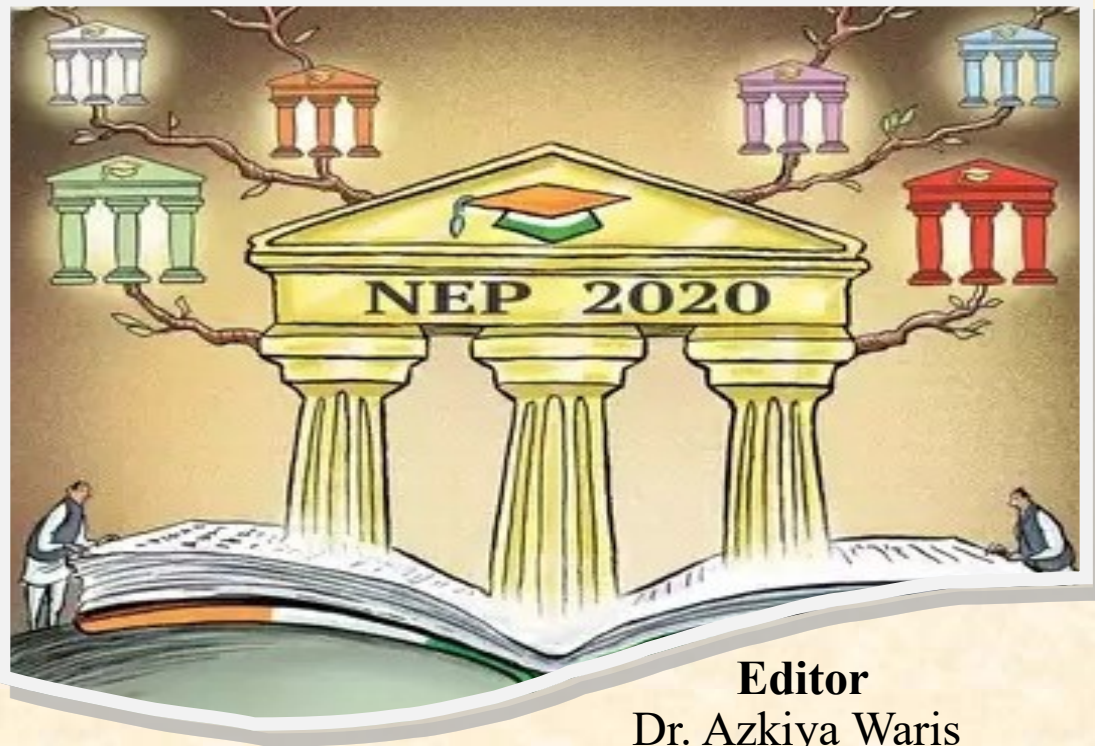


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Role of NEP 2020 in Transforming Higher Education in India



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Role of NEP 2020 in Education of Dropouts

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Abstract:

The National Education Policy (NEP) 2020 of India heralds a transformative paradigm shift in the country's education landscape. Among its multifaceted goals, the NEP addresses the critical issue of dropout rates, offering innovative strategies to re-engage individuals who have left the formal education system prematurely. This abstract explores the role of NEP 2020 in addressing the education of dropouts, highlighting the policy's provisions, principles, and potential impact. NEP 2020 places paramount importance on inclusivity, flexibility, and lifelong learning. Recognizing that diverse circumstances lead to dropouts, the policy introduces a range of measures to reintegrate these individuals into the educational fold. The policy emphasizes "Foundational Learning" and "Remedial Education" to bridge gaps in learning, enabling dropouts to catch up and progress seamlessly within the education system. Additionally, the NEP promotes "Vocational Education" and "Skill Development," catering to those who left due to socio-economic pressures, equipping them with practical skills for meaningful participation in the workforce. The policy's emphasis on "Flexibility and Alternative Education" holds particular significance for dropouts. By offering various pathways such as open and distance learning, vocational training, and credit accumulation, NEP 2020 facilitates the return of dropouts to formal education without rigid constraints. Moreover, "Recognition of Prior Learning" is a cornerstone of the policy, validating skills and knowledge acquired outside formal education. This not only acknowledges the value of experiential learning but also offers a route for dropouts to gain formal recognition for their existing competencies. In this chapter role of NEP 2020 is discussed in detail in special context to education of dropouts in India.

Key words: National Education Policy (NEP) 2020, Remedial Education, Early Childhood Care and Education (ECCE), Dropouts

Introduction:

The National Education Policy (NEP) 2020 of India is a comprehensive framework that aims to transform the education sector and address various challenges, including the issue of dropout rates. The NEP 2020 emphasizes inclusivity, flexibility, and holistic development, which have significant implications for addressing the education of dropouts. Here's how the NEP 2020 plays a role in the education of dropouts:

1. Early Childhood Care And Education (Ecce):

NEP 2020 emphasizes a strong foundation in early childhood education. By ensuring quality ECCE programs, the policy aims to prevent dropout right from the start, as a solid early education can create a positive attitude towards learning and school. NEP 2020 places significant emphasis on Early Childhood Care and Education (ECCE) as a foundational pillar for the overall development of children and the transformation of the education system in India. ECCE is recognized as a crucial stage in a child's development, shaping their cognitive, social, emotional, and physical growth. Here's how NEP 2020 and ECCE are interconnected:

- i. Universalization of ECCE:** NEP 2020 envisions the universalization of quality ECCE for all children in the 3 to 6 age group. This recognizes the importance of providing equal and equitable opportunities for early learning, regardless of socio-economic backgrounds.
- ii. Holistic Development:** ECCE under NEP 2020 aims to provide a holistic and comprehensive approach to early learning, focusing not only on cognitive development but also on social, emotional, and physical aspects. This aligns with the policy's overarching goal of nurturing well-rounded individuals.
- iii. Foundational Literacy and Numeracy:** ECCE programs are designed to lay the foundation for literacy and numeracy skills. NEP 2020 recognizes the significance of these foundational skills and strives to ensure that every child has a strong base in these areas by the time they enter Grade 3.
- iv. Teacher Training and Professional Development:** NEP 2020 emphasizes the importance of qualified and trained early childhood educators. The policy suggests enhancing the quality of ECCE programs by providing appropriate training and professional development opportunities for ECCE teachers.
- v. Multilingual and Multicultural Exposure:** ECCE programs within NEP 2020 encourage multilingual and multicultural exposure, respecting the diverse linguistic and cultural backgrounds of children. This approach aligns with the policy's emphasis on promoting linguistic diversity.
- vi. Play-Based and Experiential Learning:** NEP 2020 advocates for play-based and experiential learning in ECCE. This aligns with the understanding that young children learn best through hands-on experiences, exploration, and creativity.

