. Students-teacher interaction depends on content. If the teacher prepares a warm, happy environment, students are more likely to be happy.

❖ **Mentoring :**

Mentor- Mentee communication, interaction is very for encouragement and better development. Mentoring is a way a teacher encourages students to strive to be the best they can. Teachers must have opportunities for continuous professional development (CPD), and access to learning the latest- advances and ideas in both pedagogy as well as subject content.

❖ **Teaching knowledge:**

For teachers, update teaching knowledge for professional development is important. The most common role a teacher plays in the classroom is to construct knowledge by students. Teachers teach in many ways like collaborative

learning, cooperative learning, blended learning, peer-tutoring, creative learning, brain-storming and hands-on learning activities.

❖ **Clinch of Technology In The Classroom :**

Teaching will have to change dramatically to increase participation in the classroom and promote ‘inquiry-based, discussion-based methods’ envisaged by NEP. Teachers who have adopted online mode during covid-19 crisis can elevate their impact by exploring aspects of a hybrid classroom to build engagement.

Teacher can also lean on technology to solve the problem of one-size-fits-all learning. With AI- based learning tools, teachers will be able to tailor instructions and assessments for every single student. By strategically using technology, teachers have the opportunity to grow their impact and effectively benefit every student.

Conclusion: The role of teacher is to shape the minds of the younger generation. Teachers must be passionate, motivated, well qualified, well trained in content, pedagogy, and practice. Teachers are well known for the role of educating the students that are placed in their care.

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MEES: A Sequential Approach

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Abstract

MEES is a major reform in higher education, introduced by the National Education Policy (NEP) 2020. It allows students to exit a program at any time with a relevant certificate, diploma, or degree, and re-enter the same program or a different program at a later time. Through this multiple entry and exit, students will get the flexibility for learning. Students can withdraw at any time and have a choice for earned credits with a certificate or diploma or degree. This system has many advantages like: It makes education flexible and provides students with the opportunity to learn throughout their lives. It Increases access to education for all and give students the freedom to choose the subjects of their own choice. It also gives them the flexibility to complete their degree as per their convenience. Besides that, this system give freedom to students to complete their incomplete education from any institution. But along with these advantages, it also has many challenges, which are being analysed in the presented paper.

Keywords: - Multiple Entry and Multiple Exit System, Goss Enrolment Ratio, Academic Bank of Credits, University Grant Commission

Concept of MEES

The concept of multiple entry and exit system, as proposed in the National Education Policy 2020, seeks to transform higher education into a more inclusive and student-centred system. The approach offers several advantages, including flexibility for students to learn at their own pace and acquire specific skills and qualifications without committing to a full degree programme. It also promotes lifelong learning by allowing them to return to education at different stages of their careers. There have been concerns though about the implementation of the multiple entry and exit system. MEES can be considered the cornerstone of the New Education Policy in Higher Education. By MEES coming into action, a student will get the option to drop their course and resume it at a later stage as and when they desire or deem it worth pursuing. It will allow the students to be their own decision makers and will motivate them to resume learning from the point they left in between and help them to achieve their career goals in life. According to NEP regulations, UG degree should be either of three- or four-year duration with multiple Entry as well as Exit points. Now students will be able to earn a certificate, diploma or degree upon completing the requirements thereof.

Different Levels of Multiple Entry and Exit System and its Credit Requirements: -

Level 5: Graduate Certificate level and is for students who leave studies after the first year of graduation; (Credit Requirements: 36-40)

Level 6: Graduate Diploma level and is for students who leave two years after graduation; (Credit Requirements: 72-80)

Level 7: Three-year undergraduate degree; (Credit Requirements: 108-120)

Level 8: Four-year undergraduate degree (Hons/Research); (Credit Requirements: 144-160)

Level 9: One/two-year master's degree based on a three/four-year bachelor's degree respectively. (Credit Requirements; (Credit Requirements: 36-40 and 72-80 respectively)

Level 10: Doctoral degree (minimum prescribed credits for course work and a thesis with published work.

Now, if students leave their studies midway due to financial constraints or any personal reason, their further studies will not be affected. They can do multiple entry and exit in their degree, diploma or certificate program. This process will not affect the records of the students. Therefore, a bank of students' marks will be created which will be in the name of ABC.

Academic Bank of Credits-

ABC will support MEES to promote flexibility in curriculum ensuring mobility of learners across the universities of their choice. Now it will be mandatory for all students to open an Academic Bank of Credit (ABC) account at abc.gov.in to get admission in universities across the country. ABC is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. Being a repository of academic credits, ABC will operate as a commercial bank and students will be its clients. ABC will oversee opening, closing, and certifying each student's

academic account. Additionally, it will carry out responsibilities including credit verification, credit accumulation, student credit transfer and redemption, and promotion of ABC among stakeholders. This system will hold the credits that the students earn during their first and second years. Students can thus use these credits for additional education at any moment, if they choose to take a break from their study and resume it within a specific time frame. In the interest of students, credits earned under the ABC scheme are flexibly kept for an extended period of time; the validity of such credits earned will be limited to a maximum of 7 years or as specified separately by ABC for different subject disciplines to allow credit redemption after the date of earning such credits.

Guidelines and Process of implementation of MEES-

MEES is an innovative and creative approach that allows students the flexibility to enter or exit academic programmes at various stages. For example, a student enrolled in a four-year undergraduate programme can choose to exit after one year with a certificate or after two years with a diploma. The students, who have school leaving certificate, will be eligible for admission to a first-degree course. The students may choose entry or exit from the course structure of any program. Because now the courses structure of any program will have to include different courses semester wise. Under this system multiple entry points will be available for students every year. If a student needs to move from one place to another, the transferability of their credits is accepted and their education is not affected.

The following guidelines are suggested by UGC for its implementation: -

- * 3-year program and 4-year program (preferred).
- * To implement the MEES, the UGC asked the colleges and universities to reserve a few seats in the 2nd year, 3rd year, and 4th year of every degree program for the lateral entry of the students.
- * UGC also called for the maintenance of the Academic Bank of Credits (ABC) for every student in every semester of every academic program.

Objectives of MEES-

The objectives of proposed multiple entry and exit option may be as follows:

- To curtail the dropout rate and boost GER
- To remove rigid boundaries and facilitate new possibilities for learners.
- To offer creative combinations of disciplines of study that would enable multiple entry and exit points.
- To make flexibility in curriculum and novel course options to students in addition to discipline specific specializations.
- To enable credit accumulation and transfer along with provision of evaluation and validation of non-formal and informal learning for the award of a degree and encourage lifelong learning
- To offer different designs of the Master's programme.
- To facilitate encashing credits earned when the

learner resumes his/her programmes of study.

Merits of MEES

- * Under the present system of education, students are labelled as drop out, if they need to take a break even for an important reason also. They never get any certificate after leaving the institution. But now this system will break that conventional pattern and make education more vibrant and valued for the students. Because according this system now students can exit program temporarily without losing their credits or program. At a later time, when they are ready to continue their studies, they can return. Thus, this system will play a significant role in reducing drop-out rates and will increase GER.
- * In higher education, this system will permit transcapillary combinations. Now students will also have the chance to switch courses.
- * Under MEES students will have much more freedom to choose the major and minor courses they want to pursue. No one will be forced to complete the courses by any means if they don't want to continue their studies. Now only interested student would complete the degree through MEES.
- * Now students can choose to study full time or part time and they can start and stop their studies as the needed.
- * Student can choose their path and pace of learning. ABC allows students to exit and re-inter programs as needed and now they can transfer credits between programs and institutions.
- * This system withdraws the fixed boundaries of

Diploma/ Degree completion period.

- * The ABC makes education more accessible for students. Because now students can start and stop their studies as needed.
- * It provides supporting system towards credit recognition, credit accumulation, credit transfer, credit redemption etc. This will definitely encourage flexible and lifelong learning.
- * If an institution is closing a programme for any reasons, then such a provision to facilitate a student's transfer to a different institution could help them. Because this system allows the students to continue the programme elsewhere without loss of time or waste of money.

Challenges of MEES-

- * It would be difficult for institutions to predict how many students would exist and how many would join midway.
- * The uneven geographical distribution of Institutes in India particularly in rural areas, could create hindrances in managing MEES due to the lack of resources to cope up with the increase flexibility proposed by this system.
- * We don't have comprehensive guidelines and a well-defined framework regarding various aspects like credit transfer mechanism, eligibility criteria etc.
- * MEES may not work in the Indian context. Students and teacher objected this system strongly. Some States including Kerala, have refused to implement this. "The parliamentary standing committee on education" also expressed various doubts regarding its

implementation.

Although western educational institutions have successfully implemented this system, but according to a Report of "Parliamentary Standing Committee on Education Women Children, youth and Sports", Indian institutions are expected to encounter various challenges due to the country's large student's population. As yet, Indian institutions are not very clear that how will they resolve the problems, when it is at their door steps. Still, efforts have to be made. Many institutions are preparing to implement it. ABC accounts of students have started opening. As problems arise in implementing this, their solutions will also be found through brainstorming. Because the solution to any problem lies in that problem itself. Therefore, moving forward, we have to make the implementation of multiple entry and exit completely successfully. The strategic implementation of this unprecedented initiative will provide seamless mobility to students, ensure their zero-year loss and give them the opportunity to learn from anywhere, at any time.

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NEP2020: Inclusive and Equitable Teacher Education in India

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Abstract

An important change to the Indian higher education system is the implementation of the National Education Policy (NEP) 2020. Exclusion from higher education has long been a problem, but NEP 2020's emphasis on increasing access through initiatives like the multiple entry and exit system and online learning could help solve it. That being said, there is ongoing debate on how well these tactics work to reach underprivileged and marginalized communities. In addition, the policy's initiative to advance fairness and inclusivity by means of specific scholarships and assistance programs demands that their true effects on historically excluded populations be carefully considered. Inclusive education is no longer a privilege, it is the need of the hour. The most important factor in a developing nation like India's development is education. If education is still not available to every person in the nation, then we will fail as a nation. The Indian government has implemented a number of inclusive education laws over the years, including the RPwD Act of 2016. Despite the emphasis placed on the right of children with varying backgrounds and capacities to get a formal education, inequities persisted. We finally have our long-awaited National Education Policy after 34 years. The purpose of this article is to

*examine the NEP 2020's new provisional adjustments
for inclusive education.*

Keywords: Inclusive Education, Equity, RPwD Act 2016, NEP 2020.

Revolutionizing Teacher Education

The National Education Policy 2020 in India aims to revolutionize teacher education by prioritizing inclusive practices. The goal is to ensure that all teachers are equipped with the necessary knowledge and skills to cater to the diverse needs of students. This includes training on inclusive strategies for students with disabilities, those from marginalized communities, and students with diverse learning styles. Furthermore, the policy emphasizes the integration of technology in teacher education to enhance the quality of teaching and learning. By focusing on inclusive teacher education, NEP 2020 aims to create a more equitable and supportive educational environment for all students in India. This requires a policy shift towards inclusive education, retraining of teachers in inclusive pedagogies, and providing ample resources to support inclusive learning (Haider & Ferdous, 2019). The author recommends that inclusive pedagogies take centre stage in teacher training programmes. In addition, initial teacher training needs to be reviewed to include diversity management and inclusive classrooms, as teachers must possess a repertoire of instructional strategies to meet the needs of diverse learners in their classrooms. The NEP 2020 in India recognizes the urgent need for inclusive teacher education and recommends a policy shift, retraining of teachers, and provision of abundant resources to support inclusive education learning. Furthermore, it is crucial to

ensure that these inclusive practices are not just mentioned in policies but are effectively implemented in classroom practices. To bring about real change and ensure the inclusion of diverse children, responsible and promising teachers need to be prepared for inclusive education. This can be achieved through comprehensive teacher education programs that focus on promoting positive attitudes towards inclusion and providing teachers with the necessary skills and strategies to effectively support all students in the classroom.

Fostering Inclusivity in Indian Education System

One of the greatest challenges for teacher education in India is to foster inclusivity in the education system. Inclusive teacher education is vital in India to ensure that teachers are prepared to meet the diverse needs of students. This includes training on inclusive strategies for students with disabilities, those from marginalized communities, and students with diverse learning styles. By incorporating inclusive pedagogies, diversity management, and inclusive classrooms into teacher training programs, teachers can develop a repertoire of instructional strategies to effectively support all students in their classrooms. Moreover, the implementation of inclusive teacher education requires a multi-faceted approach. It involves curriculum modification in teacher training programs to incorporate content on diversity management and inclusive pedagogies. Alongside this, there is a need for workshops and ongoing professional development opportunities for practicing teachers to enhance their understanding and implementation of inclusive practices in the classroom.

In addition to training, it is essential to create a conducive environment within schools that supports inclusive education. This involves the allocation of resources to facilitate diverse learning needs, such as assistive technologies, accessible infrastructure, and support staff. Furthermore, fostering partnerships with parents, local communities, and relevant stakeholders is crucial in creating a network of support for inclusive education.

By addressing these aspects and emphasizing the importance of inclusive teacher education, India can move closer to realizing the goals set forth in the National Education Policy 2020 and create a more equitable and inclusive education system for all students.

The Impact of NEP 2020 on Teacher Training in India

The National Education Policy (NEP) 2020 brought about significant changes to teacher training in India. Here's a breakdown of the potential impacts:

Emphasis on well-rounded teachers:

Stronger foundational training: NEP aims for all teachers (including Anganwadi teachers) to have a 4-year undergraduate degree with a focus on pedagogy and subject knowledge. This should create teachers with a deeper understanding of how children learn and develop.

Holistic development: The policy encourages training that goes beyond content knowledge. Teachers will ideally be equipped with skills to nurture a child's social, emotional, and cognitive abilities.

Improved teaching methods:

Focus on pedagogy: Teacher training programs are expected to place greater emphasis on teaching methods that align with the new curriculum structure (5+3+3+4). This includes activity-based learning, critical thinking, and formative assessments.

Technology integration: NEP highlights the importance of integrating technology into teaching. Teacher training should equip educators with the skills to effectively use technology for enhancing learning outcomes.

Teacher quality and professionalism:

Upgrading Teacher Education Institutions: The policy proposes elevating teacher education institutions to university level. This could lead to more rigorous programs and attract stronger candidates to the profession.

Continuous Professional Development: NEP emphasizes the need for ongoing professional development opportunities for teachers. This will help them stay updated with the latest teaching methodologies and curriculum changes.

Challenges and considerations:

Implementation: Successfully implementing these changes requires substantial investment in infrastructure, faculty development, and creating a robust professional development system for existing teachers.

Teacher recruitment: Upgrading qualifications may lead to a shortage of teachers in the short term. Measures to attract

more graduates to the profession and improve teacher working conditions are crucial.

Overall, the NEP 2020 has the potential to transform teacher training in India by creating a more professional, well-equipped teaching force. However, successful implementation is key to realizing these benefits.

Building a Diverse Teaching Workforce in India

India faces a challenge in creating a teaching workforce that reflects the rich diversity of its student population. Here are some key areas to consider for fostering a more inclusive teaching force:

Attracting a Diverse Pool:

Financial incentives: Scholarships, loan forgiveness programs, and competitive salaries specifically targeted at attracting candidates from underrepresented groups can make teaching a more viable career choice.

"Grow-your-own" programs: Partnering with schools and universities can create pipelines for talented students, particularly those from local communities, to enter teacher training programs.

Focus on minority-serving institutions: Collaborate with universities with a high enrolment of students from diverse backgrounds to create dedicated teacher training programs.

Removing Barriers to Entry:

Flexible pathways to certification: Explore alternative pathways to teacher certification, including programs that

recognize prior experience or skills, to attract a wider range of candidates.

Reduce financial burdens: Address financial barriers by offering affordable or free teacher training programs, especially for those considering career changes.

Supportive Work Environment:

Mentorship programs: Matching new teachers from diverse backgrounds with experienced mentors can provide valuable guidance and support during the crucial first years.

Culturally responsive training: Equip all teachers with the skills and knowledge to create inclusive classrooms that celebrate diversity and cater to the varied learning styles of students.

Addressing unconscious bias: Providing training to school leaders and teachers on unconscious bias can help create a more equitable and welcoming environment for all educators.

Data and Accountability:

Track diversity metrics: Collect data on the demographics of the teaching workforce to identify areas where improvement is needed.

Set diversity goals: Establish clear targets for increasing the representation of underrepresented groups in the teaching profession.

By implementing these strategies, India can work towards building a teaching force that truly reflects its diverse student population. This will not only create a more

positive learning environment for all students, but research also suggests it can lead to improved academic outcomes, particularly for students of colour who benefit from seeing role models who share their backgrounds.

New Education Policy and Inclusive Classroom Strategies

The New Education Policy (NEP) 2020 and Inclusive Classroom Strategies go hand in hand. NEP prioritizes inclusion, and creating inclusive classrooms requires specific strategies from teachers.

NEP 2020 Supporting Inclusion:

Focus on Equity: NEP emphasizes equal opportunities for all students, regardless of background, ability, or socioeconomic status. This sets the stage for inclusive classrooms where all students feel valued and supported.

Whole-School Approach: NEP promotes a collaborative approach where schools, teachers, parents, and specialists work together to create an inclusive environment. This ensures everyone is invested in supporting diverse learners.

Teacher Training: The policy highlights the importance of equipping teachers with skills for inclusive pedagogy. This includes differentiated instruction, Universal Design for Learning (UDL), and positive behaviour interventions.

Inclusive Classroom Strategies under NEP:

Differentiated Instruction: Teachers can tailor lessons, assessments, and activities to cater to diverse learning styles, abilities, and interests. This ensures all students are challenged and engaged.

Universal Design for Learning (UDL): Creating a flexible learning environment with multiple means of representation, action, and expression allows all students to access and demonstrate their learning.

Positive Behaviour Interventions and Supports (PBIS): A proactive approach to classroom management that focuses on prevention, positive reinforcement, and strategies for addressing challenging behaviours. This fosters a safe and supportive learning environment for all.

Collaborative Learning: Group activities and projects encourage students to learn from each other, develop social skills, and appreciate diverse perspectives. This aligns with NEP's focus on collaborative learning and 21st-century skills.

Technology Integration: Technology can be a powerful tool for inclusion. Assistive technologies can support students with disabilities, while digital tools can provide options for diverse learning styles and cater to students who are visual or auditory learners.

Strategies for Implementing NEP 2020 in Teacher Education

The NEP 2020 lays out a transformative vision for teacher education in India. Here are some strategies for implementing this vision:

Revamping Curriculum and Pedagogy:

Focus on Foundational Skills: Teacher training programs should emphasize strong foundational skills in reading, writing, and math. This equips teachers to effectively

address these crucial areas in early childhood education (ages 3-8).

Integration of Content and Pedagogy: Move away from separate content knowledge and pedagogy courses. Instead, integrate them to ensure teachers develop a deep understanding of how to teach specific subjects in an engaging and effective manner.

Activity-Based Learning and Experiential Learning: Incorporate strategies like project-based learning, simulations, and role-playing into teacher training programs. This allows aspiring teachers to develop the skills they will use to create student-centered classrooms.

Technology Integration: Equip teachers with the skills to effectively integrate technology tools and resources into their lessons. This could involve training on using technology for differentiated instruction, creating online learning materials, and leveraging educational apps.

Enhancing Quality and Accessibility:

Upgrading Teacher Education Institutions (TEIs): Elevate the status of TEIs to universities. This can attract higher quality faculty and strengthen the academic rigor of teacher training programs.

Multiple Entry and Exit Points: Develop alternative pathways into the teaching profession. This could include bridge courses for professionals with subject matter expertise or competency-based programs that recognize prior experience.

Flexible Learning Options: Offer online and blended learning programs to cater to working professionals or those in remote areas. This can increase accessibility and make teacher education more inclusive.

Promoting Continuous Learning:

Mentorship and Induction Programs: Provide new teachers with mentors who can offer guidance and support during their crucial first years.

Professional Development Opportunities: Establish a robust system for ongoing professional development for teachers. This could include workshops, conferences, online courses, and peer learning opportunities to help teachers stay updated on the latest teaching methodologies and curriculum changes.

Collaboration and Resource Allocation:

Stakeholder Involvement: Actively involve schools, parents, teacher educators, and policymakers in planning and implementing NEP 2020 reforms in teacher education.

Adequate Funding: Allocate sufficient resources to implement these changes effectively. This includes funding for curriculum development, faculty training, infrastructure improvements, and scholarships for teacher trainees.

By implementing these strategies, India can create a new generation of well-equipped and passionate teachers who are prepared to deliver the educational vision of NEP 2020. This will ultimately benefit students and contribute to a more equitable and effective education system.

Challenges and Opportunities in Inclusive Teacher Education

The NEP 2020's focus on inclusive education creates exciting opportunities for teacher education, but also presents significant challenges. Here's a breakdown of both:

Challenges:

Shifting Mindsets: Some existing teachers may require support in changing their mindsets and embracing inclusive practices. Overcoming unconscious bias and traditional views of teaching can be a hurdle.

Resource Constraints: Implementing inclusive education effectively requires resources like teacher training, assistive technologies, and support staff. Resource limitations can hinder the ability to provide quality inclusive education training.

Curriculum Overload: Fitting inclusive education training into already packed teacher education programs can be difficult. Striking a balance between core teaching skills and specialized knowledge for diverse learners is crucial.

Collaboration and Coordination: Effective inclusive education requires collaboration between general education teachers, special education teachers, and support staff. Creating strong communication and coordination channels can be challenging.

Opportunities:

Enhanced Teacher Skills: Inclusive education training

equips teachers with a wider range of skills to cater to diverse learning needs. This benefits all students, not just those with disabilities.

Positive Learning Environment: Inclusive classrooms foster a more positive and accepting learning environment for all students, promoting social and emotional learning alongside academics.

Innovation and Creativity: The need to address diverse learning styles encourages creativity and innovation in teaching methods, benefiting all learners.

Professional Development: The focus on inclusive education creates new professional development opportunities for teachers, keeping them updated on best practices and strategies.

Strategies to Address Challenges and Leverage Opportunities:

Develop Inclusive Modules: Integrate inclusive practices throughout teacher education programs, not as separate modules. This mainstreams inclusion and equips all teachers with these skills.

Collaboration and Resource Sharing: Encourage collaboration between teacher education institutions, special education professionals, and NGOs to develop shared resources and training programs.

Technology Integration: Leverage technology to create accessible learning materials and provide differentiated instruction, making it easier for teachers to cater to diverse needs.

Data-Driven Decision Making: Collect data on the impact of inclusive education training to identify areas for improvement and track progress in creating a more inclusive teaching force.

By addressing the challenges and capitalizing on the opportunities, India can make significant progress in preparing a new generation of teachers who are equipped to create inclusive classrooms where all students can thrive.

Envisioning Future Classrooms: NEP 2020's Role in Teacher Development

The National Education Policy (NEP) 2020 lays the groundwork for a significant transformation of Indian classrooms. This transformation hinges on a well-equipped and empowered teaching force. Here's how NEP 2020 paves the way for the future of classrooms through teacher development:

From Teacher-Centered to Learner-Centered:

Focus on Inquiry and Activity-Based Learning: NEP promotes a shift from rote memorization to classrooms that encourage students to ask questions, explore, and solve problems. Teacher training will equip educators with the skills to design engaging activities and facilitate student-led learning.

Technology Integration: Technology will no longer be an afterthought. Teachers will be trained to leverage educational technology tools for differentiated instruction, personalized learning experiences, and fostering collaboration among students.

Assessment for Learning, Not Just of Learning: Grading will move beyond rote testing. Teachers will be trained in formative assessment techniques to provide ongoing feedback and tailor instruction based on individual student needs.

Fostering a Culture of Collaboration and Inclusion:

Collaborative Learning: Classrooms will become spaces where students learn from and with each other. Teacher training will emphasize strategies like group projects, peer review, and discussions to promote teamwork and communication skills.

Focus on Diversity and Social-Emotional Learning (SEL): Teachers will be equipped to create inclusive classrooms that celebrate diversity and cater to the varied learning styles and needs of all students. NEP's emphasis on SEL will empower teachers to integrate social-emotional development into the curriculum, fostering well-rounded individuals.

Empowering Teachers as Facilitators and Mentors:

Content Expertise with Pedagogical Skills: Teacher education will move beyond content knowledge alone. Teachers will be trained in effective pedagogy to ensure they can not only grasp subject matter but also effectively communicate it to students in engaging ways.

Continuous Professional Development: NEP recognizes the need for ongoing learning. Teachers will have access to professional development opportunities throughout their

careers to stay updated on the latest teaching methodologies and curriculum changes.

The Road to the Future Classroom:

Implementation Challenges: Successfully transforming teacher education requires substantial investment in infrastructure, faculty development, and creating a robust professional development system. Overcoming these challenges is crucial.

Collaboration is Key: Effective teacher development requires collaboration between teacher education institutions, schools, policymakers, and subject matter experts. Working together is essential to ensure teachers receive the training and support they need.

The envisioned future classroom is a dynamic and engaging space where students are active participants in their own learning. NEP 2020, through its focus on teacher development, has the potential to make this vision a reality. By equipping teachers with the necessary skills and fostering a culture of continuous learning, India can create a generation of educators who can empower students to thrive in the 21st century.

Creating an Equitable Learning Environment with NEP 2020

The National Education Policy (NEP) 2020 places a strong emphasis on equity in education, aiming to level the playing field for all students regardless of background. Here's how NEP 2020 can help create a more equitable learning environment:

Addressing Disparities:

Focus on Socio-Economically Disadvantaged Groups (SEDGs): NEP recognizes the challenges faced by various groups like girls, students from rural areas, and those with disabilities. By clubbing them under SEDGs, the policy aims to provide targeted interventions to bridge the gap.

Early Childhood Care and Education (ECCE): Universal access to quality ECCE is crucial for equitable outcomes. NEP's focus on expanding access to preschool education, particularly in disadvantaged areas, can significantly improve learning opportunities for all children from a young age.

Fostering Inclusive Practices:

Emphasis on Inclusion: NEP promotes a move away from separate special education systems towards inclusive classrooms where all students learn together. Teacher training reforms ensure educators have the skills to support diverse learners.

Integration of Children with Disabilities (CWD): The policy acknowledges the Rights of Persons with Disabilities (RPwD) Act 2016 and emphasizes providing resources and support mechanisms to ensure full participation of CWD in mainstream education.

Addressing Learning Needs:

Multiple Pathways and Flexible Learning: NEP promotes a shift from a rigid curriculum to offering multiple pathways and flexible learning options. This caters to diverse

learning styles and allows students to progress at their own pace.

Focus on Formative Assessment: Regular assessments that provide feedback will help teachers identify learning gaps early on and provide targeted support to students who need it most.

Challenges and the Road Ahead:

Implementation and Resource Allocation: Effectively implementing these changes requires sufficient funding for infrastructure, teacher training, and learning materials. Addressing resource limitations is crucial.

Monitoring and Evaluation: Robust mechanisms are needed to track progress in creating equitable learning environments and identify areas where further interventions are required.

NEP 2020 presents a blueprint for creating a more equitable education system in India. By focusing on inclusive practices, addressing learning needs, and allocating resources strategically, this policy has the potential to ensure all students have a fair chance to succeed.

Transforming Teacher Education for a New India

The National Education Policy (NEP) 2020 presents a transformative vision for teacher education in India. This vision is crucial for building a new India – one that fosters innovation, critical thinking, and inclusivity. But how can this vision be translated into reality? Here's a roadmap for transforming teacher education:

Building Strong Foundational Skills:

Early Childhood Education (ECE) Expertise: Equip teachers with the specialized knowledge and skills to effectively handle students in the crucial 3-8 age group. This sets a strong foundation for future learning.

Content and Pedagogy Integration: Move beyond separate content knowledge and pedagogy courses. Integrate them to ensure teachers develop a deep understanding of how to teach specific subjects in an engaging and effective manner.

Enhancing Teacher Training with 21st Century Skills:

Activity-Based Learning and Experiential Learning: Incorporate project-based learning, simulations, and role-playing exercises to develop critical thinking, problem-solving, and collaboration skills in teachers, who will then foster the same in students.

Technology Integration: Train teachers to leverage technology tools for differentiated instruction, creating online learning materials, and personalizing learning experiences.

Fostering a Diverse and Inclusive Teaching Workforce:

Multiple Entry and Exit Points: Develop alternative pathways into the teaching profession. This could include bridge courses for professionals or competency-based programs that recognize prior experience.

Focus on Socio-Economically Disadvantaged Groups (SEDGs): Attract and support talented individuals from

SEDG backgrounds through targeted scholarships and mentorship programs. This will create a teaching force that reflects the diversity of the student population.

Promoting Continuous Learning and Collaboration:

Mentorship and Induction Programs: Provide new teachers with experienced mentors who can offer guidance and support during their crucial first years.

Robust Professional Development: Establish a system for ongoing professional development through workshops, conferences, online courses, and peer learning opportunities. Encourage collaboration between teachers, teacher educators, and subject matter experts.

Addressing Challenges and Ensuring Success:

Upgrading Teacher Education Institutions (TEIs): Elevate the status of TEIs to universities. This can attract higher quality faculty and strengthen the academic rigor of teacher training programs.

Resource Allocation: Allocate sufficient resources to implement NEP effectively. This includes funding for curriculum development, faculty training, infrastructure improvements, and scholarships for teacher trainees.

The Way Forward:

Transforming teacher education is a collaborative effort. By actively involving schools, parents, teacher educators, policymakers, and subject matter experts, India can create a new generation of well-equipped and passionate teachers who are prepared to deliver the educational vision of NEP

2020. This, in turn, will empower students to become critical thinkers, problem-solvers, and responsible citizens, paving the way for a brighter future for India.

Conclusion

In conclusion, the National Education Policy 2020 in India presents a significant opportunity to revolutionize teacher education by prioritizing inclusive practices. By focusing on inclusive teacher education, the policy aims to create a more equitable and supportive educational environment for all students in India. However, the successful implementation of inclusive education requires a multi-faceted approach, including curriculum modification, ongoing professional development for teachers, and the creation of a conducive environment within schools that supports inclusive education. By addressing these aspects and emphasizing the importance of inclusive teacher education, India can move closer to realizing the goals set forth in the National Education Policy 2020 and create a more equitable and inclusive education system for all students.

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Role of Students' Leadership in Educational Institutions

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Abstract

The essay examines the role of student leadership in educational institutions, highlighting prevalent characteristics such as involvement in non-academic activities, including revolt and hooliganism. Through surveys and studies, it explores student leaders' attitudes towards unions and extra-curricular activities, revealing a preference for political aspirations over academic pursuits. Despite this, a majority of student leaders view unions as useful and necessary for educational institutions. However, there is concern over the dominance of politically inclined leaders engaging in disruptive activities, leading to campus turmoil. The essay underscores the need for constructive direction in student leadership amidst rising incidents of violence and unrest.

The present essay is concerned with an analysis of the role of student leadership in educational institutions. In the present circumstances, we have generally found that student leaders are more involved in non-academic than academic activities. Revolt, hooliganism, indiscipline etc. are common characteristics of student leadership. So let us verify how far student leadership is functional or dysfunctional for the institution and the society at large. For this purpose we have tried to look into the attitude of student leaders themselves, to Union and other activities organised by them on the campus. We have also tried to

know if at all student union is necessary, and if so, what should be its purpose and how it can be used for the benefit of education. E.W. Bakke, has found that student leaders associated with extra-curricular activities are more likely to turn to student leadership as they don't make any progress in their studies, and where such activities are not possible, they get involved in the affairs of management or excite students for collective action. Robert C. Shaw has found in his study of Osmania University that student leaders want to be political leaders and for this purpose they take recourse to disruptive activities as their means. Similar things have been obtained in the present study too.

In order to estimate the utility of student unions in colleges and universities, 100 student leaders were tapped for their opinion. Analysis of their responses revealed that 77% such respondents evaluated it as useful and functional while only 23% found it dysfunctional. As many as 74 percent students of the sample opined that student union is necessary in the interest of educational institutions. 77% leaders expressed favourable opinion towards students union, whereas only 15 percent student leaders expressed negative attitude. Student leaders were found to be more involved in picnic, dance, musical programmes, get-togethers etc. but for them academic activities were not found to be so much interesting. An analysis of the sample also revealed that students from Arts and Law faculties were found to be more interested in leadership than the students of science stream.

It is very interesting to note that although student leaders themselves did not show much interest in academic activities, yet they were willing to raise their voice for the benefit of students interested in the studies. What is more

important to note is that students with non-academic interest are not in plenty in universities or colleges, but the real student power is still vested in a handful of student leaders who have more political than academic interest. These students are more radical and agitation-oriented. According to Deshmukh about ninety percent of students were yet interested in studies but they could not stand before the rowdies. There were cases of students, joining "Akhara" or befriending gangsters because they wanted to contest student union elections.

In recent years university and college students have created a turmoil on the campus. The disruptive activities such as hartal, angry processions, hunger-strikes, walkouts, destruction of furniture and buildings, clash with police, have become a general feature. Philip Altbach has noted in his paper that there were 2,206 demonstrations in the year 1966, of which 480 were violent, and since then there has been an exponential rise in the percentage of violent demonstrations.

The student leaders in particular and youth in general, because of being in a state of confusion and uncertainty are not in a position to determine and take constructive decisions. Student leadership, therefore, stands in need of a healthy and constructive direction.

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नई शिक्षा नीति 2020: शारीरिक शिक्षा एवं खेल आधारित शिक्षा की संकल्पना

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शोध सार

शिक्षा को सामाजिक परिवर्तन के संभावित साधन और राष्ट्रीय विकास लाने के महत्वपूर्ण साधन के रूप में स्वीकार किया गया है। शिक्षा को अब केवल मानसिक विकास के रूप में स्वीकार नहीं किया जा सकता है, बल्कि इसे एक ऐसे रूप में विकसित करने में मदद करनी होगी जो शारीरिक, मानसिक रूप से स्वस्थ, भावनात्मक रूप से संतुलित और सामाजिक रूप से समायोजित हो। “शरीर के बिना आत्मा, पदार्थ के बिना मन और गति के बिना शिक्षा निरर्थक अवधारणा है।” प्रत्येक मनुष्य को शिक्षा के साथ-साथ शारीरिक शिक्षा और खेल तक पहुंचने का मौलिक अधिकार है, इसलिए शारीरिक शिक्षा सबसे लोकतांत्रिक विषय है। बच्चों के सर्वांगीण विकास के लिए शारीरिक शिक्षा शिक्षा प्रणाली का अभिन्न अंग होनी चाहिए। शारीरिक शिक्षा हर समुदाय, समाज, राष्ट्र और यहां तक कि दुनिया में लोगों के स्वास्थ्य में सुधार के लिए सही दिशा और

आवश्यक कार्रवाई प्रदान कर सकती है। नई शिक्षा नीति विज्ञान और अंग्रेजी जैसे अन्य विषयों को समान महत्व देकर पाठ्यचर्या और पाठ्येतर गतिविधियों के बीच अंतर या अंतर को समाप्त करके शारीरिक शिक्षा और खेल में भारी बदलाव ला रही है। बच्चे के सर्वांगीण विकास के लिए भावनात्मक, शैक्षणिक विकास के साथ-साथ शारीरिक और मानसिक विकास भी बहुत जरूरी है। शारीरिक शिक्षा एक गतिविधि-आधारित दृष्टिकोण है जो करके सीखने पर केंद्रित है। गतिविधि शिक्षा और शारीरिक शिक्षा के बीच की कड़ी है जो बच्चे के सर्वांगीण विकास पर बहुत अधिक ध्यान केंद्रित करती है। शारीरिक शिक्षा इस प्रकार शिक्षा को न्यायसंगत बनाने में मदद करती है, जिसमें गुणात्मक स्वस्थ मन और स्वस्थ शरीर की अवधारणा तब सफल होती है जब हम शारीरिक शिक्षा को मुख्य पाठ्यक्रम में और बच्चे के मानसिक, भावनात्मक और शारीरिक विकास के लिए शिक्षण सीखने की प्रक्रिया में एकीकृत करते हैं। आजकल हमारा देश खेल राष्ट्र की ओर बढ़ रहा है, हम सभी ने ओलंपिक और पैरा-ओलंपिक प्रदर्शन देखे हैं जो – हमारे देश की युवा प्रतिभाओं को प्रेरित करते हैं।

उद्देश्य:

1) शारीरिक शिक्षा से संबंधित प्रावधानों एवं नीतियों को समझना।

2) शारीरिक शिक्षा की नीतियों एवं प्रावधानों के महत्व से परिचित होना।

मूलशब्द: राष्ट्रीय शिक्षा नीति, शारीरिक शिक्षा, बच्चे का समग्र विकास और NEP2020 की सिफारिशें।

परिचय:

शारीरिक शिक्षा एक गतिविधि-आधारित दृष्टिकोण है जो ध्यान केंद्रित करता है करके सीखना। गतिविधि शिक्षा और शारीरिक शिक्षा के बीच की कड़ी है। NEP2020 स्नातक, प्राथमिक और माध्यमिक शिक्षा में खेल और शारीरिक शिक्षा को शिक्षा के एक अभिन्न और महत्वपूर्ण हिस्से के रूप में शामिल करता है। शिक्षक और प्रशासक एनईपी में अपेक्षित सभी प्रमुख सिद्धांतों और परिणामों को प्राप्त करने के लिए शारीरिक शिक्षा को एक शिक्षण उपकरण के रूप में उपयोग कर सकते हैं। जहां तक पाठ्यचर्या के क्षेत्र की बात है तो राष्ट्रीय शिक्षा नीति का फोकस 21वीं सदी के कौशल और अभिव्यक्ति के माध्यम से छात्रों के समग्र विकास पर केंद्रित है। इसके लिए ज्ञान और पूर्णता स्पष्ट रूप से बता रही है कि हमारे पास बहुत सारे ज्ञान हैं। एनईपी2020 पाठ्यक्रम के एक हिस्से के रूप में खेल की परिकल्पना करता है और खेल, शारीरिक शिक्षा, सीखने के साथ एकीकृत करने के साथ-साथ जीवन भर के दृष्टिकोण के रूप में फिटनेस को अपनाने पर जोर देता है।

शारीरिक शिक्षा का उद्देश्य: बच्चे का सर्वांगीण विकास।

शारीरिक शिक्षा:

एक पाठ्यक्रम गुणवत्तापूर्ण शारीरिक शिक्षा सभी छात्रों को खेल जगत और अन्य शारीरिक रूप से मांग वाली गतिविधियों में सफलता प्राप्त करने के लिए प्रोत्साहित करती है। इसे छात्रों को शारीरिक रूप से मजबूत और आत्मविश्वासी बनने का अवसर देने के लिए डिज़ाइन किया गया है जो उनके स्वास्थ्य और फिटनेस का समर्थन करता है। खेल और अन्य गतिविधियों में प्रतिस्पर्धा करने और भाग लेने के अवसर चरित्र निर्माण में मदद करते हैं और सम्मान के साथ विफलता और सफलता को स्वीकार करने जैसे मूल्यों को स्थापित करते हैं।

शारीरिक शिक्षा की परिभाषा विलियम के अनुसार, शारीरिक शिक्षा मनुष्य की शारीरिक गतिविधियों का योग है जिसे प्रकार के अनुसार चुना जाता है और परिणामों के अनुसार संचालित किया जाता है। जे.बी. नैश के अनुसार, “शारीरिक शिक्षा शिक्षा का वह क्षेत्र है जो बड़ी मांसपेशियों की गतिविधियों और उनसे संबंधित प्रतिक्रियाओं से संबंधित है।

शारीरिक शिक्षा मानव शरीर की देखभाल और विकास को ध्यान में रखती है। एथलेटिक्स पर ध्यान दें और स्वच्छता को शामिल करें। पाठ्यचर्या के तत्व शारीरिक विकास, शक्ति, शारीरिक समन्वय और लचीलेपन को संबोधित करते हैं। शारीरिक अंग और शक्ति प्रशिक्षण स्वास्थ्य और प्रदर्शन को बढ़ावा देते हैं।

बच्चे का समग्र विकास: प्रत्येक बच्चे में कुछ विशिष्ट विशेषताएं होती हैं। उसके अलग-अलग व्यक्तित्व लक्षण, रुचियां, प्राथमिकताएं, मूल्य, दृष्टिकोण, ताकत और कमजोरियां हो सकती हैं। पाठ्यक्रम प्रत्येक बच्चे को उनके व्यक्तित्व के अनुसार दुनिया में अपना स्थान खोजने में मदद करने के लिए डिज़ाइन किया गया है। बच्चे के इस समग्र विकास को प्राप्त करना अत्यंत महत्वपूर्ण है।

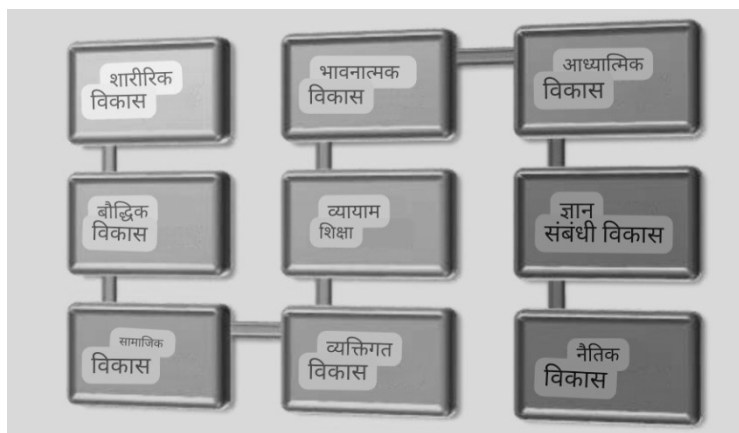
बाल विकास और सीखने के लिए एक समग्र दृष्टिकोण मन, शरीर और आत्मा के बीच संबंध को पहचानता है। जब शिक्षक और बच्चों की देखभाल करने वाले पेशेवर समग्र दृष्टिकोण अपनाते हैं, तो वे बच्चों की शारीरिक, व्यक्तिगत, सामाजिक, आदि पर ध्यान देते हैं। भावनात्मक और मानसिक स्वास्थ्य, और सीखने के संज्ञानात्मक पहलू बाल विकास के लिए एक समग्र दृष्टिकोण का उद्देश्य बच्चे के जीवन के शारीरिक, भावनात्मक, संबंधपरक, बौद्धिक और आध्यात्मिक पहलुओं पर एक साथ विचार करना है। समग्र दृष्टिकोण का महत्व यह है कि बच्चे विभिन्न चरणों में विभिन्न कौशल सीखते हैं। चलना, बात करना, मोटर कौशल, बढ़िया मोटर कौशल आदि। यह दैनिक जीवन की मांगों और चुनौतियों को पूरा कर सकता है।

NEP 2020, नीतियां और प्रावधान:

NEP 2020 में अनुभवात्मक शिक्षा, कला एकीकृत शिक्षा, कौशल आधारित शिक्षा और खेल के एकीकरण पर ध्यान केंद्रित किया जाएगा। अन्य स्कूली विषयों के संयोजन के साथ, निर्धारित लक्ष्यों को प्राप्त करने के लिए योग्यता आधारित शिक्षा पर ध्यान

केंद्रित किया जाएगा। खंड 4.8 में एनईपी ने खेल एकीकरण को एक क्रॉस पाठ्यचर्या शैक्षणिक के रूप में बताया।

इस एकीकरण के कार्यान्वयन से दृष्टिकोण शारीरिक गतिविधियों में उपयोग को बढ़ावा देगा जिससे राष्ट्रीय एकता, नागरिकता, नेतृत्व, सहयोग, सहयोग, टीम भावना, आत्म-पहल, आत्म-दिशा और जिम्मेदारी आदि का विकास होगा। खेल एकीकरण से छात्रों को उनकी शारीरिक गतिविधियों में मदद मिलेगी “फिट इंडिया मूवमेंट” के तहत उन्हें फिट बनाए रखने के लिए विकास और खेल एकीकरण बच्चे के समग्र विकास को बढ़ावा देता है। छात्रों को उनके पाठ्यक्रम विकल्पों में लचीलेपन के माध्यम से सशक्त बनाएं:



नीति निर्माताओं और हितधारकों ने लोकप्रिय शिक्षा प्रणाली में एक और आयाम जोड़ने के लिए कई प्रस्ताव दिए हैं। उनमें से एक माध्यमिक छात्रों को अपने इच्छित विषयों को चुनने की सुविधा देना है। यह सुझाव दिया गया है कि यह माध्यमिक शिक्षा की एक

विशेषता है जिसमें छात्र कला, मानविकी और विज्ञान जैसी ऊर्ध्वाधर संरचनाओं में फंसे बिना अध्ययन के अपने पाठ्यक्रम को डिजाइन करने के लिए स्वतंत्र हैं।

अंतःविषय और व्यापक शिक्षा NEP2020 के मूल सिद्धांतों में से एक है। पाठ्यक्रम में विज्ञान और सामाजिक विज्ञान जैसे विषय शामिल होने चाहिए, साथ ही खेल, खेल और फिटनेस जैसे विषय जो एक व्यापक, जानकारीपूर्ण और समृद्ध शिक्षा प्रदान करते हैं।

एनईपी छात्रों के लिए खेल और अन्य शारीरिक गतिविधियों में भाग लेना आसान बनाने के अन्य तरीके भी सुझाता है। इससे विषय की पसंद और लचीलापन बढ़ता है, जिससे छात्रों को अपने पाठ्यक्रम के हिस्से के रूप में शारीरिक शिक्षा कक्षाओं को चुनने की अनुमति मिलती है। नीति बैगलेस दिनों का भी प्रस्ताव करती है, जो छात्रों को स्थानीय व्यावसायिक गतिविधियों के साथ-साथ खेल और बागवानी जैसी अन्य गतिविधियों में भाग लेने का अवसर देती है। इसके अलावा, एनईपी 2020 स्कूल, शैक्षणिक संस्थान और जिला स्तर पर योग, शारीरिक शिक्षा और स्वास्थ्य सहित क्लबों के गठन को प्रोत्साहित करता है।

स्कूलों में स्वास्थ्य शिक्षा के महत्व को देखते हुए, एनईपी में स्वास्थ्य और पोषण, खेल, फिटनेस, कल्याण, खेल, स्वच्छता और स्वच्छता को सीखने योग्य प्रमुख विषयों, कौशल और क्षमताओं के रूप में सूचीबद्ध किया गया है।

स्वस्थ शिक्षण वातावरण:

एनईपी शारीरिक और मानसिक स्वास्थ्य को बढ़ावा देने के लिए उपाय विकसित करता है। इसमें विशेष रूप से 100% टीकाकरण कवरेज सुनिश्चित करने के लिए स्कूल में नियमित स्वास्थ्य जांच और स्वास्थ्य कार्ड के माध्यम से स्वास्थ्य निगरानी शामिल है। छात्रों की समय-समय पर चिकित्सा जांच। एनईपी 2020 में स्कूल बैग और पाठ्यपुस्तकों के वजन को कम करने की भी सिफारिश की गई है। बच्चों के मानसिक, भावनात्मक स्वास्थ्य के साथ-साथ समग्र परिवर्तन के लिए। इनमें से कुछ सुधारों को लागू करने के लिए, एनईपी 2020 स्कूल परिसरों की अवधारणा का प्रस्ताव करता है जो बुनियादी ढांचे, शिक्षकों, परामर्शदाताओं, खेल उपकरण और उपकरण जैसे संसाधनों को साझा करते हैं। इसके अलावा, विशेष अल्पकालिक शिक्षक प्रशिक्षण कार्यक्रम आपको शारीरिक शिक्षा सहित स्थानीय व्यवसायों, ज्ञान और कौशल वाले स्कूलों में पढ़ाने के लिए अपने कौशल और ज्ञान को अद्यतन करने की अनुमति देता है।

शारीरिक शिक्षा के लाभ:

- ✓ स्वास्थ्य का ज्ञान
- ✓ शारीरिक फिटनेस
- ✓ भावनात्मक विकास
- ✓ सांस्कृतिक विकास
- ✓ अनुशासन बनाने में मदद करता है
- ✓ नेतृत्व गुणवत्ता विकसित करें

- ✓ राष्ट्रीय एकता
- ✓ मानवीय संबंधों को विकसित करने में मदद करता है
- ✓ रचनात्मकता की अभिव्यक्ति
- ✓ अंतर्राष्ट्रीय समझ
- ✓ स्वस्थ हड्डियों और मांसपेशियों को बनाए रखना
- ✓ चिंता और अवसाद को दूर करना
- ✓ सकारात्मक मानसिक स्वास्थ्य में सुधार
- ✓ व्यक्ति को सकारात्मक जीवन शैली आगे बढ़ाने के लिए प्रेरित करें
- ✓ संज्ञानात्मक कौशल को चमकाना
- ✓ समझ बढ़ाना
- ✓ बेहतर शैक्षणिक प्रदर्शन और उपलब्धियों को प्रोत्साहित करना
- ✓ ऊर्जा स्तर बढ़ाएँ
- ✓ तनाव प्रबंधन में मदद करता है
- ✓ आत्म-छवि सुधारें-
- ✓ मोटर कौशल विकास में सुधार
- ✓ आत्मविश्वास को बढ़ावा देना
- ✓ सामाजिक एकीकरण

निष्कर्ष:

बच्चे के समग्र विकास के लिए शारीरिक शिक्षा जीवन का एक अभिन्न अंग है। NEP2020 पाठ्यक्रम में आवश्यक बदलावों के

साथ-साथ कुछ प्रावधानों का प्रस्ताव करता है। व्यायाम और खेल बच्चे को न केवल शारीरिक, सामाजिक, नैतिक और मनोवैज्ञानिक कल्याण प्रदान करते हैं। शारीरिक शिक्षा का उद्देश्य छात्रों को शारीरिक गतिविधियों के माध्यम से शिक्षित करना है। NEP2020 धारणा में एक बड़ा बदलाव ला सकता है, जिसके लिए बड़े पैमाने पर नीति निर्माताओं, हितधारकों, पाठ्यक्रम डेवलपर्स, शिक्षकों, शिक्षकों, स्वास्थ्य कार्यकर्ताओं समाज के उन्मुखीकरण की आवश्यकता है। नैतिक और सामाजिक मूल्यों को अपनाना, बच्चों में स्वास्थ्य और फिटनेस का महत्व तनाव, शैक्षणिक दबाव, चिंता के प्रबंधन के लिए वर्तमान युग में किशोर अपराध, आत्मघाती मौतों, अवसाद, कुपोषण की रोकथाम के लिए बहुत आवश्यक है। शारीरिक शिक्षा में एक अच्छी तरह से डिजाइन और संरचित पाठ्यक्रम स्कूल के उद्देश्यों को पूरा करने, बच्चे के समग्र विकास में मदद करेगा और एक मजबूत और समृद्ध राष्ट्र के निर्माण में भी सहायता करेगा।

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Awareness and Attitude of B.Ed. Students towards Education for Sustainable Development in context of Gender and Training Experience.

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Abstract

Sustainable development is the major focus of the world. Education should aim at sustainable development. The sustainable development goal (4) highlighted quality education for all. UNESCO has prepared norms for education of teachers about sustainable development goals. Teacher education for sustainable development must be related to different goals of sustainable development covering environmental, social and economic dimensions of future society. The NEP 2020 has focused on different areas of sustainable development and education. This is significant to explore awareness of sustainable development among pre-service teachers and their attitude towards education for sustainable development. Here is an attempt to study the level of

awareness of sustainable development as well as attitude towards education for sustainable development among pre service teachers of every region. The paper also examine the effect of gender and training experience on B.Ed. students awareness and attitude towards education for sustainable development. Hence gender and experience in training course have been treated as independent variables. The study covered respondents from two constituent B.Ed. colleges of Allahabad University.

Key words: Awareness, Attitude, Education for sustainable Development, SDGs. Pre-service teachers

The review of literature on study of education for sustainable development reveals the following.

(Keles, etal, (2017). They reported about satisfactory elementary school students had understanding of environmental dimension of sustainable development satisfactorily. **Helen (2018)** reported that students having certain degree of understanding of sustainable development) In the Indian context several studies revealed mixed findings on students and teachers awareness of sustainable development. Kumar et al.2007 reported that environment education background students had better environmental attitude (**Kumar and Patil, 2007**). On the contrary, a large majority of students had low awareness of the environmental issues Offlate, **Sahoo(2023)**explored moderate level of awareness of Pre-service teacher educators in India about sustainable development. He highlighted different measures to be adopted for preparation of teacher educators on education for

sustainable development .Pre-service teacher trainees as well as working teachers have also been incorporated as the main subject for research in the area of education for sustainable development. The Indian studies have covered studies on awareness of teachers about sustainable development.

In continuation to above studies the present study has been conducted with following objectives:-

Objectives

1. To study the effect of gender of B.Ed. students on awareness and attitude towards education for sustainable development.
2. To study the effect of training experience on B.Ed. students awareness and attitude towards education for sustainable development.

Hypothesis

1. There is no significant difference between mean awareness scores of sustainable development among men and women B.Ed. students.
2. There is no significant difference between mean awareness scores of sustainable development among senior B.Ed. teacher trainees and junior B.Ed. teacher trainees.
3. There is no significant difference between mean attitude scores of education for sustainable development among men and women B.Ed. students.

4. There is no significant difference between mean attitude scores of education for sustainable development among senior B.Ed. teacher trainees and junior B.Ed. teacher trainees.

Methods and Procedures:

The population of the study covered all B.Ed. students enrolled in the constituent colleges of Central University of Allahabad. The sample respondents consisted of one hundred B.Ed. students, 50 each representing K.P.Training college and S.S.Khanna Girls degree college,AU, Prayagraj.The senior trainees were of final year and junior trainees were of previous year B.Ed. programme of AU.

Two Tool viz; Sustainable development Awareness Scale and Attitude Scale on Education for Sustainable development developed by Sahoo(2023) were used for data collection purpose .The tools were in Likert form with three point scale. The awareness scale has20 items.The attitude scale has 20 items.

Analysis and Interpretation of Data:

Data have been analysed by making use of ‘t’ tests in the context of testing different hypotheses of the study. Analysis and interpretation of data have been presented in the following Tables.

Table1

‘t’ test on significant difference between mean awareness scores of sustainable development among men and women B.Ed. students

SL.No.	Gender	Mean	SD	N	‘t’	Significance level
1	Men	37.77	5.86	30		

	B.Ed. Students				1.10	.05
2	Women B.Ed. Students	36.31	6.08	70		
				Df=98		

Table1 reveals no significant difference between men and women of B.Ed. students mean awareness scores on sustainable development since the obtained 't' value(1.10) was found to be lesser than the table value (1.98)with at 0.05 level (df 98).This can be interpreted that the men and women of B.Ed. students were at par with each other on their awareness level. There was no significant effect of gender on their awareness of sustainable development.

Table-2

't' test on significant difference between mean awareness scores of sustainable development senior B.Ed. teacher trainees and junior B.Ed. teacher trainees.

SN	Experience of Teacher Training	Mean	SD	N	't'	Significance level
1	Senior B.Ed. teacher trainees	37.86	7.13	50	1.76	.05
2	Junior B.Ed. teacher trainees	35.72	4.73	50		
				Df=98		

Table2 reveals no significant difference between senior B.Ed. teacher and junior B.Ed. teacher trainees. mean awareness scores on sustainable development since the obtained 't' value(1.76) was found to be lesser than the

table value (1.98)with at 0.05 level df 98).This can be interpreted that the senior B.Ed. teacher trainees and junior B.Ed. teacher trainees were at par with each other on their awareness level. There was no significant effect of experience of teacher training on their awareness of sustainable development.

Table 3

‘t’ test on significant difference between mean attitude scores of education for sustainable development among men and women B.Ed. students

SN	Gender	Mean	SD	N	‘t’	Significance level
1	Men B.Ed. Students	44.77	6.51	30	0.58	.05
2	Women B.Ed. Students	45.49	5.18	70		
				Df=98		

Table3 reveals no significant difference between men and women B.Ed. students mean attitude scores on sustainable development since the obtained ‘t’ value(0.58) was found to be lesser than the table value (1.98)with at 0.05 level df 98).This can be interpreted that the men and women B.Ed. students were at par with each other on their attitude level. There was no significant effect of gender on their attitude towards sustainable development.

Table 4

‘t’ test on significant difference between mean attitude scores of education for sustainable development among senior B.Ed. teacher trainees and junior B.Ed. teacher trainees.

SN	Experience of Teacher Training	Mean	SD	N	‘t’	Significance level
1	Senior B.Ed. teacher trainees	37.86	7.13	50	5.31	.05
2	Junior B.Ed. teacher trainees	44.18	4.45	50		
				Df=98		

Table4 reveals significant difference between senior B.Ed. teacher and junior B.Ed. teacher trainees mean

attitude scores on sustainable development since the obtained 't' value(5.31) was found to be higher than the table value (1.98)with at 0.05 level df 98).This can be interpreted that the senior B.Ed. teacher superior to their junior counterparts on their attitude level. There was significant effect of experience of teacher training on their attitude towards sustainable development.

Conclusion: This can be concluded that there was no significant effect of gender on awareness and attitude towards education for sustainable development. However, training experience has significant effect on attitude towards education for sustainable development. This is recommended that B.Ed. students must get exposure to sustainable Development oriented education as a component of curriculum.

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Revisiting Indian History and Culture through: NEP:2020

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Abstract

From the very old time if we see the structure of Indian Education System, we can compare that through NEP:2020 we are not doing anything new with our society, we are just rejuvenating and revisiting our old teaching methods and techniques.

This paper is an effort to draw your attention towards basics of NEP 2020 and how it is related with our history and culture basically educational history and education culture.

Keywords: Revisiting, History, Culture and Traditional Education

“Nature is an endless combination and repetition of a very few laws.”

Ralph Waldo Emerson

According to the above mentioned quote of Ralph Waldo Emerson we can say that, If we are talking about NEP:2020 we are not doing anything new through this policy we are just revisiting Indian history and culture.

We had the world's oldest University system such as University of Takshila, Nalanda, Vikramshila. We as Indians are proud of our great heritage of scholarly pursuits

and its impact on the world. There was a time when India was known as ‘Golden Sparrow’ and ‘Knowledge Capital’, due to the renowned universities learned Saints, Sages and Kings. There is evidence that scholars across the world were educated in grammar, medicine, philosophy, logic, arts, craft, physics and liberal arts in old Indian Universities.

It is based on the principles that education must develop not only Cognitive Capacities both the foundational capacities of literacy and numeracy and higher-order cognitive capacities. Such as critical thinking and problem solving but also social ethical and emotional capacities and dispositions.

NEP-2020 means National Education policy 2020 which aims to address the many growing developmental Imperatives of India. This policy proposes the revision and revamping of all aspect of the education structure of the nation.

There is a special focus on the part of language, arts and culture in NEP 2020.

Language, Arts and Culture in NEP-2020

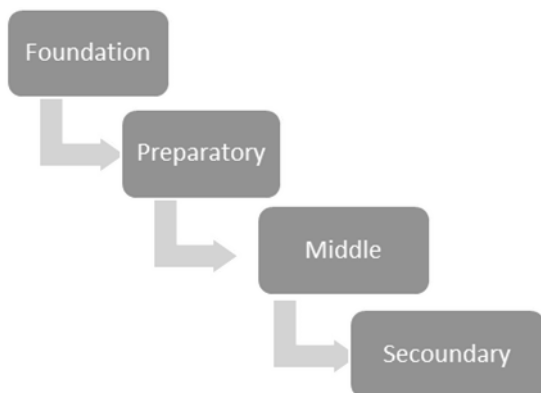
The National Education Policy 2020(NEP:2020) has emphasised on the use of mother tongue or local language as the medium of instruction till class 5 while recommendation its continuance till class 8 and beyond. It recommends that all students will learn three languages in their school under the formula.

Earlier Indian language have not received their due attention and care. We lost over 220 languages in the last

40-45 years. UNESCO has declared 197 Indian languages as ENDANGERED.

Curriculum Rooted in Indian Culture:

As per the recommendation on NEP 2020, the NCF has divided the school curriculum into four stages:



The NCF document says it will promote the ancient traditions of India. School will use local resources of learning including language practices, experts, histories as well as environment as rich sources of illustrations or case studies.

The students will also be taught about contributions Indians made to various fields.

Most importantly the board exam under NCF will assess understanding and achievement of competencies rather than memorisation.

The main emphasis of NEP is on building character, Integrity, moral values, respect of others, cleanliness,

courtesy, serving spirit, liberty, enhancing scientific temper, responsibility and equality in all domains.

The first pillar of NEP 2020 is **‘Holistic and Multidisciplinary Education’**

The focus is to allow the learner free to choose courses of arts, humanities, language, science. Social science. Soft skills, course on ethics, professional, technical and vocational courses irrespective of the stream of study.

ABC(Academic Bank of Credits):

Another pillar of NEP which gives a lot of flexibility to learner is ABC.

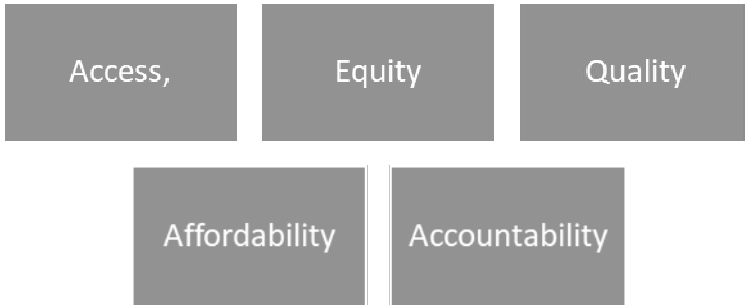
Another pillar of NEP is full equity to ensure that all students get equal opportunity.

Next pillar is to aim at employability by imparting vocational training to the students.

NEP also aims to revive the use of IKS (Indian Knowledge System) and to promote research of Indian knowledge system it include mathematics including Vedic mathematics, medicine, environment, economics, law, agriculture, linguistics, games, Yoga, literature, music, social science , Philosophy, astronomy, science, technology and Liberal arts.

NEP 2020 aims to reverse this phenomenon or to minimise the migration of students for higher studies and simultaneously attracting large number of foreign students to join institutions within the country.

The new education policy is based on the pillar of access, equity, quality, affordability and accountability.



At the end we can say that NEP2020 is just repetition of our old heritage, history and culture with modern innovations and technologies. Person, time and things are changed time to time but our root and heritage remain same. So being academicians its our duty to follow this policy with full-fledged without any hesitation and hurdles.

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National Education Policy 2020 and Inclusive & Equitable Teacher Education in India

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Abstract

The National Education Policy (NEP) 2020 is a landmark document that aims to transform the Indian education system by emphasizing inclusivity, equity and quality. Education system's living components comprise of teacher and taught so central to this transformation is the reform of teacher education to create a cadre of educators capable of addressing the diverse needs of learners. Inclusive education aims to ensure that all students, including those with disabilities or special educational needs, have equal access to quality education within mainstream schools.

Preparing teachers for inclusive education is a crucial aspect of ensuring that educators are equipped with the knowledge, skills, and attitudes necessary to support diverse learners effectively, including those with disabilities or special educational needs and Equitable teacher education in India focuses on ensuring that all educators receive fair and inclusive training that equips them to meet the diverse needs of students across various

socioeconomic, cultural, linguistic, and ability backgrounds.

This research paper critically examines the provisions of NEP 2020 related to inclusive and equitable teacher education in India, analysing its implications, challenges, and potential pathways for implementation. Based upon a range of scholarly sources, government reports, and policy documents, this paper provides insights into how NEP 2020 can foster a more inclusive and equitable teacher education system in India.

Key words: NEP 2020, Teacher Education, Inclusive and equitable education

Introduction:

‘Education is the most powerful weapon which you can use to change the world’, this thought Given by Nelson Mandela clearly indicates the necessity of education. Education plays a significant role in Human Resource Development. Foundation of a powerful and developed nation depends on Education of its citizens.

The National Education Policy (NEP) 2020 of India marks a significant step towards reforming the educational landscape of the nation. It aims to address the essential needs of the 21st century, aligning with the 2030 Agenda for Sustainable Development. The policy envisions an education system that is rooted in Indian culture and ethos that contributes directly to transforming India into an equitable and vibrant knowledge society by providing high-quality education to all.

The main objective of NEP 2020 covers major points, like- Indian education system, citizenship for global welfare, holistic and all-round development of students through inclusion and equity. NEP focuses on promoting social and Just society and proposes a holistic approach to teacher education, which includes the revision of curricula to include contemporary subjects and pedagogies, continuous professional development and the introduction of a robust teacher education program.

One of the key aspects of NEP 2020 is its focus on teacher education, which is pivotal for achieving inclusive and equitable education. The policy acknowledges that teachers are the most crucial agents in ensuring quality education for every child and emphasizes the need for substantial reforms in teacher education to prepare them for the demands of a diverse and inclusive classroom environment.

NEP 2020 and Teacher Education:

The National Education Policy 2020 (NEP 2020) in India is a significant step towards inclusive and equitable teacher education, with a focus on innovative approaches and the empowerment of future teachers. It emphasizes the need for high-quality content, pedagogy and research in teacher education, and the implementation of the Integrated Teacher Education Program (ITEP) in multidisciplinary institutions.

This program is designed to build capacities in foundational literacy and numeracy, teaching children with disabilities, and incorporating gender and social inclusivity. The policy also recommends the establishment of

multidisciplinary colleges and universities that offer four-year integrated B.Ed. programs, with the curriculum including recent advancements in pedagogical studies.

NEP 2020 also addresses the concerns of inclusive education, particularly for children from disadvantaged groups, and aims to promote equitable and inclusive education for all. However, there are limitations in its approach to inclusive education, which need to be addressed for the policy to be fully effective. Overall, NEP 2020 presents a comprehensive framework for educational reform, with a strong emphasis on teacher education and inclusive practices.

Vision and Goals of NEP 2020 on Inclusion and Equity:

Inclusion in NEP 2020 demands that each and every child should feel valued. There should be a universally accepted design of learning that may accommodate all types of learning which includes representation of all parts of society having diverse needs, accessibility, language issue- cultural sensitivity and norms and inclusive assessment by various means and tools. All the students should never be discriminated on any basis of gender, class, creed and socio-economic status.

NEP 2020 stresses the importance of developing teacher competencies in areas such as foundational literacy and numeracy, teaching children with disabilities, and sensitization towards gender and minorities. It advocates for the creation of an educational culture that encourages problem-solving and critical thinking, which are essential skills in an inclusive education system. The policy also highlights the need for evidence-based practices and

competency-based teaching and learning, moving away from a content-based system.

Importance of Inclusive and Equitable Teacher Education: NEP 2020 stresses the importance of developing teacher competencies in areas such as foundational literacy and numeracy, teaching children with disabilities, and sensitization towards gender and minorities. It advocates for the creation of an educational culture that encourages problem-solving and critical thinking, which are essential skills in an inclusive education system.

The policy also highlights the need for evidence-based practices and competency-based teaching and learning, moving away from a content-based system. In accordance with NEP 2020, guidelines are being shaped that can serve as a roadmap to achieve the vision of a school for all learners, ensuring that no child is left behind. The NEP outlines strategies for implementing equitable and inclusive education across all Socio-Economically Disadvantaged Groups (SEDGs) and emphasizes the role of teacher education in creating an inclusive environment where all students can thrive.

Inclusive education aims to ensure that all students, including those with disabilities or special educational needs, have equal access to quality education within mainstream schools. The Teacher Task Force, established by UNESCO also focuses on various aspects of education, including inclusive education. Its initiatives often involve developing guidelines, resources, and frameworks to support teachers in creating inclusive

learning environments and adapting their teaching methods to meet the diverse needs of students.

Challenges and Barriers:

Each and every person is not equal and this variety also exists in classrooms. There are natural and social inequalities. Major concern of teachers is how we can minimize inequality so that equitable education is maintained. The inequalities in Education exist in - educational opportunities, attainment, occupational attainment and inequality in returns to education. To minimize educational inequality to address socio economic disparities expansion of educational facilities is must both at public and private sector.

There are many issues and problems in implementation of provisions of NEP 2020 and the initiatives taken by their institute to enhance the capability of teachers. NEP says that teaching will be learner centred now, In the process of NEP's implementation teachers are sharing their experiences about implementation and its consequences. Now flexibility is being provided but in implementation process of NEP the things are taking time and efforts to be streamlined so teachers have to prepare them accordingly.

Several challenges for inclusive education include - lack of awareness about issues related to the provisions & policies formulated for PWD, parental resistance, attitude of teachers, parents and community. rigid curriculum & time frame, capacity building of teachers and other functionaries, adapting need based instructional strategies. large class size.

Quality Assurance in Teacher Education: Teacher Education focuses both on Knowledge and skills. The objective of school internship is to develop a teacher equipped with practical knowledge of all school activities, societal connections and insight so U.G. and P.G. level i.e. B. Ed. and M. Ed. level internship should be done properly. As internship is major and important key element of Teacher Education the prospective teachers should be given specific orientation about ensuring inclusive and equitable education.

Teacher having professionalism can be prepared by having Professionalism in Teacher Education that demands professional ambience, planned strategies and support system by institutions. Key to reform is to prepare group of teachers who are highly motivated and ready to perform academically and professionally. Vision of NEP for education system is from local to global for Teacher Education and this is the reason that NEP recommends longer duration of teacher preparation.

In order to motivate excellent students towards teaching job it has to be started after schools so ITEP has been implemented. Various recommendations of NEP 2020 for teachers, teaching learning process and its components emphasize teacher's role and stresses on continuous professional development.

Reforms in Teacher Education requires change in teacher's role as resource specialist, guide & facilitator, academic leader, curriculum developer & Implementer. Continuous up-dation for knowledge and preparing students for 21st century skills should be incorporated in

teacher education programme. Feedback Mechanisms and Continuous Improvement are necessary for ensuring goals of quality.

Conclusion:

In conclusion, NEP 2020, provides a comprehensive framework for transforming teacher education in India. By focusing on inclusivity and equity, the policy aims to prepare teachers to meet the diverse needs of all students, thereby fostering an education system that is truly reflective of the values of a progressive and inclusive society. The success of this policy will depend on its effective implementation and the collective efforts of all stakeholders involved in the education sector.

Inclusive education is concerned with overcoming barriers to participation that may be experienced by any pupil; it is a never-ending process dependent on continuous pedagogical and organizational development. As India moves forward, it is imperative that the vision of NEP 2020 is realized to ensure that every child has access to quality education, regardless of their background or abilities. This will not only empower individuals but also contribute to the nation's overall development and progress and enriched and quality teacher education programme most important element for this.

Recommendations:

- Education should be satisfying for each student and life skills oriented so teacher education should also focus on mental health of students.

- Qualified Teachers should be appointed at every stage from pre-primary to higher addressing diversity and inclusivity.
- Inclusive Practices should be incorporated in Curriculum and Pedagogy. Strategies for Implementation of inclusive practices has to be integral part of in teacher education programme for making it a regular practise.
- Strengthening Pre-Service and In-Service Training programme and motivating teachers through professional development opportunities with reference to inclusion can help in better performance.
- Integration of Technology for inclusion in Teacher Education programme is also required as technology-based learning needs can include a large number of students at a given time but it has to get support from teacher preparation programmes.
- Case Studies and Best Practices and innovative initiatives in India should be made familiar so that others can also get an example.
- Leadership has to be developed in all spheres according to Provisions, initiatives, merits, delimitations, and changes in structure.
- To be creative and multidisciplinary teachers have to be aware of changes in society.

- Proper evaluation and monitoring of educational practices to ensure inclusive and equitable education should be done.