- vii. **Transition to Formal Schooling:** The ECCE framework of NEP 2020 ensures a smooth transition from early childhood education to formal schooling. This transition is designed to be seamless, reducing the challenges often faced by children entering formal education.
 - viii. **Parent and Community Involvement:** NEP 2020 recognizes the importance of involving parents and communities in ECCE programs. The policy encourages building partnerships between educators, parents, and the community to create a supportive learning environment.
 - ix. **Focus on Quality Standards:** The policy stresses the need for quality assurance and monitoring in ECCE programs. This includes developing and maintaining quality standards to ensure that children receive a high standard of care and education during their early years.
 - x. **Long-Term Impact:** Recognizing that investments in ECCE have far-reaching effects on a child's future academic success and overall development, NEP 2020's focus on ECCE aligns with its vision of creating a robust education system that produces well-prepared, skilled, and socially responsible citizens.
- 2. Foundational Learning And Remedial Education:**
NEP 2020 recognizes that students may have learning gaps due to various reasons, leading to dropouts. The policy focuses on remedial education and foundational learning to bridge these gaps, ensuring that students who left school can catch up and re-enter the education system.
- i. **Formalizing Informal Learning:** NEP 2020 acknowledges the value of informal learning and ensures that it is not disregarded. Individuals who have developed expertise through informal means can have their knowledge and skills assessed and recognized.
 - ii. **Open and Distance Learning:** NEP 2020 encourages the expansion of open and distance learning, which benefits dropouts who may need to continue their education while working or managing other responsibilities.
 - iii. **Career Exploration:** The multidisciplinary approach encourages students to explore multiple fields. This can help dropouts discover new interests or refine their career aspirations, motivating them to pursue education again.
- 3. Flexibility And Alternative Education:**
NEP 2020 promotes flexibility in education pathways, allowing students who dropped out to return and continue their education. Open and distance learning, vocational education, online courses, and adult education programs are highlighted as alternative pathways, making it easier for dropouts to resume learning. The National Education Policy (NEP) 2020 introduces a transformative vision for education in India, and one of its key pillars is flexibility and alternative education. This pillar aims to provide learners with diverse pathways to education, catering to their individual needs, interests, and circumstances. Here's how flexibility and alternative education are integrated into NEP 2020:
- i. **Multiple Entry and Exit Points:** NEP 2020 advocates for multiple entry and exit points in education, allowing learners to join or leave the education system at various stages without hindrance. This flexibility is particularly beneficial for individuals who dropped out, need to work, or face other life challenges.
 - ii. **Choice of Subjects and Streams:** The policy supports offering a wide array of subjects and disciplines, enabling learners to choose areas that align with their interests and aspirations. This approach is especially advantageous for dropouts who may have specific interests or talents not fully catered to in traditional education.
- 4. Vocational Education And Skill Development:**
NEP 2020 stresses the integration of vocational education from an early age, providing practical skills that enhance employability. This is crucial for dropouts who left school due to socio-economic reasons and need relevant skills to enter the workforce.
- i. **Online and Blended Learning:** The policy promotes the use of online and blended learning models, making education accessible to learners who couldn't attend traditional classes. This is significant for dropouts seeking flexible learning options that fit their schedules.
 - ii. **Credit Accumulation and Transfer:** The policy suggests adopting a credit-based approach that allows learners to accumulate credits for completed courses. These credits can be transferred to other educational institutions, making it easier for dropouts to re-enter the education system.
 - iii. **Adult Education and Lifelong Learning:** NEP 2020 promotes adult education and lifelong learning, catering to individuals of all ages who wish to continue their education. This is vital for dropouts who are seeking opportunities to further their knowledge and skills.
 - iv. **Alternative Assessment Methods:** The policy recommends a shift from rote memorization to holistic assessment methods. This change can engage learners who may have left school due to a lack of interest in traditional assessment approaches.

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v. **Equitable Education Opportunities:** Flexibility and alternative education under NEP 2020 aim to provide equitable education opportunities to all, including marginalized and disadvantaged groups. This addresses some of the socio-economic reasons that lead to dropouts.

vi. **Vocational Education and Skills Development:** For those who left the formal education system due to socio-economic reasons, NEP 2020's emphasis on vocational education and skills development offers a way to acquire practical skills and improve employability, potentially reducing the dropout rate caused by the need to work.

5. Recognition Of Prior Learning:

NEP 2020 acknowledges that many dropouts have acquired knowledge and skills outside the formal education system. The policy suggests recognizing and certifying these skills through mechanisms such as the National Skills Qualifications Framework (NSQF), allowing dropouts to re-enter education at an appropriate level. NEP 2020 acknowledges that many individuals acquire knowledge and skills outside formal education. The policy suggests recognizing and certifying these skills, making it easier for dropouts to re-enter education at an appropriate level.

i. **Certification and Accreditation:** NEP 2020 proposes the establishment of a National Assessment Center for Experiential Learning (NACEL) that will accredit and assess prior learning outcomes. This accreditation ensures that individuals' skills and knowledge are recognized by educational institutions and employers.

ii. **Lifelong Learning:** The policy encourages lifelong learning, which is closely linked to the recognition of prior learning. NEP 2020 envisions a society where individuals can continuously upskill and reskill throughout their lives, utilizing their accumulated knowledge and experiences.

iii. **Enhancing Employability:** By recognizing prior learning, NEP 2020 enhances individuals' employability. Skills gained through work, internships, and informal learning are valued, making graduates more competitive in the job market.

iv. 6. Multidisciplinary Approach:

The policy encourages a multidisciplinary approach to education, breaking down rigid subject boundaries. This can attract dropouts who might have varied interests and talents not fully catered to in the traditional system.

The National Education Policy (NEP) 2020 introduces a multidisciplinary approach to education, recognizing the interconnectedness of various disciplines and promoting holistic learning. This approach has significant implications for addressing the education of dropouts and fostering a more inclusive and engaging educational system. The multidisciplinary approach and NEP 2020 intersect in the context of addressing dropout challenges by-

i. **Tailoring the Learning Paths:** The multidisciplinary approach of NEP 2020 allows for personalized learning paths based on individual strengths, interests, and prior knowledge. For dropouts, this means they can explore subjects that resonate with them, potentially rekindling their enthusiasm for learning.

ii. **Real-World Relevance:** By integrating various disciplines and real-world contexts, the multidisciplinary approach makes learning more relevant and engaging. This can attract dropouts who might have found traditional education disconnected from their everyday experiences.

iii. **Practical Application:** NEP 2020 encourages hands-on, experiential learning. This approach can resonate with dropouts who seek practical skills and direct application of knowledge, especially for vocational or trade-related subjects.

iv. **Skills for the Future:** A multidisciplinary education equips individuals with a broader skill set, including critical thinking, problem-solving, and creativity. For dropouts aiming to re-enter the workforce, these skills can enhance their employability.

8. Holistic Development:

NEP 2020's multidisciplinary approach emphasizes holistic development, focusing on cognitive, emotional, social, and physical growth. This comprehensive education can address the varied needs of dropouts, nurturing their overall well-being.

i. **Addressing Learning Styles:** Dropouts often leave due to a mismatch between their learning styles and teaching methods. The multidisciplinary approach accommodates diverse learning preferences, potentially re-engaging those who struggled with traditional instructional approaches.

ii. **Flexibility and Alternative Pathways:** The multidisciplinary approach promotes flexibility in choosing subjects and pathways. For dropouts, this flexibility provides opportunities to explore new disciplines or return to learning through alternative routes, accommodating their life circumstances.

iii. **Collaborative Learning:** The multidisciplinary approach often involves collaborative projects and discussions. This interactive learning environment can re-engage dropouts who may have felt isolated or disinterested in traditional classrooms.

Gender and Socio-Economic Equity: NEP 2020 stresses the importance of providing equal educational opportunities to all, including marginalized and disadvantaged groups. By addressing issues related to gender discrimination and socio-economic disparities, the policy aims to prevent dropouts caused by these factors.

School Complexes and Resource Sharing: The concept of school complexes in NEP 2020 encourages resource sharing among schools, which can provide additional support to those students who dropped out due to insufficient resources or facilities in their previous schools.

Community Participation and Awareness: NEP 2020 emphasizes community involvement in education. This can be particularly beneficial in encouraging dropouts to return to school, as community support can address their specific challenges and concerns.

S.N.	STRATEGY/PROVISION	IMPACT ON EDUCATION OF DROPOUTS
1	Early Childhood Care and Education (ECCE)	Focus on Quality Standards, Parent and Community Involvement, Long Term Impact.
2	Foundational Learning and Remedial Education	Improved learning outcomes and reduced gaps for dropouts.
3	Flexibility and Alternative Education	Increased re-entry rates and completion rates for dropouts.
4	Vocational Education and Skill Development	Enhanced job prospects and employability for dropouts.
5	Recognition of Prior Learning	Formal recognition of experiential learning and skills outside formal education.
6	Inclusive Approach	Improved enrolment rates of dropouts from marginalized backgrounds
7	Multidisciplinary Approach	Enhanced engagement of dropouts in diverse academic pursuits.
8	Holistic Development	Improved socio-emotional well-being of reintegrated dropouts.

Table 1: Showing the comprehensive strategies and their impact on education of dropouts through the implementation of NEP2020.

The policy advocates for multiple entry and exit points in education. RPL ensures that individuals with prior learning experiences can seamlessly enter the education system at an appropriate level without duplicating their efforts or starting from scratch. This is particularly relevant for individuals who dropped out and are seeking to re-enter education. In essence, the recognition of prior learning within NEP 2020 aligns with the policy's vision of a flexible, inclusive, and lifelong learning system. By valuing diverse learning pathways and enabling individuals to leverage their prior knowledge and skills, the policy aims to bridge gaps in education and create a more equitable and accessible learning environment. The multidisciplinary approach of NEP 2020 aligns well with the challenges posed by dropouts. By providing flexible, holistic, and relevant education, this approach offers an inclusive framework for re-engaging dropouts, catering to their unique needs, and creating a more dynamic and engaging learning environment.