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राष्ट्रीय शिक्षा नीति 2020 :- सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया की प्रासंगिकता

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सारांश

राष्ट्रीय शिक्षा नीति 2020, शिक्षकों और विद्यार्थियों के बीच समस्या समाधान तथा व्यवहारिक कौशल विकसित करने के लिए अनुभवात्मक शिक्षा तथा पूंछताछ आधारित दृष्टिकोण के महत्व पर जोर देती है। यह मानती है कि सीखने के पारंपरिक तरीके शिक्षक तथा विद्यार्थी दोनों के लिए आधुनिक दुनिया की जटिलताओं तथा अनिश्चितताओं से निपटने के लिए पर्याप्त नहीं हो सकते हैं। इसके लिए शिक्षण अधिगम प्रक्रिया में बदलाव करना अति आवश्यक है। राष्ट्रीय शिक्षा नीति 2020 एक अधिक समग्र अंतर विषय

शिक्षा प्रणाली की ओर बदलाव की संकल्पना करती है जो शिक्षकों व शिक्षार्थियों को उनके आसपास की दुनिया से जोड़ने, जटिल मुद्दों व समस्याओं की गहरी समझ विकसित करने के लिए प्रोत्साहित करती है।

सतत परिवर्तनीय शैक्षिक परिदृश्य में शिक्षण अधिगम प्रक्रिया को शिक्षक तथा विद्यार्थी दोनों के अनुरूप लचीला बनाने की आवश्यकता महसूस की जा रही है। इसके लिए शिक्षण अधिगम प्रक्रिया के माध्यमों में बदलाव किया जा रहा है। शिक्षण अधिगम प्रक्रिया में बदलाव का यह स्वरूप हमको ऑफलाइन माध्यम, ऑनलाइन माध्यम तत्पश्चात मिश्रित माध्यम के रूप में देखने को मिलता है। राष्ट्रीय शिक्षा नीति 2020 विद्यार्थियों तथा शिक्षकों के लिए शिक्षा के सभी स्तरों पर गुणवत्तापरक सुधार हेतु मिश्रित शिक्षण अधिगम प्रक्रिया पर अधिक जोर देती है ताकि विद्यार्थियों के सर्वांगीण विकास की संकल्पना को सुनिश्चित करते हुए शिक्षकों के भी दृष्टिकोण में सकारात्मक बदलाव लाया जा सके।

प्रस्तावित शोध पत्र में राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया की प्रासंगिकता पर प्रकाश डाला गया है तथा यह शोध पत्र अनुभाविक अनुसंधान पर आधारित है।

संकेत शब्द - राष्ट्रीय शिक्षा नीति 2020, मिश्रित शिक्षण अधिगम प्रक्रिया, सतत परिवर्तनीय शैक्षिक परिदृश्य

प्रस्तावना -

शिक्षा एक सामाजिक प्रक्रिया है। शिक्षा को समाज में सीखने व सिखाने की प्रक्रिया के रूप में परिभाषित किया जाता है जिस पर सामाजिक परिवेश का सीधा प्रभाव पड़ता है। प्राचीन काल में शिक्षण अधिगम प्रक्रिया के रूप में प्रत्यक्ष माध्यम का उपयोग किया जाता था जिसे ऑफलाइन माध्यम की संज्ञा दी जाती है। इसमें शिक्षक व विद्यार्थी प्रत्यक्ष रूप से आमने सामने अन्तः क्रिया द्वारा ज्ञान के आदान प्रदान का कार्य करते हैं।

समय के बदलते स्वरूप के साथ शिक्षा का स्वरूप भी समाज में बदलता जाता है क्यों कि समय एवम परिस्थियों के अनुरूप हमारी शैक्षिक आवश्यकताएं बदल जाती हैं।

वर्ष 2020 से समूचा विश्व कोरोना महामारी से प्रभावित रहा। मानव जीवन में सामान्य रूप से चलने वाली प्रक्रियाएं पूरी तरीके से प्रभावित रही। शिक्षण अधिगम प्रक्रिया पर भी कोरोना महामारी का सीधा प्रभाव पड़ा। शिक्षक तथा विद्यार्थी के मध्य प्रत्यक्ष अन्तः क्रिया का स्थान पूरी तरह से अप्रत्यक्ष अन्तःक्रिया ने ले लिया तथा ऑनलाइन शिक्षण अधिगम प्रक्रिया पूरी तरह से प्रभाव में आ गयी। ऑनलाइन शिक्षण अधिगम प्रक्रिया के अंतर्गत शिक्षक तथा विद्यार्थी परोक्ष रूप से पारस्परिक अन्तःक्रिया द्वारा ज्ञान का आदान प्रदान करने लगे।

धीरे धीरे सामाजिक परिस्थितियां सामान्य हुईं तथा ऑफलाइन माध्यम द्वारा शिक्षण अधिगम प्रक्रिया पुनः आरंभ हुई। यह देखा

गया कि समाज के निरंतर बदलते स्वरूप के अनुसार ही शिक्षण अधिगम प्रक्रिया भी निरंतर परिवर्तित हो रही है।

सतत परिवर्तनीय शैक्षिक परिदृश्य में यह पाया गया कि पूरी तरह से ऑनलाइन माध्यम या ऑफलाइन माध्यम पर आश्रित होकर शिक्षण अधिगम प्रक्रिया का सम्यक रूप से संचालन नहीं किया जा सकता। शिक्षण अधिगम प्रक्रिया के प्रभाव पूर्ण संचालन तथा क्रियान्वयन के लिए दोनो माध्यमों का सापेक्षिक रूप से एक साथ प्रयोग आवश्यक है। (फेंच तथा बगुआंट 2021)।

राष्ट्रीय शिक्षा नीति 2020 बालक के सर्वांगीण विकास की संकल्पना पर जोर देती है तथा इसको सुनिश्चित करने के लिए बदलते शैक्षिक परिदृश्य के अनुरूप शिक्षण माध्यमों के बदलाव पर जोर देती है। वर्तमान समय में ऑनलाइन तथा ऑफलाइन माध्यम पर संयुक्त रूप से बल देते हुए शिक्षण अधिगम प्रक्रिया में मिश्रित माध्यम को अपनाने पर प्राथमिकता दी जा रही है ताकि बालक का प्रभावपूर्ण व संतुलित विकास सही दिशा में सुनिश्चित किया जा सके। (चंचल 2021)।

मिश्रित शब्द अंग्रेजी भाषा के शब्द ‘ब्लेंडेड’ का हिंदी रूपांतरण है जिसका आशय है ‘मिला देना’। मिश्रित शिक्षण अधिगम प्रक्रिया में विद्यार्थी पाठ्यक्रम का कुछ भाग कक्षा में शिक्षक से प्रत्यक्ष अंतः क्रिया द्वारा पूरा करता है जबकि दूसरे भाग का शिक्षण डिजिटल व ऑनलाइन संसाधनों के माध्यम से अप्रत्यक्ष अन्तः क्रिया द्वारा किया जाता है अर्थात मिश्रित माध्यम का आशय है कि ऐसी शिक्षण

अधिगम प्रक्रिया जिसमें ऑफलाइन ऑनलाइन दोनों माध्यमों का प्रयोग करके विद्यार्थी की समग्र विकास की संकल्पना सुनिश्चित की जाती है। मिश्रित माध्यम केवल ऑनलाइन व केवल ऑफलाइन माध्यम भी हो सकता है जैसे - किन्हीं दो शिक्षण विधियों का प्रयोग करके एक साथ पढ़ाना। दो शिक्षकों का एक साथ पढ़ाना आदि, को भी मिश्रित माध्यम की संज्ञा दी जाती है। सामान्यतः ऑनलाइन तथा ऑफलाइन शिक्षण अधिगम प्रक्रिया के सम्मिलित स्वरूप को मिश्रित शिक्षण अधिगम प्रक्रिया बोलते हैं। वर्तमान समय में बदलते शैक्षिक परिवेश को ध्यान में रखते हुए कम समय में अधिक ज्ञान प्रदान करने तथा विद्यार्थी के ज्ञानात्मक, भावात्मक व क्रियात्मक सभी पक्षों के विकास के लिए मिश्रित माध्यम को सर्वोत्तम माना जा रहा है।

राष्ट्रीय शिक्षा नीति 2020, ऑनलाइन तथा डिजिटल शिक्षा के क्षेत्र में प्रौद्योगिकी के न्याय सम्मत उपयोग को सुनिश्चित करने की बात करती है। इस दिशा में मिश्रित शिक्षण अधिगम प्रक्रिया एक महत्वपूर्ण कदम है। शिक्षण व्यवस्था के सभी स्तरों पर सुधार लाने तथा गुणात्मक सुधार के उद्देश्य को सफल बनाने हेतु राष्ट्रीय शिक्षा नीति 2020, डिजिटल शिक्षा को अधिक प्रोत्साहित करती है। राष्ट्रीय शिक्षा नीति 2020 में विद्यार्थी शिक्षा, सेवापूर्व शिक्षक शिक्षा, सेवारत शिक्षक शिक्षा, प्रौढ़ शिक्षा, महिला शिक्षा, विशेष शिक्षा तथा समावेशी शिक्षा के विभिन्न प्रत्ययों को सफल बनाने के लिए ऑनलाइन तथा ऑफलाइन माध्यमों के मिश्रित उपयोग को सुनिश्चित करने पर जोर दिया गया है। प्रतिभावान विद्यार्थी तथा प्रभावशाली शिक्षक बनाने के लिए मिश्रित माध्यमों द्वारा सतत

परिवर्तनीय शैक्षिक परिदृश्य में उपयुक्त प्रशिक्षण की आवश्यकता महसूस होती है। (राष्ट्रीय शिक्षा नीति 2020, एम. एच.आर.डी, भारत सरकार)

अध्ययन की आवश्यकता

29 जुलाई 2020 को संपूर्ण भारत में राष्ट्रीय शिक्षा नीति 2020 ने राष्ट्रीय शिक्षा नीति 1986 का स्थान ग्रहण कर लिया जिसके तहत संपूर्ण देश में शैक्षिक संरचना को 10+2+3 से बदलकर 5+3+3+4 कर दिया गया। सतत परिवर्तनीय शैक्षिक परिदृश्य के अनुरूप यह आवश्यकता महसूस की गई कि देश की शैक्षिक संरचना में बदलाव किया जाय। शैक्षिक संरचना में बदलाव का प्रभाव शिक्षा जगत के सभी अंगों शिक्षक, विद्यार्थी, पाठ्यक्रम, विद्यालय सभी पर देखने को मिला। बदलते शैक्षिक वातावरण में शिक्षा के विभिन्न स्तरों पर शिक्षा देना चुनौती पूर्ण हो गया। शिक्षण अधिगम प्रक्रिया के लिए शैक्षिक माध्यमों का प्रयोग करना चुनौती पूर्ण हो गया जिसके माध्यम से राष्ट्रीय शिक्षा नीति के तहत सर्वांगीण विकास की संकल्पना को सुनिश्चित किया जा सके। समय के साथ शैक्षिक माध्यमों में बदलाव होता गया, सर्वप्रथम ऑफलाइन माध्यम तत्पश्चात ऑनलाइन माध्यम उसके पश्चात मिश्रित माध्यम को प्राथमिकता दी जाने लगी। दिन प्रतिदिन परिवर्तित हो रहे शैक्षिक परिवेश में शिक्षण माध्यमों की भूमिका तथा राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मिश्रित माध्यमों की प्रासंगिकता के अध्ययन की वर्तमान समय में आवश्यकता है।

शोध प्रश्न

- क्या मिश्रित शिक्षण अधिगम प्रक्रिया सतत परिवर्तनीय शैक्षिक परिदृश्य में प्रासंगिक तथा प्रभावशाली है ?
- शिक्षा जगत में मिश्रित शिक्षण अधिगम प्रक्रिया के किन-किन स्वरूपों का प्रयोग किया जा रहा है ?
- राष्ट्रीय शिक्षा नीति 2020, शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों पर मिश्रित माध्यम को किस प्रकार समावेशित करती है ?
- मिश्रित शिक्षण अधिगम प्रक्रिया शिक्षा जगत के विभिन्न अंगों को किस प्रकार प्रभावित करती है ?
- राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मिश्रित शिक्षण अधिगम प्रक्रिया का आगामी भविष्य क्या है ?

उद्देश्य

- सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया की प्रासंगिकता तथा प्रभावशीलता का अध्ययन करना ।
- शिक्षा जगत में मिश्रित शिक्षण अधिगम प्रक्रिया के विभिन्न स्वरूपों का अध्ययन करना ।
- राष्ट्रीय शिक्षा नीति 2020 द्वारा शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों पर मिश्रित माध्यम के समावेशन का अध्ययन करना ।
- शिक्षा जगत के विभिन्न अंगों पर मिश्रित शिक्षण अधिगम प्रक्रिया

के पड़ने वाले प्रभाव का अध्ययन करना।

- राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मिश्रित शिक्षण अधिगम प्रक्रिया के आगामी भविष्य का अध्ययन करना।

सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया की प्रासंगिकता तथा प्रभावशीलता

सामाजिक परिवर्तन के इस दौर में नित नए ज्ञान की उत्पत्ति हो रही है। ज्ञान का भंडार निरंतर बढ़ता जा रहा है। ज्ञान को एक व्यक्ति से दूसरे व्यक्ति तक स्थानांतरित करना एक चुनौती पूर्ण कार्य हो गया है। सामाजिक परिवर्तन का शिक्षण अधिगम प्रक्रिया पर सीधा प्रभाव देखने को मिलता है। समय के साथ निरंतर शिक्षण अधिगम प्रक्रिया का स्वरूप भी परिवर्तित होता रहता है। सतत परिवर्तनीय शैक्षिक परिदृश्य में शिक्षा जगत के विभिन्न अंगों - शिक्षक, विद्यार्थी, विद्यालय आदि की भूमिका में बदलाव देखने को मिलता है। शिक्षा प्रदान करने वाला शिक्षक तथा शिक्षा ग्रहण करने वाले विद्यार्थी के मध्य शैक्षिक माध्यमों का, विद्यार्थी तथा शिक्षक दोनों के अनुकूल होना आवश्यक है। शिक्षण अधिगम प्रक्रिया का मूलभूत उद्देश्य विद्यार्थी के सर्वांगीण विकास की संकल्पना को सुनिश्चित करना है। बालक के सर्वांगीण विकास की संकल्पना में शिक्षक की भूमिका केवल ज्ञान प्रदान करने की नहीं है, शिक्षक वर्तमान संदर्भ में न केवल ज्ञान प्रदाता की भूमिका में है बल्कि मार्गदर्शक, परामर्शदाता, मित्र, उपदेशक आदि की भूमिका में भी है। ऐसे में शैक्षिक माध्यमों की भूमिका महत्वपूर्ण हो जाती है कि किस माध्यम के प्रयोग के

द्वारा ज्ञान प्रदान किया जाए कि बालक का ज्ञानात्मक, भावात्मक व क्रियात्मक विकास संभव हो सके। मिश्रित शिक्षण अधिगम प्रक्रिया के तहत शिक्षक व विद्यार्थी के मध्य प्रत्यक्ष तथा अप्रत्यक्ष दोनों प्रकार की अंतः क्रिया सम्भव होती है। प्रत्यक्ष तथा अप्रत्यक्ष दोनों प्रकार की अंतः क्रिया द्वारा शिक्षक की ज्ञान प्रदाता की भूमिका के साथ-साथ मित्र, मार्गदर्शक, उपदेशक, सलाहकार जैसी भूमिकाओं का भी समावेशन संभव हो पता है। सतत परिवर्तनीय शैक्षिक परिदृश्य में शिक्षण अधिगम प्रक्रिया के निरंतर संचालन हेतु मिश्रित माध्यम सर्वाधिक प्रासंगिक प्रतीत होते हैं। इसके माध्यम से शिक्षक व विद्यार्थी प्रत्यक्ष तथा अप्रत्यक्ष रूप से आपस में संबंधित रहते हैं।

वर्तमान शैक्षिक संदर्भों में शिक्षण माध्यमों का प्रभावशाली होना अति आवश्यक है। शिक्षण अधिगम प्रक्रिया के ऑफलाइन माध्यम में शिक्षक तथा विद्यार्थी प्रत्यक्ष रूप से न केवल ज्ञान का आदान-प्रदान करते हैं बल्कि उनमें भावनात्मक जुड़ाव की संभव हो पाता है। शिक्षक विद्यार्थी को तथा विद्यार्थी शिक्षक को स्वीकार करते हैं तथा शिक्षक प्रत्यक्ष रूप से बालक के सर्वांगीण विकास के लिए प्रतिबद्ध होता है। (फेंच तथा बगुआंट 2021)

शिक्षण अधिगम प्रक्रिया अपने शैक्षिक परिवेश से प्रभावित होती है। कोरोना महामारी के प्रकोप से ऐसी परिस्थितियों का जन्म हुआ कि शिक्षक व विद्यार्थियों के मध्य प्रत्यक्ष अंतः क्रिया पूर्णतया बंद हो गई। ऐसे में शैक्षिक लक्ष्यों को प्राप्त करना चुनौती पूर्ण हो गया। शिक्षक व विद्यार्थियों के मध्य ऑनलाइन माध्यमों द्वारा अप्रत्यक्ष अन्तः क्रिया के माध्यम से शिक्षण अधिगम प्रक्रिया का संचालन

किया जाने लगा। ऑनलाइन माध्यमों का लाभ यह था कि शिक्षक तथा विद्यार्थी कहीं भी रहे परंतु एक दूसरे से अप्रत्यक्ष रूप से अंतःक्रिया कर सकते थे तथा ऑनलाइन माध्यमों द्वारा सुदूर क्षेत्रों में जहां विद्यालय इत्यादि नहीं है, पठन-पाठन का कार्य संभव किया जा सका।

कोरोना महामारी के टीकाकरण के पश्चात परिस्थितियां जब पुनः सामान्य हुई तब ऑफलाइन माध्यमों द्वारा पुनः प्रत्यक्ष अंतःक्रिया का आरंभ हुआ परंतु शिक्षक तथा छात्रों के मध्य पठन-पाठन तथा मूल्यांकन इत्यादि को लेकर के विरोधाभास देखने को मिला। एक ही कक्षा के कुछ छात्र ऑफलाइन माध्यम से पढ़ना चाहते थे जबकि इसी कक्षा के कुछ छात्र ऑनलाइन माध्यम से पढ़ना चाहते थे। शिक्षक का कार्य यह है कि वह ऐसे शिक्षण माध्यम का प्रयोग करके पढ़ाए ताकि वह अपने ज्ञान को सभी छात्रों तक पहुंचा सके तथा शैक्षिक लक्ष्यों की प्राप्ति हो सके।

ऑफलाइन तथा ऑनलाइन माध्यम की विरोधाभासी परिस्थितियों के बीच मिश्रित माध्यम का जन्म हुआ जिसमें ऑफलाइन माध्यम व ऑनलाइन माध्यम दोनों के ही प्रयोग द्वारा सभी विद्यार्थियों को शिक्षण अधिगम प्रक्रिया के लिए न केवल तैयार करने में सफलता मिली बल्कि शैक्षिक लक्ष्यों की प्राप्ति को भी अधिकतम सीमा तक संभव बनाया जा सका।

शैक्षिक परिवेश समय, वातावरण तथा परिस्थितियों के अनुरूप सतत परिवर्तनीय हैं ऐसे में मिश्रित शिक्षण अधिगम प्रक्रिया सर्वाधिक

प्रासंगिक तथा प्रभावशाली प्रतीत होती है।

शिक्षा जगत में मिश्रित शिक्षण अधिगम प्रक्रिया के विभिन्न स्वरूपों का अध्ययन करना

वर्तमान समय में शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों पर मिश्रित माध्यमों का प्रयोग करके शैक्षिक लक्ष्यों की प्राप्ति को सुनिश्चित करने का प्रयास किया जा रहा है। कक्षा कक्ष शिक्षण में शिक्षक प्रत्यक्ष अंतः क्रिया के साथ-साथ दृश्य श्रव्य सामग्री के प्रयोग द्वारा शिक्षण अधिगम प्रक्रिया को सफल बनाने का प्रयास कर रहा है। इसके अतिरिक्त अवकाश काल के समय का सदुपयोग करने के दृष्टिकोण से शिक्षक ऑनलाइन माध्यमों द्वारा विद्यार्थियों से अंतः क्रिया करने का प्रयास करते हैं ताकि विद्यार्थी की शिक्षण अधिगम प्रक्रिया में रुचि उत्पन्न की जा सके तथा दिन प्रतिदिन शिक्षण अधिगम के स्तर को सुधारा जा सके।

शिक्षण अधिगम प्रक्रिया में गुणात्मक सुधार के दृष्टिकोण से मिश्रित माध्यम शिक्षकों की सही समय पर प्रभावशाली विषय वस्तु के साथ उपयुक्त छात्र तक पहुंच को सक्षम बनाते हैं। यह व्यक्तिगत अधिगम मॉडल का मुख्य घटक है। कक्षा में मिश्रित माध्यम का प्रयोग कक्षा को अद्वितीय बनता है तथा यह शिक्षक तथा विद्यार्थी दोनों की आवश्यकताओं की पूर्ति करता है।

मिश्रित शिक्षण अधिगम प्रक्रिया से संबंधित कई अध्ययनों में तीन अलग-अलग मिश्रित माध्यमों के मॉडल का सुझाव दिया गया है इनमें विभिन्न प्रकार की सीखने की गतिविधियों को अलग-अलग

शारीरिक तथा मानसिक क्षमता के अनुरूप छात्रों, शिक्षकों तथा प्रशिक्षकों का मिश्रण शामिल है। (ओस्गुथोरपे तथा ग्राहम 2003)।

• मॉडल संख्या 1

एक ही विद्यार्थी ऑनलाइन शिक्षण अधिगम प्रक्रिया तथा ऑफलाइन शिक्षण अधिगम प्रक्रिया दोनों के माध्यम से लाभ उठा सकते हैं।

• मॉडल संख्या 2

विद्यार्थी जो ऑफलाइन माध्यम में प्रत्यक्ष अंतः क्रिया द्वारा ज्ञान प्राप्त कर रहे हैं उन्हें अन्य छात्रों के साथ ऑनलाइन अधिगम वातावरण में मिश्रित किया जा सकता है।

• मॉडल संख्या 3

ऑफलाइन शिक्षण अधिगम प्रक्रिया द्वारा ज्ञान अर्जन करने वाले विद्यार्थी ऑनलाइन माध्यमों का उपयोग अन्य प्रशिक्षकों द्वारा ज्ञान तथा निर्देश प्राप्त करने के लिए कर सकते हैं।

मिश्रित शिक्षण अधिगम प्रक्रिया कक्षा के अंदर होने वाली शिक्षक व छात्र की अंतः क्रिया तथा शैक्षिक अवसरों को ऑनलाइन वातावरण में तकनीक संबंधित सीखने की संभावनाओं के साथ जोड़ती है। (बालराबे 2006)।

सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित माध्यमों के प्रयोग के दौरान ऑनलाइन माध्यम तथा ऑफलाइन माध्यम के मध्य संतुलन स्थापित करना अति आवश्यक है। ऑनलाइन तथा ऑफलाइन माध्यमों के मध्य यह संतुलन पूर्व निर्धारित शैक्षिक उद्देश्यों तथा प्राप्त

होने वाले परिणामों के आधार पर भिन्न-भिन्न होता है तथा यह शिक्षण शास्त्र अभिकल्प सिद्धांतों द्वारा निर्देशित होता है। (पार्टिज, पॉटिंग, मैकके 2011)।

मिश्रित शिक्षण अधिगम प्रक्रिया को उपर्युक्त संभावित मॉडलों के साथ भिन्न-भिन्न तरीके से क्रियान्वित किया जा सकता है। मिश्रित माध्यम कक्षा कक्ष शिक्षण में प्रौद्योगिकी के प्रयोग द्वारा नवीनता तथा प्रभावशीलता उत्पन्न करने के एजेंट के रूप में कार्य करते हैं। (मैक्सवेल एंड व्हाइट 2017)।

वर्तमान समय में शिक्षा जगत में मिश्रित माध्यमों के निम्नलिखित स्वरूपों का प्रयोग हो रहा है-

रोटेशन मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया के इस मॉडल के अंतर्गत शिक्षक यह निर्धारित करता है कि उसे कितना समय छात्रों के साथ प्रत्यक्ष अन्तःक्रिया द्वारा फेस टू फेस मोड में करना है तथा कितने समय अप्रत्यक्ष अन्तः क्रिया द्वारा ऑनलाइन मोड में करनी है।

फ्लेक्स मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया के इस मॉडल के अंतर्गत अधिगमकर्ता स्वतंत्र होता है कि उसे कैसे, क्या, कब, कहां अधिगम करना है। विद्यार्थी को संपूर्ण पाठ पढ़ना है या उसका एक अंश पढ़ना है, यह भी विद्यार्थी ही निर्धारित करता है। विद्यार्थी संपूर्ण शिक्षण अधिगम प्रक्रिया के दौरान ऑनलाइन माध्यम, ऑफलाइन

माध्यम अथवा दोनों के प्रयोग के लिए स्वतंत्र होता है। इस मॉडल में विद्यार्थी की सहायता के लिए हमेशा एक शिक्षक या प्रशिक्षक उपलब्ध रहता है।

ऑनलाइन लैब मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया के इस मॉडल के अंतर्गत विद्यार्थी पारंपरिक स्कूल में स्थित कंप्यूटर लैब से पठन-पाठन का कार्य करते हैं। शिक्षण का कार्य दूरस्थ रूप से ऑनलाइन मोड में किया जाता है। निगरानी के लिए प्रशिक्षकों की नियुक्ति की जाती है।

सेल्फ ब्लेंड मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया के इस मॉडल के अंतर्गत विद्यार्थियों को सीखने के लिए अधिगम निर्देश तथा ऑनलाइन सामग्री की एक श्रृंखला प्रदान की जाती है जो विद्यार्थी को निर्देशित करती है कि कैसे आगे बढ़ाना है। छात्र शिक्षक की निगरानी में अधिगम निर्देशों की सहायता से स्वगति से पठन-पाठन का कार्य करता है।

ऑनलाइन ड्राइवर मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया के इस मॉडल के अंतर्गत शिक्षण अधिगम सामग्री का वितरण ऑनलाइन माध्यम से किया जाता है। निर्देश ऑनलाइन माध्यमों द्वारा दूरस्थ रूप से प्रदान किए जाते हैं।

फ्लिप मॉडल

मिश्रित शिक्षण अधिगम प्रक्रिया इस मॉडल के अंतर्गत कक्षा कक्ष में प्रत्यक्ष अन्तःक्रिया से पूर्व शिक्षक ऑनलाइन माध्यमों द्वारा

विद्यार्थियों के साथ जानकारी साझा करते हैं, जब विद्यार्थी कक्षा में उपस्थित होते हैं तो शिक्षक तथा सहपाठियों के साथ चर्चा, गतिविधियों और सहयोग में शामिल होकर ऑनलाइन सीखी गई बातों को आगे बढ़ाते हैं। फ्लिपड मॉडल के अंतर्गत स्टैंडर्ड इनवर्टेड क्लासरूम, डिस्कशन, डेमोंस्ट्रेशन, कृत्रिम कक्षा, समूह आधारित कक्षा आदि को शामिल किया जाता है।

वर्तमान समय में शिक्षण अधिगम प्रक्रिया को सफल बनाने तथा शैक्षिक उद्देश्यों की प्राप्ति को सुनिश्चित करने के लिए मिश्रित माध्यम के उपर्युक्त स्वरूपों का समय तथा परिस्थितियों के अनुरूप उत्तम प्रयोग करने का सफल प्रयास किया जा रहा है।

राष्ट्रीय शिक्षा नीति 2020 द्वारा शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों पर मिश्रित माध्यमों के समावेशन का अध्ययन करना

राष्ट्रीय शिक्षा नीति 2020 द्वारा संपूर्ण देश में शैक्षिक संरचना का स्वरूप 10 + 2 + 3 से परिवर्तित करके 5 + 3 + 3 + 4 कर दिया गया। परिवर्तित शैक्षिक संरचना के तहत 3 वर्ष से 6 वर्ष की आयु के बच्चों के लिए आंगनबाड़ी, बाल वाटिका, प्रीस्कूल के माध्यम से मुक्त, सुरक्षित व गुणवत्तापूर्ण 'प्रारंभिक बाल्यावस्था देखभाल और शिक्षा' (ई सी सी ई) की उपलब्धता सुनिश्चित की जाएगी।

प्रारंभिक बाल्यावस्था के उपरांत 6 से 8 वर्ष तक के बच्चों को प्रारंभिक विद्यालयों में कक्षा एक तथा कक्षा दो की शिक्षा प्रदान की जाएगी। 3 वर्ष से लेकर 8 वर्ष तक की शिक्षा को फाउंडेशनल स्टेज में रखा गया है जिसमें मल्टी लेवल प्ले, एक्टिविटी बेस्ड लर्निंग को

प्राथमिकता दी गई है।

8 वर्ष 11 वर्ष तक के बच्चों को कक्षा तीन से पांच तक खोजपरक, एक्टिविटी बेस्ड, इंटरैक्टिव लर्निंग के माध्यम से प्रिपेरेटरी स्टेज के अंतर्गत शिक्षा दीक्षा प्रदान की जाएगी।

11 से 14 वर्ष तक के बच्चों को कक्षा 6 से 8 तक मैथ, साइंस, आर्ट, सोशल साइंस, ह्यूमैनिटीज में मिडिल स्टेज के अंतर्गत शिक्षा प्रदान की जाएगी।

14 से 18 वर्ष तक के बच्चों को कक्षा 9 से 12 तक मल्टी डिसप्लिनरी स्टडी, क्रिटिकल थिंकिंग पर जोर, विषय चयन में लचीलापन तथा बच्चों की रुचि को ध्यान में रखते हुए सेकेंडरी स्टेज के तहत शिक्षा प्रदान की जाएगी।

राष्ट्रीय शिक्षा नीति 2020 के तहत 3 से 4 वर्ष तक के स्नातक पाठ्यक्रम में सुधार करते हुए विद्यार्थियों को कई स्तरों पर पाठ्यक्रम को छोड़ने की सुविधा प्रदान की गई है जैसे 1 वर्ष के बाद सर्टिफिकेट, 2 वर्ष के बाद एडवांस डिप्लोमा, 3 वर्ष के बाद स्नातक डिग्री, 4 वर्षों के बाद शोध के साथ स्नातक की सुविधा प्रदान की गई है।

उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप में सुरक्षित रखने के लिए एकेडमिक बैंक ऑफ क्रेडिट दिया जाएगा जिससे कि अलग-अलग स्थानों पर छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके।

राष्ट्रीय शिक्षा नीति 2020 के तहत एमफिल कार्यक्रम को समाप्त कर दिया गया। चिकित्सा व कानूनी शिक्षा को छोड़कर संपूर्ण उच्च शिक्षा क्षेत्र के लिए एकल निकाय उच्च शिक्षा आयोग का गठन किया जाएगा।

आईआईटी, आईआईएम के समक्ष बहु विषयक शिक्षा व अनुसंधान विश्वविद्यालय (एम ई आर यू) की स्थापना की जाएगी।

शिक्षा मूल्यांकन, शैक्षिक योजनाओं के निर्माण तथा प्रशासनिक क्षेत्र में तकनीक के प्रयोग पर विचारों के स्वतंत्र आदान-प्रदान हेतु राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच (एन ई टी एफ) नामक स्वायत्त निकाय की स्थापना की जाएगी।

राष्ट्रीय शिक्षा नीति 2020 के अनुसार -

‘प्रारंभिक बाल्यावस्था देखभाल और शिक्षा’ (ई सी सी ई) के अंतर्गत लचीली, बहुआयामी, बहुस्तरीय, खेल आधारित, गतिविधि आधारित, खोज आधारित, शिक्षा को शामिल किया गया है।

इसके अंतर्गत बच्चों को ऑनलाइन माध्यमों की सहायता से अक्षर, भाषा, संख्या, गिनती, रंग, आकार, इंडोर आउटडोर खेल, कला, शिल्प, नाटक इत्यादि का अनुभव प्रदान करने का प्रयास किया जा रहा है।

ई सी सी ई के समग्र उद्देश्य (शारीरिक, मानसिक, सामाजिक, संवेगात्मक, नैतिक विकास) की पूर्ति हेतु मिश्रित माध्यमों की भूमिका सर्वाधिक महत्वपूर्ण है।

राष्ट्रीय शिक्षा नीति 2020 में 'द डिजिटल इंफ्रास्ट्रक्चर फॉर नॉलेज शेयरिंग' (दीक्षा) पर बुनियादी साक्षरता व संख्यात्मक ज्ञान हेतु राष्ट्रीय भंडार उपलब्ध कराने के साथ-साथ डिजिटल पुस्तकालय, स्कूल लाइब्रेरी की स्थापना की बात भी कही गई है।

प्रिपेरेटरी स्टेज के अंतर्गत 8 से 11 वर्ष तक के बच्चों के लिए इंटरैक्टिव लर्निंग तथा खोज परक शिक्षा को सफल बनाने में मिश्रित माध्यमों की भूमिका महत्वपूर्ण है।

कक्षा 6 से 8 तक 11 वर्ष तक के बच्चों के लिए प्रयोग आधारित अधिगम हेतु ऑनलाइन तथा ऑफलाइन दोनों माध्यमों का एक साथ प्रयोग किया जा रहा है। प्रत्येक विषय में कला व खेल को एकीकृत करने की बात कही गई है। कहानी आधारित शिक्षण शास्त्र को प्रत्येक विषय में एक मानक शिक्षण शास्त्र के रूप में प्रस्तुत करने के लिए मिश्रित माध्यम सर्वाधिक प्रासंगिक प्रतीत होते हैं।

कक्षा 9 से 12 तक 14 से 18 वर्ष तक के बच्चों हेतु कोर्स चुनाव के विकल्पों को लचीलापन बनाने में मिश्रित माध्यम सर्वाधिक महत्वपूर्ण भूमिका अदा करते हैं। इस स्तर पर शारीरिक शिक्षा, कला, शिल्प, व्यावसायिक विषयों के लिए अध्ययन अध्यापन, पाठ्यक्रम, शिक्षण विधि आदि में ऑनलाइन संसाधनों की अनिवार्यता को स्वीकार किया गया है।

मॉड्यूल आधारित शिक्षण में तथा कला, विज्ञान, मानविकी आदि में मिश्रित माध्यमों की भूमिका अत्यंत महत्वपूर्ण है।

बहु भाषावाद तथा भाषा की शक्ति को स्वीकार करते हुए शिक्षण

अधिगम प्रक्रिया के सभी स्तरों पर शिक्षा के माध्यम हेतु घर की भाषा, मातृभाषा, स्थानीय भाषा, क्षेत्रीय भाषा को प्राथमिकता दी गई है। भाषागत विविधता को सफल बनाने की दृष्टिकोण से भी मिश्रित माध्यमों की भूमिका सर्वाधिक महत्वपूर्ण है।

प्रत्येक विद्यार्थी के पढ़ाई के दौरान 'द लैंग्वेज ऑफ इंडिया' मजेदार प्रोजेक्ट में प्रतिभाग को सुनिश्चित किया गया है। इसके माध्यम से भारतीय भाषाओं की एकता को विद्यार्थी जान सकेंगे। भाषाओं की वर्णमाला, लिपि, सामान्य व्याकरण, संरचना, अंतर, प्रभाव, भौगोलिक क्षेत्र आदि को समझने तथा समझाने में मिश्रित माध्यम महत्वपूर्ण भूमिका अदा करते हैं।

उच्च शिक्षा स्तर पर डिजिटल शिक्षा व शिक्षण को बढ़ावा देने के साथ ही परंपरागत व्यक्तिगत रूप से सीखने सिखाने के महत्व को स्वीकार किया गया है तथा विभिन्न विषयों के सीखने के विभिन्न मिश्रित प्रभावी मॉडल निर्मित करने को प्राथमिकता दी गई है। ऑनलाइन शिक्षा के लिए पायलट अध्ययन, डिजिटल इंफ्रास्ट्रक्चर, ऑनलाइन शिक्षण मंच व उपकरण उपलब्ध कराना, ऑनलाइन सामग्री निर्माण, डिजिटल रिपोजिटरी का प्रचार प्रसार, वर्चुअल लैब, ऑनलाइन मूल्यांकन परीक्षाएं, शिक्षकों के प्रशिक्षण व प्रोत्साहन, शिक्षण अधिगम प्रक्रिया के मानक स्थापित करने में मिश्रित माध्यम की भूमिका को महत्वपूर्ण माना गया है तथा ऑनलाइन और डिजिटल शिक्षा तथा प्रौद्योगिकी के न्याय सम्मत उपयोग को राष्ट्रीय शिक्षा नीति में सुनिश्चित करने की बात कही गई है।

शिक्षा जगत के विभिन्न अंगों पर मिश्रित शिक्षण अधिगम प्रक्रिया के प्रभाव का अध्ययन करना

शिक्षा जगत के विभिन्न अंगों जैसे शिक्षक, विद्यार्थी, पाठ्यक्रम, शिक्षण विधि, अनुशासन, विद्यालय आदि पर शिक्षण अधिगम प्रक्रिया तथा शिक्षक माध्यमों का सीधा प्रभाव पड़ता है।