Conclusion:

The multidisciplinary approach of NEP 2020 aligns well with the challenges posed by dropouts. By providing flexible, holistic, and relevant education, this approach offers an inclusive framework for re-engaging dropouts, catering to their unique needs, and creating a more dynamic and engaging learning environment. The policy suggests reforms in assessment methods, moving away from rote memorization. This shift can attract those students who felt disengaged by traditional assessment methods and may have dropped out as a result.

The NEP 2020's focus on inclusivity, flexibility, skills development, and alternative pathways makes it a promising framework for addressing the education of dropouts. By providing various avenues for re-entry, recognizing prior learning, and ensuring a more relevant and engaging education, the policy aims to reduce dropout rates and promote lifelong learning for all. NEP 2020's holistic approach addresses the multifaceted reasons for dropout, be it academic challenges, socio-economic factors, or individual preferences. The policy's multidisciplinary approach, emphasis on foundational skills, and inclusive outlook collectively create an environment where dropouts are supported in their journey to re-enter and thrive in the education system.

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In conclusion, the NEP 2020 stands as a beacon of hope for dropouts, offering a comprehensive framework to rekindle their educational aspirations. By aligning policies with the diverse needs of individuals who left the education system prematurely, NEP 2020 strives to create a more inclusive, flexible, and equitable education system that fosters lifelong learning and empowers all individuals to fulfill their potential.

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Role of Stakeholders in Implementing NEP 2020 in Higher Education

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Introduction:

India is regarded as the cradle of the primary and the oldest civilization in the world. India is also the land of diversity where different religions, cultures, customs, traditions etc. have been practiced. As we know, this is the land of holy sages, saints and philosophers who contributed in the development of knowledge. As education is the process of transmission of knowledge, skills and formation of character by the development of insight, conscience and consciousness about us and our surroundings. Education in one's life plays an important role in manifestation of the perfection which already exists in individuals. To yield out the core energy from within, one must attain favourable education. In dispensing the process of education both formal and informal agencies of education play a significant role. With changing time the needs and demands also changes. With the advent of 21st century, the Indian education system required a major transformation. Thus, the role of various agents/stakeholders is extremely important in dispensing the process of education. To shape the roles and responsibilities of these stakeholders, a strong and comprehensive policy of education is required. These education policies provide structural and functional basis to the process of education. The first ever national education policy (NEP 1964-66) was adopted in the year 1968. After twenty years another NEP 1986 came to existence. Both national education policies had a significant impact on Indian education system. But, from past thirty four years the changes in Indian education system have been realised and highlighted by various intellectuals and academicians time to time. So, a new national education policy was required to fulfil the current and future needs of the nation. The new education policy of India was approved by the Union Cabinet on 29th July 2020, to outline a new vision on the canvas of national and global prospective.

National Education Policy 2020 is the first education policy of the 21st century that aims to address the many growing developmental imperatives of our country. The Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. In the words of Swami Vivekanand, "Education is not filling the mind with a lot of facts. Perfecting the instrument and getting complete mastery of my own mind is the ideal education." Thus, the National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle 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. There is a major role of various stakeholders in realisation of the prescribed aims and objectives of education. These stakeholders are concerned persons, bodies, authorities and systems on whom the process of education relies and its implementation and executions largely depends.

Before knowing the role of various stakeholders in higher education lets see the important features to be introduced in higher education through NEP 2020-

- The policy aims to increase the Gross Enrolment Ratio (GER) in higher education to 50% by 2030.
- The policy proposes the establishment of a National Research Foundation (NRF) to fund and promote research in all disciplines.
- The policy recommends the establishment of a single regulator for higher education, called the Higher Education Commission of India (HECI), to replace multiple regulatory bodies.
- The policy proposes the introduction of a four-year multidisciplinary undergraduate degree, with multiple exit options and opportunities for skill development. The following structure will be introduced-

Option No.	Options	Academic Recognition
1	After 1st year of UG programme	Certificate
2	After 2nd year of UG programme	Advanced Diploma
3	After 3rd year of UG programme	Bachelor's Degree
4	After 4th year of UG programme	Bachelor's with Research

- After completing four-year Under Graduate programme, the Post Graduate program will be for 1-year master's course or two years, depending upon the approach.
- NEP 2020 for M.Phil.- With the introduction of four years of integrated bachelors with research program, government has discontinued the M.Phil. degree which is earlier considered to be junior research degree.

Now students can directly pursue the four year integrated programme to incline their career towards research programme. They are not required to do MPhil after masters to enroll for Ph.D.. They can directly enter in research area after clearing UGC NET , SET or institute specific entrance tests.

- The policy proposes the establishment of a National Educational Technology Forum (NETF) to promote the use of technology in the field of higher education.
- The policy recommends the development of a credit-based system for degree programs, which would enable students to pursue multiple degrees or programs simultaneously.
- The policy proposes the establishment of a National Academic Credit Bank (NAC-Bank) to facilitate the transfer and accumulation of academic credits across institutions.
- Teacher Education Institutes (TEIs) will be required to convert to multidisciplinary institutions by 2030, as they have to offer the 4-year integrated teacher preparation programme. The Higher Education Institutes (HEI) offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.
- All fresh Ph.D. entrants, irrespective of discipline, were required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period.
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.

Meaning And Definition Of Stakeholder-

The process of education is not merely a transmission of knowledge and skills through classroom interaction between teachers and taught rather a complex process which involves various agents and agencies to come together in realisation of the goals of education. These agents/agencies have a responsible role in functioning of the entire system of education.

“A stakeholder is a person, group or organization with a vested interest, or stake, in the decision-making and activities of a business, organization or project. Stakeholders can be members of the organization they have a stake in, or they can have no official affiliation.” Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. There are the following major stakeholders in higher education:-

- Government & Ministry
- Educational Boards & Councils
- Society
- Parents
- Students
- Universities and Higher Education Institutions (HEIs)
- Faculty/Teacher
- Management and Support Staff
- NGOs

Lets discuss the role of few important stakeholders in detail to understand how the implementation of NEP 2020 in higher education will take place-

Role Of Government/Ministry:

As India is a democratic state with the federal system of governance. The role of three-tier government will be significant in implementation of the NEP 2020. The role of Central Government will largely in policy making, allocating budget, construction of a framework to develop a road map for implementation of the policy, strengthening the framework and bringing reforms to revive the education system. At the part of state government, they shall enjoy the freedom to implement the policy as per the need and situation. So, role of state government seems to be flexible in adopting the reforms and enforcing it properly as per their wish.

This policy envisions a complete overhaul and re-energising of the higher education system to overcome the challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

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- To move towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages.
- To imbibe multidisciplinary undergraduate education.
- To move towards faculty and institutional autonomy.
- To revamp curriculum, pedagogy, assessment, and student support for enhanced student experiences.
- To reaffirm the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service.
- To establishment of a National Research Foundation (NRF) to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.
- To form a system of governance of HEIs by high qualified independent boards having academic and administrative autonomy.
- To formulate “light but tight” regulation by a single regulator for higher education.
- To increase access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

In this way, the government would lead a pivotal role in restructuring and consolidation of the existing institutions. Government would required to increase the use of GDP for education to end the fragmentation of higher education by achieving multidisciplinary approach in higher studies by 2030 , building vibrant culture between scholars and peers, encouraging high-quality multidisciplinary and cross-disciplinary teaching and research across field.