शिक्षक

वर्तमान शिक्षण पद्धति में शिक्षक की भूमिका केवल ज्ञान प्रदाता कि नहीं है बल्कि एक शिक्षक, छात्र के लिए मार्गदर्शक, सलाहकार, मित्र की भूमिका का भी निर्वहन करता है। शिक्षक के व्यक्तित्व के इन अलग-अलग पक्षों को सम्यक रूप से सामने लाने तथा बालक के हित में कार्य करने के लिए मिश्रित माध्यम सर्वाधिक महत्वपूर्ण भूमिका अदा करते हैं। शिक्षक ऑनलाइन तथा ऑफलाइन दोनों माध्यमों का प्रयोग करके न केवल शैक्षिक वातावरण का निर्माण करता है बल्कि दृश्य श्रव्य सामग्री आदि का प्रयोग करके बालक के ज्ञानात्मक, भावात्मक व क्रियात्मक विकास को सुनिश्चित करते हैं। मिश्रित माध्यम शिक्षक की शिक्षण विधि, शिक्षण शैली आदि को भी प्रभावशाली बनाने का कार्य करते हैं।

विद्यार्थी

सतत परिवर्तनीय शैक्षिक परिदृश्य में विद्यार्थी के लिए मिश्रित शिक्षण अधिगम प्रक्रिया सर्वाधिक प्रासंगिक है। विद्यार्थी के जीवन की विभिन्न अवस्थाओं प्रारंभिक बाल्यावस्था, उत्तर बाल्यावस्था तथा किशोरावस्था में मिश्रित माध्यम समय तथा परिस्थितियों के अनुरूप

बालक के सम्यक विकास को सुनिश्चित करते हैं। विद्यार्थी के जीवन की हर परिस्थिति में उचित मार्गदर्शन व निर्देशन की आवश्यकता होती है, विद्यार्थी को सही निर्देशन प्रदान करने करके शैक्षिक लक्ष्यों की प्राप्ति की ओर प्रशस्त करने में मिश्रित माध्यम सर्वाधिक महत्वपूर्ण भूमिका अदा करते हैं। मिश्रित माध्यमों के माध्यम से विद्यार्थी स्वागति, स्वक्षमता के अनुरूप ज्ञान प्राप्त करने में सफल होते हैं।

पाठ्यक्रम

पाठ्यक्रम पर शैक्षिक माध्यमों का सीधा प्रभाव पड़ता है। शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों पर पाठ्यक्रम निर्धारित करने, पाठ्यक्रम स्थानांतरण तथा पाठ्यक्रम क्रियान्वयन में मिश्रित माध्यम महत्वपूर्ण भूमिका प्रदान करते हैं। पाठ्यक्रम निर्धारण के पीछे मूलभूत सिद्धांत यह है कि पाठ्यक्रम बालक की रुचि, आवश्यकता, क्षमता के अनुरूप होना चाहिए। पाठ्यक्रम निर्धारण के उपरांत पाठ्यक्रम में शामिल विषय वस्तु तथा पाठ्य सहगामी क्रियाओं में मिश्रित माध्यमों की भूमिका सर्वाधिक प्रभावशाली होती है। एक ही प्रकरण को जब शिक्षक ऑनलाइन तथा ऑफलाइन दोनों माध्यमों का संतुलित प्रयोग करके पढ़ाता है तब शिक्षण अधिक प्रभावशाली तथा अधिगम अधिक ग्रहण योग्य होता है।

शिक्षण विधि

मिश्रित माध्यम कक्षा शिक्षण में प्रयोग की जाने वाली शिक्षण विधि के लिए संजीवनी का कार्य करते हैं। मिश्रित माध्यमों के प्रयोग

द्वारा शिक्षण विधि का स्वरूप जीवंत तथा प्रभावशाली हो जाता है। कक्षा कक्ष में सामान्यतः प्रयोग किया जाने वाला लेक्चर मेथड भी ऑनलाइन, ऑफलाइन संसाधनों के संतुलित प्रयोग द्वारा प्रभावशाली हो जाता है। मिश्रित माध्यमों द्वारा प्रयोगशाला विधि का प्रयोग करके विद्यार्थियों में कार्य कारण संबंधों के प्रति जिज्ञासा उत्पन्न की जाती है तथा शिक्षण अधिगम प्रक्रिया को स्मृति स्तर से बोध स्तर तथा चिंतन स्तर तक ले जाने में मिश्रित माध्यम सर्वाधिक महत्वपूर्ण भूमिका निभाते हैं।

अनुशासन

वर्तमान शिक्षण अधिगम प्रक्रिया के केंद्र में बालक है। शिक्षण अधिगम प्रक्रिया बालक की रुचि, आयु, क्षमता, आवश्यकता के अनुरूप होना आवश्यक है। कक्षा कक्ष शिक्षण में प्रभावपूर्ण अनुशासन बनाए रखने तथा शैक्षिक वातावरण का निर्माण करने में मिश्रित माध्यम सर्वाधिक महत्वपूर्ण भूमिका का निर्वहन करते हैं। शिक्षण अधिगम प्रक्रिया में दृश्य श्रव्य सामग्री के प्रयोग द्वारा न केवल कक्षा कक्ष शिक्षण रुचिकर बनता है बल्कि शिक्षकों की अपने बच्चों के प्रति स्वीकार्यता तथा बच्चों की अपनी शिक्षकों के प्रति स्वीकार्यता बढ़ती है। बच्चे तथा शिक्षकों की आपसी स्वीकृति के उपरान्त नियमित शैक्षिक अनुशासन का निर्माण होता है जो शिक्षण अधिगम प्रक्रिया को प्रभावशाली बनाता है।

विद्यालय

मिश्रित शिक्षण अधिगम प्रक्रिया विद्यालय के लिए स्वयं में संसाधन

है जिसके माध्यम से ऑनलाइन व ऑफलाइन माध्यमों के संतुलित व समन्वित प्रयोग द्वारा विद्यालय के संपूर्ण शैक्षिक वातावरण को प्रभावशाली बनाया जाता है। विद्यालयों में वर्चुअल लैब, ई लैब, कंप्यूटर कक्ष, सीसीटीवी, ऑनलाइन पाठ्यसामग्री, ऑनलाइन संरचनात्मक व योगात्मक मूल्यांकनों द्वारा शिक्षण अधिगम प्रक्रिया को पारदर्शी व प्रभावशाली बनाने का सफल प्रयास किया जा रहा है।

राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मिश्रित शिक्षण अधिगम प्रक्रिया के आगामी भविष्य का अध्ययन करना

राष्ट्रीय शिक्षा नीति 2020 के अध्याय 23 तथा 24 में परंपरागत शिक्षण प्रणाली के साथ-साथ प्रौद्योगिकी के उपयोग व एकीकरण तथा ऑनलाइन व डिजिटल शिक्षा में प्रौद्योगिकी के न्याय सम्मत उपयोग को सुनिश्चित करने की बात कही गई है।

सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया का आगामी भविष्य उज्ज्वल प्रतीत होता है क्योंकि मिश्रित माध्यम समय तथा परिस्थितियों के अनुरूप स्वयं को अनुकूलित करने में सक्षम होते हैं तथा इसकी भूमिका विद्यार्थी के शिक्षण संस्थान में प्रवेश लेने, पठन-पाठन करने, परीक्षा देने, मूल्यांकन प्रणाली, परिणाम तैयार करने यथा अन्य सभी स्थानों पर है।

विद्यार्थियों को माध्यमिक स्तर से ही व्यावसायिक शिक्षा प्रदान करने, उच्च शिक्षा स्तर पर विद्यार्थियों में मल्टी डिसिप्लिनरी स्टडी, क्रिटिकल थिंकिंग, सर्टिफिकेट, डिप्लोमा, डिग्री, एकेडमिक बैंक का

क्रेडिट आदि सभी क्षेत्रों में मिश्रित माध्यम सर्वाधिक उपयुक्त व प्रासंगिक हैं।

विद्यार्थियों को रोजगार परक कौशल आधारित शिक्षा प्रदान करने तथा जीवन जीने योग्य सफल बनाने में भी मिश्रित माध्यम परोक्ष व प्रत्यक्ष रूप से अपनी भूमिका का निर्वहन करते हैं।

मिश्रित माध्यम शिक्षकों के अध्ययन अध्यापन को उन्नत बनाने, व्यावसायिक उन्नति करने, शिक्षण विधि में सुधार लाने, पुस्तकीय ज्ञान को मानवी अनुभवों से जोड़कर पढ़ाने में सहायक होते हैं जिससे कि विद्यार्थियों में ज्ञान प्राप्ति के प्रति जिज्ञासा उत्पन्न होती है।

राष्ट्रीय शिक्षा नीति 2020 सीखने के लिए मिश्रित माध्यमों की भूमिका को शिक्षण अधिगम प्रक्रिया के सभी स्तरों पर स्वीकार करती है। प्राथमिक शिक्षा में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा से लेकर उच्च शिक्षा में डिजिटल इंडिया अभियान तक मिश्रित माध्यम सीखने तथा सीखने की प्रक्रिया में सर्वाधिक महत्वपूर्ण व प्रासंगिक हैं। (सचदेवा तथा राजेश 2023)।

21 वीं सदी पूरी तरह से तकनीक आधारित शिक्षा पर धीरे-धीरे आश्रित होती जा रही है। तकनीक आधारित शिक्षा परंपरागत शिक्षा के बिना अधिक प्रभावशाली नहीं है। ऐसे में राष्ट्रीय शिक्षा नीति आगामी भविष्य में परंपरागत शिक्षण अधिगम प्रक्रिया के साथ तकनीकी आधारित शिक्षा को मिश्रित रूप में स्वीकार करती है ताकि वर्तमान पीढ़ी में से आगामी पीढ़ी तक ज्ञान, सभ्यता, संस्कृति, इतिहास, कला सम्यक रूप से स्थानांतरित हो सके क्योंकि शिक्षा का

मूलभूत उद्देश्य है कि हमें बालक की सर्वांगीण विकास की संकल्पना के साथ-साथ देश की सभ्यता, संस्कृति, कला, इतिहास आदि को अक्षुण्ण बनाए रखना है। आशा है कि आगामी भविष्य में मिश्रित शिक्षण अधिगम प्रक्रिया अधिक प्रभावशाली व कारगर सिद्ध होगी।

निष्कर्ष

- ‘राष्ट्रीय शिक्षा नीति 2020 : सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया की प्रासंगिकता ‘विषय पर सन्दर्भित साहित्य के सर्वेक्षणों के अध्ययन, आलोचनात्मक चिंतन तथा गहन विवेचन के फलस्वरूप निम्नलिखित निष्कर्ष प्राप्त हुए।
- सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया सर्वाधिक प्रासंगिक है क्योंकि परिवर्तनीय शैक्षिक परिदृश्य में शिक्षण अधिगम प्रक्रिया के विभिन्न अंगों शिक्षक, विद्यार्थी, पाठ्यक्रम, शिक्षण विधि आदि की भूमिकाओं के सम्यक निर्वहन करने तथा अध्ययन अध्यापन को सफल बनाने में मिश्रित माध्यम कारगर तथा प्रभावशाली हैं। अपने मूल स्वरूप में न केवल ऑफलाइन माध्यम पूर्णरूपेण प्रभावशाली है, न केवल ऑनलाइन माध्यम पूर्ण रूप में प्रभावशाली है बल्कि दोनों का मिश्रित स्वरूप शिक्षण अधिगम प्रक्रिया के सभी स्तरों पर गुणवत्ता परक शिक्षा प्रदान करने में प्रभावशाली व सहायक है।
- शिक्षा जगत में मिश्रित माध्यम के अनेक स्वरूपों का प्रयोग

शिक्षा स्तर, आयु स्तर, बालक की रुचि, क्षमता, योग्यता के अनुरूप करके शिक्षण अधिगम प्रक्रिया को सफल बनाने का प्रयास किया जा रहा है जिनमें रोटेशन मॉडल, फ्लेक्स मॉडल, ऑनलाइन लैब मॉडल, सेल्फ ब्लेड मॉडल, ऑनलाइन ड्राइवर मॉडल आदि प्रमुख हैं।

- राष्ट्रीय शिक्षा नीति 2020 शिक्षण अधिगम प्रक्रिया के विभिन्न स्तरों प्रारंभिक बाल्यावस्था से लेकर उच्च शिक्षा तक मिश्रित माध्यमों के समावेशन को स्वीकार करती है तथा विद्यार्थी शिक्षा, शिक्षक शिक्षा, तकनीकी आधारित शिक्षा, व्यावसायिक शिक्षा, रोजगार परक शिक्षा सभी क्षेत्रों में तकनीक तथा प्रौद्योगिकी के न्याय सम्मत उपयोग को बढ़ावा देती है। विद्यालयों में डिजिटल शिक्षा को बढ़ावा देने के लिए एन ई पी 2020 वर्चुअल लैब, कंप्यूटर लैब, ई लैब, डिजिटल लाइब्रेरी, ऑनलाइन पाठ्य सामग्री, सीसीटीवी, इंटरनेट आदि की उपलब्धता को सुनिश्चित करने पर जोर देती है।
- शिक्षण अधिगम प्रक्रिया के सभी अंग शिक्षक, विद्यार्थी, पाठ्यक्रम, अनुशासन, विद्यालय आदि पर मिश्रित शिक्षण अधिगम प्रक्रिया का सकारात्मक प्रभाव देखने को मिलता है क्योंकि यह ऑनलाइन, ऑफलाइन माध्यम का संतुलित स्वरूप है जो कि दोनों माध्यमों के अच्छे गुणों को एक साथ समावेशित करके निर्मित किया गया है यही कारण है की मिश्रित शिक्षण अधिगम प्रक्रिया सर्वाधिक प्रभावशाली है।

- राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मिश्रित शिक्षण अधिगम प्रक्रिया का आगामी भविष्य उज्ज्वल प्रतीत होता है। तकनीक आधारित शिक्षा अपने मूल स्वरूप में तभी सफल व कारगर है जब इसको परंपरागत शिक्षण प्रणाली के साथ समावेशित किया जाए इसलिए राष्ट्रीय शिक्षा नीति सीखने के लिए मिश्रित मॉडल को स्वीकार करती है तथा आगामी भविष्य में तकनीक तथा प्रौद्योगिकी के न्याय सम्मत उपयोग को सुनिश्चित करने के लिए मिश्रित माध्यम को सर्वाधिक प्रासंगिक व प्रभावशाली मानती है।

अतः निष्कर्ष रूप में हम कह सकते हैं कि सतत परिवर्तनीय शैक्षिक परिदृश्य में मिश्रित शिक्षण अधिगम प्रक्रिया सर्वाधिक प्रासंगिक व प्रभावशाली है। राष्ट्रीय शिक्षा नीति 2020 शिक्षण अधिगम प्रक्रिया को सफल बनाने तथा ऑनलाइन व डिजिटल शिक्षा में प्रौद्योगिकी के न्याय सम्मत उपयोग को सुनिश्चित करते हुए सीखने के लिए मिश्रित माध्यम को प्रभावशाली साधन के रूप में स्वीकार करती है।

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Embracing Diversity: Integration of Indian Language and Culture in NEP 2020 Curriculum

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Abstract

The National Educational Policy (NEP)-2020 is a transformative shift in the Indian educational landscape by emphasizing the integration of Indian languages and culture into the curriculum. This integration not only promotes the country's rich linguistic and cultural heritage but also promotes inclusivity and diversity in Indian education. This article is about the incorporation of Indian languages and culture into the curriculum outlined by the National Educational Policy (NEP) - 2020. It discusses the importance of linguistic diversity and cultural heritage in Indian education and also focuses on the need for a holistic approach to learning that values, respects and integrates various linguistic and cultural traditions. The abstract likely highlights the aims of NEP-2020 in this regard, strategies to promote Indian languages, cultural integration, enhanced curriculum, teacher training and capacity building, impact on society and potential challenges for effective implementation. Also, it may discuss the broader implications of integrating Indian languages and Indian culture into education for fostering inclusivity, preserving cultural values and traditions and promoting

national unity. The policy of NEP-2020 envisages that the curriculum and pedagogy of our Indian institutions must develop among the students a sense of respect towards the fundamental duties and cultural values, bonding with one's country and a conscious awareness of one's roles and responsibilities in a changing world.

Keywords: Embracing Diversity, NEP-2020, Integration, Indian language, Culture, Curriculum.

Introduction

India is a treasure trove of rich culture and it developed over thousands of years. Its diversity manifested in the form of arts, works of literature, customs, traditions , linguistic expressions, heritage sites and more. Millions of people all around the world enjoy and benefit from this cultural wealth daily, by visiting India for tourism, experiencing Indian hospitality, being inspired by Indian philosophy, appreciating India's diverse music and art, participating in India's unique festivals and so on. This cultural and natural wealth of India truly makes India "Incredible India" as per India's tourism slogan.

The promotion of Indian culture and arts is not only important for the nation but also for the individual. Cultural awareness and expressions are among the major competencies for the development of a child in order to provide the children with a sense of identity, belongings as well as appreciation of other cultures and traditions. Children can build a positive cultural identity and self esteem through the development of a strong sense and knowledge of their own cultural history, cultural heritage, arts, languages and traditions.

Language, of course, is inseparably linked to art and culture. Different languages see the world differently. In

particular, language influences the way people speak with others in a given culture, including with their family members, authority figures, peers and strangers. But unfortunately, Indian languages have yet not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. The world heritage center UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are in danger of becoming extinct. When there is some community and tribe who knows that language dies, then that language often perishes with them; too often, no serious action or measures are taken to preserve or record these rich language/ expressions of culture. Moreover, even those Indian languages that are not officially on such endangered lists, such as the 22 languages of eighth schedule of the constitution of India, are facing serious difficulties on many fronts.

Promotion of Indian Languages:

One of the key features in the NEP 2020 is the promotion of multilingualism and the promotion of Indian languages. The policy advocates the inclusion of regional languages as the medium of instruction up to at least class 5, ensuring that students have a strong foundation in their mother tongue while also learning other languages. This approach not only enhances students cognitive abilities but also strengthens their connection to their cultural roots.

Teaching and learning of Indian languages in the Indian educational system need to be integrated with school and higher education at every level. For languages to remain relevant and alive, there must be a steady stream of high quality learning and print materials should be available in textbooks, workbooks, videos, plays, poems, novels, magazines etc. A number of initiatives to promote Indian

languages, Indian arts and Indian culture in schools have been discussed in chapter 4 of NEP 2020 (MHRD), which include a greater emphasis on music, arts and crafts throughout all levels of schools; Early implementation of three language formula to foster multilingualism; teaching in local language wherever possible; conducting more experiential language learning; hiring of experienced local artists, writers, crafts persons and other experts as masters in their own fields. Including tribal and other local languages throughout into the curriculum, across humanities, science, arts and sports wherever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the balance among courses for themselves to develop their own creative, artistic, cultural and academic paths.

Cultural Integration:

National educational policy 2020 gives the importance to integrate Indian culture and heritage into the curriculum across all subjects. By infusing traditional art, music, literature and historical narratives into a number of academic disciplines, students gain a holistic understanding of India's diverse cultural drapes. This cultural integration not only inculcates pride in one's heritage but also promotes respect and empathy towards other cultures. The NEP-2020 emphasizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would include 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 of Indian rich diverse culture, its traditions and knowledge of different parts of India. Towards this direction under 'Ek Bharat Shreshtha Bharat' 100 tourist destinations in the

country will be identified where educational institutions will send students to study at these places. History, scientific contribution, traditions, indigenous literature and knowledge etc. of these destinations will be explored.

Enhanced Curriculum:

The refurbish curriculum under NEP 2020 emphasizes experiential learning, critical thinking and creativity. Through culturally learning teaching materials and life learning activities, students engage actively with their surroundings, thereby deepening their understanding of Indian culture and society. Also the inclusion of local knowledge systems and practices enriches the curriculum, making it more inclusive and representative of India's pluralistic beliefs. India is a global leader in information and communication technology. The explosive pace of technological development allied with sheer creativity of tech savvy teachers and entrepreneurs including students, it is certain that technology will be proved very effective in education in multiple ways, only some of which can be foreseen at the present time. New technologies including artificial intelligence, machine language, robotics, handheld computing devices and other forms of software and hardware devices will not just change what students learn in the classroom but how students learn. Therefore these areas will require extensive research both on the technological as well as educational fronts.

Teacher Training and Capacity Building:

According to the report of Justice J.S verma commission(2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so

far have neither been able to curb the all wrong practices in the system, nor enforce basic standards of quality. In order to improve the levels of integrity and credibility required to store the prestige of the teaching profession, the regulatory system shall now take actions against substandard and dysfunctional teacher educational institutions (TEIs) that do not even meet the basic criteria, after giving one year for remedy of the violation. By 2030, only those educational institutions will be in force which will follow the standard of multidisciplinary and integrated teacher education programmes. To successfully implement the integration of Indian language and culture into the curriculum, NEP 2020 emphasizes the importance of teacher training programs and capacity building. Educators are provided with resources and professional development opportunities to provide them with the necessary skills and knowledge to integrate cultural elements into their teaching practices. By empowering teachers, the policy ensures the successful implementation of its objectives at the grassroots level.

Impact on Society:

The integration of Indian languages and culture in the NEP 2020 curriculum not only benefits students academically but also has broader societal implications. It promotes social solidarity by bridging linguistic and cultural divides, fostering a sense of unity and belonging among diverse communities. Furthermore, it lays the foundation for a culturally sentient and inclusive society, where individuals celebrate their differences while embracing their shared heritage. Integration of Indian language and culture into the NEP-2020 curriculum can have various positive effect on society:

- **Preservation of Cultural Heritage:** Including Indian language and culture into the NEP-2020

curriculum helps preserve and promote the diverse cultural heritage of the country, promoting a sense of pride and identity among students.

- **Linguistic Diversity:** Promoting Indian languages encourages linguistic diversity and inclusivity, allowing students to communicate in multiple languages, which is essential for a multicultural country like India.
- **Promoting Social Solidarity:** By promoting cultural elements from various parts of India, the NEP-2020 curriculum promotes social solidarity and understanding among several communities, contributing to a more harmonious ,inclusive and diverse society.
- **Empowerment of Marginalized Groups:** providing education in regional or local languages empowers marginalized groups who may have limited access to education in mainstream languages. This can reduce linguistic and educational disparities.
- **Economic Opportunities:** proficiency in multiple languages strengthen economic opportunities by enabling individuals to participate more effectively in various sectors of the economy, including tourism, trade and cultural industries.

Overall , the integration of Indian languages and culture into the National Educational Policy 2020 curriculum can promote a more inclusive, culturally diverse and social solidarity society.

Conclusion: The integration of Indian language and culture in the NEP 2020 curriculum represents a prominent step

towards redefining education in India. By embracing linguistic diversity and cultural plurality, the policy not only enriches the learning experiences but also supports a generation of culturally aware and socially responsible citizens. As India steps towards a knowledge-based society, the integration of language and culture in education stands as a testament to the nation's commitment to inclusivity, diversity, and unity in plurality. There is a severe scarcity of skilled language teachers in India, despite various measures being taken. Skilled artists and craftspeople should be hired to promote local music, art, languages and handicrafts. To promote the awareness among students about culture and regional languages, cultural programmes should be organized in schools and colleges to inculcate the cultural values among students.

The New Education Policy tried to make an end to the discontinuity in the Indian Knowledge System by integrating them into curriculum at all educational levels. The aim of this new education policy is to preserve, strengthen and promote the rich and diverse Indian culture, heritage, art and languages of India. To promote regional language, arts and culture which lays greater importance on music, arts and crafts, NEP suggests Authentic addition of traditional Indian knowledge including tribal people and other regional knowledge throughout the curriculum, across humanities, science, arts, crafts and sports, wherever relevant. All these efforts will enable the students to choose the equal balance among courses for themselves to develop their own creative, artistic, cultural and academic paths.

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Recovering Indian Tradition and Culture Through NEP: 2020

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Abstract

"Education is the most powerful weapon which you can use to change the World " NELSON MANDELA

This research paper focuses at the significant issue on The New National Education Policy 2020 and its implication for recovering Indian tradition and culture, was released on July 29, 2020 by ministry of Education. Education is the backbone for all the individual, family, society and country. This provides a new and developed shape to the Indian society. In this process NEP:2020 can play a crucial role to decorate a glorious and graciousness of Indian traditions and cultures, including it in syllabus or education system through Jeevan Darshan, life history of legendary persons of India. The author analyzes how this policy aim to establish the rich heritage of Indian culture, Indian wisdom and traditional skills. In addition, the author provides valuable insights and suggestions for policy makers of effectively implement NEP 2020 and new sight of education system to reflect Indian values, thoughts and feelings, Pride of Indian tradition and culture.

Keywords: Tradition, Cultural, Education, literature, Heritage.

Objectives of this paper is to understand-

1. New education policy 2020.

2. Promoting Indian cultures and traditions with the help of education system of 21st century.

Methodology

The methodology made use of in this chapter is descriptive and observational. Primary source of this study relies on secondary data. The secondary data drive from existing literature books, journals, lectures, and online newspapers. The literature review comprises relevant current publication, acquired from different source such as Google Scholar and Research Gate. This research consist of publicly available reports from various sources such as government reports and documents as well as statement given by different eminent leaders and educationalist.

Introduction

" The ancient Indian text and scriptures contain a wealth of knowledge on various subjects that can help us lead a fulfilling life. "

SWAMI VIVEKANANDA

The treasure of India is its culture and tradition that developed over thousands of years, works of literature, customs, traditions, linguistic expression, artifacts, heritage sites and more. Written scriptures reflect the culture and life style, society and the policy of contemporary society. The national education policy 2020 has not only recognized the glorious past of ancient India but also framing innovative design of education policy for both school and university levels. It is a blare of flame for awareness for the rich tradition and culture of Indian society, among not only individual but collective society of the nation, will influence more than before. The idealized Indian culture and tradition holds its dignity. Since ages, it is known for as

an epitome of sacrifice, devotion, faithfulness, extremely love and care. The policy is deeply rooted in Indian culture, language, tradition etc. The purpose of education is to develop characters, empathy and courage.

Manohar Lal Khatter said "The NEP will certainly pave the way for making India a VISHWAGURU. NEP 2020 has the soul of Indian culture and tradition"

"We need to rewrite our nation's history and free it from the prejudices. Our past was glorious and it needs to be thought in it, true spirit to the younger generation. "

Ancient Indian education system

India is a treasure trove of culture, developed over thousands of years. The literary work used to be imparted orally. The first ancient literature was Sanskrit literature comprising of the Rig Veda, The Ramayan, the Mahabharat etc. Millions of people from around the world came here and enjoy and take benefit from this cultural wealth. In vedic age and Buddhist education involved more liberal approach towards learning. Education imparted the students through different methods as memorization, critical analysis, critical introspection, story telling, question and answer method, hand-on method, and seminars. All branches of creative endeavour, including mathematics, science, vocational subjects, professional subject, and others that were interconnected with ancient Indian education. Some renowned persons who left an indelible mark of ancient education such as Aryabhata, Banbhata, Bhaskaracharya, Chanakya, Chakrapani, Charaka, Panini, Patanjali, Pingala, Susruta, Sankardev, Thiruvalluvar, and Varahamihira in different branches of knowledge like architecture, astronomy, civil engineering, chess, fine art, mathematics, medical science, surgery, philosophy, and

yoga etc. Maitriyi, in Indian philosopher, in vedic period, as a symbol of intellectual woman in Indian history, Gargi, excelled in the field of philosophy, Thiruvalluvar, widely regarded as a master piece of human thoughts. Well recognised institutions of ancient Indian set the highest standards of interdisciplinary teaching and research are Nalanda, Takshashila, Vikramshila, Valabh, Maithili, Nadia, Odantapuri etc. Students of all over the world attract towards it to get the education. Its fame was its high peak. Ravindra North Tagore, during British government, emphasized on traditional, cultural, moral, along with modern education in Bengal. Ram, Buddh, Mahavir Swami, Vivekananda and others were an epitome of Indian culture. In woman Sita, Savitri, Gargi, Damayanti were known for their wisdom, purity, truthfulness, and resoluteness. All are the pillar of Indian culture and tradition that give an orientation to our present generation.

Post independent Indian education system also encourage women's education promote social and national integration, give a high position to Indian tradition so that it may spread all over the world. In 1986 National policy of education, was in quality of education and it introduced physical education and Yoga. Revision of the policy were made in 1992, numerous changes have been made since then, requiring a review of the policy.

New Education Policy : 2020

Glorious past of Indian culture and tradition that has been lost during the modern era, NEP 2020 can revamp it. The NEP 2020, the first education policy of the 21st century, successor the national policy on education 1968 under the leadership of PM Indira Gandhi. Subsequently the second day NEP 1986 was implemented by PM Rajiv Gandhi and the third NEP 2020, after 34 years by Narendra Modi, was

submitted by a panel headed by Dr. k. kasturirangan, former chief of the Indian Space Research Organization. This policy seeks to transform India into a thriving knowledge, society and global knowledge, superpower and with the 2030 Agenda for sustainable development policy. Mention about holistic education has a long and rich history of India.

In order to preserve these elements as collections of songs, music, dance, folk traditions, arts, rites, rituals, writings, the ministry of culture, Government of India implements a number of schemes and programmes aimed at providing financial support to individuals, groups and cultural organizations engaged in programming visual and literary art. In ancient India, goal of education was not only the accumulation of the information but rather full realization and freedom of the self. NEP strongly include ancient Indian history. Cultural awareness and expression are recognized as significant competencies that children should develop their sense of identity appreciation for the culture and tradition. The vision of NEP 2020, including Indian traditional knowledge, is an integral part of the culture and history of a local community. Throughout the centuries, societies evolved by learning from experience and transmitting knowledge to younger generations. The NEP 2020 has taken into consideration these aspects related to Indian traditional knowledge that would inculcate the desired information as required by the present generation to prosper.

PM MODI said:

"Till date, we have been focusing on 'What to think' in our education policy. In the NEP, we are focusing on 'How to Think'.

National education policy mission Nalanda and mission Takshashila which will ensure sizeable number of high quality type 1, 2, and 3 institutions are in place by 2030. This policy envisions a massive transformation reform in higher education and education system rooted in Indian ethos that contributes directly to transforming India and develop cultural awareness, sense of identity, knowledge of their own cultural history, arts, languages, and traditions, positive central identity among the children and youth.

Suggestions

1. The promotion and recovering Indian culture and tradition is possible only if they are used regularly and used for teaching and learning. Syllabus should be reconstructed biography, autobiography of legendary men & women, glorious history of ancient India include in textbooks. Poetry, novels, non-fiction books, journalism, and others, in all Indian languages, should be published that is related with Indian literature.
2. The model of five-year plan would have been beneficial. Specific targets with well defined timeline would help in setting to start small changes in pre- nursery, primary, middle, secondary and higher education.
3. To ensured the success of any NEP, it promote in every field either educational institutions or other sectors and discussion in every Indian household. The environment of all communities such as parents, students, teachers, leaders, religious persons and others, create a positive education environment may be implemented in all over the country.
4. For the support to recover Indian traditions and culture must take few steps. Public awareness, campaigns, advertisements, debates, seminars, conferences, community engagement may help in it.

5. Time to time monitoring, evaluation, flexibility, and participation of international institute and others contribute with effectual implementation of NEP 2020 with recovering Indian spectacular traditions and cultures.

Conclusion

The implementation of any policy pivot on its performance. So the most important thing is the implementation of NEP 2020 should be led by various bodies such as Ministry of Education, Central Advisory Board of Education (CABC), Union and State Governments, education related ministers state Department of Education Board, (NTA) national testing agency, The Regulatory bodies of school and higher education NCERT, SCERTS, Schools and others, all ensure that policy is implemented in its real form and getting its name. Additional, the curriculum of all levels, Indian languages, literature, culture, and traditions should be provision so that students may experience the advantage of fragrance of Indian culture and tradition. Collective efforts is needed to provide quality education and the holistic development of India's youth, who are the future generation. PM Modi introduced the NEP on the occasion of 75 years of independence based on human values and education along with scientific approach and artificial intelligence. HomeMinister Amit shah calling the 21st century as the "Century Of Knowledge".

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NEP 2020: Its impact on Higher Education

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Abstract

As education is an essential component of social and economic advancement, it is commonly acknowledged that any nation needs to have a clear, forward-thinking, and futuristic education strategy. Different countries have implemented diverse educational systems in order to reflect their unique customs and cultures. The Government of India recently unveiled its new education policy, 2020, which aims to convert our country into an appropriate and dynamic knowledge society by giving everyone access to high-quality education. It is a commendable initiative that will fundamentally alter India's educational system and make it more contemporary, progressive, and equitable. This research paper aims to study the impact of New Education Policy 2020 on higher education. It also outlines the important characteristics of the policy and analyses its effect on the existing education system. The researcher has collected secondary data from various sources. NEP 2020 represents a turning point in higher education. It will be genuinely revolutionary if it is executed well.

Keywords: New Education Policy, Higher education, multidisciplinary, technology, holistic.

Introduction

The Government of India developed the National

Education Policy (NPE) with the goal of encouraging education among Indians. India's policy spans both rural and urban areas for primary education through college. Prime Minister Narendra Modi promoted the third NEP in 2020, while Prime Minister Rajiv Gandhi promoted the first one in 1986. The Union Cabinet of India approved the NEP 2020 on July 29, 2020, outlining the goals for the country's future educational system. The 1986 National Policy on Education is replaced with the new policy. The strategy provides a thorough framework for vocational training and education from elementary school to higher education in both rural and urban areas of India. The states, organizations, and schools make the final decision on how to apply the language policy in NEP, which is intended to be a broad set of recommendations. India's education policy is changing significantly as a result of the NEP 2020. Its goal is to raise public spending on education as quickly as feasible, from about 4% to 6% of GDP. A group led by former Cabinet Secretary T.S.R. Subramanian began the New Education Policy consultation process in January 2015.

Based on the committee report, a panel headed by the former chief of the Indian Space Research Organization (ISRO), Krishnaswamy Kasturirangan, submitted the draft NEP in 2019. The Ministry of Human Resource Development later announced the Draft New Education Policy (DNEP) 2019, which was followed by further public discussions. The goal of a top-notch university education should be to produce brilliant, reflective, well-rounded, and creative people. In addition to developing character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and 21st-century skills across a range of fields, including sciences, social sciences, arts, humanities, languages, personal, technological, and

vocational subjects, it must allow a person to study one or more specialized areas of interest at an in-depth level. A few of the main highlights of the new education policy are the establishment of multidisciplinary universities and colleges. There should be at least one in or close to every district, revisions to student curricula, pedagogy, evaluation, and support to improve the student experience, and the creation of a National Research Foundation to support excellent peer-reviewed research and productive seed study at universities and colleges.

The primary issues with the Indian higher education system are the forced separation of qualifications, early specialization and student influx into restricted research areas, a lack of competitive, peer-reviewed funding for academic research at large affiliated universities, and a lack of emphasis on research at most universities and schools, which results in low undergraduate education levels.

By making larger, multidisciplinary institutions of higher learning, producing well-rounded, creative individuals, and revolutionizing the educational landscape of other nations, institutional restructuring and consolidation seek to end the fragmentation of higher education. By 2035, the gross enrolment ratio in higher education, including vocational training, is expected to rise from 26.3% (2018) to 50%.

Enhancing human potential on all levels—mental, cultural, social, physical, emotional, and moral—should be the goal of holistic and multidisciplinary education. All undergraduate programs, including those in medical, technical, and vocational fields, will eventually employ such a comprehensive education as their teaching methodology. An adequate curriculum, engaged pedagogy, regular formative assessment, and sufficient student assistance are all components of an optimal learning

environment and holistic approach for students.

Objectives of the study

1. To study the impact of New Education Policy 2020 on higher education.
2. To highlight the effect of the salient features of NEP 2020 on the existing education system.

Research Methodology

It is a descriptive study. The researcher had collected the necessary secondary data from various websites including magazines, journals, other publications, etc. The data was analysed and reviewed to draw the inferences and conclusions.

Significant attributes of NEP 2020 pertaining to higher education

The goal of the new NEP is to formally codify systemic improvements from the school to the college/university levels. Education content shall hereafter concentrate on essential concepts, ideas, applications, and problem-solving approaches in light of the evolving situation. It is anticipated that the national education policy would have a beneficial and long-lasting effect on the nation's higher education system. The government's decision to permit international colleges to establish campuses in India is praiseworthy. This will enable the children to receive an education of a worldwide calibre right in their own nation.