Role Of Universities/Higher Education Institutes (Heis):

The universities and HEIs play a major role in imparting higher education. The higher education system requires a complete overhauling. The role of universities and colleges will be significant in determining the implementation of NEP 2020 in following ways-

- To improve the quality and standards of the higher education.
- To develop the set of skills and values among students such that they can contribute in nation’s as well as self-development.
- To enable students to attain sustainable livelihood and economic development.
- To reduce the financial burden in higher education and to make higher education affordable, students shall be provided scholarships through services from National Scholarship Portal for socio-economic deprived individuals or advance learners.
- To provide significant opportunities that develop students as human resource so that they have better employability.
- To adopt the multidisciplinary approach in higher education. To promote flexible and broad areas of study by providing choice of various disciplines.
- To provide education in local language so that to overcome the language barrier among students.
- To emphasize on cognitive development of learners and meeting learning outcomes.
- To attain holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- To integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) in undergraduate education to promote creativity with critical thinking in learners.
- To accelerate learners in understanding global issues and develop sustainable societies, Global Citizenship Education (GCED) shall be provided.
- To lay stress on competitive peer-reviewed research funding across disciplines that enable the researcher’s mind-set in the learners.
- To develop merit-based career management and progression of faculty and institutional leaders.
- To provide faculty development training for pre-service or in-service teachers.
- To enable teachers to get trained in the use of ICT in the teaching profession.
- To develop a regulatory mechanism for utilizing the funds properly for improving the infrastructure, developing workshops, conducting seminars and conferences for raising the standards.
- To strive for minimum benchmarks which is required for each level of accreditation and also raise its standard over a period of time.

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All HEIs should gradually gain full autonomy - academic and administrative - in order to enable the vibrant culture. The autonomy of public institutions should be subsequently backed by adequate public financial support and stability. Private institutions should be encouraged with a public-spirited commitment to high-quality equitable education.

Role Of Teachers:

Teachers are important stakeholders in any form of education whether primary, higher, professional or vocational. Teachers play a key role in dissemination of knowledge in classroom. The responsibility of teachers is not limited to just delivering lectures but also in shaping the personality of learners. They are the source of motivation and guidance too. The role of teachers in implementing NEP 2020 are as follows-

- To promote multidisciplinary approach in higher education. This requires mental-readiness among teachers and using their potentials in achieving it.
- To introduce choice-based credit system effectively among students where each student have to study two major subjects from his 'faculty' - one subject from his faculty/other faculty, one vocational/skill development course and one co-curricular course, in every semester for the first two years of the program.
- To promote experiential learning, critical thinking, skill-based learning, conceptual learning and problem-solving tendencies among learners.
- To lead students in studies by scaffolding and by become students' role-model by their virtuous behaviour.
- To promote better communication between teachers and learners, the medium of instruction can be Hindi, English or any other local language for better understanding.
- To become teacher of 21st century, the teachers must strive for using ICT resources effectively and learn innovative teaching techniques to become a global icon of education.
- To remain updated with recent teaching methodologies, compulsory training courses for In-Service Teachers would be given for continuous professional development as per the National Professional Standards for Teachers (NPST)
- To train teachers and get certified in the areas of career counselling to assist students in their career advancements.
- To be active in the field of research and development among teachers would be highly appreciable in obtaining mentioned objectives of NEP 2020.

The role of teachers is highly significant in implementing NEP 2020 in higher education. The efforts of teachers should be analysed by developing a system of teacher career management that includes salary hike, promotions and the assessment of tenure of continuous professional development attained by the teachers in the course of their service.

ROLE OF Ngos:

NGO is a non-government organization that functions independently to address social, political or economic issues without seeking a profit. It is a volunteer group or institution that exist in all parts of the world. As India is a developing nation, its development largely depends upon the accessibility and equity for quality education. In realising the objectives of NEP 2020, NGOs can play a role of major stakeholder in the following ways-

- NGOs can provide financial assistance to children who have to dropout because of lack of money by giving them free education at their own expenses. This would improve the Gross Enrolment Ratio (GER)
- NGOs can assist in the higher education of child and work towards imparting skill based education to them.
- NGOs can collaborate intensively with local communities and higher education institutes to work with them and ensure that they take responsibility for the social development of the learners.
- NGOs can assist in promoting quality higher education among the most disadvantaged group of learners.
- NGOs can form association with HEIs to help them in running social extension activities at local level and can also use the services of their faculty members who are willing to serve the society for noble cause.

According to the Central Statistical Institute of India there are thirty-three lakh NGOs in the country. Undoubtedly, this huge numbers of NGOs can definitely play an important role in improving access to quality education. Together with existing Government machinery, NGOs can ensure that no child is left behind when it comes to getting quality education. Thus, NGOs are also a major stakeholder in education.

Conclusion:

The effective implementation of NEP 2020 requires a rigorous input of all the stakeholders who play an extremely important role in shaping the future of the nation. Its implementation will require multiple initiatives and actions by various bodies in a synchronized and systematic manner. Therefore, the implementation of NEP 2020 will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy

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is implemented in its spirit and intent. Coherence in planning and synergy across all these bodies and stakeholders will result only when they all integrate and deliver their roles in optimum manner to make India again 'Vishwa Guru'.

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Catalyzing Teacher's Professional Development through Teacher Social Capital

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Abstract:

“The most important factor in the success of higher Educational institutions is the quality and engagement of its faculty....” (NEP, 2020). Teachers often work single-handedly but during the process of imparting education, they do engage in interactions. Recently there has been rising interest in this interaction and how it influences the professional development of the teachers. Community practice perspective on teachers' interaction portrays how interaction with each other and engagement in diverse activities enable professional development. It needs to be understood that teachers are participants in the community who take roles and try to improve, reproduce and even transform practices with the available resources. Their sharing of practices leads to the formation of social ties through which mutual exchange of expertise takes place. The more sharing of practices takes place the more readily knowledge and information are exchanged. There has been growing interest in mapping different aspects of teacher interaction through social network analysis embedded in the sociological concept of social capital (Baker-Doyle,2010). It has been also seen that there exists a strong tradition of research which focuses on how teachers are influenced by the environment of the organisation and how they contribute to the co-construction of thought processes. National Education Policy 2020 emphasises the development of creative potential among teachers. It aims to bring about teachers' reform by modifying the work environment and promoting greater social interaction among teachers. This article aims to highlight the role of social capital in the form of teacher social capital in the professional development of teachers.

Keywords: Teacher social capital, social capital, and NEP 2020.

Introduction:

Teachers' professional development is a multidimensional concept which involves human, social and decisional capital (Galosy&Gillespie,2013; Hargreaves,2012). Educational qualification, education, experiences, skills and expertise are part of human capital while the ability to make insightful judgments and impressions is decisional capital. Teacher social capital is resources available to a teacher as a part of the community. It is generated through meaningful interaction among colleagues. There is a prominent role of social capital in professional development (Osmond-Johnson,2017). Teachers are constantly working in a set-up that is very demanding in terms of quality and standards. They are working under the pressure of high expectations in terms of curriculum coverage, student assessments, classroom discipline and student output. The educational reforms mirror development in pedagogy, assessment, strategies, cooperative learning and information technologies and adoption of instruction according to the needs of learners from diverse backgrounds through a challenge before teachers and to meet these challenges professional development is the only key to success. Professional development requires professional capital(Hargreaves,2013) or teacher social capital which develops overtime with human expertise individually and social networking collectively. In 1966 Kothari Commission highlighted the quality competence and character of teachers as the most significant factor that influences the quality of education and its contribution to the nation's development. Again, in the 21st century, National Education Policy 2020 strongly admits that teachers truly shape the future of children as well as the future of a nation. Their role in the creation of high-quality human resources is unparalleled. While this idea of a teacher's potential is undebatable, the ground realities portray a different picture. Justice J.S Verma commission was appointed to closely observe the existing provisions and quality of teacher education and highlight the deficiencies therein stated that the broken teacher education sector was putting 370 million students at risk. The report highlighted that an average of 85 percent of qualified teachers could not qualify Central Teacher Eligibility Test (CTET). Witnessing this depressing condition of teachers and the education sector, National Education Policy 2020 holds poor recruitment, deployment and service conditions as factors responsible for the lack of quality and motivation among teachers. Recognizing the power of teachers, NEP 2020 has focused on systemic reforms to improve quality and increase the potential of teachers. Given the purpose, this article focuses on how schools, colleges and other educational institutions can evolve a vibrant and inclusive community and foster the creation of teacher social capital, which facilitates the flow of knowledge and optimizes teachers' efficacy and professional growth. Generally, teacher reforms are focused on developing the individual knowledge of teachers, which can be termed as an investment in human capital. With the current emphasis on developing teachers' individual capacity, less

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emphasis is laid on how teachers can share knowledge among themselves. Research has shown that a successful school reform requires close collaboration. Social capital is a resource that exists in social relations among individuals (Lin, 2001). The creation of teacher social capital can be a key to promoting professional development among teachers.

Theoretical Underpinnings:

Social capital is a multidimensional concept. The main proponents of this concept are Pierre Bourdieu (1986) James Coleman (1988) and Robert Putman (2000). According to Pierre Bourdieu, Social Capital is, "the aggregate of the actual or potential resources which are linked to professional or a durable network of more or less institutionalized relationship of mutual acquaintance and recognition." (Bourdieu, 1986). Bourdieu emphasized the structure of relations and the benefits that can be accessed through them. Thus from his perspective Teacher Social Capital is wealth accumulated from potential relationships over a period of time accessed and built by teachers through meaningful professional interaction. Bourdieu's concept revolved mostly around in equal distribution of social capital and its unequal reproduction of privilege.

James Coleman's approach towards social capital was more positive. He stresses the role of social capital as the greater good for the group. He saw social capital as a facilitator of human capital. Social capital helped individuals to achieve goals which were otherwise impossible. In the context of teacher social capital, it facilitated teachers to attain targets that are unattainable alone.

Coleman (1988) ranked physical, human and social capital on the scale of tangibility with social capital as the least tangible formed out of individual interactions. According to him, social capital is an attribute of communities which multiplies with growing networks and interactions.

Robert Putnam (2000) referred to social capital as, the "Connection among individual social network and the norms of reciprocity and trustworthiness that arises from them." It is features of social organisation such as networks, norms and trust that facilitates action and cooperation for mutual benefit" (Putnam, 1993). He identified within-group social capital as bonding social capital. Bonding social capital occurs when individuals share similar values, and characteristics and develop a sense of trust, solidarity and belongingness among themselves. Teamwork among teachers builds such as kind of social capital in the form of trust, reciprocity and willingness to share knowledge and information. Less bonding may result in selfishness while too much bonding may result in too much inward-looking and less acceptance of outward ideas.

Bridging social capital is generated when individuals reach out to other groups or networks. It is imperative for novel ideas, information and knowledge generation. When teachers interact outside their group and institution it leads to an exchange of ideas, information, network and help. Borgatti and Halgin (2011) maintain that when internal ties are strong and external ties are weak then only optimal performances take place. The weaker internal ties of the teachers need to be paired with the external ties so that they become dynamic and receptive to the changing world

One of the dimensions of social capital is linking. According to Adler & Knon (2002), people with different amounts of power connect with each other to facilitate career mobility and professional growth. Teachers' interaction with administrators and various stakeholders leads to the exchange of knowledge and experience. Sharing of insight provides a pathway for professional advancement with the wide development of this concept. Concerns are raised by theorists regarding the explanatory power of social capital. According to them, there occurs a structural hole. This is a space between the contacts in the network. People on both sides have access to different information. For example, in schools, there exists a structural hole or gap in the circulation of information among departments. School administrators can easily fill up the gap in networking by facilitating the exchange of knowledge and information.

Teacher Social Capital:

Teachers are held by a long tradition of isolation their human capital in the form of knowledge is restricted and controlled by autocratic environments in schools and colleges. Relationships in any form often help achieve unattainable goals. Lin (2001) states Teachers' social capital is a resource available and used by teachers as a part of the social system helpful in producing beneficial inputs leading to the growth of an institution. A conceptual model of teacher social capital developed by Minckler (2011) demonstrates that the system of teachers' social capital comprises;

- Environmental conditions conducive to valuable relationship development
- Network conducive to meet the expressive and instrumental needs of the teacher
- Necessary action to activate social capital
- Necessary action for preservation and enhancement of social capital
- The outcome of teacher social capital

Thus it can be said that Lin (2001) and Minckler (2011) both come to the same conceptual conclusion that teachers' social capital a resource available to teachers by the membership in social group i.e. school or college.

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The primary network comprises of teachers and his or her colleagues is teacher bonding social capital and resources accessed through external network i.e. network outside the school or college a teacher bridging social capital (Minckler,2011).

Teachers' Professional Development Through Social Capital:

The Kothari Commission emphasized on the fact that the future of our country is shaped in our classroom. Similar emphasis with additional inputs has been discussed in a recent educational policy of 2020 which had laid special emphasis on developing creative potential among teachers and ensuring that they are a part of a working environment which is a caring vibrant and inclusive community of teachers, students, parents and principals. A vibrant and synergistic environment is imperative for the enhancement of potential among teachers. Not only it help to increase information and knowledge but also creates opportunities for professional development. The character of teachers significantly influences the quality of education. Recognising this power of teacher NEP 2020 has focused on systematic reform to improve the potentiality of teachers. Researchers have shown that close collaboration and trust among teachers supports flow of knowledge (Bryk and Scheider, 2002). Mounting evidences reveals that teachers' professional development can be enhanced by creating learning communities (Lamps, Hottman and Bosker, 2011). A long-held isolated tradition of teachers need to be changed and overhauling of teachers' environment to increase their potential is the need of the hour.

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Role of New Educational Policy in 2020

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Abstract-

In view of the importance of education in the country, with the aim of providing quality education, the present government approved the new National Education Policy for comprehensive changes in the education sector. After nearly three decades, a new education policy has been approved in the country. Prior to this, the National Policy on Education was formulated in the year 1986 and was amended in the year 1992. National Educational Policy (NEP-2020) is the first education policy of the 21st century in India. The National Education Policy (NEP) 2020 throws light on the changes in the higher education system that will prepare the next generation to prosper and compete in this digital era. The National Education Policy was released on July 29, 2020 to focus on the future of the Indian educational system. NEP 2020 focuses on five pillars: affordability, accessibility, quality, equity, and accountability to meet the demands of citizens, guarantee continuous development, impart knowledge in the economy through acquisition of new skills on a regular basis. Therefore, the objective of NEP 2020 is to inculcate an excellent educational culture in the society, leading to productive full employment, as outlined in the United Nations Sustainable Development Goals 2030. According to 4th goal of United Nations Sustainable Development Goals which aims to “ensure inclusive and equitable quality education in India. It is believed that through this new national education policy 2020, India can achieve its desired objectives goal by 2030 with equitable access to high-quality education to everyone irrespective of social and economic background. The new policy NEP 2020 which replaced the old National Policy on Education 1986, establishes a comprehensive framework for transforming India's primary and secondary education systems by 2030. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The National Education Policy 2020 is divided into four sections with a total of 27 chapters and 484 pages, starting with an introduction section discussing basic needs of children, methods to achieve human potential, equity and justice in economy for national development. It also focuses on quality education using scientific techniques for preservation of culture and national integration..

Objectives Of The Study:

The primary objective of this research is:

To study the overview and salient features of NEP 2020 and analyses how they affect the existing education system

To study the impact of New Education Policy 2020 on higher education in India

To ascertain the significance of NEP in transforming Higher education in view of global parameters

To understand the need for changes in the education policy

Overview of NEP-2020:

The National Education Policy-2020 envisions an India centered education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. Considering the historic heritage of the country, NEP-2020 is developed by the contributions of many scholars pertaining to different subjects to build liberal high quality multidisciplinary education system for school, colleges and professional education. To fulfill the objective of increasing the gross enrollment ratio (GER) at school, college and professional education level to 28% and 05% to 50% and 20% respectively by 2030, radical changes in the existing education policies and governance systems have introduced.

Impact of New Education Policy 2020 on Higher Education:

Transforming the Regulatory System of Higher Education in India:

A significant change in NEP 2020 is to set up the Higher Education Commission of India (HECI), for higher education, excluding medical and legal education. HECI is aiming at reforming the higher education sector. The funding processes which were earlier handled by the University Grants Commission (UGC) will now be taken care of by the Ministry of Education, with the goal to clear the regulatory mess in the Higher Education system in India. HECI will have four independent components - National Higher Education Regulatory Council (NHERC), General Education Council (GEC), Higher Education Grants Council (HEGC), and National Accreditation Council (NAC) for regulation, standard-setting, funding and accreditation respectively. HECI is considered as the right step in streamlining education policy, to have uniformity in education standards, provided

institutes quality of higher education must be measured based on relevant parameters like research, industry, placements and academics.

Graded Accreditation And Graded Autonomy: Important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entry level exams for fellowships, undergraduate and graduate admissions. Rather than having multiple entry level exams devised by various universities, NTA testing services will conduct a common entrance exam for all such universities, thereby drastically reducing the burden on students. Provided individual universities and colleges will decide how to use NTA assessments for their admissions, such that the students can easily transfer their degrees and credits to universities abroad.