Another positive measure that will lessen the burden of several competitive tests and the strain of studying for so many of them is the implementation of a single common entrance exam. Additionally, it will guarantee fairness for all future student candidates. It is a very smart proposal to create the Academic Bank of Credit (ABC) to hold the

academy credits that students obtain from attending different accredited universities. After finishing a course, a student can receive scores that are credited to their ABC account. In the event that a person wishes to move colleges, these credits can then be transferred.

These credits will be preserved in the event that a student withdraws for whatever reason, allowing the student to resume where they left off at a later time. Separate, independent, and powerful agencies will carry out the different administrative, accreditation, funding, and academic standard-setting responsibilities under the new regulatory framework for higher education. These four organisational units will function as separate verticals under one overarching entity, Higher Education Commission of India (HECI). NEP has brought about numerous reforms and new advancements in the field of higher education.

Some of the salient features are:

- **Single governing body for higher education**

With the exception of legal and medical education, the NEP seeks to create the Higher Education Commission of India, which will serve as the only regulating authority.

- **Multiple Programme with several entry and exit points**

If someone wants to stop the course in the middle, there will be several ways to do so. Academic Bank of Credits will handle the transfer of their credits.

- **Adult education with a focus on technology using TV channels and apps**

There will be the development of high-quality technology-

based learning choices, including apps, online courses and modules, satellite TV channels, online books, ICT-equipped libraries and Adult Education Canters, etc.

- **Regional language versions of e-courses will be accessible**

Planning for education, instruction, evaluation, and training for teachers, schools, and students will all involve technology. The e-content will be accessible in eight key regional languages, including Bengali, Odia, and Kannada, in addition to Hindi and English e-courses.

- **India will host campuses of international institutions**

A new rule would make it easier for the top 100 international universities in the world to operate in India. Such international universities will receive special dispensation with respect to regulatory, governance, and content criteria on par with other autonomous institutions of India, per a paper from the HRD Ministry.

- **Uniform entrance exam for all universities**

The National Testing Agency (NTA) will administer the common entrance exam for all postsecondary educational institutions. There will be an optional test.

To oversee higher education, the Higher Education Council of India (HECI) would be established. The council wants to see a rise in the gross enrolment ratio. There will be 4 verticals in the HECI: 1) The National Higher Education Regulatory Council (NHERC) oversees teacher preparation and other aspects of higher education. 2) A meta-accrediting entity, the National Accreditation Council

(NAC). 3) The Higher Education Grants Council (HEGC) provides financial support to colleges and universities. The current National Council for Teacher Education will be replaced with this. University Grant Commission and All India Council for Technical Education. 4) The General Education Council (GEC) establishes the desired learning objectives as graduation qualities. The National Council for Teacher Education Qualification Framework will be formulated by it as well.

As a Professional Standard-Setting Body (PSSB), the National Council for Teacher Education will be headquartered within the GEC.

Impact of NEP on Higher Education:

Higher education regulatory framework

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 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). The proposal in NEP 2020 to establish the Higher Education Commission of India (HECI) as a supervising body for higher education, is a noteworthy modification. Usually, this will raise the question, that what will happen to happen to the current AICTE and UGC. The goal of HECI is to overhaul the higher education system.

The Ministry of Education, formerly the Ministry of Human Resource Development (MHRD), will be in charge of the financial procedures that were previously managed by the University Grants Commission (UGC).

It is anticipated that HECI will sort out the regulatory jumble in India's higher education sector. Four separate verticals are anticipated to make up HECI: the National Higher Education Regulatory Council (NHERC) for regulation, the Higher Education Grant Council (HEGC) for funding, the General Education Council (GEC) for standard-setting, and the National Accreditation Council (NAC) for accreditation. Many educationists have always believed that a single umbrella body was necessary to ensure uniformity in educational standards. This is regarded as the appropriate step toward simplifying education policy. However, in order to guarantee the calibre of higher education, educational institutions must be evaluated according to pertinent criteria such as academic excellence, industry connections, research and placements.

Graded Accreditation and Graded Autonomy:

One of the main components of NEP 2020, which promotes a phase-out strategy from Affiliated Colleges to Autonomous Institutions, is the idea of empowerment and liberty to innovate. There is also potential for curricular enrichment because autonomous institutions now have more flexibility. Additionally, it states that with the proper credentials. If they so choose, autonomous colleges that provide degrees could develop into teaching and research-intensive universities. More hope is given by the news that Multi-disciplinary Education and Research Universities (MERUs) will be established around the nation. These establishments will be comparable to the current IITs and IIMs, with the goal of showcasing multidisciplinary

education to Indian students.

The National Testing Agency will act as a pre-eminent expert autonomous testing organization and conduct entrance exams for undergraduate and graduate admissions and fellowships in higher education institutions, according to the NP 2020, which is another significant development. Most universities will be able to use these common entrance exams instead of hundreds of universities creating their own entrance exams thanks to the excellent range and flexibility of the NTA testing services. This will significantly lessen the burden on students, universities and colleges, and the entire education system. It will be up to the individual colleges and universities to decide whether to use NTA exams for admissions. It undoubtedly aids students in transferring their degrees and credits to universities overseas with ease.

Indigenous Internationalisation

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 system 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.

In order to attain sustainable economic growth, India needs to make major progress in the field of global higher education. This growth should be propelled by knowledge resources rather than natural resources. According to reports, in order to handle the massive influx of students, India will require an additional more than 1500 higher education institutions by 2030. For this reason, the Indian government is promoting foreign direct investment (FDI) and opening up the external commercial borrowing (ECB) route in order to strengthen capital investment for the education sector.

The government is also attempting to enhance India's reputation as a hub for education, given that over 7 lakh Indian students are currently enrolled in international programs. The goal of this program is to greatly minimize the amount of human capital that migrates to other nations for study and employment opportunities, while also enabling local access to top-notch education at a drastically reduced cost without requiring travel. Many international surveys indicate that cross-border education boosts the economy and increases a person's degree of competitiveness, cultural sensitivity, and global awareness. Through international collaboration, local institutes are able to offer students a comprehensive array of disciplines and specialization and develop their curriculum in accordance with international methodology

Increased Multi-disciplinary and Holistic Learning

According to NEP 2020, an integrated, holistic, and multidisciplinary education would strive to enhance a person's intellectual, artistic, social, physical, emotional, and moral faculties. A well-rounded education will

contribute to the development of individuals with critical 21st-century skills in a variety of fields, including the humanities, sciences, social sciences, and professional, technical, and vocational domains. These skills include a strong social engagement ethic, soft skills like discussion, debate, and communication, and a rigorous focus on one or more chosen fields. By 2030, each district should have one sizable multidisciplinary higher education institution (HEI) within or close to it, according to NEP 2020.

The adaptable and cutting-edge curricula of all HEIs will incorporate credit-based courses and projects in the fields of environmental education, value-based education, and community participation and service in order to achieve such a holistic and multidisciplinary education. Topics including climate, pollution, waste management, sanitation, biodiversity conservation, management of biological resources and biodiversity, preservation of forests and wildlife, and sustainable development and living will all be covered in environmental education. The development of the humanistic, moral, constitutional, and universal values of truth (satya), virtuous behaviour (dharma), peace (shanti), love (prem), non-violence (ahimsa), scientific temper, and citizenship values will be included in value-based education. Additionally, life skills, lessons in seva/service, and involvement in community service programs will be regarded as essential components of a holistic education.

Global Citizenship Education (GCED), in response to contemporary global challenges, will be offered to enable students to become aware of and understand global issues as well as to become active advocates of more peaceful, tolerant, inclusive, secure, and sustainable societies. This is because the world is becoming more interconnected.

Lastly, as part of a comprehensive education, all HEIs will offer their students research internships with faculty and researchers at other HEIs or research institutions, as well as internships with local businesses, industries, artists, crafts, people, etc. This will allow students to actively engage with the practical side of their learning and, as a byproduct, further improve their employability.

The framework and duration of degree programme

Every undergraduate degree at any institution will be three years long under the National Education Policy 2020 program. The degree can be dropped within the allotted time. Every educational institution must award students with a diploma after they have studied for two years, a degree after they have studied for three years, and a certificate to students who have completed one year of study in any professional or vocational program of their choosing. In order to store the academic results digitally, the Indian government would also assist in the creation of an Academic Bank of Credit. This will make it possible for the institutions to total the credits at the end and include them in the student's degree. This will be beneficial for people who might have to withdraw from the course in the middle. Instead of starting the course from scratch, students can resume it later from where they left off.

Conclusion

A comprehensive range of adjustments are introduced by the policy, which reads mostly as a progressive document that takes into account both the likelihood of future unpredictability and the current socioeconomic scenario. In order to keep up, education for the next generation of students must essentially deal with the digitalization of economies, which calls for an entirely new set of skills.

Given that the epidemic is accelerating the trend toward digitalization and disruptive automation, this seems to be an even more important prerequisite now. All things considered, the NEP 2020 tackles the need to train experts in a range of disciplines, from artificial intelligence to agriculture. India must prepare for what lies ahead. And NEP 2020 opens doors for a lot of young people who want to become students by providing them with the necessary skill sets.

The efficacy of the New Education Policy hinges on its ability to seamlessly merge with other government policy endeavours, such as Digital India, Skill India, and New Industrial Policy, to initiate a cohesive structural metamorphosis. In order to ensure that vocational education curriculum is successful, policy linkages can guarantee that education policy addresses and learns from Skill India's experience in interacting more dynamically with the corporate sector. Real-time evaluation methods and a framework for consultative monitoring and review have been provided for by NEP. This will boost the system of education.

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राष्ट्रीय शिक्षा नीति-2020 में निहित ऑनलाइन एवं डिजिटल शिक्षा की संकल्पना

रमाकान्त यादव

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शोध-सार

शिक्षा जीवन को सरल एवं अर्थपूर्ण बनाने का आधारभूत स्तम्भ है। आज परिवर्तन के दौर में जहाँ सभी कुछ डिजिटल हो रहा है वहीं शिक्षा का क्षेत्र भी इससे अछूता नहीं रहा है। शिक्षा में तकनीकी का उपयोग वैश्विक शिक्षण प्रदान करता है, जो किसी भी समय, कहीं भी पाठ्यक्रम सामग्री तक पहुँचने की अनुमति प्रदान करता है, अन्य शिक्षार्थियों को जोड़ता है और किसी भी प्रकार की भौगोलिक सीमाओं पर विचार किए बिना सामग्री तक पहुँच प्राप्त करता है। राष्ट्रीय

शिक्षा नीति-2020 के अध्याय-23 एवं 24 में ऑनलाइन एवं डिजिटल शिक्षा-प्रौद्योगिकी के न्यायसंगत उपयोग को भी स्पष्ट किया गया है। हाल ही में वैश्विक स्तर पर महामारियों और संक्रामक रोगों की वृद्धि को देखते हुए यह जरूरी भी हो जाता है कि शिक्षा के पारम्परिक साधनों के स्थान पर वैकल्पिक साधन को विकसित किया जाये। इस सम्बन्ध में राष्ट्रीय शिक्षा नीति-2020 में प्रौद्योगिकी की चुनौतियों को स्वीकार करते हुए ऑनलाइन /डिजिटल प्लेटफार्म को आईसीटी आधारित पहलों के अनुरूप शिक्षा के प्रत्येक स्तर पर इसे स्वीकार करने की बात की गयी है। ऑनलाइन शिक्षा में प्रौद्योगिकी के उपयोग में हुए महत्वपूर्ण परिवर्तनों के कारण मैसिव ओपेन ऑनलाइन कोर्स (MOOCs) अवधारणा उभर कर सामने आया है। वर्तमान में- NPTEL, SWAYAM, SWAYAM PRABHA, IITBX इत्यादि भारत में मूक्स पाठ्यक्रम के लिए उपयोग किए जाने वाले प्लेटफॉर्म हैं। जिसके माध्यम से विद्यार्थियों में सीखने की क्षमता बढ़ी है।

मुख्य शब्द- मूक्स, ऑनलाइन शिक्षा, NPTEL, SWAYAM, SWAYAM PRABHA, IITBX अधिगम का प्रभावी तरीका आदि।

प्रस्तावना-

प्राचीन काल से ही शिक्षा में अभूतपूर्व परिवर्तन आया है। आज, प्रौद्योगिकी शिक्षा के सम्पूर्ण वितरण को बदलने में महत्वपूर्ण भूमिका

निभा रही है। नवीनतम विकास के रूप में, मैसिव ओपन ऑनलाइन कोर्स पूरी दुनिया में उभर रहे हैं। आज यह जरूरी हो गया है कि बच्चे को जो सिखाया जा रहा है उसे तो सीखे ही साथ ही सतत सीखते रहने की कला भी सीखें। विविध भौगोलिक क्षेत्रों, शैक्षणिक पृष्ठभूमि और पेशे की गतिविधियों के शिक्षार्थियों को इसका लाभ मिलता है। वर्तमान समय में जीवन के हर क्षेत्र में प्रौद्योगिकी की मांग बढ़ी है कोरोना जैसी भयावह त्रासदी के समय में तो हम पूरी तरह से प्रौद्योगिकी पर निर्भर हो गये थे उस समय जीवन के हर एक क्षेत्र में प्रौद्योगिकी प्रयोग लोगों ने किया जिसका परिणाम यह हुआ कि पौद्योगिकी हमारे जीवन का एक अभिन्न अंग बन गयी। वैसे शिक्षा के क्षेत्र में प्रौद्योगिकी का प्रयोग पहले से ही होता रहा है परन्तु इस त्रासदी के बाद शिक्षा की निर्भरता इस पर और बढ़ गयी है। आज अमेरिका के बाद, भारत मूक्स का दूसरा सबसे बड़ा उपयोगकर्ता देश है। राष्ट्रीय शिक्षा नीति-2020 ने स्वयं द्वारा प्रस्तावित मूक्स की सहायता से वर्ष 2035 तक उच्च शिक्षा में 50 प्रतिशत सकल नामांकन अनुपात प्राप्त करने का लक्ष्य निर्धारित किया है। यूजीसी गाइडलाइन-2021, का उद्देश्य बहु-विषयक संस्थानों को एक सेमेस्टर में अपने पाठ्यक्रम का 40 प्रतिशत शिक्षण के ऑनलाइन मोड के माध्यम से प्रदान करने की सुविधा प्रदान करना है।

वास्तव में, पूरी दुनिया में छात्रों को कई ऑनलाइन एजुकेशनल कोर्स 'फ्री ऑफ कॉस्ट' कराये जा रहे हैं और मूक्स भी एक ऐसा ही एजुकेशनल कोर्स है। मूक्स का पूर्ण रूप मैसिव ओपन ऑनलाइन

कोर्स है। यह एक निःशुल्क और मुक्त दूरस्थ ऑनलाइन शिक्षा पाठ्यक्रम है। मूक्स की सहायता से भारत सरकार ने कई अन्य शैक्षिक पहल के माध्यम से भारत में शिक्षा की गुणवत्ता में सुधार करने का प्रयास कर रही है। आज ऑनलाइन शिक्षा के माध्यम से ही छात्र इंटरनेट कनेक्शन वाले किसी भी कंप्यूटर पर विश्व के शीर्ष विश्वविद्यालयों और संस्थानों के ऑनलाइन वीडियो के साथ कई निःशुल्क कक्षाओं तक आसानी से पहुँच सकते हैं। भारत सरकार द्वारा ऑनलाइन शिक्षा को बढ़ावा देने हेतु कुछ निःशुल्क ऑनलाइन पोर्टल चलाये गए हैं। जैसे- स्वयं, स्वयं प्रभा, मूक्स, विद्यादान 2.0, दीक्षा, पीएमई-विद्या आदि। मूक्स अभ्यास और अनुसंधान का एक नया और तीव्र रूप से उभरता हुआ क्षेत्र है, यह विश्वविद्यालय स्तर के लिए एक ऐसा ऑनलाइन पाठ्यक्रम है जो सामान्य लोगों के लिए पूर्ण रूप से उपलब्ध है इसके माध्यम से लोगों को किसी भी विषय पर अंतर्राष्ट्रीय स्तर पर जुड़ने का अवसर प्राप्त होगा तथा इसमें किसी भी प्रकार की कोई भौगोलिक सीमा नहीं है।

ऑनलाइन और डिजिटल शिक्षा का अर्थ-

ऑनलाइन और डिजिटल शिक्षा से तात्पर्य ऐसी शिक्षा व्यवस्था से है जिसमें सीखने के लिए इलेक्ट्रॉनिक उपकरणों के साथ साथ इंटरनेट कनेक्शन, कंप्यूटर, स्मार्टफोन आदि की आवश्यकता होती है। इस शिक्षा व्यवस्था में विद्यार्थी को इन्हीं उपकरणों के माध्यम से सिखाया जाता है भारत ऑनलाइन और डिजिटल शिक्षा की दिशा में तेजी से आगे बढ़ रहा है, जिसमें की स्कूल, कॉलेज और विश्वविद्यालय द्वारा डिजिटलीकरण को अपनाने, इंटरनेट की पहुंच

बढ़ाने और छात्रों की बढ़ती मांग से समर्थित है। देश में ऑनलाइन और डिजिटल शिक्षा के बुनियादी ढांचे को मजबूत करने के लिए ऑनलाइन और डिजिटल शिक्षा को महत्वपूर्ण और तीव्र गति से प्रेरित किया जा रहा है।

भारत में डिजिटल शिक्षा अर्थ-

ऑनलाइन और डिजिटल शिक्षा एक तकनीक के माध्यम से सीखने की विधि है जिसमें प्रौद्योगिकी और डिजिटल उपकरणों के माध्यम से सीखना शामिल हैं। यह एक नया और व्यापक तकनीकी क्षेत्र है जो किसी भी छात्र को ज्ञान प्राप्त करने और देश के किसी भी कोने से जानकारी प्राप्त करने में मदद करता है। ऐसा माना जाता है कि भारत में ऑनलाइन और डिजिटल शिक्षा सीखने का भविष्य है। देश के विभिन्न क्षेत्रों में शिक्षा प्रदान करने के लिए व्यापक स्रोतों और साधनों के लिए भारत सरकार द्वारा विभिन्न शैक्षिक चैनलों को परिभाषित किया गया है। जो निम्न प्रकार हैं-

अंतर्राष्ट्रीय स्तर पर ऑनलाइन और डिजिटल हेतु प्लेटफॉर्म:

ऑनलाइन और डिजिटल के लिए अंतर्राष्ट्रीय स्तर पर चलाये जा रहे कुछ प्लेटफॉर्म इस प्रकार हैं- एडक्स, कौरसेरा, उडेसिटी, फ्यूचरलर्न इत्यादि।

1. **एडक्स (EDX)** - 2012 में हार्वर्ड यूनिवर्सिटी और एमआईटी द्वारा स्थापित एडक्स एक विशाल मूक्स का प्रदाता है और यह एक गैर-लाभकारी संगठन है। एडक्स दुनिया के सबसे बड़े मूक प्लेटफॉर्म में से एक है, जिसमें

46 मिलियन से अधिक शिक्षार्थी हैं। यह मंच 4000 से अधिक पाठ्यक्रम प्रदान करता है।

2. **कौरसेरा (COURSERA)** - यह भौतिकी, मानविकी, डिजिटल मार्केटिंग, सामाजिक विज्ञान, इंजीनियरिंग, डेटा विज्ञान गणित व्यवसाय, चिकित्सा, आदि में पाठ्यक्रम प्रदान करने के लिए विश्वविद्यालयों और संगठनों के साथ कार्य करता है। 118 मिलियन से अधिक विद्यार्थियों और 500 मिलियन डॉलर से अधिक की फंडिंग के साथ कौरसेरा दुनिया का सबसे बड़ा मूक प्लेटफॉर्म है। वर्तमान में, यह 10,000 से अधिक पाठ्यक्रम प्रदान करता है।
3. **उडेसिटी (UDACITY)** - यह मूक्स को प्रस्तुत करने वाला एक लाभकारी संगठन है। इसमें मूल रूप से विश्वविद्यालयों की शैली के पाठ्यक्रमों की प्रस्तुति पर ध्यान केन्द्रित किया गया था, परंतु अब इसमें व्यावसायिक पाठ्यक्रमों पर ध्यान केन्द्रित किया गया है। हालांकि उडेसिटी ने बड़े पैमाने पर नए मुफ्त पाठ्यक्रम जारी करना बंद कर दिया है परंतु इसके कैटलॉग में कुछ पाठ्यक्रम हैं जो ऑडिट के लिए स्वतंत्र हैं।
4. **फ्यूचरलर्न (FUTURELEARN)** - यह 19 मिलियन उपयोगकर्ताओं के साथ यू.के. स्थित मूक प्लेटफॉर्म है। ओपन यूनिवर्सिटी ने 2012 के अंत में फ्यूचरलर्न लॉन्च किया। फ्यूचरलर्न अपना स्वयं का क्रेडेंशियल प्रोग्राम प्रदान

करता है। 2021 में, इसने एक नए प्रकार का माइक्रो क्रेडेंशियल एक्सपर्ट ट्रेक लॉन्च किया।

राष्ट्रीय स्तर पर ऑनलाइन और डिजिटल हेतु प्लेटफॉर्म:

मुक्त शिक्षा की समर्थन करने के लिए भारत सरकार द्वारा कई पहल की गयी है। भारत सरकार ने अपने स्वयं के प्लेटफॉर्म विकसित करने के लिए ऑनलाइन पाठ्यक्रमों को प्रस्तुत किया। वर्तमान में, भारत में केवल कुछ ही विश्वविद्यालय और संस्थानों के पास इस प्रकार की पहल शुरू करने या समर्थन करने ई सुविधा है। इनमे से कुछ संगठन एवं प्रयास इस प्रकार है-

1. **NPTEL** - यह मानव संसाधन विकास मंत्रालय (MHRD) द्वारा वित्त पोषित एक परियोजना है, जिसे 2003 में शुरू किया गया था। यह इंजीनियरिंग और विज्ञान पर पाठ्यक्रम की प्रस्तुति के लिए सात भारतीय प्रौद्योगिकी संस्थान (आईआईटी बॉम्बे, दिल्ली, गुवाहाटी, कानपुर, खड़गपुर, मद्रास और रूढ़की) और भारतीय विज्ञान संस्थान (IISC) की एक संयुक्त पहल है। यह प्रमाणीकरण के कम से कम शुल्क के साथ मुफ्त पाठ्यक्रम प्रदान करता है। NPTEL पाठ्यक्रमों की पेशकश के लिए ओपन-सोर्स तकनीकी का उपयोग करता है। यह मुख्य रूप से पारंपरिक कक्षा के वातावरण में तैयार किए गए वीडियो व्याख्यान के लिए सामग्री प्रदान करता है।
2. **MOOKIT** - यह 2014 में इंडियन इंस्टीट्यूट ऑफ

टेक्नालाॅजी, कानपुर द्वारा पूर्ण रूप से ओपन-सोर्स तकनीकों का उपयोग करके बनाया गया एक लाइट-वेट मूक प्रबन्धन प्रणाली है। जिसका उपयोग सूक्ष्म और बड़े पैमाने पर ऑनलाइन पाठ्यक्रम प्रस्तुत करने के लिए किया जा सकता है। यह विशेष रूप से कंप्यूटर के सीमित ज्ञान की समस्या को हल करने के लिए डिजाइन किया गया है। यह सुविधा उन विद्यार्थियों के लिए अत्यधिक उपयोगी है जो ग्रामीण क्षेत्रों से संबंधित है। जिनके पास उच्च इंटरनेट कनेक्टिविटी, स्मार्टफोन, लैपटॉप, नहीं है। इसमें उन्हे केवल एक बेसिक फोन की आवश्यकता होती है।

3. **IITBX** - 2014 में ओपन-सोर्स प्लेटफॉर्म ओपन एड्क्स का उपयोग करके औपचारिक कक्षा शिक्षण और ऑनलाइन शिक्षण विधि दोनों का एक मिश्रण है। इसे ऑनलाइन पाठ्यक्रमों का उपयोग करके स्व-पुस्तक सीखने के साथ आमने-सामने सीखने और अकादमिक स्वतन्त्रता में प्रत्यक्ष सर्वेक्षण को जोड़ने के लिए अपनाया जाता है। इस प्रणाली में भारत के प्रमुख विश्वविद्यालय, भारतीय स्थानीय कॉलेज शिक्षार्थियों को मूक पाठ्यक्रम प्रदान कर रहे हैं।
4. **SWAYAM** - SWAYAM का अर्थ है- **“Study Webs of Active Learning for Young Aspiring Minds”** स्वयं भारत सरकार द्वारा शुरू किया गया एक कार्यक्रम है, जिसे शिक्षा नीति के तीन मुख्य सिद्धांतों पहुँच, समता और गुणवत्ता को प्राप्त करने के लिए

डिजाइन किया गया है, इसका उद्देश्य सभी को सर्वोत्तम शिक्षण अधिगम संसाधन उपलब्ध करना है। स्वयं एक ऐसा प्लेटफॉर्म है जो कक्षा 9 से लेकर पोस्ट-ग्रेजुएशन तक किसी भी समय, किसी भी स्थान पर, किसी को भी एक्सेस करने के लिए सभी प्रकार के पाठ्यक्रम की सुविधा प्रदान करता है। सभी पाठ्यक्रम इंटरैक्टिव है, जो सर्वश्रेष्ठ शिक्षकों द्वारा तैयार किए गए हैं और किसी भी शिक्षार्थी के लिए निःशुल्क रूप से उपलब्ध है। 2020 तक 90,000 छात्रों ने इसमें नामांकन किया है। SWAYAM पर होस्ट किए गए पाठ्यक्रम 4 भाग में है- (1) वीडियो लेक्चर (2) विशेष रूप से तैयार की गयी पठन सामग्री जिसे डाउनलोड/प्रिंट किया जा सकता है (3) परीक्षण और क्विज के माध्यम से स्व-मूल्यांकन (4) संदेह दूर करने के लिए एक ऑनलाइन चर्चा मंच।

यह कार्यक्रम एक व्यापक ओपन ऑनलाइन शिक्षण का स्वरूप है तथा शहरी और ग्रामीण शिक्षा के मध्य के अंतर को कम करने के लिए आईसीटी द्वारा पूरे देश के छात्रों के लिए सर्वश्रेष्ठ शिक्षक प्रदान करना चाहता है। स्वयं पोर्टल के साथ 32 स्वयं प्रभा डीटीएच चैनल शुरू किए गए, जो दूरस्थ क्षेत्रों में रहने वाले उन छात्रों की सहायता करना चाहते हैं जिनके पास आईटी सेवाओं के लिए उचित कनेक्टिविटी नहीं है।

राष्ट्रीय शिक्षा नीति 2020 में निहित ऑनलाइन एवं डिजिटल शिक्षा-

राष्ट्रीय शिक्षा नीति 2020 के अध्याय-23 एवं 24 प्रौद्योगिकी का उपयोग एवं एकीकरण ऑनलाइन और डिजिटल शिक्षा प्रौद्योगिकी न्यायसंगत उपयोग सुनिश्चित करना, में स्पष्ट किया गया है कि भारत आज सूचना एवं संचार प्रौद्योगिकी तथा अंतरिक्ष जैसे क्षेत्रों में वैश्विक स्तर पर नेतृत्व कर रहा है डिजिटल इंडिया अभियान ने तो पूरे देश में एक सशक्त समाज एवं डिजिटल ज्ञान आधारित अर्थव्यवस्था को विकसित कर रहा है इस रूपान्तरण में गुणवत्ता युक्त शिक्षा एवं शैक्षिक परिणामों में सुधार की महत्वपूर्ण भूमिका निभा रही है। इस नीति के अध्याय-23.2 में कहा गया है कि तकनीकी को समझने और इस्तेमाल करने वाले शिक्षक व उद्यमी जिनमें छात्र भी उद्यमी के रूप में शामिल है की वास्तविक रचना प्रौद्योगिकी की विकास की तीव्र दर को देखते हुए यह निश्चित किया गया है कि आज प्रौद्योगिकी, शिक्षा को कई मायनों में प्रभावित कर रही है जिनमें आर्टिफिशियल इंटेलिजेंस, मशीन लर्निंग, ब्लॉक चेन, स्मार्ट बोर्ड एवं स्वचालित कंप्यूटिंग उपकरण छात्रों के विकास के लिए एडाप्टिव कंप्यूटर टेस्टिंग और अन्य प्रकार के सॉफ्टवेयर द्वारा न केवल यह परिवर्तन होगा की विद्यार्थी कैसे सीखता है? वरन यह भी परिवर्तित होगा कि अध्यापक कैसे सिखाता है। अध्याय-23.6 में स्पष्ट किया गया है कि सभी स्तरों पर शिक्षकों और विद्यार्थियों के लिए शैक्षिक सॉफ्टवेयर प्रमुख भारतीय भाषाओं में तैयार किए जाएंगे सभी राज्यों तथा एनसीईआरटी, सीबीएसई, एनआईओएस अन्य निकायों या विभिन्न क्षेत्रीय भाषाओं में विकसित शिक्षण संबंधी ई-कंटेंट को

दीक्षा एवं अन्य शैक्षिक प्रौद्योगिकी संबंधी ऐप्स पर अपलोड किया जाएगा ताकि शिक्षक अपने शिक्षण अधिगम प्रयासों में इस सामग्री को शामिल कर सकें तथा आईसीटी आधारित प्लेटफॉर्म जैसे स्वयं, दीक्षा आदि पर गुणवत्तापूर्ण कंटेंट बना सकें। जिससे छात्रों में अधिगम को अधिक प्रभावी तरीके से उत्पन्न किया जा सके। राष्ट्रीय शिक्षा नीति-2020 के अध्याय-24 में प्रौद्योगिकी संभावित चुनौतियों को स्वीकृत करते हुए इससे मिलने वाले लाभों की ओर लोगों का ध्यान केंद्रित किया गया है ऑनलाइन डिजिटल शिक्षा की हानियों को कम करते हुए हम इससे कैसे लाभ उठा सकते हैं इसका प्रारूप तैयार किया गया है साथ ही सभी को गुणवत्तापूर्ण शिक्षा प्रदान करने में भविष्य में आने वाली चुनौतियों के लिए मौजूदा डिजिटल प्लेटफॉर्म और क्रियान्वित आईसीटी आधारित शिक्षण को विस्तारित किया जाएगा साथ ही अध्याय-24.2 में कहा गया है कि विद्यार्थी ऑनलाइन एवं डिजिटल शिक्षा का लाभ तब तक नहीं उठा सकते जब तक हमारे देश में कंप्यूटर उपकरणों की उपलब्धता की कमी रहेगी, या यूं कहें तो डिजिटल अंतर को तब तक समाप्त नहीं किया जा सकेगा। इसलिए यह जरूरी है कि ऑनलाइन और डिजिटल शिक्षा के लिए प्रौद्योगिकी उपयोग की समता पर ध्यान दिया जाए ऑनलाइन शिक्षा के महत्व को देखते हुए राष्ट्रीय शिक्षा नीति में निम्नलिखित प्रमुख बिंदुओं की सिफारिश की गई है

1. ऑनलाइन शिक्षा के लिए पायलट अध्ययन
2. डिजिटल इंफ्रास्ट्रक्चर

3. ऑनलाइन शिक्षण मंच और उपकरण
4. सामग्री निर्माण डिजिटल रिपोजिटरी और प्रसार
5. डिजिटल अंतर को कम करना
6. वर्चुअल लैब
7. शिक्षकों के लिए प्रशिक्षण और प्रोत्साहन
8. ऑनलाइन मूल्यांकन और परीक्षाएं
9. सीखने के मिश्रित मॉडल
10. मांगों को पूरा करना

इस प्रकार स्पष्ट होता है कि शिक्षा में प्रौद्योगिकी कोई मंजिल ना होकर एक यात्रा के समान है और इसके नीतिगत उद्देश्यों को लागू करके इसे विभिन्न परिस्थितियों में तैयार करने के लिए विद्यार्थियों में सीखने की क्षमता विकसित की जा सकती है। स्कूली और उच्च शिक्षा दोनों में ई-शिक्षा की आवश्यकताओं पर ध्यान देने के लिए मंत्रालय में डिजिटल बुनियादी ढांचे, डिजिटल सामग्री और क्षमता विकास करने की व्यवस्था करने के उद्देश्य के लिए एक इकाई की स्थापना की बात की गई है क्योंकि प्रौद्योगिकी तेजी से विकसित हो रही है और उच्चतर गुणवत्ता वाले ई-लर्निंग संसाधन को वितरित करने के लिए विशेषज्ञों की आवश्यकता होगी। जो देश के आकार, इकित्ती, विविधता की चुनौतियों को हल कर सके। साथ ही ऐसी प्रौद्योगिकी की शिक्षा को विकसित किया जाए जिससे छात्रों में अधिगम को बढ़ाया जा सके।

ऑनलाइन शिक्षा में प्राप्त अवसर-

- I. वर्तमान में अधिकांश ऑनलाइन शिक्षा पाठ्यक्रम निःशुल्क प्रदान किए जाते हैं।
- II. ऑनलाइन शिक्षा विकासशील देशों सहित लाखों लोगो के लिए उच्च शिक्षा तक पहुँच को व्यापक बनाने और अंततः उनके जीवन स्तर को बढ़ाने के लिए एक महत्वपूर्ण उपकरण के रूप में माना जाता है।
- III. इसके द्वारा छात्र दुनिया भर के विश्वविद्यालयों द्वारा प्रस्तुत किए गए सम्पूर्ण पाठ्यक्रम तक पहुँचने में सक्षम है।
- IV. इससे छात्रों के लिए शीर्ष विश्वविद्यालय के विषय विशेषज्ञों द्वारा प्रदान किए जाने वाले ज्ञान तक छात्रों की पहुँच सरल हो जाती है।
- V. ऑनलाइन शिक्षा का यह पाठ्यक्रम दुनिया भर में एक विशाल और विविध दर्शकों के लिए उपलब्ध हैं।
- VI. सतत् विकास के लक्ष्यों को प्राप्त करने के लिए ऑनलाइन शिक्षा एक महत्वपूर्ण उपकरण है।
- VII. ऑनलाइन शिक्षा बड़ी संख्या में बिना प्रवेश योग्यता के सभी के लिए खुला है।

ऑनलाइन शिक्षा की चुनौतियाँ-

- I. ऑनलाइन शिक्षा में छात्रों का कार्य पूर्ण करने में रुचि न होना एक चुनौती है, ऐसा इसलिए है क्योंकि ऑनलाइन

शिक्षा निःशुल्क शिक्षा प्राप्त करती हैं।

- II. ऑनलाइन शिक्षा में शिक्षकों के व्यक्तिगत ध्यान व व्यक्तिगत शिक्षण का अभाव होता है।
- III. ऑनलाइन शिक्षा में ऑनलाइन सामग्री का उपयोग करने के लिए डिजिटल साक्षरता की आवश्यकता है।
- IV. ऑनलाइन शिक्षा द्वारा छात्रों के असाइनमेंट और शिक्षण भागीदारी पर नजर रखना एक कठिन कार्य है।
- V. ऑनलाइन शिक्षा में विकलांग शिक्षार्थी ऑनलाइन शिक्षा का उपयोग नहीं कर सकते हैं अतः यह एक चुनौती है।
- VI. ऑनलाइन शिक्षा की प्रस्तुति करते समय भाषा और खराब इंटरनेट कनेक्शन एक समस्या हो सकती है।

निष्कर्ष-

भारत देश का एक विस्तृत भौगोलिक क्षेत्र है और ऑनलाइन एवं डिजिटल शिक्षा देश के दूरस्थ क्षेत्रों में रहने वाले सभी बच्चों के लिए एक रक्षक के रूप में कार्य कर सकती है। नई शिक्षा नीति-2020 ने कौशल आधारित ऑनलाइन और डिजिटल शिक्षा को बढ़ावा देने के लिए गहनता प्रयास किए। यह समानता, समावेशिता, पहुँच, खोजपूर्ण और प्रयोगिक शिक्षा आदि प्रदान करने के मुद्दों में एक सुधारात्मक परिवर्तन लाने की दिशा में प्रयासरत है। ऑनलाइन पाठ्यक्रम की प्रस्तुति करने के लिए मूक्स प्लेटफॉर्मों का विश्व स्तर पर उपयोग किया जा रहा है और भारत में भी NPTEL]

MOOKIT एवं SWAYAM जैसे पाठ्यक्रमों का उपयोग किया जा रहा है। ऑनलाइन और डिजिटल शिक्षा भारत में भविष्य के लिए नयी व सामान्य होगी और एनईपी-2020 में भी इस ऑनलाइन और डिजिटल शिक्षा को प्रोत्साहित करने पर बल दिया गया है। इसके अतिरिक्त भारत में ऑनलाइन और डिजिटल को लागू करते समय कुछ चुनौतियाँ का सामना करना पड़ता है। निष्कर्षतः कहा जा सकता है कि ऑनलाइन और डिजिटल शिक्षा उन विद्यार्थियों के लिए एक पर्याप्त संसाधन हो सकते हैं जो ऑनलाइन और डिजिटल शिक्षा के विषय में जानते हैं और जो उन तक पहुँचने और उनका उपयोग करने की क्षमता रखते हैं। ऑनलाइन और डिजिटल शिक्षा का एक स्पष्ट सकारात्मक प्रभाव, पूर्व से ही ऑनलाइन शिक्षण, मुक्त विश्वविद्यालयों के मौजूदा मॉडलों की ओर ध्यान आकर्षित करने और उनकी दृश्यता बढ़ाने में है। इसमें यह सुनिश्चित करने के प्रयास किए जाने चाहिए कि यह शिक्षा अत्यधिक स्थानीय विद्यार्थियों तक विस्तारित हों। ऑनलाइन और डिजिटल शिक्षा को प्रासंगिक बने रहने के लिए इसके अपने स्वरूप में परिवर्तन की आवश्यकता है। जिससे यह विद्यार्थियों के लिए सहज, सरल और बोधगम्य हो सके।

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Recommendations and Challenges of Teacher Education in Reference to National Education Policy 2020

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Abstract

On July 29, 2020, the Union Cabinet of India launched the National Education Policy of India 2020 (NEP 2020), which sets down the goals for the country's new educational system. Former National Policy on Education, 1986 is superseded by current policy. The policy offers both rural and urban India's vocational training and elementary through higher education in a holistic framework. With this policy, India's educational system would be completely changed by 2030. Teacher training is very important for making sure there are enough good teachers to teach the next generation. It involves learning from different subjects, adopting good attitudes and values, and getting practical experience with the help of experienced teachers. The present study aims to evaluate NEP 2020's recommendations and issues with relation to teacher Education. This study is qualitative in nature. The information was gathered from a variety of sources, including print media, newspapers, journals, and other official websites. The research indicates that the New National Education Policy on Teacher Education will raise the

standard of instruction and put the system in a world-class setting with opportunities, difficulties, and some first proposals from the researchers for implementing the teacher education guidelines.