Optimal Learning Environments and Support for Students: Institutions and faculty will have the freedom to decide on matters of curriculum, pedagogy, and assessment within a broad framework of higher education system and qualification and certification will be decided by the HEI after revising The Choice Based Credit System (CBCS) for instilling innovation and flexibility among students. HEIs will introduce a criterion-based grading system that will assess students' achievement based on the learning goals for each programme. HEIs will shift from a high-stakes examination environment towards more conducive and comprehensive evaluation. Every institute will formulate its own academic plan ranging from course curriculum to quality of classroom interaction into its larger Institutional Development Plan (IDP). High-quality support centers and professional academic and career counseling will be made available to all students.

Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed. All programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support will aim to achieve global standards of quality. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed. All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization of Universities in India: 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. High performing Indian universities will be encouraged to set up campuses in foreign countries. Similarly, selected universities from among the top 100 universities in the world will be facilitated to operate in India. India will be promoted as a global study destination providing premium education at affordable costs.

More Holistic and Multidisciplinary Education: The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g. a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area of study

Reimagining Vocational Education: Vocational education will be integrated into all school and higher education institutions by 2025 in a phased manner where, at least 50% of learners through the school and higher education system shall have exposure to such education with a clear action plan and targets. Lok Vidya, an important vocational knowledge will be made accessible to students through ODL mode also. Vocational education will be offered by higher education institutions either on their own or in partnership with industry and NGOs. The B.Voc. degree introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with

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industry, to oversee this effort. Incubation centres will be set up in higher education institutions in partnership with industries. Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization, where the credit-based framework will also facilitate mobility across general and vocational education.

National Research Foundation (NRF): A new organisation will be established to accelerate and expand research and innovation across the country. The NRF's overarching goal will be to enable a research culture to pervade our universities, assisting in the development of a research culture in the country through appropriate incentives for and recognition of outstanding research, as well as major initiatives to seed and grow research at State Universities and other public institutions with limited research capability. The NRF will fund research in all disciplines on a competitive basis. Through close collaboration with governmental agencies, business, and private/philanthropic groups, successful research will be recognised and, if appropriate, implemented.

Financial Support for Students and Financing Education: Students from the SC, ST, OBC, and other SEDGs will be rewarded for their achievements. The National Scholarship Portal will be enhanced in order to better support, foster, and track the growth of scholarship recipients. Private higher education institutions will be pushed to provide more free ships and scholarships to their students.

Education is a public service that cannot be turned into a business or a source of profit. The commercialization of higher education will be combated and stopped by a variety of systems with checks and balances. As a 'not for profit' company, all educational institutions will be accountable to the same audit and disclosure standards. The Centre and the States will collaborate to boost public investment in education to reach 6% of GDP as soon as possible.

Open and Distance Learning with the help of Technology in Online Education and Digital Education: Open and distance learning will be enlarged, resulting in a major contribution to raising the Gross Enrolment Ratio to 50%. To ensure that it is on par with the top quality in-class programmes, measures such as online courses and digital repositories, research funding, better student services, credit based recognition of MOOCs, and so on will be taken. The National Educational Technology Forum (NETF), an autonomous entity, will be established to provide a forum for free exchange of ideas on the use of technology to improve learning, evaluation, planning, and administration. To improve classroom operations, support teacher professional development, increase educational access for disadvantaged groups, and expedite educational planning, administration, and management, appropriate integration of technology will be done at all levels of education. DIKSHA/SWAYAM and other technology-based education platforms will be better integrated across school and higher education. Disruptive technology research will be conducted by HEIs, as well as instructional materials and courses, including online courses in cutting-edge domains.

A comprehensive set of recommendations for promoting online education as a result of the recent increase in epidemics and pandemics has been covered, in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. To address the e-education demands of both school and higher education, the MHRD will establish a dedicated unit to orchestrate the creation of digital infrastructure, digital content, and capacity building.

Motivated, Energized, and Capable Faculty: The performance of higher education institutions is determined by the quality and involvement of its professors, according to NEP 2020. Faculty recruitment methods and criteria will be explicitly defined, impartial, and transparent at HEIs. Within the agreed framework, faculty will be permitted to construct their own curricular and pedagogical approaches. Excellence will be rewarded with appropriate bonuses, promotions, and recognitions, as well as advancement into institutional leadership. Faculty who fail to meet basic expectations will be held accountable.

Conclusion:

Until now, Indian higher education institutions lacked international variety and remained largely local, employing only Indian teachers and training only Indian students. NEP has made it possible for Indian higher education institutions, including as IITs, to branch abroad and open overseas campuses around the world. NEP 2020 is most likely to promote multidisciplinary education and make it easier for students to pursue a career in an increasingly competitive environment. With the objective of providing value based, knowledge based, and skill based higher education for everyone in the country, Quality higher education objective will makes everyone to contribute to discovering new technology, adopting new technology, or promoting new technology which can contribute to the progress of society. However, in order to realise this goal, there will be a substantial increase in the demand for professors and faculties, where in reality, India's higher education sector is suffering from a 35 percent shortage of faculty shortage, thereby, necessitating more initiatives and supportive regulations to meet demand.

Higher Education: Vision of NEP 2020

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Abstract: - Across the globe year 2020 was the most exceptional year for countries. Apart from Covid-19 an important change came in the Indian Education system was introduction and development of New Education Policy (NEP-2020). This paper specially referenced for the main characteristics of Higher Education in NEP-2020. The new education policy 2020 is proposed India centric education system which is ready to give its precious contribution to make positive change in Indian tradition, culture, values and ethos. The main objective of NEP is to provide equal opportunity of the educational growth and development of a people, without any type of discrimination. Further, it will develop a perception in students by creating knowledge, skills, intelligence and confidence among them. In this paper on the basis of analytical facts Researcher want to present some suggestions for the betterment of Higher Education in Indian Education System.

Key Words: - NEP-2020, Higher Education, Educational Development.

Introduction:-

NEP-2020 represents the vision of Indian Education System. This NEP-2020 was approved by the central ministry of India on 29th July 2020. It took place the previous National education Policy -1986. By introducing NEP-2020 intellectual society of India has give the commendable tries to rejuvenating 34 year old education system. NEP-2020 lays out a broad outline for vocational training in Primary and Higher Education as well as both urban and rural areas.

NEP-2020 is committed for quality education in every stage of education system in India. The main aim of quality education is to develop such kind of person, who is considerate, creative and excellent in nature. This prepares any person to develop their great interest and inspired for deep study in various subjects i.e. science, art, language, technology, humanities, social sciences and vocational training etc. so that one can be eligible in developing 21st centuries skills like morality, good character, intellectual curiosity, creativity, helpful nature and constitutional values with scientific approach.

New Education Policy brings some fundamental changes in present educational system of India. The main attraction in Higher Education is Multidisciplinary Universities and Colleges, Student Centered Curriculum, Positive Support and Continuous Evaluation System, Supportive Environment of Institutions and Pedagogy for better student's experiences.

This Policy is based on the five Fundamental Pillars i.e. *Accessibility, Equity, Quality, Affordability, and Accountability*: is in line with the 2030 agenda or sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge super power. New Education Policy demands of important reformation in School and Higher Education equally, which prepares next generation for competition in new digital era.

Thus, NEP-2020 puts extreme effect on Multidisciplinary, Digital literacy, Influential Communication, Problem Solving, Logical Reasoning and Vocational Performance.

Objective of the Paper:-

The main objective of this paper is to through some lights on the main features on Higher Education in New Education Policy 2020.

Higher Education in NEP-2020:-

The hypothesis was made for GIR in the Higher Education has to be increase 50% from 26% by 2030. Its aim is to construct the overall personality of a student by straitening the Fundamental framework for increasing the use of Technology in Education, Online Education, Distance Education and Open Education.

For the rest, National Research Fundamental (NRF) will be establishing for strengthening research work in the country. NAC will founded as an envisaged as a single regulator for Higher Education across the country. There will be various departments in Higher Education Council of India (HECI) for the fulfillment of different roles. For the all government recruitment tests a National Recruitment Agency and a Common Entrance Test (CET) for equal level of various examinations will offered to establish.