Key Words: National Education Policy, Teacher Education, NEP 2020, Teaching Skills, Opportunities and Challenges

1. Introduction

The first education policy of the twenty-first century, National Education Policy 2020, was released after 34 years and is a significant and historic document in the field of education. After independence, this is just India's third education Policy. 1968 saw the adoption of the first education policy, while 1986 saw the implementation of the second. Its primary goals are to make "India a global knowledge superpower" and to concentrate on education and learning. By 2040, NEP 2020 seeks to establish an effective educational system where all students, irrespective of socioeconomic status, have equitable access to high-quality instruction. Its purpose is to build on India's traditions and value systems to develop a new educational system that is in line with the aspirational goals of 21st-century education, particularly SDG-4. By 2035, NEP 2020 hopes to raise the gross enrolment ratio from 26% to 50% in higher education, including vocational programs. The goal of all Higher Education Institutions (HEIs) is to become multifunctional establishments. By 2030, a four-year integrated B.Ed. will be the minimum degree required to teach in the field of teacher education. A degree will be present. Teachers will receive training in online teaching techniques that are applicable to the Indian context in order to aid in closing the digital divide. The Indian Constitution's Directive Principles state that children

between the ages of six and fourteen shall have free and compulsory education. DR. Radhakrishnan served as the head of the University Education Commission when it was established in 1948. The National Education Policy has also been formulated since then. Intellectual, social, political, professional, administrative, and other segments of India provided input on education in a document titled "Challenge of Education," which was prepared in August 1985. The Indian government then drafted the "New Education Policy 1986" in response to the comments received. The most significant aspect of this Policy was that it recognized a national educational framework, with the majority of states adopting the 10+2+3 system. India's teacher education policy has developed over time and is based on the recommendations made in a number of reports by education committees and commissions, the most significant of which are the National Policy on Education (NPE 1986/92), the Acharya Ramamurthy Committee (1990), the Yashpal Committee (1993), the Kothari Commission (1966), and the Chattopadhyay Committee (1985). There are significant ramifications for teacher education across the nation from the April 1, 2010, enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

1.2 The framework of Teacher Education

The State Governments are primarily responsible for implementing the various programs and schemes within the federal structure of the country, even though the Central Government provides the broad policy and legal framework on teacher education. The overarching goal of raising schoolchildren's academic performance is achieved through two strategies: (a) pre-service training, which gets instructors ready for the classroom, and (b) in-service

training, which boosts the effectiveness of current teachers.

The purpose of the National Council for Teacher Education (NCTE), a Central Government statutory organization for pre-service training, is to oversee the planned and coordinated advancement of teacher education throughout the nation. The NCTE establishes the requirements and guidelines for different teacher education courses, as well as the minimum credentials needed for teacher educators, the syllabus and its components, the length of the course, and the prerequisites for student teachers to be admitted to different courses. It also acknowledges the establishment of such courses by government, government-aided, and self-financed institutions and is in place to control and oversee the standards and caliber of these programs.

The nation's vast network of state-owned Teacher Training Institutes (TTIs) offers in-service training to educators in the field of education. These TTIs are spreading both horizontally and linearly. At the national level, a series of modules for different teacher training courses are developed by the National Council of Educational Research and Training in collaboration with six Regional Institutes of Education. Specific training programs for teachers and teacher educators are also implemented. The National University of Educational Planning and Administration also offers institutional support. NCERT and NIEPA are autonomous national organizations. State Councils of Educational Research and Training (SCERTs) are responsible for developing teacher training modules and offering specialized courses to school teachers and teacher educators at the state level. Secondary and senior secondary school teachers as well as teacher educators can receive in-service training from Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education

(IASEs). District Institutes of Education and Training (DIETs) offer in-service training at the district level. In the linear hierarchy of educational institutions, Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) are the lowest rungs. They offer in-service training to teachers. In addition to these, non-profit organizations, civil society, and other institutions actively participate in the provision of in-service training.

2. OBJECTIVES OF THE STUDY:

1. To discuss the recommendation of NEP 2020 regarding teacher education.
2. To discuss the role of the teacher according to NEP 2020.
3. Challenges of Teacher Education in NEP 2020
4. To provide some suggestions on Teacher Education aspects.

2.1 The Recommendations of NEP 2020 Regarding Teacher Education

Teacher education is really important in our lives. It has big goals. Teacher education helps people grow and makes our society strong. The main goal of teacher education is to train students to become professionals who can make a difference in this field. Teacher education aims to teach student teachers all the skills they need to be great teachers. One of the goals of teacher Education aims to engage students in the learning process by including a variety of engaging teaching aids and educational activities, allowing them to learn more and more effectively using both aural and visual aids. Their learning level can be raised as a result, and this learning can also be retained in the brain for a long period, as their senses stay more active. The primary

goals of teacher education are as follows, which must be fulfilled for an effective teaching-learning process to occur:

1. **Emphasize Multidisciplinary Perspectives:** Teacher education programs should prioritize incorporating multidisciplinary perspectives, values, languages, and ethos, including traditional knowledge from diverse cultural backgrounds, to ensure teachers are equipped to understand and cater to the diverse needs of students.
2. **Enhance Quality and Combat Commercialization:** Measures must be implemented to improve the quality of teacher education and prevent commercialization within the field. This includes stringent regulations and monitoring mechanisms to uphold educational standards and integrity.
3. **Introduce Integrated Teacher Training:** Integrated teacher training programs, such as the 4-year integrated B.Ed., should be promoted as the minimum qualification for prospective school teachers by 2030. These programs should offer comprehensive training in both subject matter content and pedagogy.
4. **Improve Infrastructure and Entrance Standards:** Efforts should be made to enhance the infrastructure of educational institutions offering teacher education programs. Additionally, the introduction of entrance examinations for admission into teacher education programs can ensure that only qualified and dedicated individuals are selected.
5. **Foster Multidisciplinary Institutions:** All teacher

education programs should be conducted within composite multidisciplinary institutions to provide a holistic learning experience that integrates various academic disciplines and perspectives.

6. **Prioritize Research Experience in Faculty Profile:** Faculty members in the Department of Education should possess varied expertise, with a strong emphasis on research experience to contribute to the advancement of knowledge in the field of education.
7. **Offer Flexible Program Options:** Institutions offering integrated B.Ed. programs should also provide alternative pathways such as a 2-year B.Ed. for students with a specialized undergraduate degree or a 1-year B.Ed. for candidates with a 4-year undergraduate degree, catering to diverse academic backgrounds.
8. **Incorporate Teaching Training in Ph.D. Programs:** All Ph.D. candidates, regardless of discipline, should undergo credit-based courses in teaching and education related to their research area to ensure they possess adequate pedagogical skills.
9. **Facilitate Continuous Professional Development:** In-service continuous professional development programs should be sustained through existing institutional arrangements and initiatives to support the ongoing growth and skill enhancement of college and university teachers.
10. **Utilize Technology for Teacher Education:** Embrace technology platforms like SWAYAM/DIKSHA to anchor in-service teacher education initiatives, providing access to resources

and training materials that facilitate problem-solving, skill development, and the integration of ICT tools in teaching practices.

By implementing these recommendations, teacher education can be strengthened to produce competent and well-prepared educators who are capable of positively shaping the next generation.

2.2 Role of Teacher According to NEP 2020

In the education system, teachers are super important. Think of education like a three-legged stool: one of those legs is the teacher. Even though teaching has changed over time to focus more on students, teachers are always crucial. They're the ones who guide the whole learning process. How good the teacher is directly affects how well students learn. John Adams once said that teachers shape who we become. So, teachers play a big role in helping students grow and succeed. According to the National Education Policy 2000, teachers need to be-

1. **A curious mind:** Teachers should always be eager to learn new things and share that knowledge with their students. They should encourage students to explore and discover new ideas.
2. **Open to change:** The world is always changing, and teachers need to keep up with it. They should be open-minded and willing to adapt to new ideas and ways of doing things.
3. **Tech-savvy:** Technology is everywhere, including in education. Teachers should be comfortable using technology and keeping up with the latest tools and trends.
4. **Good teaching skills:** Knowing how to teach well

is key. Teachers should have clear methods for explaining concepts and engaging students in the learning process.

5. **Passionate and inspiring:** Teachers should be enthusiastic about what they teach and inspire their students to love learning too.
6. **Broad knowledge:** It's not just about one subject. Teachers should have a good understanding of different subjects and be able to teach them effectively.
7. **Understanding diversity:** Every student is unique, and teachers should respect and appreciate that. They should be able to communicate and connect with students from different backgrounds and cultures.

2.3 Challenges of Teacher Education in NEP 2020

Teacher education faces several challenges under the new National Education Policy (NEP) 2020:

1. **Adapting to New Teaching Methods:** Teachers need to adjust to new ways of teaching suggested by the NEP. This shift from old methods to modern ones can be tough for both teachers and students, especially due to limited resources.
2. **Trained Teacher Educators:** Institutions need to hire subject-specific professors and teacher educators. However, finding trained educators who can teach specific age groups may be difficult. Also, there's a need to provide appropriate training, especially considering a reduced entry-level qualification.
3. **Outdated Curriculum:** The current curriculum for teacher education is traditional and theoretical, lacking

practical aspects. There's a need to update it to align with the NEP's recommendations.

4. Short Duration of Courses: The NEP suggests a one-year teacher education program, which may not be enough time to cover both theoretical and practical aspects adequately. Extending the duration of the program could be beneficial.

5. Lack of Oversight: The increasing number of teacher education institutions makes it challenging for supervisory bodies like the NCTE to monitor quality effectively. Some institutions compromise on standards for financial gain.

6. Limited Innovation and Creativity: Creativity is essential in education, but it's often overlooked in teacher education programs.

7. Neglect of Life Skills Development: Teacher education focuses heavily on memorization rather than active learning, resulting in a lack of life skills development among students.

8. Quality Issues: Many teacher education programs fail to meet quality standards. Teachers lack critical thinking skills and struggle to apply theoretical knowledge in real-world teaching situations.

9. Teaching Practice Problems: Teaching practice sessions are often inadequate or improperly conducted due to a lack of cooperation from schools and management.

10. Insufficient Facilities: Many education colleges lack basic facilities like libraries, laboratories, and proper buildings, which hampers the quality of teacher education.

Overall, addressing these challenges is crucial for improving the quality of teacher education in line with the goals of the NEP 2020.

2.4 Suggestions for Improving the Condition of Teacher Education:

1.The government wants to make sure that all teachers are really good at what they do. This means they need to know their subjects really well and understand how students learn best. To make this happen, they need to update the curriculum, which hasn't been done since the 1990s.

2.Instead of just training teachers, the government wants to focus more on educating them. This means big changes in how teachers are trained, including what they learn and how they learn it.

3.They also want to use new and cool ways to teach the curriculum. Teachers should be ready to use different technologies and methods to teach.

4.Teachers should also learn how to help students deal with stress, especially during tough times like now when there's a lot of pressure from parents and isolation.

5.It's important for teachers to be good at making decisions and getting along with others. They should also teach students how to learn on their own and not always depend on teachers.

Finally, there should be a plan to improve private teacher education institutes and those that need better infrastructure and equipment within a set timeframe.

3. Conclusion

Education is really important for both individuals and the whole country. Teachers are often called nation-builders because they shape the future generation. In India, there's a lot of focus on teacher education, but there are still some problems in the system. With the new National Education Policy (NEP) 2020, Indian teachers have a chance to make

big changes. They need to dream big and work hard to make those dreams come true. The NEP will help improve the education system and maintain its quality. But it's important to figure out how to put the NEP into action quickly and solve any problems from the past education policies. This way, we can make India's education system even better.

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Impact of Learning Environment in nurturing Emotional Intelligence

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Abstract

In the present study, the researcher aims to examine the impact of learning environment in nurturing emotional intelligence. In today's rapidly evolving educational landscape, the learning environment serves as a microcosm of society, providing students with opportunities to practice and refine their emotional intelligence skills in real-world contexts. Moreover, the significance of emotional intelligence (EI) in fostering students' academic success and overall well-being cannot be overstated. By recognizing the interplay between education, emotion, intelligence, and the learning environment, we can cultivate a generation of emotionally intelligent individuals equipped with the skills and resilience to thrive in an increasingly complex and interconnected world. The impact of the learning environment on emotional intelligence is profound and multifaceted. Through learning to navigate interpersonal dynamics, communicate effectively, and manage interpersonal conflict, all of which are fundamental aspects of emotional intelligence makes efficient learners in dealing complexities. Collaborative projects, group discussions, and conflict resolution activities help students. The educators, policymakers, and stakeholders strive to create educational environments that foster students'

*holistic development, integrating strategies to
nurture emotional intelligence becomes imperative.*

Keywords: emotion, environment, learning, intelligence, holistic development.

Introduction

Education, traditionally, has focused on the development of cognitive skills and academic knowledge. However, in recent years, there has been a growing recognition of the crucial role emotions play in learning. This shift acknowledges that our emotions are not separate from the learning process, but rather intricately woven into the fabric of how we acquire, retain, and utilize information. Within this framework, the concept of emotional intelligence (EI) emerges as a key player, influencing how effectively we navigate the emotional landscape of learning environments.

Education is not solely about the acquisition of knowledge and skills; it is also about the development of social and emotional competencies that are essential for navigating life's complexities. Emotional intelligence, with its emphasis on self-awareness, self-regulation, empathy, and interpersonal skills, emerges as a cornerstone of holistic education. Education is very important for improving the quality of human resources as well as high achievers and a globalized citizen. There are many factors that can influence learning viz. emotional intelligence, the environment and the discipline in which individuals carry out certain activities so that they can achieve maximum performance or output.

The learning environment is one part of the learning process to achieve learning goals, where the environment will affect teaching and learning activities in schools. The condition of a comfortable classroom will help students to

concentrate more easily, get maximum learning outcomes and can enjoy learning activities well (Samodra, 2013).

Emotional Intelligence

Emotional intelligence (EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but it is also the ability to understand, interpret, and respond to the emotions of others.

Emotional intelligence, as defined by Salovey and Mayer (1990), refers to "a set of skills that underlie the ability to perceive, understand, and manage emotions, both in oneself and in others". These skills encompass self-awareness, self-regulation, motivation, empathy, and social skills. In the context of education, emotional intelligence is not merely a desirable characteristic, but a fundamental skillset that impacts a student's ability to learn and thrive.

Emotional intelligence constitutes four attributes which helps in managing emotions and connect with other.

1. **Self-management** - To control impulsive feelings and behaviors, manage self emotions in healthy ways.
2. **Self-awareness**- Recognizing own emotions and how they affect our thoughts and behavior.
3. **Social awareness**- Understanding the emotions, needs and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management**- Able to develop and

maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Learning Environment

The word ‘environment’ has several meanings. In the context of classroom, two common aspects of environment exist: the physical environment (which includes the material setting of the classroom, such as the furniture, lightning and all objects in the classroom); and the human environment (which involves students and teachers and their interactions with each other). Fraser (2015) defines the learning environment as referring to “the social, psychological, and pedagogical contexts in which learning occurs and which affect students’ achievement and attitudes” and this environment involves the shared perceptions of the students and sometimes the teachers within that environment.

Learning is an ongoing process, which is often associated with school. But it is also a result of the interaction between individuals and environment in which those operate. Hence, it is a dynamic process, which takes place throughout life. Environment in which learning takes place may be described as a composite of natural conditions, circumstances and influences, and socio-cultural contexts in which an individual is situated. Therefore, it is assumed that learning environment is the sum total of the surroundings in which individuals interact to enrich experiences and thus leading to learning.

A learning environment is the context in which learning happens. Learning occurs in environments that promote collaboration and a shared sense of purpose and belonging. An environment respects the agency of “rich and powerful

learners” (Edwards, Gandini and Forman 2012), inspires creativity and innovation, and recognizes experimentation and failure as an integral part of the learning process. The child impacts the environment (Bronfenbrenner 1979) and is, in turn, impacted by the environment. Every action in the environment brings about a reaction, and it is through this reciprocal process that learning occurs. Students also define their identity in learning environments (Edwards, Gandini and Forman 2012). They do so by being active members of the learning community, providing inputs in decisions that affect them and making choices about materials and other learning opportunities to make sense of the world. It is important that consideration of learning environments includes all members of the learning community, together with the components that can improve outcomes for learning and for life. This includes pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs.

Review of related literature

Emotions are integral to the learning process, influencing students' motivation, engagement, and cognitive functioning. Pekrun et al., (2007) found that positive emotions, such as curiosity and enthusiasm, enhance learning by promoting cognitive flexibility and creativity, while negative emotions, such as anxiety and frustration, can hinder learning and performance. Brackett & Katulak (2007) explore in his research work that students with higher levels of emotional intelligence demonstrate greater academic achievement, improved social relationships, and enhanced overall well-being. Linnenbrink-Garcia & Pekrun (2011) highlights these interactions, coupled with the pedagogical approaches employed by educators, significantly influence students' emotional development

and well-being. A study by Hamre and Pianta (2005) found that classrooms characterized by warmth, respect, and positive teacher-student relationships were associated with higher levels of emotional intelligence in students. Similarly, a study by Jennings and Greenberg (2009) demonstrated that teachers who create emotionally safe and nurturing classroom environments contribute to students' social-emotional development and well-being.

Durlak et al., (2011) research indicates that student-centered teaching practices, such as inquiry-based learning and cooperative learning, promote the development of emotional intelligence skills such as empathy, communication, and collaboration. Taylor et al., (2017) found that integrating social-emotional learning (SEL) programs, additionally into the curriculum has shown enhancement in students' emotional intelligence by providing explicit instruction in skills such as self-awareness, self-management, and relationship-building.

Research Question

The study has been conducted with the following research questions:

- 1) Does learning environment affect emotional intelligence?
- 2) Do learning environment plays a key role in NEP 2020 in context with emotional well-being?

Methodology

The methodology used for data gathering and analysis was reviewing the NEP 2020. The study is based on primary and secondary sources. The primary source was the Policy Document of the NEP-2020, provided by the MHRD of the Government of India and various published research works,

articles and dissertation serves as secondary sources. In doing so, the authors critically examined the following section of the chapter of the NEP 2020 document released by Ministry of Human Resource Development, Government of India:

Part I. School Education:

- Chapter 5 “Teachers: Service Environment and Culture” (Section 5.8 to 5.14)

Part II. Higher Education:

- Chapter 11 “Towards a More Holistic and Multidisciplinary Education”

(Section 11.1 to 11.12)

- Chapter 12 “Optimal Learning Environments and Support for Students”

(Section 12.1 to 12.6)

Learning environment affects emotional intelligence

Learning environment has a profound impact on emotional intelligence. The impact of the learning environment on emotional intelligence is a topic of considerable interest and debate in the field of education. Both nationally and internationally, researchers and educators have explored the intricate relationship between the learning environment and emotional intelligence, recognizing its profound implications for students' academic success, social relationships, and overall well-being.

Sonali Geed (2001) in her experimental study upon senior secondary students found out competitive learning environment produced negative change and co-operative learning environment produced positive change upon their achievement in English.

Olatoye, R. Ademola et.al. (2010) in their study conducted on higher Diploma Business Administration students of Nigeria revealed that emotionally intelligent students likely to be creative but not likely to be high achiever, where as better school environmental contribute both emotional Intelligence & achievement.

Doley (2016) in her study found that Academic achievement, Emotional Intelligence, Home Environment and School Environment showed a significant positive relationship. All the factors made significant contribution for the better academic achievement of secondary school students.

A study by Durdu and Sahin (2018) found that there is positive and medium level relationship between emotional intelligence dimensions and classroom climate dimensions.

Research conducted by Jitender (2021) concluded that there exists a significant difference in academic achievement of senior secondary school students having favourable and unfavourable school environment. The higher mean score of students having favourable school environment shows that they performed well in academic by getting good academic achievement score than their students having unfavourable school environment. It also found that a significant difference exists in academic achievement of senior secondary school students having high and low emotional intelligence.

A well-designed learning environment can be a powerful tool for nurturing emotional intelligence that caters to the diverse needs of students. Learning environment also improves emotional well-being and emotional adjustment. A good learning environment helps the learners to explore and redefine their emotional quotient in the existing

educational set up, and build a positive social interactions and relationships.

Learning environment and emotional well-being in NEP 2020

The NEP 2020 document broadly discusses all the aspects very clearly. The following observable points from the document are as follows:

5.13 To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

5.14 Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

11.3 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.

12.4 There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

In the landscape outlined by the National Education Policy (NEP) 2020, the role of the learning environment emerges as a critical determinant of educational success and holistic development. NEP 2020 envisions learning environments

that are inclusive, dynamic, and conducive to the diverse needs of learners, reflecting a shift towards a more learner-centric approach to education. One of the key tenets of NEP 2020 is the emphasis on creating supportive and inclusive learning environments that promote equity and access for all students. It emphasizes on the importance of flexible and adaptable learning spaces that accommodate diverse learning styles and preferences, fostering a sense of belonging and engagement among students. In addition, NEP 2020 underscores the importance of leveraging technology to create innovative learning environments that transcend geographical barriers and facilitate personalized learning experiences

In the context of the National Education Policy (NEP) 2020, emotional intelligence plays a crucial role in shaping the educational landscape by emphasizing the holistic development of learners. NEP 2020 recognizes the significance of nurturing not only academic competencies but also socio-emotional skills to prepare students for success in the rapidly evolving global environment. By incorporating emotional intelligence into educational frameworks, NEP 2020 aims to foster a supportive learning environment that promotes empathy, resilience, and social cohesion. It aligns closely with NEP 2020's vision of creating well-rounded individuals capable of navigating various life challenges. One key aspect of NEP 2020 related to emotional intelligence is its emphasis on promoting mental health and well-being among students. Recognizing the prevalence of stress, anxiety, and other mental health issues among learners, NEP 2020 advocates for the integration of socio-emotional learning (SEL) programs into the curriculum. These programs aim to equip students with essential life skills, including self-awareness, self-regulation, interpersonal skills, and decision-making

abilities, which are integral components of emotional intelligence.

Significance

A good learning environment helps in building a culture of mutual trust and respect that engages the learners meaningfully in the task of learning. Besides that, it also supports a relationship between teaching and learning that helps in improving mental health, social health and academic performance. Creating a learning environment, which is culturally and linguistically diverse, will result in stronger connections between each and every student and also with teacher. Therefore, a positive learning environment does not only help a learner to perform better cognitively, but also ensures a balanced development of his or her personality.

The learning environment, encompassing everything from the physical space to the social dynamics and pedagogical approaches, plays a significant role in shaping emotional intelligence. A supportive and stimulating environment fosters the development of emotional intelligence by providing opportunities for students to practice and refine their emotional skills. Conversely, a negative or stressful environment can hinder the development of emotional intelligence, leading to increased anxiety, decreased motivation, and difficulties in social interactions.

Self-awareness is a crucial aspect of emotional intelligence. Self-aware students are better equipped to identify their emotions, understand how those emotions impact their learning, and make informed choices about their behavior. Learning environments that encourage self-reflection and open communication create fertile ground for students to develop this skill. Self-regulation, another core aspect of

emotional intelligence, allows students to manage their emotions in a constructive manner. This includes the ability to control impulses, delay gratification, and cope with stress. Learning environments that provide opportunities for students to practice self-regulation skills, such as through mindfulness exercises or problem-solving activities, play a critical role in fostering this ability. Furthermore, learning environments can significantly impact a student's empathy development. Empathy allows students to understand and share the feelings of others, creating a more collaborative and supportive learning environment.

The learning environment should be like this that it promotes holistic and multidimensional development by integrating co-curricular and extracurricular activities into the educational experience. There is also a focus on balance use of digital tools and platforms into the educational ecosystem. All these activities, which encompass sports, arts, music, and community service, enrich the learning environment by embodying their emotional experiences. It empowers learners to take ownership of their learning journey having socio-emotional aspects.

The concept of emotional intelligence resonates with the broader goals of education, which extend beyond academic proficiency to encompass the development of well-rounded individuals capable of thriving in diverse personal and professional contexts. Educators and policymakers strive to create nurturing and conducive learning environments, understanding the intricate relationship between the learning environment and emotional intelligence becomes imperative.

By nurturing students' emotional intelligence within the learning environment, educators contribute to the

cultivation of essential life skills that are instrumental for success in the 21st century.

Conclusion

The learning environment, encompassing physical, social, and emotional aspects, plays a pivotal role in shaping students' emotional intelligence development. Within the confines of the classroom, students are not only exposed to academic content but also to a myriad of social interactions and emotional experiences. Thus, creating a supportive and emotionally safe learning environment is paramount for optimizing students' emotional experiences and fostering their emotional intelligence.

Overall, the role of the learning environment is to provide a nurturing and empowering space where every learner can thrive, regardless of their background or circumstances. By prioritizing the creation of inclusive, dynamic, and technology-enabled learning environments, it lays the foundation for a transformative educational system that equips students with the knowledge, skills, and values needed to succeed in the 21st century. On another hand, the role of emotional intelligence is to facilitate the holistic development of learners by prioritizing socio-emotional competencies alongside academic achievements. By integrating emotional intelligence into educational policies and practices, it aims to cultivate well-rounded individuals capable of thriving in the complex and interconnected world of the 21st century.

In conclusion, the learning environment acts as a powerful force in shaping emotional intelligence. By fostering a supportive, stimulating, and emotionally aware learning environment, educators can empower students to develop the emotional toolkit they need to navigate the challenges

and opportunities of the learning process. This, in turn, paves the way for a more fulfilling and successful educational experience not only academically but also emotionally.

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Role of Institutions and Environment fostering Scientific Creativity among Senior Secondary Students

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Abstract

In the present study, the researcher aims to investigate Role of Institution and Environment fostering Scientific Creativity among Senior Secondary Students: NEP 2020. Researcher found that environmental factors such as resource accessibility, learning environments, and cultural relevance. Institutional support through resource allocation, professional development, and curricular integration further enhances this goal. However, challenges like limited resources, teacher preparedness, and assessment practices hinder effective implementation. Overcoming these challenges requires collaborative efforts to ensure equitable access, comprehensive teacher training, and learner-centered approaches. Despite obstacles, NEP 2020 provides a promising framework for holistic education, emphasizing critical thinking and innovation. By addressing challenges and leveraging institutional support, NEP 2020 can cultivate a generation of scientifically literate individuals capable of addressing global challenges and promoting sustainable development.

Keywords: critical thinking, problem-solving, rote memorization, scientific concepts

Introduction

In contemporary education, fostering scientific creativity among students has become an imperative goal to cultivate innovative thinkers capable of addressing complex global challenges. Recognizing the significance of this endeavour, educational policies play a pivotal role in shaping the learning landscape. One such policy initiative is the National Education Policy 2020 introduced by the Government of India, aimed at revamping the education system to meet the demands of the 21st century. The NEP 2020 envisions a paradigm shift in educational practices, emphasizing holistic development, critical thinking, and creativity across all levels of schooling. The global landscape of education is undergoing a paradigm shift, prioritizing the development of 21st-century skills like critical thinking, problem-solving, and creativity (*Mishra & Koehler, 2006*). India's National Education Policy 2020 (NEP 2020) emerges as a transformative document, advocating for a holistic and student-centric approach to learning, with a specific emphasis on fostering scientific temper and innovation (*Government of India, 2020*). This policy shift presents a unique opportunity to explore its potential impact on nurturing scientific creativity in senior secondary students, a crucial stage for shaping future scientific aspirations and contributions.

Scientific creativity, defined as the ability to generate novel and useful ideas within the realms of scientific knowledge, plays a pivotal role in driving scientific progress. It empowers individuals to think beyond established frameworks, ask unconventional questions, and propose innovative solutions to complex problems (*Plucker et al., 2014*). Fostering this ability in senior secondary students, who stand at the threshold of higher education and potential

careers in science, becomes critical for ensuring a future generation equipped to address the ever-evolving challenges of the world.

At the senior secondary level, where students are at a crucial stage of intellectual development, the NEP 2020 introduces reforms intended to nurture scientific creativity. By providing a conducive environment for exploration, experimentation, and innovation, the policy seeks to empower students to become active participants in the scientific process. As emphasized by *Lundy et al., (2019)*, fostering scientific creativity involves not only imparting knowledge but also encouraging curiosity, imagination, and problem-solving skills. The NEP 2020 aligns with these principles by promoting experiential learning, interdisciplinary studies, and the integration of technology in science education.

Moreover, the NEP 2020 emphasizes the importance of reducing rote memorization and fostering a deep understanding of scientific concepts. By encouraging students to engage in hands-on activities, collaborative projects, and real-world applications of scientific knowledge, the policy aims to cultivate a generation of scientifically literate individuals capable of addressing contemporary challenges. According to *Brown and Edelson (2019)*, meaningful learning experiences are essential for developing students' scientific creativity, as they enable them to connect theoretical concepts with practical applications.

The researcher aims to assess the role of the NEP 2020 in fostering scientific creativity among senior secondary students. By critically analysing the key provisions of the policy and examining their implementation strategies, we seek to evaluate its effectiveness in promoting innovative

thinking, problem-solving skills, and scientific inquiry among students. Through a combination of literature review, case studies, and empirical evidence, we endeavor to provide insights into the potential impact of the NEP 2020 on enhancing scientific creativity in the senior secondary education landscape of India.

NEP 2020 introduces several key reforms aimed at achieving this goal. These include:

1. **Shifting from rote memorization to inquiry-based learning:** This approach encourages students to actively engage with scientific concepts through experimentation, questioning, and critical analysis, fostering curiosity and the ability to think independently (*Hofstein & Naaman, 1998*).
2. **Integrating multiple disciplines:** Breaking down subject silos allows students to see science in its interconnectedness with other fields, promoting holistic thinking and the ability to apply scientific knowledge in diverse contexts (*National Research Council, 2012*).
3. **Emphasis on experiential learning:** hands-on activities, projects, and field trips provide opportunities for students to apply their knowledge in real-world settings, stimulating creativity and problem-solving skills (*Kolb & Kolb, 2005*).
4. **Flexible learning pathways:** Offering students choices in their learning trajectories allows them to explore their interests and passions within science, potentially igniting a spark for creative exploration (*Singh & Fleming, 2012*).

While these reforms hold immense promise, their effectiveness in fostering scientific creativity among senior

secondary students remains an open question. This research paper delves into this inquiry by critically examining the potential of NEP 2020 to cultivate a generation of innovative thinkers and problem-solvers within the realm of science. Through detailed analysis and evaluation of the policy's implementation, student experiences, and educational outcomes, this paper aims to assess the true impact of NEP 2020 on fostering scientific creativity among senior secondary students in India.

Review of literature

Examines the influence of educational policies on fostering creativity among students emphasizing the role of NEP 2020 in promoting scientific creativity in senior secondary education (Smith et al., 2020). Investigating various pedagogical methods explores how NEP 2020 aligns with innovative teaching practices aimed at fostering scientific creativity in senior secondary students (Jones & Patel, 2021). Assesses the importance of experiential learning in science education and discusses the NEP 2020, which emphasizes hands-on, inquiry-based learning to enhance scientific creativity among senior secondary students (Gupta & Sharma, 2022). Examining the intersection of interdisciplinary studies and scientific creativity, NEP 2020 encourages the integration of multiple disciplines to promote holistic understanding and innovation in senior secondary education (Kumar & Singh, 2020). Chopra & Gupta (2021) evaluate the role of technology integration in science education and explore the NEP 2020, which advocates for the use of digital tools and resources to enhance scientific creativity among senior secondary students. NEP 2020, which emphasizes formative assessment approaches that focus on process-oriented evaluation rather than traditional summative assessment is

discussed by Sharma & Verma (2023) as they look into assessment strategies for scientific creativity. Assessing the impact of teacher training programs on fostering scientific creativity examines how NEP 2020 emphasizes professional development initiatives to equip educators with innovative teaching strategies (Yadav & Choudhary, 2021). Singh & Mishra (2022) explore cultural and societal factors influencing creativity in education, in which NEP 2020 aims to address sociocultural barriers and promote inclusivity to foster scientific creativity among senior secondary students. Das & Kumar (2020) examine the relationship between student engagement and scientific creativity, highlighting that NEP 2020 emphasizes student-centered learning approaches to enhance active participation and creativity in science education. Verma et al. (2021) discuss methodologies for evaluating the effectiveness of NEP 2020 in fostering scientific creativity among senior secondary students. Drawing insights from global perspectives on science education reforms, NEP 2020 compares with international best practices to identify areas of convergence and divergence in fostering scientific creativity (Lee & Tan, 2022). Examining the long-term effects of educational policies on student outcomes, this review investigates the potential long-term benefits of NEP 2020 in nurturing a generation of scientifically creative individuals equipped to address future challenges (Kaur & Singh, 2023).

Environmental factors and scientific creativity under NEP 2020

Environmental factors play a crucial role in shaping students' attitudes, motivations, and opportunities for creative expression within the educational environment. Under NEP 2020, the physical, social, and cultural

environments of schools are recognized as integral components influencing students' scientific creativity. This environment encompasses not only physical classrooms but also broader societal and cultural factors (Singh et al., 2019).

1. **Access to Resources:** Adequate access to resources such as well-equipped laboratories, libraries, and educational materials is crucial for fostering scientific creativity among senior secondary students under NEP 2020 (Gupta & Sharma, 2022).
2. **Learning Environment:** The physical learning environment, including classroom layout, lighting, and seating arrangements, can influence students' motivation, engagement, and creativity in scientific exploration and discovery (Singh & Mishra, 2022).
3. **Peer Interaction:** Interactions with peers and collaboration on group projects or experiments provide opportunities for students to exchange ideas, engage in problem-solving, and explore alternative perspectives, thereby enhancing scientific creativity (Das & Kumar, 2020).
4. **Teacher Support:** Supportive teacher-student relationships, encouragement, and guidance from educators play a significant role in nurturing scientific curiosity, risk-taking, and experimentation among students within the classroom environment (Brown & Edelson, 2019).
5. **Cultural aspects:** Environmental factors such as cultural diversity, inclusivity, and representation in the curriculum can influence students' sense of identity, belonging, and engagement in scientific inquiry, shaping their creative expression and

problem-solving approaches (Lee & Tan, 2022).

6. **Access to Technology:** Integration of technology into the learning environment enables students to access a wealth of information, simulation tools, and collaborative platforms, fostering innovative thinking and experimentation in science education (Chopra & Gupta, 2021).
7. **Experiential Learning Opportunities:** Environmental factors that provide opportunities for experiential learning, field trips, hands-on projects, and real-world applications of scientific knowledge stimulate students' curiosity, creativity, and deeper understanding of scientific concepts (Kumar & Singh, 2020).
8. **Assessment Practices:** Formative assessment practices that focus on process-oriented evaluation, feedback, and reflection rather than just summative assessments can create a supportive environment conducive to risk-taking, exploration, and scientific creativity (Sharma & Verma, 2023).

Institution support to fostering scientific creativity

1. **Allocation of Resources:** Institutions play a vital role in fostering scientific creativity by allocating resources such as laboratories, equipment, and educational materials that facilitate hands-on experimentation and exploration (Gupta & Sharma, 2022).
2. **Professional Development:** Institutions support teachers' professional development by providing training and workshops focused on innovative teaching methodologies, inquiry-based learning, and fostering creativity in the classroom (Yadav & Choudhary,

2021).

3. **Curricular Integration:** Institutions align their curricula with the principles of NEP 2020 by integrating interdisciplinary studies, project-based learning, and real-world applications of scientific knowledge to promote holistic understanding and creativity among students (Kumar & Singh, 2020).
4. **Research Opportunities:** Institutions provide opportunities for students to engage in research projects, competitions, and extracurricular activities that encourage curiosity, critical thinking, and problem-solving skills (Jones & Patel, 2021).
5. **Supportive Learning Environment:** Institutions create a supportive learning environment by fostering a culture of collaboration, experimentation, and risk-taking, where students feel empowered to explore ideas, ask questions, and pursue their scientific interests (Brown & Edelson, 2019).
6. **Feedback and Assessment:** Institutions implement formative assessment practices and provide constructive feedback to students, focusing on process-oriented evaluation rather than just outcomes, to encourage continuous improvement and creativity (Sharma & Verma, 2023).

Challenges in Fostering Scientific Creativity under NEP 2020

NEP 2020 outlines a promising vision for nurturing scientific creativity in senior secondary students; translating these ideals into reality presents several challenges related to institutional support and environmental factors.

1. **Limited Access to Resources:** Many institutions,

especially those in rural or underprivileged areas, may struggle with inadequate funding and resources, hindering their ability to provide the necessary infrastructure and materials for hands-on learning experiences (Gupta & Sharma, 2022).

2. **Teacher Preparedness:** Despite the emphasis on professional development, some teachers may lack the training and confidence to implement innovative teaching strategies that foster scientific creativity effectively (Yadav & Choudhary, 2021).
3. **Overemphasis on Examinations:** The prevailing culture of high-stakes examinations and rote memorization may discourage educators and students from prioritizing creativity and exploration over exam-oriented learning approaches (Sharma & Verma, 2023).
4. **Socioeconomic Disparities:** Environmental factors such as socioeconomic status and access to educational opportunities can exacerbate disparities in scientific creativity, as students from marginalized communities may face greater challenges in accessing supportive learning environments and resources (Singh & Mishra, 2022).
5. **Infrastructure Constraints:** Inadequate infrastructure, such as a lack of well-equipped laboratories or internet connectivity, can impede institutions' efforts to integrate technology and experiential learning approaches into science education, limiting students' exposure to innovative learning experiences (Chopra & Gupta, 2021).
6. **Cultural Relevance:** The challenge of integrating cultural relevance and local context into science education under NEP 2020 while maintaining

alignment with national curriculum standards may pose difficulties for institutions in ensuring that educational experiences resonate with diverse student populations (Lee & Tan, 2022).

7. Assessment Practices: Traditional assessment practices focused on memorization and standardized testing may not adequately capture students' scientific creativity and inquiry skills, leading to a mismatch between assessment methods and the goals of NEP 2020 (Das & Kumar, 2020).

8. Teacher Workload and Support: High teacher workload, administrative responsibilities, and limited institutional support for implementing NEP 2020 reforms may impede efforts to create supportive learning environments and foster scientific creativity effectively (Brown & Edelson, 2019).

Conclusion

The National Education Policy (NEP) 2020 presents a transformative framework aimed at promoting scientific creativity among students regarding environmental factors, including access to resources, learning environment, peer interaction, teacher support, cultural aspects, technology, assessment of access, and experiential learning opportunities. Institutions' support in terms of resource allocation, professional development, curricular integration, research opportunities, creating a supportive learning environment, and implementing effective feedback and assessment practices further enhance the conducive atmosphere for fostering scientific creativity.

However, several challenges persist in realizing the objectives outlined in NEP 2020. Limited access to resources, teacher preparedness, the overemphasis on

examinations, socioeconomic disparities, infrastructure constraints, cultural relevance, assessment practices, and teacher workload and support pose significant hurdles in fostering scientific creativity effectively. Addressing these challenges requires concerted efforts from policymakers, educators, and stakeholders to ensure equitable access to resources, comprehensive teacher training programs, a shift towards learner-centered assessment practices, and the creation of inclusive learning environments that cater to the diverse needs of students. Despite the challenges, NEP 2020 outlines a promising vision for nurturing scientific creativity in senior secondary students, emphasizing the importance of holistic education that goes beyond rote memorization and encourages critical thinking, inquiry, and innovation. By addressing the identified challenges and leveraging the potential of environmental factors and institutional support, NEP 2020 has the potential to lay the foundation for a generation of scientifically literate and creatively empowered individuals capable of addressing complex global challenges and driving sustainable development in the years to come.

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राष्ट्रीय शिक्षा नीति 2020 : उच्चतर शिक्षा में बहु-विषयक शिक्षा की संभावनाएं

अरुण कुमार यादव

शोध छात्र, शिक्षाशास्त्र विभाग

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सारांश

राष्ट्रीय शिक्षा नीति-2020 में परिकल्पित बहु-विषयक शिक्षा का उद्देश्य मानव की सामाजिक, शारीरिक, बौद्धिक, भावनात्मक और नैतिक क्षमताओं को एकीकृत तरीके से विकसित करना है। एक लचीला पाठ्यक्रम विभिन्न विषयों के रचनात्मक संयोजन में सहायता प्रदान करता है। विद्यार्थी भाषाओं के साथ-साथ एप्लाइड साइंसेज, गणित और बिजनेस स्टडीज जैसे अन्य क्षेत्रों को चयन में भी सक्षम होंगे। इसका उद्देश्य विद्यार्थियों में आलोचनात्मक सोच, बहुमुखी प्रतिभा, अनुकूलनशीलता, समस्या समाधान, लचीलापन और विश्लेषणात्मक तथा संचार कौशल विकसित करना है। समग्र और बहु-विषयक दृष्टिकोण के माध्यम से अनुसंधान करने के अवसरों को बढ़ाया और बेहतर बनाया जा सकता है।

बहुविषयक शिक्षा के कई लाभ हो सकते हैं जैसे-व्यक्तित्व का विकास, कला और विज्ञान की संगति, नए और नवाचारी सोच, विविध कौशलों का विकास, करियर विकल्पों में विविधता, समाजिक सामर्थ्य का विकास आदि। उच्च शिक्षा में परिवर्तन एवं प्रभाव की संभावना: इंटीग्रेटेड और इंटरडिस्प्लिनरी शैक्षिक

कार्यक्रम, शैक्षिक तकनीकों का उपयोग, स्वायत्तता और आत्मनिर्भरता, गुणवत्ता में सुधार, राष्ट्रीय और अंतरराष्ट्रीय प्रतिस्पर्धा में सुधार इत्यादि।

शब्द कुंजी- राष्ट्रीय शिक्षा नीति-2020, बहुविषयक शिक्षा , सॉफ्ट स्किल, नैतिकता, उदार कला, शोध इंटरनशिप, समय प्रबंधन।

प्रस्तावना :-

सीखने की कोई सीमा नहीं है और राष्ट्रीय शिक्षा नीति-2020 में उल्लिखित बहु-विषयक शैक्षिक दृष्टिकोण इसे बढ़ावा देने की दिशा में उठाया गया एक ठोस कदम है जो विषयों के बीच सीमाओं को पार करने के उद्देश्य को इंगित करता है। बहुविषयक दृष्टिकोण पाठ्यक्रम एकीकरण की एक विधि है जो विविध दृष्टिकोणों को उजागर करती है जो विभिन्न विषयों या मुद्दों की अवधारणात्मक समझ को विकसित करते हैं। बहुविषयक पाठ्यक्रम में, एक ही विषय का अध्ययन करने के लिए कई विषयों का उपयोग किया जाता है।

शिक्षा में बहु-विषयक दृष्टिकोण सीखने का एक तरीका है जो किसी विषय या अवधारणा को सीखने के विविध दृष्टिकोणों और विभिन्न विषयों पर ध्यान केंद्रित करता है। जिसमें एक ही अवधारणा को एक से अधिक विषयों को कई दृष्टिकोणों के माध्यम से सीखा जाता है। यह छात्रों को विभिन्न दृष्टिकोणों के माध्यम से ज्ञान प्राप्त करने में मदद करता है।

प्राचीन भारतीय साहित्य और प्रथाओं में ऐसी शिक्षा प्रणाली का

प्रमाण देखा जा सकता है। भारतीय गुरुकुल प्रणाली में छात्रों को व्यावसायिक कौशल, पेशेवर कौशल, सॉफ्ट स्किल, नैतिकता, मानवीय मूल्यों आदि के साथ-साथ विज्ञान, गणित, ज्यामिति का ज्ञान भी दिया जाता था। कई कलाओं के ज्ञान की यह धारणा या जिसे आधुनिक समय में अक्सर 'उदार कला' कहा जाता है (यानी, कला की एक उदार धारणा) को भारतीय शिक्षा में वापस लाया जाना चाहिए, क्योंकि यह बिल्कुल उसी तरह की शिक्षा है जो 21वीं सदी के लिए आवश्यक है। भारत में उच्च शिक्षा के केंद्र ज्ञान की हर शाखा को पढ़ाने के लिए जाने जाते थे। सदियों से, सीखने के व्यापक अवसर कम होते गए और धीरे-धीरे ध्यान विशेष विषयों में विशेषज्ञता की ओर चला गया। उच्च शिक्षा आज विभिन्न विषयों में कठोर सीमाओं के साथ आती है। किसी विशेष विषय को चुनने वाले छात्र को अन्य विषयों में रुचि छोड़नी पड़ती है। इसके विपरीत, आज के नौकरी एवं प्रतिस्पर्धा के दौर में एक विशेष क्षेत्र में विशेषज्ञता के बजाय कई क्षमताओं वाले मानव संसाधनों की तलाश करते हैं। बहु-विषयक शिक्षा छात्रों को गहन कौशल विकसित करने और व्यापक दृष्टिकोण के साथ समस्याओं से निपटने के लिए तैयार करती है। राष्ट्रीय शिक्षा नीति-2020 के माध्यम से उस समय प्रचलित शिक्षण-प्रशिक्षण का अनुकरण करके और इसे प्रासंगिक और समकालीन बनाकर प्राचीन भारत के उच्च शिक्षा केंद्रों की विरासत को फिर से स्थापित करने का प्रयास किया जा सकता है।

राष्ट्रीय शिक्षा नीति-2020 के अनुसार :-

भारत में समग्र और बहु-विषयक शिक्षा की एक लंबी परंपरा है,

तक्षशिला और नालंदा जैसे विश्वविद्यालयों से लेकर भारत के व्यापक साहित्य तक, विभिन्न क्षेत्रों में विषयों का संयोजन है। बाणभट्ट की कादंबरी जैसी प्राचीन भारतीय साहित्यिक कृतियों में शिक्षा को 64 कलाओं या विधाओं के ज्ञान के रूप में वर्णित किया गया है और इन 64 'कलाओं' में न केवल गायन और चित्रकला जैसे विषय थे, बल्कि रसायन विज्ञान और गणित जैसे 'वैज्ञानिक' क्षेत्र, बढ़ईगरी और कपड़े बनाने जैसे 'व्यावसायिक' और 'पेशेवर' क्षेत्र भी थे, जैसे चिकित्सा और इंजीनियरिंग, साथ ही संचार, चर्चा और बहस जैसे 'सॉफ्ट कौशल'। यह विचार कि गणित, विज्ञान, व्यावसायिक विषय, पेशेवर विषय और सॉफ्ट कौशल सहित रचनात्मक मानव प्रयास की सभी शाखाओं को 'कला' माना जाना चाहिए, स्पष्ट रूप से भारतीय मूल का है। बहुविषयक और समग्र शिक्षा, भारतीय शिक्षा प्रणाली के साथ-साथ दुनिया के अन्य हिस्सों में भी इस्तेमाल की जाने वाली एक प्राचीन पद्धति है। यही कारण है कि इस प्रकार की शिक्षा प्रणाली की वकालत कौटिल्य, बाणभट्ट, प्लेटो और अरस्तू जैसे कई अन्य विद्वानों ने की थी।

बहु-विषयक शिक्षा को एक नूतन दृष्टिकोण के रूप में परिभाषित किया जा सकता है, जो शिक्षार्थियों को विभिन्न विषयों से अलग-अलग विषयों या पाठ्यक्रम को सीखने में मदद करता है। बहुविषयक शिक्षा का एक उदाहरण चार वर्षीय बीएड एवं बीए एलएलबी प्रोग्राम है। यहां छात्र कला के साथ-साथ व्यावसायिक प्रशिक्षण एवं कानून भी सीखेंगे जो पूरी तरह से दो अलग विषय हैं। यह पाठ्यक्रम एकीकरण की एक विधि है। ऐसे पाठ्यक्रम में एक ही

विषय के अंतर्गत कई विषयों का अध्ययन किया जा सकता है।

आंकलन से यह पता चलता है कि स्नातक स्तर की शिक्षा के दौरान ऐसी शिक्षण पद्धतियां जो गणित, विज्ञान, तकनीकी, अभियांत्रिकी के साथ मानविकी और कला को समाहित करती हैं तो रचनात्मक और नवाचार, आलोचनात्मक चिंतन एवं उच्च स्तरीय चिंतन की क्षमता, समस्या समाधान योग्यता, समूह कार्य में दक्षता, संप्रेषण कौशल और पाठ्यक्रम के सभी विषयों की अवधारणात्मक समझ, सामाजिक और नैतिकता के प्रति जागरूकता आदि जैसे सकारात्मक शैक्षणिक परिणाम पर प्राप्त हुए हैं, और साथ ही समग्र और बहुविषयक शिक्षा दृष्टिकोण के माध्यम से अनुसंधान में भी सुधार और बढ़ोतरी हुई है।

समग्र और बहुविषयक शिक्षा के विचार को धरातल पर लाने के लिए सभी एचईआई के लचीले और नवीन पाठ्यक्रम में क्रेडिट आधारित पाठ्यक्रम और सामुदायिक जुड़ाव, सेवा, पर्यावरण शिक्षा और मूल्य आधारित शिक्षा के क्षेत्र शामिल होंगे। समग्र शिक्षा के अंतर्गत उच्चतर शिक्षा अपने संस्थान में अन्य उच्चतर शिक्षा शोध संस्थानों में इंटरनशिप के अवसर उपलब्ध कराएंगे जैसे- स्थानीय उद्योग, व्यवसाय, कलाकार, शिल्प आदि के साथ इंटरनशिप और अध्यापकों और शोधार्थियों के साथ शोध इंटरनशिप, ताकि साथ छात्र सक्रिय रूप से सीखने के व्यावहारिक पक्ष के साथ जुड़ सके और साथ ही साथ स्वयं के रोजगार की संभावनाओं की तलाश कर सके।

अभियांत्रिकी संस्थाओं जैसे- IITs & NITs को कला और मानविकी विषयों के साथ जोड़ना होगा एवं व्यवसायिक तथा

व्यवहारिक कौशलों (सॉफ्ट स्किल) का विकास करना होगा। उदार व लचीली पाठ्यक्रम संरचनाएं, अध्ययन के लिए विषयों के रचनात्मक संयोजन की क्षमता प्रदान करेगी और प्रवेश तथा निकास के कई विकल्प खुले होंगे।

समग्र और बहुविषयक के लिए आईआईटी, आईआईएम आदि के तर्ज पर मेरु (बहुविषयक शिक्षा और शोध विश्वविद्यालय) नामक सार्वजनिक मॉडल विश्वविद्यालय की स्थापना की जाएगी। इन विश्वविद्यालयों का उद्देश्य गुणवत्तापूर्ण शिक्षा में उच्चतम वैश्विक मानकों को अर्जित करना होगा यह देशभर में बहुविषयक शिक्षा के उच्चतम मानक भी स्थापित करेंगे।

राष्ट्रीय शिक्षा नीति-2020 के समग्रता और बहुविषयकता के कई लाभ हो सकते हैं :-

1. **व्यक्तित्व का विकास:** समग्र और बहुविषयक शिक्षा के माध्यम से छात्रों को विभिन्न क्षेत्रों में ज्ञान और कौशलों का अध्ययन करने का अवसर मिलता है, जो उनके व्यक्तित्व का संपूर्ण विकास करता है।
2. **कला और विज्ञान की संगति:** बहुविषयकता के अनुसार, छात्रों को विज्ञान, तकनीकी, अभिव्यक्ति कला, सामाजिक विज्ञान, और अन्य क्षेत्रों की समझ को संगठित रूप से सीखने का अवसर मिलता है।
3. **नए और नवाचारी सोच:** छात्रों को विभिन्न क्षेत्रों के अध्ययन से संबंधित नए और नवाचारी विचारों का संचार करने का

अवसर मिलता है, जिससे उनकी सोचने की क्षमता और रचनात्मकता बढ़ती है।

4. **कौशल का विकास:** बहुविषयक शिक्षा के माध्यम से छात्रों को विभिन्न कौशलों का विकास करने का अवसर मिलता है, जैसे कि समस्याओं को समाधान करने की क्षमता, संचार कौशल, और नवाचारिता।
5. **करियर विकल्पों में विविधता:** बहुविषयक शिक्षा के परिणामस्वरूप, छात्रों के पास अधिक विविध करियर विकल्प होते हैं, क्योंकि उनके पास अन्य आर्थिक, विज्ञान, शिल्प और सामाजिक क्षेत्रों में विभिन्न विकल्प होते हैं।
6. **समाजिक सामर्थ्य का विकास:** समग्र शिक्षा के माध्यम से समाज में सामर्थ्य का विकास होता है क्योंकि लोग विभिन्न दृष्टिकोण से जानकारी प्राप्त करते हैं और एक-दूसरे के साथ संवाद करने की क्षमता विकसित करते हैं।

इन सभी लाभों के साथ, समग्रता और बहुविषयकता शिक्षा नीति के माध्यम से छात्रों को एक व्यापक और समर्थक शिक्षा अनुभव प्रदान करते हैं, जो उनके शैक्षिक, पेशेवर, और सामाजिक विकास को समर्थ बनाता है।

राष्ट्रीय शिक्षा नीति-2020 के अनुसार, उच्च शिक्षा में परिवर्तन एवं प्रभाव की संभावना :-

1. **इंटीग्रेटेड और इंटरडिस्प्लिनरी कार्यक्रम:** नई शिक्षा नीति के

तहत, इंटीग्रेटेड और इंटरडिस्क्रिप्लिनरी कार्यक्रमों को बढ़ावा दिया जाएगा, जिससे छात्रों को विभिन्न क्षेत्रों में गहरा ज्ञान प्राप्त करने का अवसर मिलेगा। यह उच्च शिक्षा में नए और नवाचारी पाठ्यक्रमों का विकास कर सकता है।

2. **शैक्षिक तकनीकों का उपयोग:** नई शिक्षा नीति के अनुसार, शैक्षिक तकनीकों का उपयोग शिक्षा की गुणवत्ता में सुधार के लिए किया जाएगा। इससे उच्च शिक्षा के क्षेत्र में नए और अधिक इंटरैक्टिव पाठ्यक्रम और प्रशिक्षण की प्रणालियों का विकास हो सकता है।
3. **स्वायत्तता और आत्मनिर्भरता:** नई शिक्षा नीति उच्च शिक्षा में स्वायत्तता और आत्मनिर्भरता को बढ़ावा देने के लिए प्रोत्साहित करती है। इसके तहत, छात्रों को नई और विशिष्ट व्यावसायिक कौशल प्राप्त करने का अवसर मिलेगा, जो उन्हें बाजार में अधिक प्रतिस्पर्धात्मक बनाए रखेगा।
4. **गुणवत्ता में सुधार:** नई शिक्षा नीति का मुख्य लक्ष्य शिक्षा की गुणवत्ता में सुधार करना है। यह उच्च शिक्षा में गुणवत्ता के मानकों को बढ़ावा देने के लिए नए प्रणालियों, पाठ्यक्रमों, और परीक्षण प्रक्रियाओं का आयोजन कर सकता है।
5. **राष्ट्रीय और अंतरराष्ट्रीय प्रतिस्पर्धा में सुधार:** नई शिक्षा नीति के अनुसार, भारतीय उच्च शिक्षा को वैश्विक स्तर पर बेहतर बनाने का प्रयास किया जाएगा। यह छात्रों को अंतरराष्ट्रीय स्तर पर भी प्रतिस्पर्धा के लिए तैयार कर सकता है।

आवश्यकता :-

1. **निरंतर सीखने का विकास करना:** शिक्षा एक सतत अवधारणा है। निरंतर सीखना छात्रों द्वारा सीखे गए विषय में रुचि बनाए रखने का एक परिणाम है जो केवल तभी हो सकता है जब वे वास्तव में उसी में निवेशित हों। एक बहु-विषयक पाठ्यक्रम यह सुनिश्चित करेगा कि छात्रों को केवल वही पढ़ना होगा जो उन्हें पसंद है, जिससे वे कॉलेज के बाद भी अधिक से अधिक सीखना चाहेंगे। यह संभावित रूप से लोगों के एक समूह को आजीवन सीखने वाला बना सकता है।
2. **व्यावहारिक मानसिक क्षमता का विकास करना:** बहुविषयक शिक्षा इस मायने में अद्वितीय है कि यह छात्रों को नए विचारों की शक्ति को समझने में सहायक होती है। यह सीखने के प्रति व्यावहारिक दृष्टिकोण विकसित करने में मदद कर सकती है क्योंकि उन्हें यह चुनने की स्वतंत्रता दी जाती है कि वे कौन से विषय चुनना चाहते हैं और उनके संभावित लाभ क्या हैं। इससे उन्हें जोखिम की अनुमान लगाना और इससे मिलने वाले फायदों के आधार पर निर्णय लेने का अवसर प्राप्त होता है। इसलिए, यह छात्रों को अपना रास्ता खुद बनाने और अपनी मानसिक शक्तियों का पूरा उपयोग करने में सक्षम बनाता है।
3. **सॉफ्ट कौशल विकसित करना:** कुछ महत्वपूर्ण सॉफ्ट कौशल

हैं जैसे समय प्रबंधन, समस्या-समाधान और निर्णय लेने के कौशल आदि। इन सभी को एक बहु-विषयक पाठ्यक्रम में आसानी से बढ़ावा दिया जा सकता है क्योंकि जब आप किसी छात्र को यह चुनने की स्वायत्तता देते हैं कि वे क्या अध्ययन करना चाहते हैं तो वे अनिवार्य रूप से उस कार्य के साथ बेहतर समस्या समाधानकर्ता और निर्णय लेने वाले बन जाते हैं क्योंकि उन्हें मौलिक रूप से निर्णय लेना होगा। उनके द्वारा लिया गया प्रत्येक निर्णय उस छात्र द्वारा अच्छी तरह से सोचा जाएगा और इसलिए अधिक तर्कसंगत होगा।

4. **विविध कौशलों का विकास करना:** बहु-विषयक शिक्षा प्राप्त करने से छात्रों को अध्ययन के विभिन्न क्षेत्रों का पता चलता है, जो उनको विविध प्रकार के कौशल विकसित करने में सहायता प्रदान करते हैं।
5. **अनुकूलनशीलता का विकास करना:** एक बहुविषयक शिक्षा आपको विभिन्न विषयों की व्यापक समझ प्रदान करती है, जो आपको न स्थितियों और वातावरण के अनुकूलन स्थापित करने में मदद करती है।
6. **समस्या-समाधान की क्षमता का विकास करना:** बहुविषयक शिक्षा समस्या-समाधान को प्रोत्साहित करती है। छात्र समस्याओं को कई दृष्टिकोणों से देखते और समाधान करना सीखते हैं। सृजनात्मक समाधान कौशल को कार्यबल में अत्यधिक महत्व दिया जाता है क्योंकि नियोक्ता हमेशा ऐसे

व्यक्तियों की तलाश में रहते हैं, जो कि जटिल समस्याओं का समाधान कर सकें।

7. **रचनात्मकता का विकास करना:** बहुविषयक शिक्षा छात्र को कला, साहित्य, विज्ञान और प्रौद्योगिकी के विभिन्न रूपों से परिचित कराकर रचनात्मकता को बढ़ावा देती है। जो आपको समस्याओं को रचनात्मक एवं विविध परिप्रेक्ष्य से देखने में सक्षम बनाता है। यह कौशल न केवल कला में बल्कि विज्ञान और व्यवसाय में भी महत्वपूर्ण है।
8. **कैरियर के अवसर प्रदान करना:** एक बहु-विषयक शिक्षा कैरियर के अवसर खोलती है। छात्र अध्ययन के एक विशिष्ट क्षेत्र तक सीमित न होकर अपने रुचि अनुसार विविध विषयों का ज्ञान प्राप्त कर सकता है, जो उनको विभिन्न प्रकार की नौकरियों के लिए योग्य बनाता है। नियुक्ता बहु-विषयक शिक्षा वाले व्यक्तियों को महत्व देते हैं, क्योंकि उनके पास विविध प्रकार के कौशल होते हैं और वे विभिन्न कार्य वातावरणों के लिए अनुकूल हो सकते हैं।

राष्ट्रीय शिक्षा नीति-2020 में परिकल्पित लचीलेपन और गतिशीलता के साथ समग्र और बहु-विषयक शिक्षा सुनिश्चित करने के लिए, हमें कई सुविधाएं स्थापित करने की आवश्यकता है जैसे :-

- सभी कार्यक्रमों में एकरूपता के साथ योग्यताओं का एक व्यापक ढांचा - राष्ट्रीय उच्च शिक्षा योग्यता फ्रेमवर्क (एनएचईक्यूएफ),
- क्रेडिट संग्रहीत करने के लिए एक अकादमिक बैंक,

- गतिशीलता को सक्षम करने के लिए दिशानिर्देश,
- भौतिक, ओडीएल और अनलाइन जैसे विभिन्न तरीकों से क्रेडिट अर्जित करने का प्रावधान।

निष्कर्ष :-

बहुविषयक शिक्षा का उद्देश्य मनुष्य के सभी क्षमताओं बौद्धिक, सौंदर्यात्मक, समाजिक, शारीरिक, भावात्मक तथा नैतिक और व्यावहारिक कौशल (सॉफ्ट स्किल) जैसे- संप्रेषण, वाद-विवाद, चर्चा या किसी विशिष्ट क्षेत्र में विशेषज्ञता को एकीकृत तरीके से विकसित करना है। अतः स्नातक स्तर के कार्यक्रमों में कला, तकनीकी, विज्ञान, व्यवसायिक व अन्य पेशेवर विषयों को समन्वित कर संचालित किया जाना चाहिए। समग्र एवं बहुविषयक शिक्षा से रोजगार में लाभ होने की संभावना है। व्यापक परिप्रेक्ष्य के साथ समस्याओं से निपटने की क्षमता में सुधार होता है, विविध प्रकार के कौशलों विकास होता है, अनुकूलनशीलता को बढ़ावा मिलता है, समस्या-समाधान को प्रोत्साहित किया जाता है, रचनात्मकता बढ़ती है और छात्रों को उभरते क्षेत्रों में कैरियर के अवसरों की दुनिया खुलती है। समाज को उत्तरोत्तर दिशा में आगे बढ़ाने के लिए जिस समावेशी और प्रगतिशील शिक्षा हम की कल्पना करते हैं उसे बहुविषयक शिक्षा के द्वारा पूरा किया जा सकता है। अतः समाज व देश के उन्नति तथा वैश्विक मानकों अर्जित करने के लिए हमें बहु विषयक शिक्षा की अवधारणा को सझते हुए उक्त दिशा में ठोस कदम उठाये जाने की आवश्यकता है।

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प्रिया श्रीवास्तव

(एम. एड छात्रा द्वितीय वर्ष)

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बारबंकी (उत्तर प्रदेश)

शोध सार

राष्ट्रीय शिक्षा नीति मातृभाषा में शिक्षा को प्रोत्साहित करती है, जो एकता को बढ़ावा देती है और टकराव नहीं। कस्तूरी रंगन समिति द्वारा तैयार की गई यह नीति मई 2019 में कैबिनेट को प्रस्तुत की गई थी, जिसे 19 जुलाई 2020 को केंद्रीय कैबिनेट ने मंजूरी दी। भाषा के महत्व को समझते हुए, नीति भारतीय सांस्कृतिक धरोहर के संरक्षण और समृद्धि में भाषाओं के समृद्धि को बढ़ावा देने का प्रस्ताव करती है। इसके साथ ही विदेशी भाषाओं के साथ भारतीय भाषाओं को भी बढ़ावा देने का विचार रखा गया है। नीति का उद्देश्य है कि 2047 तक भारत एक बहुभाषी, बहु-सांस्कृतिक, और बहु-विषयक शैक्षिक केंद्र बने। इसमें कला और संस्कृति का

महत्व भी बताया गया है, विशेष रूप से कौशल विकास योजना के माध्यम से। यह योजना बेरोजगार युवाओं को रोजगार प्रदान कर रही है और दूर-दराज के गाँवों तक कौशल विकास को लाने में मदद कर रही है। आधुनिक भारत के संदर्भ में, नीति भारतीय और वैदिक संस्कृति के महत्व को मानते हुए, इसे अपने अस्तित्व के मौलिक स्तम्भ के रूप में स्वीकार करती है। नीति भाषा के प्रति अभिवृद्धि को प्रोत्साहित करती है, जैसे कि विज्ञान और गणित की द्विभाषी शिक्षण सामग्री का तैयारी करने के लिए, जो छात्रों को उनकी मातृभाषा और अंग्रेजी दोनों में विषय की समझ प्रदान करती है। सम्मिलित दृष्टिकोण के साथ, राष्ट्रीय शिक्षा नीति 2020 भारत के शिक्षा क्षेत्र में एक नई युग की शुरुआत का प्रतीक है, जो हमें नवीनतम उत्तीर्णताओं की ओर अग्रसर कर रहा है।

प्रस्तावना-

अध्यक्ष- सुप्रसिद्ध वैज्ञानिक पूर्व इसरो प्रमुख पद्म विभूषण से सम्मानित डॉ. कस्तूरी रंगन समिति- कस्तूरी रंगन समिति

समिति का गठन- जून 2017 में किया गया तथा मई 2019 में राष्ट्रीय शिक्षा नीति का मसौदा कैबिनेट को प्रस्तुत किया गया तथा 19 जुलाई 2020 को केंद्रीय मंत्रीमण्डल द्वारा इस नीति को मंजूरी मिली।

उद्देश्य- भारतीय कला और संस्कृति की पहचान कराने और उसे संवृद्धि प्रदान करने में भाषा की महती भूमिका होती है यहा भाषा की शक्ति है इसलिए देश की कला और संस्कृति के संवर्द्धन के लिए भाषा को समृद्धि करना आवश्यक है। राष्ट्रीय शिक्षा नीति 2020 में भाषा की इसी शक्ति की बात करते हुए हिन्दी के साथ भारत की अन्य भाषाओं यहा तक की विदेशी भाषाओं और उसके साहित्य के माध्यम से देश की सांस्कृतिक संपदा के संरक्षण, संवर्द्धन, प्रसार और विद्यार्थियों के व्यक्तित्व के समग्र विकास की बात की गयी है। भाषा न केवल अभिव्यक्ति का माध्यम है बल्कि राष्ट्र की समृद्धि का आधार है।

नई शिक्षा नीति 2020 - भारतीय परम्परा और संस्कृति का पुर्ननिर्माण बहुभाषी, बहु-संस्कृतिक और बहु-विषयक शैक्षिक दृष्टिकोण

भारतीय संस्कृति विश्व की प्रचीनतम संस्कृतियों में से एक है। यह माना जाता है कि भारतीय संस्कृति यूनान, रोम, मिस्र, सुमेरू और चीन की संस्कृतियों के समान ही प्रचीन है। कई भारतीय विद्वान तो भारतीय संस्कृति को विश्व की सर्वाधिक प्रचीन संस्कृति मानते है भारतीय संस्कृति में प्रचीन काल से चली आ रही गुरु-शिष्य के बीच संबन्ध को परम्परा कहते है यह हिन्दू, सिक्ख, जैन, और बौद्ध धर्म में सामान्य रूप से पायी गई है। परम्परा का शाब्दिक अर्थ है – बिना व्यवधान के श्रृंखला रूप में जारी रहना।

हमारा भारत देश बहुभाषा, बहु-सांस्कृतिक, बहु-विषयक और नई शिक्षा नीति 2020 से लेकर 2047 तक का भारत ऐसा भारत हो जिसका शैक्षिक दृष्टिकोण विश्वगुरु के रूप में प्रदर्शित हो। किसी देश की प्रगति व विकास का मार्ग वहाँ के मानव संसाधनों से है। मानव संसाधन का विकास शिक्षा द्वारा ही संभव है उचित शिक्षा का निर्धारण शिक्षा नीति पर निर्भर स्वतंत्रता के बाद भारत 1986 के बाद यानी की 34 वर्ष के बाद नई शिक्षा की नीति 2020 का निर्माण माननीय प्रधानमंत्री श्री नरेन्द्र मोदी जी की अध्यक्षता में हुआ है। नई शिक्षा नीति 2020 का सपना है कि 2047 का भारत एक ऐसा भारत हो जिसका भौतिक दृष्टिकोण विश्वगुरु के रूप में प्रदर्शित हो।

कौशल विकास में सम्मिलित कला और संस्कृति का योगदान:-

भारत में कौशल विकास योजना के क्षेत्र में सम्मिलित करना एवं संस्कृति का अहम् योगदान रहा है। विशेषता: छापा कला के माध्यम से कौशल विकास योजना को जन-जन तक पहुँचाने का कार्य किया है। छापा कला के माध्यम द्वारा योजनाओं का विश्लेषण करना आसान हुआ है और चित्रों तथा लेखों को नई-नई तकनीकों के माध्यम से छापकर बेरोजगार लोगों को जागरूक करने का कार्य किया है।

भारत सरकार का कौशल विकास और उद्यमशीलता मंत्रालय अब तक एक करोड़ सैंतिस लाख से अधिक युवाओं को प्रधानमंत्री कौशल विकास योजना से नौकरियाँ प्रदान की जा चुकी है।

भारत सरकार इसके माध्यम से व्यवसायिक शिक्षा को बढ़ावा दे रही है और दूर-दराज के गाँवों तक कौशल विकास योजना के माध्यम से युवाओं को लाभ पहुँचा रही है। इससे देश का युवा वर्ग मुख्य धारा से जुड़ रहा है और अधिक लाभ प्राप्त कर रहा है।

आधुनिक संदर्भ में भारतीय एवं वैदिक संस्कृति:

संस्कृति शब्द का अर्थ है- परिष्कृत संस्कार अर्थात् वह संस्कार जो मानव आचरण का अवलोकन करके उसका परिष्करण करते हैं। भारतीय संस्कृति संसार के सर्वाधिक और पौरातनिक संस्कृतियों में एक उत्कृष्ट स्थान पर विराजमान है। संस्कृति किसी देश की अभिलाषा, संस्कार, विचारधारा एवं आचरण की परिचायक है। भारतीय संस्कृति का आरम्भ बिन्दु सिन्धु घाटी सभ्यता से हुआ, जो निःसन्देह सदैव ही विश्व के स्मृति पटल पर अंकित रहेगी एवं युगों तक प्रचलित रहेगी। भारतीय संस्कृति का उद्गम अनेकानेक संस्कृतियों के सम्मिश्रण का परिणाम है, फलस्वरूप वर्तमान भारत में विधियों भाषाओं, भोजन, कलाएँ, त्योहार, संस्कार, जीवन शैली आदि विभिन्नताएँ विद्यमान हैं। यहाँ मात्र गंगा, जमुना एवं सरस्वती जैसी पवित्र नदियाँ ही मिश्रित नहीं होती वरन् अनेकानेक संस्कृतियों भी भारतीयता नामक संगम में समाहित होकर एक पवित्र, अविरल और उन्नत सभ्यता एवं संस्कार स्थापित कर देती है।

काल के अनुसार अनेक वैचारिक एवं भौतिक परिवर्तन हुए हैं। जिनके प्रभाव में भारतीय संस्कृति रूपान्तरित हुई है। परन्तु इस अन्तराल में भी वह वैदिक संस्कार हमारे व्यक्तित्व से पृथक नहीं हुए

है। हमारा अस्तित्व हमारी संस्कृत पर आधारित है एवं इस अनन्त संस्कृति से विघटन की स्थिति में हम शून्य मात्र हैं।

राष्ट्रीय शिक्षा नीति में बहुभाषिकता का महत्व:

- बहुभाषिकता को बढ़ावा देने के लिए विज्ञान और गणित की द्विभाषी शिक्षण सामग्री तैयार की जायेगी जिससे विद्यार्थी में मातृभाषा और अंग्रेजी दोनों में विषय की समझ पैदा हो सके।
- बच्चों में भाषा की शक्ति के विकास और उसके माध्यम से अनेक व्यक्तित्व के विकास के लिए कई योजनाओं, पहलों और प्रयासों की बात की गई है जैसे-

त्रिभाषा सूत्र:- राज्य, क्षेत्र और विद्यार्थी अपनी सुविधा और इच्छानुसार तीनों भाषाओं का चयन करेंगे।

- किसी राज्य पर कोई भाषा थोपी नहीं जायेगी।
- तीन में से कम से कम दो भारतीय भाषाएं होंगी।
- ग्रेड 6 या 7 से तीन में से एक या दो भाषाओं को बदलने की सुविधा होगी। लेकिन इसके पूर्व उन्हें माध्यमिक कक्षाओं के अन्त तक कम से कम एक भारतीय भाषा की साहित्यिक स्तर पर बुनियादी दक्षता दिखानी होगी।
- साहित्यकारों और भाषा विशेषज्ञों को भाषा-शिक्षण और प्रशिक्षण में विशिष्ट प्रशिक्षकों के रूप में जोड़ने और विद्यार्थियों को सृजनात्मक लेखन के लिए प्रोत्साहित करने पर बल दिया जाएगा।

भाषा की प्रासंगिकता को सुनिश्चित करने हेतु सुझाव:-

- धातव्य है कि प्रसांगिकता के बिना अस्तित्व की बात करना बेईमानी है। इसके लिए भारतीय भाषाओं में प्रिंट और इंटरनेट की नई सुविधाओं का सृजन आवश्यक है।
- सम-समायिक विषयों पर उन भाषाओं में चर्चा आवश्यक है।
- पाठ्य-पुस्तकों, अभ्यास पुस्तकों, वीडियो, विविध साहित्यिक विधाओं में रचनाएँ, अद्यतन शब्दकोषों और शब्द-भण्डारों का निर्माण और उसका प्रसार आवश्यक है।
- भारतीय भाषाओं, तुलनात्मक साहित्य और सृजनात्मक लेखन के अध्ययन को उच्चतर शिक्षा से जोड़ना आवश्यक है।

निष्कर्ष:-

नई राष्ट्रीय शिक्षा नीति 2020 विद्यालयों और उच्च शिक्षा दोनों में बहुभाषावाद को बढ़ावा देती है क्योंकि बहुभाषी शिक्षा छात्रों को पढ़ने के लिए छात्र की मातृभाषा या मूलभाषा का उपयोग करने पर बल देती है क्योंकि यह अधिगम को प्रभावी बनाती हैं।

कुछ चाहत थी, कुछ सपना था,
जीवन में कुछ कर दिखाने की।
नई शिक्षा नीति की बात छिड़ी,
हासिल कुछ नया कर जाने की।।

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राष्ट्रीय शिक्षा नीति 2020: क्रियान्वयन और चुनौतियाँ

दीपक यादव

बी.एड द्वितीय वर्ष छात्राध्यापक

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सारांश

हम जानते हैं कि 'परिवर्तन तो प्रकृति का शाश्वत नियम' है उसी तरह हमें भी अपने पुरातन परंपरागत चीजों में बदलाव लाना चाहिए ताकि हम समय के इस बदलती धारा में कहीं पीछे न छुट जाए। भारत में प्राचीन काल में परंपरागत शिक्षा पद्धति प्रचलित थी जिसमें गुरुकुल व्यवस्था के अंतर्गत विद्यार्थियों को बाल्यकाल में शिक्षा ग्रहण करने हेतु गुरुकुल भेज दिया जाता था। यह व्यवस्था हमारे प्राचीन धर्म ग्रंथों रामायण, महाभारत आदि में वर्णित आश्रमों, नालंदा व तक्षशिला विश्वविद्यालय जैसी प्रतिष्ठित संस्थाओं से समझी जा सकती है जिनमें विदेशों से अध्ययन हेतु विद्यार्थी आते थे। आधुनिक युग में हमारे देश में शिक्षा व्यवस्था हेतु प्रमुख रूप से शिक्षा नीतियां वर्ष 1968, 1986 एवं 2020 में लागू की गई हैं। अभी हाल ही में वर्तमान में केंद्र सरकार द्वारा पुरानी शिक्षा व्यवस्था

को परिवर्तित किया गया जो कि समय के साथ उचित भी था, जिसे 'राष्ट्रीय शिक्षा नीति 2020' कहा गया, जिसको पूरी तरह से लागू करने का लक्ष्य वर्ष 2040 तक रखा गया है। नई शिक्षा नीति में रोचक, महत्वपूर्ण व अनुकरणीय विचार समाहित किए गए हैं। साथ ही इसमें कुछ नई चुनौतियां भी उपस्थित होने की संभावना है। अवसर के तौर पर इसमें बालक की सामाजिक, आर्थिक और मनोवैज्ञानिक आवश्यकताओं को ध्यान में रखकर अनेक प्रावधान किए गए हैं, साथ ही नवाचारों को भी प्रोत्साहित किया गया है। शिक्षा के क्षेत्र में हुए इन नये सृजनात्मक स्वरूप को सही मायनों में गुणात्मक अभिवृद्धि के रूप में देखा जा सकता है यदि इसके क्रियान्वयन में आने वाली समस्याओं को दूर कर दिया जाए।

मुख्य शब्द:- राष्ट्रीय शिक्षा नीति 2020, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, चुनौती।

प्रस्तावना

राष्ट्रीय शिक्षा नीति 2020, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, अवसर, चुनौती भारत सरकार द्वारा गंभीर मंथन एवं वर्तमान में प्रचलित शिक्षा नीति की कमियों से सबक लेते हुए राष्ट्रीय शिक्षा नीति 2020 प्रस्तुत की गई है। यह प्रारूप सरकार, शिक्षाविदों तथा भारत की आम जनता से प्राप्त हुए बहुमूल्य एवं सार्थक विचारों को ध्यान में रखकर तैयार किया गया है जो कि आज हम सभी के समक्ष

राष्ट्रीय शिक्षा नीति 2020 के स्थूल रूप में विद्यमान है। इस प्रारूप को भारत सरकार के मानव संसाधन विकास मंत्रालय (वर्तमान में शिक्षा मंत्रालय) द्वारा तैयार किया गया है। वस्तुतः इस प्रारूप पर भारत सरकार द्वारा विगत 5 वर्षों से निरंतर कार्य किया जा रहा था। इसे वर्ष माह मई 2019 में इसे सार्वजनिक कर दिया गया था तत्पश्चात सम्बद्ध पक्षों सहित आम जनता से सुझाव मांगे गए थे। सरकार का यह कदम भारत के लोकतंत्रात्मक शासन में आम जनता का विश्वास बनाए रखने एवं मजबूत करने के वृहद लक्ष्य को रेखांकित करता है। नई शिक्षा नीति 2020 को भारत सरकार द्वारा 29 जुलाई 2020 को कैबिनेट की मंजूरी के पश्चात घोषित किया गया। वर्ष 2020 में इस प्रस्ताव को स्वीकार करने के कारण ही इसका नामकरण राष्ट्रीय शिक्षा नीति 2020 रखा गया। इस शोध पत्र में “स्कूलों व कालेजों में नई शिक्षा नीति लागू होने पर आने वाली चुनौतियों” पर एक अध्ययन किया गया है तथा इसके माध्यम से नए डिजाइन में स्कूल पाठ्यक्रम के पुनर्गठन पर विचार प्रस्तुत किए गए हैं। इस पुनर्गठित ढांचे को $5 + 3 + 3 + 4$ के रूप में पहचाना जा रहा है। वर्तमान में स्कूल शिक्षा में भारत में $10+2$ ढांचे का अनुसरण किया जा रहा है। स्कूल शिक्षा के ढांचे में प्रमुख रूप से एक यही परिवर्तन दृष्टिगोचर हो रहा है। इस परिवर्तन से विद्यार्थियों की उम्र के विभिन्न पड़ावों पर विकास की अलग-अलग अवस्थाओं के मुताबिक उनकी रुचियां और विकास की आवश्यकताओं पर समुचित ध्यान दिया जा सकेगा। इस शोध पत्र के माध्यम से यह प्रस्तुत किया गया है कि नई शिक्षा नीति की यह व्यवस्था हमारे लिए

सकारात्मकता के साथ-साथ कुछ चुनौतियों को भी हमारे समक्ष आ रही है।

शोध का उद्देश्य:-

1. नई डिजाइन 5 + 3 + 3 + 4 के स्कूली पाठ्यक्रम की अनुशंसा का विश्लेषणात्मक अध्ययन करना।
2. नई शिक्षा नीति के क्रियान्वयन में धरातल पर आने वाली समस्याओं की वास्तविकता को परखना।
3. उच्च संस्थान में नई शिक्षा नीति लागू होने पर आने वाली चुनौतियों को आपके समक्ष प्रस्तुत करना।
4. नई शिक्षा नीति के तहत डिग्री लेने के प्रावधान के कारण आने वाली चुनौतियों को आपके समक्ष प्रस्तुत करना।

विश्लेषण:-

राष्ट्रीय शिक्षा नीति 2020: मुख्य बिन्दु:-

शिक्षा एक सार्वजनिक सेवा है। शिक्षा के गुणवत्ता पूर्ण स्वरूप को पहचान कर उसे प्रत्येक बालक तक पहुंचाना ही शिक्षा देने का मुख्य उद्देश्य है। शैक्षिक प्रणाली को इस प्रकार पुनर्गठित करना होगा कि वह बालक की मौलिक आवश्यकता को पूरा करे तथा जीवन पर्यंत उपयोगी व लाभदायक सिद्ध हो सके। इसी क्रम में हम इस शोध पत्र के प्रस्तुत विषय को गहराई से जानने हेतु इसका विश्लेषण करते हैं तो यह पाते हैं –

5+ 3+3+ 4 डिजाइन

1. फाउंडेशन स्तर - 5 वर्ष (3 से 8 वर्ष के बच्चों सहित)

A. आंगनबाड़ी/प्री स्कूल - 3 वर्ष

B. कक्षा 1-2 प्राथमिक स्कूल - 2 वर्ष

2. प्रीपेटरी स्तर- 3 वर्ष (8 से 11 वर्ष के बच्चों सहित)

A. कक्षा 3 - 5

3. मिडिल स्तर - 3 वर्ष (11 से 14 वर्ष के बच्चों सहित)

A. कक्षा 6 - 8

4. सेकंडरी स्तर - 4 वर्ष (14 से 18 वर्ष के बच्चों सहित)

A. कक्षा 9 व 10

B. कक्षा 11 व 12

एवं उच्च कक्षाओं के स्तर पर।

सर्वप्रथम फाउंडेशन स्तर में बालक के प्रारंभिक 5 वर्ष (3 से 8 वर्ष के बच्चों सहित) रखे गए हैं जिनमें से प्रथम 3 वर्ष आंगनबाड़ी प्री स्कूल के अंतर्गत तथा बाद के 2 वर्ष में कक्षा 1 व 2 प्राथमिक स्कूल में विभाजित किया गया है। इस स्तर में मुख्यतः बहु स्तरीय खेल/क्रियाविधि आधारित शिक्षा पर बल दिया गया है।

इस स्तर की प्रमुख विशेषताओं को हम निम्नानुसार चिन्हित कर सकते हैं-

A. आचार - विचार (Ethics)

B. टीम- वर्क और सहयोग (Teamwork and Collaboration)

C. आत्म- पहचान (Self-Identity)

D. विकसित- जिज्ञासा (Developed Curiosity)

E. तार्किक सोच एवं समस्या समाधान की विधा (Logical Thinking and Problem Solving)

F. कला शिल्प एवं संगीत (Art, Craft and Music)

G. प्रकृति से संबंध (Relationship with Nature)

H. रंग, आकार, अक्षर व संख्या (Colour, Shapes, Alphabets & Numbers)

इन सभी को विशेष स्थान दिया गया है। पहले वाली 10+2 व्यवस्था में प्रारम्भ के आंगनबाड़ी/प्री स्कूल स्तर को भी एकेडमिक स्तर में जोड़कर इसे चार स्तरों में विभाजित किया गया है। इस स्तर का एक अन्य महत्वपूर्ण तथ्य यह है कि इस स्तर में अर्थात् 8 वर्ष तक के बच्चों को किसी भी प्रकार की परीक्षा नहीं देनी होगी जिससे बच्चे कोई मानसिक तनाव महसूस ना करें तथा उन्हें बहुत ही नवाचार पूर्ण (Innovative) तरीके से शिक्षा प्रदान की जाएगी। इससे आगे प्रीपेटरी स्तर (3 वर्ष) जो कि 8 से 11 वर्ष तक के बच्चों के लिए है, जिसमें कक्षा 3 से 5 तक का अध्ययन आता है। किसी भी प्रकार की परीक्षा कक्षा 3 से प्रारंभ होकर उपयुक्त प्राधिकारी द्वारा ली जाएगी। कक्षा 5 तक न्यूनतम या कक्षा 8 तक

भी शिक्षा का माध्यम मातृभाषा, क्षेत्रीय या स्थानीय भाषा में ही रहेगा। किसी भी विद्यार्थी पर कोई भाषा अध्यारोपित (Imposed) नहीं की जा सकेगी।

यहाँ यह उल्लेख भी समीचीन रहेगा कि यद्यपि यह निर्णय बालक के आधारभूत ज्ञान को मजबूती प्रदान करने के लिए है तथापि कुछ शैक्षणिक विद्वानों द्वारा यह कहा गया है कि शिक्षा का माध्यम अंग्रेजी होना चाहिए क्योंकि भविष्य में अंग्रेजी ही विश्व में बच्चों के लिए शिक्षा के अवसर प्रदान करने में सहायक है।

1. मिडिल स्तर कक्षा, 6 से 8 तक (3 वर्ष, 11 से 14 वर्ष के बच्चों सहित) के स्तर पर विद्यार्थियों हेतु शिक्षा के साथ ही एक विषिनवजयट व्यवस्था लागू करने का प्रावधान किया गया है जिसमें 10 दिन की बस्ता रहित अवधि (Bag less Period) रहेगी। इस अवधि में विद्यार्थी स्थानीय व्यावसायिक विशेषज्ञों (Vocational Expertise) से काष्ठ कला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि कक्षाओं के माध्यम से स्कूल में सीख सकते हैं। इन 10 दिनों में बालक बिना बस्ते के स्कूल जा सकते हैं।

2. सेकंडरी स्तर:- कक्षा 9 से 12 (4 वर्ष, 14 से 18 वर्ष के बच्चों सहित) को दो भागों में विभाजित किया गया है। प्रथम स्तर पर कक्षा 9 व 10 तक का है जिसमें बोर्ड परीक्षा को यथावत रखा गया है। इसमें विद्यार्थी का ध्यान समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) पर केंद्रित किया जाएगा।

इस स्तर में छात्र को कक्षा 9 में अपने रुचि का विषय चुनने तथा उन्हें ही पढ़ने की बात कही गई है। इसे हम बहु विषयक अध्ययन (Multi-Disciplinary study) की श्रेणी में रख सकते हैं जिसमें विद्यार्थी किसी भी धारा (Stream)- विज्ञान, कला, वाणिज्य- में से अपनी रुचि के किन्हीं भी विषयों का चयन कर सकता है। इससे विद्यार्थी का समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) की तरफ ध्यान आकर्षित होता है।

सेकेंडरी स्तर में एक मुख्य परिवर्तन के तौर पर कक्षा 9 से 12 तक बालकों द्वारा कोई भी विदेशी भाषा जैसे जर्मन, फ्रेंच आदि के अध्ययन को भी जोड़ा गया है। विद्यार्थी कक्षा 11 व 12 तक बहु भाषाओं में भी पारंगत हो सकेगा जिससे भविष्य में उसके रोजगार और उसके अवसरों में बढ़ोत्तरी हो सकेगी।

उच्च शिक्षा:-

NEP -2020 के तहत उच्च शिक्षण संस्थान में 'सकल नामांकन अनुपात को 26.3%वर्ष (2018) से बढ़ाकर 50% तक करने का लक्ष्य रखा गया है। इसके साथ ही देश के शिक्षण संस्थानों में 3.5 करोड़ नई सीटों को जोड़ा जाएगा।

NEP -2020 के तहत स्नातक पाठ्यक्रम में महत्वपूर्ण सुधार किया गया है, इसके तहत 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण पत्र प्रदान किया जाएगा (जैसे 1 वर्ष के बाद सर्टिफिकेट,

2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों बाद स्नातक की डिग्री तथा 4 वर्षों बाद के बाद शोध के साथ स्नातक)

विभिन्न उच्च शिक्षण संस्थान से प्राप्त अंको या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिए एक 'एकेडमिक बैंक आफ क्रेडिट' दिया जाएगा। जिससे अलग अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके।

नई शिक्षा नीति के तहत एम.फिल कार्यक्रम को समाप्त कर दिया गया है।

भारत उच्चशिक्षा आयोग:-

1. चिकित्सा एवं कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा क्षेत्र के लिए एक एकल निकाय के रूप में भारत उच्च शिक्षा आयोग का गठन किया जाएगा।

HECI के कार्य को के प्रभावी और प्रदर्शितापूर्ण निष्पादन के लिए चार संस्थानों /निकाय का निर्धारण किया गया है-

1. विनियमन हेतु:-राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद।
2. मानक निर्धारण:-सामान्य शिक्षा परिषद।
3. वित्तपोषण:- राष्ट्रीय प्रत्यायन परिषद

महाविद्यालय की संबद्धता 15 वर्षों में समाप्त हो जाएगी और उन्हें क्रमिक स्वायत्तता प्रदान करने के लिए एक चरणबद्ध प्रणाली की स्थापना की जाएगी।

देश में IIT एवं IIM के समकक्ष वैश्विक मानकर के 'बहुविषयक शिक्षा एवं अनुसंधान विश्वविद्यालय की स्थापना की जाएगी।

शिक्षा ,मुल्यांकन ,योजनाओं के निर्माण और प्रशासनिक क्षेत्र में तकनीक के प्रयोग पर विचारों के स्वतंत्र आदान प्रदान हेतु 'राष्ट्रीय शैक्षिक प्रौद्योगिक मंच नामक एक स्वायत्त निकाय की स्थापना की जाएगी।

नई शिक्षा नीति 2020: क्रियान्वयन की चुनौतियाँ:-

हम जानते हैं कि हर सिक्के के दो पहलु होते हैं हमें दोनों पक्षों को जानना चाहिए ताकि हम अपने प्लान को और बेहतर कर सकें जिससे हम निरन्तर आगे बढ़ते रहे निश्चय ही नई शिक्षा नीति 2020 को पूरे देश में क्रियान्वित करना चुनौतीपूर्ण कार्य हो सकती है। मेरे विचार में नई शिक्षा नीति 2020 को लागू करने में निम्न चुनौतियाँ आ सकती हैं जो निम्न प्रकार से हैं-

1. राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन में हमारे समक्ष प्रथम चुनौती इस रूप में विद्यमान है कि भारत सरकार द्वारा शिक्षा पर हमारे देश की जीडीपी का लगभग 6 % खर्च किया जाना प्रस्तावित है परंतु यह तथ्य वर्तमान में भी वाद-विवाद के योग्य है कि क्या यह 6 % अंश खर्च किया जा रहा है या अब किया जाएगा ? यह प्रश्न अत्यन्त प्रासंगिक है क्योंकि यह प्रावधान देश की राष्ट्रीय शिक्षा नीति 2020 से पूर्व में लागू की गई दो शिक्षा नीतियों में भी किया गया था परंतु वास्तव में धरातल पर आंकड़े ऐसा नहीं दर्शाते हैं। आर्थिक समीक्षा 2018-19 के

आंकड़ों पर यदि गौर किया जाये तो स्पष्ट होगा कि हमारा देश कुल जीडीपी के 3 % से भी कम शिक्षा पर खर्च करता है। शिक्षा पर कुल सार्वजनिक खर्च प्रति विद्यार्थी तथा शैक्षिक गुणवत्ता की दृष्टि से भारत का विश्व में 62वां स्थान है। शिक्षक-विद्यार्थी अनुपात (Teacher- Pupil Ratio) भारत में अभी भी अत्यन्त न्यून है। देश के प्रतिष्ठित समाचार पत्र टाइम्स ऑफ इंडिया की रिपोर्ट के अनुसार भूटान, जिंबाब्वे, स्वीडन, फिनलैंड, ग्रेट ब्रिटेन, मलेशिया, दक्षिण अफ्रीका, संयुक्त राज्य अमेरिका इन सभी देशों में शिक्षा पर उनकी जीडीपी का भारत से अधिक प्रतिशत खर्च किया जा रहा है। कोठारी आयोग (1964) में भी 6 % अंशदान ही शिक्षा पर खर्च करने का प्रावधान था परंतु 2021 तक यह नहीं हो पाया। एक रोचक तथ्य यह भी सामने आता है कि जैसे-जैसे हमारी कुल जीडीपी में वृद्धि हुई है वैसे-वैसे उसका 3% से भी कम शिक्षा पर खर्च किया गया है। यह हमारे देश की सरकार पर एक बहुत बड़ा प्रश्न चिन्ह है। इसमें सुधार के साथ ही शिक्षा की गुणवत्ता को बेहतर किया जा सकता है।

2. राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन में हमारे समक्ष एक अन्य चुनौती इस रूप में विद्यमान है कि राष्ट्रीय शिक्षा नीति 2020 में कक्षा 5 या कक्षा 8 तक मातृभाषा में ही शिक्षण की बात कही गई है। यह भी केवल वैकल्पिक है, आवश्यक नहीं है। इस व्यवस्था को जो निजी क्षेत्र के बड़े विद्यालय हैं, उन्हें मानने के लिए कोई बाध्यता नहीं होने से उनका शिक्षा

प्रदान करने का माध्यम तो अंग्रेजी रहेगा तथा केवल सरकारी विद्यालयों में मातृभाषा में आधारभूत शिक्षा प्रदान करने से क्या यह भारत के बालकों को दो वर्गों में विभाजित नहीं करेगा ? सामाजिक-आर्थिक विषमता की इस गहरी खाई को आज भी समाज में देखा जा सकता है। मनोवैज्ञानिक तौर पर भी एक बालक के शुरुआती वर्षों में शिक्षा या कोई भाषा को सीख पाना ज्यादा आसान होता है। क्या जिस बालक ने कक्षा 5 या 8 तक अंग्रेजी भाषा को जाना ही नहीं, वह भविष्य में अंग्रेजी भाषा व माध्यम में कुशलता से शिक्षा ग्रहण कर सकेगा, वर्तमान वैश्विक व्यवस्था में अंग्रेजी भाषा की मान्यता सर्वविदित है। चाहे कोई नौकरी या कोई अन्य कार्य हो उसमें अंग्रेजी की महत्ता व वरीयता को कोई भी नजरअंदाज नहीं कर सकता है। हमारे देश में यही वास्तविकता है कि हिन्दी जानने वाला व्यक्ति के लिए कार्य क्षेत्र की सीमा सीमित है, मेरे अनुसार हिन्दी व अंग्रेजी दोनों विषय में हर बच्चे को दक्ष बनाना चाहिए क्योंकि अंग्रेजी के ज्ञान के बिना आप को कई जगह आपको बहुत बहुत मुश्किल का सामना करना पड़ेगा व खासकर जितने भी तकनीकी क्षेत्र है वहां बिना अंग्रेजी के जानकारी के बिना आप उन्हें कियान्वित नहीं कर पाएंगे व आज भी भारत में बिकने वाले सामान के इस्तेमाल व सावधानी अंग्रेजी में ही लिख कर आती है इसके पीछे भारत की विविधता के कारण है क्योंकि भारत में अलग-अलग भाषा में बोलने वाले लोग हैं और अगर सबके भाषा के अनुसार

लिखावट की कल्पना करना मूर्खता है, वही दूसरी तरफ अंग्रेजी हर जगह बोलकर आप अपने विचार को व्यक्त करके अपनी रोजी रोटी कमा सकते हैं व विश्व के तमाम देशों में रह सकते हैं बेशक हमें अपनी मातृभाषा पर गर्व होना चाहिए लेकिन हमें उस भाषा की उपेक्षा करना मूर्खतापूर्ण साबित हो सकता है इसलिए हिन्दी के साथ साथ अंग्रेजी में भी बच्चों को दक्ष करना चाहिए क्योंकि हमारा प्रतिद्वंद्वी विश्व स्तर पर है।

प्रसंगवश एक उदाहरण हमें चीन का भी ध्यान रखना चाहिए जहाँ पहले अंग्रेजी नहीं सिखाई जाती थी किंतु अब उसको प्राथमिकता से सिखाया जाता है ,क्योंकि वह अपने देश के बाहर रोजगार ही नहीं पा रहे थे।

3. स्नातक स्तर पर बहु विषयक (Multi-disciplinary) या बहुआयामी तरीके से पढ़ाई एक बेहतर विकल्प है परंतु इतने प्रयास के बाद भी कुछ महत्वपूर्ण तथा जागरूकता फैलाने वाले आवश्यक विषय जैसे- स्त्री-शिक्षा, लैंगिक-शिक्षा, सांस्कृतिक-शिक्षा, विषमता एवं बहिष्करण-शिक्षा, पर्यावरण- शिक्षा, विकास की शिक्षा, यह सभी हाशिए पर रह गई है। वैश्विक स्तर पर पर्यावरण संबंधी मुद्दे पर अध्ययन करने की परम आवश्यकता है।
4. अध्यापक प्रशिक्षण भी एक प्रमुख चुनौती है। जैसे गुणवत्तापूर्ण अध्ययन के लिए कुशल शिक्षकों के प्रशिक्षण की वित्तीय व्यवस्था (Funding) कहां से होगी ? इसका मूलभूत ढांचा

(infrastructure) क्या होगा ? मूल्यांकन प्राधिकरण कौन होगा ? इन सभी प्रश्नों के बारे में राष्ट्रीय शिक्षा नीति 2020 मौन है।

5. राष्ट्रीय शिक्षा नीति 2020 में सकल नामांकन अनुपात लक्ष्य उच्च शिक्षा में 50% तथा माध्यमिक शिक्षा में 100% का लक्ष्य रखा गया है। वर्तमान में यह लक्ष्य उच्च शिक्षा में 25.8 प्रतिशत तथा कक्षा 9 (माध्यमिक शिक्षा) में 68% है। यह लक्ष्य वास्तविक तौर पर कुछ अधिक वास्तविक, प्रायोगिक व प्राप्त करने योग्य होने चाहिए क्योंकि आज के परिपेक्ष में कक्षा 8 के बाद ड्रॉप-आउट (Drop- out) बच्चों की संख्या अधिक है। इसे कम करके ही हम माध्यमिक शिक्षा एवं उच्च शिक्षा में सम्माननीय सकल नामांकन अनुपात (Respectable Gross Enrolment Ratio) प्राप्त कर सकते हैं।
6. नई शिक्षा नीति के तहत एक साथ कई डिग्री लेने का प्रावधान किया गया है जो कि कहीं न कहीं अमीर व गरीब वर्ग में भेदभाव करने का कार्य करेगी क्योंकि अमीर घर के बच्चों की आर्थिक स्थिति सही होने से वह कई डिग्री एक साथ ले लेंगे वहीं जिनकी आर्थिक स्थिति निम्न होगी वह उसी समयांतराल में डिग्रिया लेने से वंचित हो जाएंगे जो उच्च स्तर व निम्न आर्थिक स्तर में खर्च का कार्य करेगी।
7. इस नई शिक्षा नीति के तहत बच्चों के पास डिग्रिया बहुत होंगी

लेकिन उनमें डिग्री के अनुरूप गुणवत्ता नहीं होगी इस बात को इन्कार नहीं किया जा सकता है कि आज भी पैसे देकर उच्च आर्थिक स्तर के बच्चे बिना कुछ किए डिग्रियां ले लेते हैं क्योंकि उनकी पहुंच उच्च स्तर तक होती है, वे नकल व अन्य माध्यम से डिग्री हासिल कर लेते हैं।

8. नई शिक्षा नीति के तहत stream के अनुसार विषय पढ़ने की बाध्यता को समाप्त करने को विचार किया गया है यानी गणित वर्ग का छात्र अब इतिहास व अन्य विषय को पढ़ सकता है यह अच्छी पहल नहीं है मेरे अनुसार क्योंकि छात्र में इससे भ्रमित होने की प्रबल संभावना है क्योंकि जब आपके पास ज्यादा विकल्प होते हैं तब आपमें भटकाव की स्थिति ज्यादा होती है, क्योंकि अमूमन छात्र का पढ़ाई में विषय की रुचि विषयाद्वापक के अनुसार होती है। वे बार बार हर वर्ष विषय बदलते रहेंगे व किसी भी विषय में दक्ष नहीं हो पाएंगे वहीं दूसरी तरफ छात्र ऐसे विषय को चुनना ज्यादा पसंद करेंगे जिसमें कम मेहनत करना पड़े।
9. नई शिक्षा नीति में उच्च शिक्षा व्यवस्था बहुत महंगी व खर्चीला लग रहा है जो कहीं न कहीं गरीब बच्चों के पहुंच से दूर होता दिख रहा है क्योंकि इस पड़ाव पर हर मा बाप सक्षम नहीं है, अगर किसी को कर्ज लेने का भी मन हो तो शिक्षा पर ब्याज लेने के लिए भी बहुत मशकत करनी पड़ती है, रही बात सरकार के तरफ से छात्रवृत्ति देने की तो कभी सरकार की तरफ से दिया जाता है तो कभी नहीं दिया जाता है और तमाम

तरह के बहाने दिखाए जाते हैं कि फंड कम है या तो आपमें यह दिक्कत है व इसमें भी किस वर्ग को कितना देना है उसमें भी राजनीति प्रभावित करती है यह सत्य है इसको झुठलाया नहीं जा सकता है। मेरे अनुसार फीस शिक्षा में मुफ्त कर दिया जाए या इतना कम लिया जाए कि भारत का गरीब से गरीब परिवार का भी बच्चा वो डिग्री ले सके जो वह सोचता है या बचपन में सोचा था ताकि बच्चा कभी यह अफसोस न करे कि काश मेरे पास भी पैसा होता तो मैं भी यह पढ़ाई किया होता, और जब फीस न के बराबर होगा तो छात्रवृत्ति की जरूरत ही नहीं होगी। यह मैंने पाया कि गांव के तमाम बच्चे महंगी फीस के कारण मेधावी होते हुए भी अपना दिशा बदल देते घर के हालात देखकर जिससे असली मेधा छात्र तो उस शिक्षण संस्थान में पहुंच ही नहीं पा रहे हैं, वहां ज्यादातर उच्च आर्थिक स्तर के घरों के बच्चे पहुंच रहे हैं। इस मुद्दे पर गहन विचार विमर्श होना चाहिए।

निष्कर्ष:-

प्रस्तुत शोध पत्र में भारत की नई राष्ट्रीय शिक्षा नीति 2020 के बारे में विचार किया गया तथा इसमें निहित अवसर और चुनौतियों पर समीक्षा करके विचार प्रस्तुत किए गए हैं। निष्कर्ष के तौर पर यह राष्ट्रीय शिक्षा नीति 2020 में चुनौतियों को स्वीकार करते हुए हम सभी भारतवासियों को इसके सभी सकारात्मक पक्षों के क्रियान्वयन में महत्वपूर्ण भूमिका निभानी चाहिए। आधारभूत शिक्षा से ही प्रारंभ किया जाए तो सर्वप्रथम आंगनबाड़ी केंद्रों व कार्यकर्ताओं को

प्रशिक्षण प्रदान करें तथा आर्थिक सहायता तार्किक रूप से सुसंगत करते हुए उन्हें सुदृढ़ बनाया जाए। प्राथमिक शिक्षा में भी आधारभूत शिक्षा में मातृभाषा की आवश्यकता को स्वीकारने के साथ ही वैश्विक स्तर पर वर्तमान में प्रासंगिक एवं मान्य अंग्रेजी को भी पूरी तरह से उपेक्षित नहीं किया जाना चाहिए। कक्षा 9 (माध्यमिक शिक्षा) में ड्रॉप-आउट (Drop- out) बच्चों का अनुपात कम किया जाने की तरफ विचार किया जाना आवश्यक है। माध्यमिक, उच्च माध्यमिक एवं स्नातक स्तर पर जो विचारणीय बिन्दु हैं जैसे - किसी भी स्ट्रीम की बाध्यता समाप्त कर बहु विषयक (Multi-disciplinary) शिक्षा के क्रियान्वयन के लिए उन अन्य देशों में जहां यह व्यवस्था चल रही है उनका व्यापक अध्ययन एवं अनुसरण करें तथा प्राप्त सुझावों को लागू करने की मानसिकता सकारात्मक बनाने में भी पीछे नहीं हटना चाहिए।

एक साथ कई डिग्री लेने का जो प्रावधान किया गया है उस पर भी एक बार पुनः विचार किया जाना चाहिए।

नई शिक्षा व्यवस्था कम फीस में गुणवत्तापूर्ण होनी चाहिए और भविष्य के संभावना ,आपदा व चुनौती को ध्यान में रखकर तैयार होनी चाहिए व कमियों का तुरंत निराकरण होना चाहिए।

शोध पत्र के अंत में यह कहा जा सकता है कि राष्ट्रीय शिक्षा नीति 2020 हमारे लिए एक नया अवसर तथा चुनौती दोनों ही लेकर आई है जिसे हम सभी को एकजुट होकर क्रियान्वित करके तथा चुनौतियों का निराकरण करने के लिए कार्य करने के लिए तत्पर

रहना चाहिए।

सन्दर्भ ग्रन्थ सूची:-

1. राष्ट्रीय शिक्षा नीति 2020, शिक्षा मंत्रालय, भारत सरकार
2. राष्ट्रीय पाठ्यचर्चा 2005, मानव संसाधन विकास मंत्रालय, भारत सरकार।
3. आर्थिक-समीक्षा 2018-19, वित्त मंत्रालय, भारत सरकार
4. राष्ट्रीय शिक्षा नीति 1968 व 1986 शिक्षा मंत्रालय, भारत सरकार, द हिन्दू,





K.P. Training College, a Constituent College of University of Allahabad, Prayagraj is a co-educational institution, situated in sacred city of Allahabad on the confluence of holy rivers i.e. Ganga, Jamuna and invisible Saraswati. Keeping in view the feeling and emotions of the people, Allahabad has been renamed Prayagraj by our government. Prayagraj has been known as the greatest pilgrimage since the Rig-Veda era. Established on such a sacred and pious land, K.P. Training college has been imparting B.Ed. Training to the trainees since 1951. The aim of the college is to prepare efficient, effective and energetic teachers having moral and ethical values. This college is Established in the memory of great Philanthropist Munshi Kali Prasad Kulbhashkar and is being managed by Kayastha Pathshala Trust, a biggest educational trust of the Asia.



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