Other than this, the positive support of program and curriculum in subjects like – Endology, Indian Language, Yoga, Music, Art, and Culture, History, Modern India, and Science. Further, boosting the affirmative of relevant curriculum on international level, social connectivity, residential facilities and on-campus support will be promoted to achieve the goal of meaningful opportunities of global quality standards.

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To increase the capability and effectiveness of higher education NEP suggested to high institutional autonomy and decentralized decision making. Higher Education Institutions have options for Open Distance Learning (ODP) Program with the condition of valid recognition, so that they can provide the opportunity for lifetime leanings, increasing GIR, Improving their accessibility and offer increases.

Reforming Higher Education In NEP-2020:-

This Policy is a comprehensive Framework for transitional period of vocation training in School and Higher Education. This Policy has clear aim of changing whole education system of India by 2030. It is mainly presented with the aim of formalizing formal changes in the system from school and University level.

Keeping in view of changing scenario from now on this policy concentrate on core of special concept of Teaching Materials, Consideration, Applications and Problem Solving Approaches.

NEP-2020 gives the positive expectation of affirmative and long-lasting effect on higher education system of India. The fact of opening Foreign Universities in India is a commendable initiative of Central Government. In as much as students can gain experience of overall quality of education in their own country.

We cannot ignore the important role of Higher Education in development of the society. NEP-2020 says that there is several obstacles in higher education system i.e. Lack of Attention on Cognitive Skills, Limited Access, Fission, lack of Autonomy for Teachers and Institutions, Poor Emphasis on Research Oriented Works etc.

NEP-2020 gives recommendations to rejuvenating Higher Education System in these points:-

Better departmental faculty and autonomous institute.

To ensure efficiency there is merit-based appointments in leading positions of Higher Education Institutions.

For the funding and encouragement of research works NEP-2020 recommends the establishment of a National Research Foundation.

A rebuilding the existing education program to address gaps and shortcomings.

Fostering large, multidisciplinary collages and offer at least one in or near each district.

Conclusion:-

NEP-2020 a government program is big step towards creating accessibility to high quality education. NEP-2020 is an important milestone in the historical journey of Indian education system. It is an excellent initiative of solving various problems of educational sector. It ensures the accessibility and equity to Teacher Education, Pedagogy, and Digitalization.

In the summarization we can say that, according to NEP-2020 Education in beyond from Rote-Learning, Completion of session time period, and Getting the highest marks. The true meaning of education is to achieve knowledge, skills, and values, continuous work and progress in which a person searches their interest.

Although, there is lack of clarity of aims in objectives but we cannot justified it until the written plans are put into actions. Undoubtedly if the NEP-2020 implemented in right way, it takes up the Indian education on new altitude. Introducing after 34 year of long period NEP-2020 objective is to provide Higher Education to all students. Inclusions of Artificial Intelligence, Bio-Technology, 3D machine, Data Analysis in Higher Education there will be skilled professionals are prepared and employability of youth will increase.

We can only prospect for the optimal results as it is introduced for complete development and progress of the students.

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Role of ICT Teaching in NEP System

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Introduction:

Education will play a vital role in transforming the entire country into a digitally empowered society and knowledge economy, technology itself will play a vital role in enhancing educational processes and issues; therefore the relationship between technology and education is bidirectional, at least in some situations. It is certain that technology will impact education in many ways, some of which can be predicted at this point in time. New technologies involving AI, machine literacy, block chain, smart boards, handheld computing bias, adaptive computer testing for student growth and other aspects of educational software and tackle will not only change what scholars learn within the classroom, but also how we learn , and so there will be extensive exploration on both the technical and educational fronts in these areas and beyond.

As per NEP 2020, an independent body, National Educational Technology Forum (NETF) is being created to provide a platform for free exchange of ideas on application of technology to support literacy, assessment, planning, administration etc. For both council and better education. The end of NETF will help in decision making on induction, deployment and use of technology by providing latest knowledge and innovation to the leadership of education institutions, state and central governments and other stakeholders. Consulting and participating in stylish practices. NETF will have back functions

- providing independent evidence-based advice to central and government agencies on technology-based interventions;
- create an appropriate structure in educational technology;
- Visualize areas of strategic importance in the region;
- New directions for exploration and invention.

The emphasis of technological interventions will be on the needs to improve instructional literacy and assessment processes, support school teacher therapy and professional development, increase educational access, and streamline educational planning, operations, and administration, including processes related to admission, attendance, and assessment. , , Etcetera. An advanced type of educational software shall be developed and made available to the children and teachers of the Council for all the purposes set out below in the least possible circumstances. The teaching-literacy-content will still be developed by all the states in completely indigenous languages as well as by CBSE, NIOS ,NCERT, CIET, and other body institutes, and can be uploaded on DIKSHA platform. Special attention has to be paid to the emerging disruptive technologies which will inevitably transform the education system. One of the unending tasks of the NETF would be to classify critical technologies based on their occurrence and estimated time frame for displacement and submit this analysis to the MHRD periodically. With the support of these inputs, MHRD will formally identify technologies whose emergence requires a response from the education system.

Given the emergence of digital technologies and thus the increasing importance of using technology for pedagogy-literacy, at least from education to academia, this policy recommends significant enterprise of the latter.

(a) Airmen study online education from suitable agencies, such as NIOS, IGNOU ,NETF, CIET, , IIT, NIT etc. To gauge the benefits of integrating education with online learning, a series of Airman studies will be conducted. Pilot studies are necessary for online education to test and refine the effectiveness of online learning programs before full-scale implementation. These studies help identify potential challenges, gather feedback from participants, and make necessary adjustments to ensure a successful online learning experience. Here is a general outline of the steps you should take when conducting a pilot study for online education:

Define the purpose and research question:

State clearly what you want to achieve from the pilot study. Are you trying to assess the feasibility of an online platform, gather user feedback, evaluate the effectiveness of certain teaching methods, or something else? Formulate research questions that will guide your study.

Select participants:

Identify a diverse group of participants that is representative of your target audience. Consider factors such as age, educational background, technical proficiency and learning goals.

Design Online Courses:

Develop a mini version of the online course you want to offer. Make sure the content, instructional design, assessment and technology tools all represent what you plan to offer in the full curriculum.

Create evaluation methods:

Define how you will measure the success of the pilot study. This can include surveys, quizzes, assignments, discussion forum participation and even qualitative interviews to gather insights.

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Apply pilot study:

Enroll participants in a pilot course and give them access to an online learning platform. Make sure they have the necessary resources and guidelines to effectively conduct the course.

Gather data:

Collect data during the pilot study period. This can include quantitative data such as completion rates, assessment scores and engagement metrics, as well as qualitative data from surveys, feedback forms and interviews.

Analysis of data:

Analyze the collected data to evaluate the success of the pilot study. See trends, patterns and areas for improvement. Compare the results to your initial objectives and research questions.

Collect participant feedback:

Encourage participants to provide feedback on their experience. This may involve surveys or focus group discussions to find out what is working well and what needs improvement.

Revision and Improvement:

Based on analysis and participant feedback, make necessary adjustments to course design, content, technology tools, and instructional methods.

Report findings:

Summarize the findings of the pilot study, including both quantitative and qualitative data. Present your findings and recommendations for further development of the online course.

Prepare for full-scale implementation:

Use the insights gained from the pilot study to refine your online education program. Address any identified challenges and adapt the learning experience for future participants.

Launch Full Course:

Once you've made the necessary improvements, you can confidently launch a full-scale online course based on the lessons learned from the pilot study. Digital infrastructure will ensure that technology based outcomes do not become obsolete with the rapid advancement in technology.

Network and connectivity: This includes broadband and wireless networks (such as 4G and 5G), fiber-optic cables, and other communication technologies that provide the connectivity needed for data transmission.

Data Center: Data centers are facilities that house servers and other equipment used for storing, processing, and managing digital data. They play a vital role in hosting websites, applications and other digital services.

Cloud computing: Cloud infrastructure allows businesses and individuals to access and use computing resources (such as storage, processing power, and software) over the Internet, without the need to own and maintain physical hardware.

Internet of Things (IoT) infrastructure: IoT infrastructure includes devices, sensors, and systems that are interconnected and capable of sharing data and performing tasks. This includes smart devices in homes, industrial sensors and more.

Cyber security infrastructure: This includes systems, software, and practices designed to protect digital assets from cyber threats, including firewalls, encryption methods, intrusion detection systems, and security protocols.

Software and applications: Digital infrastructure includes software and applications that run on various devices, ranging from operating systems to productivity software, entertainment apps, and more.

E-commerce and online payment infrastructure: The devices and platforms that enable online transactions, digital payments and e-commerce activities are also part of digital infrastructure.

Big Data and Analytics Infrastructure: This includes the tools and technologies used to collect, process, and analyze large amounts of data to derive meaningful insights.

Digital government services: Government services provided online, such as e-government portals and digital identity systems, are part of the digital infrastructure in many countries.

Edge computing: Edge computing involves processing data closer to its source (at the "edge" of the network), which reduces latency and improves response times for some applications.

A strong and well-developed digital infrastructure is essential for economic growth, innovation and social development in the digital age. It enables businesses to operate efficiently, individuals to have easy access to information and services, and governments to provide effective public services. As technology advances, the importance of digital infrastructure will only grow. Online tutoring platforms and tools themselves, e-learning platforms like Diksha are being expanded to supply teachers with a rich set of supportive tools, structured to cover learners' progress.

(e) Addressing the digital age will require and emphasize special attention to content in all Indian languages; As far as possible the digital content will have to reach the preachers and scholars in their medium of instruction.

(f) Virtual Labs Being-learning platforms like Diksha, Swayam and Swayamprabha will also be leveraged to create virtual labs so that all learners have equal access to quality practical and practical test-based literacy facilities.

(g) Training and Immunization for Preceptors Preceptors will be exposed to rigorous training in learner-centered pedagogy and self-initiated high quality online content generators using online tutoring platforms and tools.

(h) Online Assessment and Examinations The implementing body, such as the proposed National Assessment Center or PARAKH, School Board, NTA and other associated bodies will design and implement the assessment material. They will also design the required competencies, portfolio, rubrics, formal assessment and assessment analysis.

(i) Blended model of learning To implement digital literacy in education, the importance of face-to-face literacy is fully respected. As a result, various effective models of integrated literacy are being added to replication applied to subjects of color. Blended learning models combine traditional face-to-face instruction with online learning components, creating a hybrid approach that aims to leverage the benefits of both in-person and digital learning. These models have gained popularity in educational institutions and corporate training programs due to their flexibility, personalization and ability to enhance the learning experience. Here are some common types of blended learning models:

Rotation Model: In a rotation model, students rotate through various learning stations, which may include online activities, small group discussions, individual assignments, and direct teacher instruction. Depending on the needs of the learners and the goals of the lesson, rotation may be based on a fixed schedule or flexible.

Flex Model: The flex model gives students more control over their learning path and schedule.

Students often choose when and where to complete online activities, and they can receive help from teachers as needed during designated in-person sessions.

Self-Directed Model: In this model, students take a more independent approach to learning.

Online resources, assignments and assessments are provided, and students manage their own learning pace and progress.

Flipped Classroom Model: In the flipped classroom, traditional notions of homework and class-work are turned upside down. Students engage with instructional materials such as videos or readings outside of the classroom, freeing up individual classroom time for interactive discussions, activities, and collaborative projects.

Online Driver Model: In this model, most teaching takes place online, and face-to-face sessions are used for activities that benefit from direct interaction, such as labs, workshops or group projects.

Enriched Virtual Model:

This model combines face-to-face instruction with a significant amount of online learning.

Online components often include supplemental resources, advanced courses, or enrichment opportunities.

Station Rotation Model: Similar to the rotation of model but specific stations focus on different aspects of learning, such as independent study and collaborative projects, and teacher-led instruction.

Hybrid Model: The hybrid model blends in-person and online elements to create a seamless learning experience. It can include both synchronous (real-time) and asynchronous (self-pacing) components to accommodate different learning styles.

Learner's Choice Model: Students have the autonomy to choose the format and pace of their learning activities.

This model encourages individualized learning paths and can increase motivation. Blended learning models provide the flexibility to adapt to different learning preferences, meet the diverse needs of students, and leverage the benefits of technology while maintaining valuable face-to-face interactions. The specific model chosen depends on factors such as the subject matter, learning objectives, available resources, and the preferences of both teachers and learners.

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Use of Technology in Education Sector

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Abstract:

In today's rapidly progressing world of modernization and digitalization, the introduction of technology in every field or sector is becoming crucial. Exciting technological advancements are happening every day which are benefiting humans in every aspect of their lives. Education is one such field that is welcoming technology adoption positively. Education technology leads to improved quality of study and better communication that eases skills and knowledge for students. With the implementation of technology in education, the education structure is being revolutionized with just one click. However, there are so many hidden challenges while formulating technology in education sector. The usefulness of educational technology lies in what the educators do with it and how they use it to best meet the needs of their students. The appropriate use of digital learning tools in the classroom can boost student engagement, assist teachers in improving the lesson plans and enable personalized learning for the students.

Keywords: Virtual classrooms, augmented reality, STEM, Gamification

In today's day and age, technology has incorporated itself into every aspect of our lives. It is a tool that helps us complete complex tasks quickly and efficiently. We all use technology in some form or another in our daily activities. As time passes, it has become more important in our lives, changing the way we consume and process information. The influence of technology can be seen in every area of our lives, however, the impact is significantly visible in education sector. Traditional face-to-face classes have served as an effective method of learning and teaching for the longest time. However, technology is changing the way we learn things. The education sector has undergone a sea change and completely transformed with the introduction of new technology and gadgets. There is no longer time for theory and rote learning, as more emphasis is laid on skill development and on problem-solving abilities.

Education technology constitutes the foundation of contemporary development and advancement of students. Encountering gadgets, programming and modern means of communication at an early age makes it much easier to adopt new standards and methods of work later. This is why more and more schools are modernizing in order to keep up with 21st century education methods. This is a great way to prepare the children for the challenges that await in the future, and a great asset when it comes to the ease of fulfilling their school obligations. Technology clearly impacts education in various ways. However, it is necessary to keep in mind that technology is a tool for education, but it can't solve the problems itself. Given the rapid changes in our increasingly digitized age, educators need to adopt a holistic approach to technology. Used in tandem with thoughtful planned and skilled instruction, education technology has the power to improve academic outcomes, and transform the educational experiences of students, parents, and teachers for the better.

The use of technology can enhance the educational experience of every student, as it can enhance learning experiences not only through information, but also through a dynamic and interactive mode. In addition, technology influences critical thinking by assisting students in applying what they've learned to real-life situations and developing problem-solving skills, both of which are essential components of critical thinking. The traditional teaching method is for an educator to stand at the front of the classroom and deliver information about a subject. In this classic lecture style, students are passive participants. In other words, they only receive information. Technology in the classroom helps students engage with the material they're learning. From online educational games to immersive virtual reality, technology enables students to become active learners.

Undoubtedly, technology encourages the overall development of students. Technology is an effective way to promote a healthy educational system worldwide. The most important role of technology in education makes learning more accessible, exciting, and enjoyable. The development of technological advancements in education leads to enhanced knowledge and skills of students. Students can also access their study materials from any part of the world, making it easier to revise and learn. With the internet at their fingertips, students can now easily find the answers to their questions and complete assignments from the comfort of their own homes. This flexibility allows students to learn at their own pace and gives them the freedom to choose when and where they learn. Technology has also made it easier for students with disabilities to participate in the classroom. With the use of assistive technologies such as text-to-speech software and electronic magnifiers, students with vision or hearing impairments can now easily access and participate in class discussions and activities. Having access to technology can help children learn to investigate topics they find interesting. For older generations, information was not as readily available and required that children have access to traditional resources. Now, however, children have a world of information right at their fingertips. When used appropriately and monitored, technology can supplement learning in or outside the classroom by providing the outlet for

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children to research the topics in which they are interested—a lesson about dinosaurs, for example, could be supplemented by a YouTube video, or a virtual field trip to a natural history museum. Websites, which are typically filled with student work, classroom updates, and assignments, simulate the experience of being a member of an online forum or group. Students are able to gain experience in designing, editing, and uploading files to the site. Technology has eased access to information in the field of education not only to students but to teachers as well. Both students and teachers can benefit from updated information. Online research is a great way for teachers to find current and recent information that will benefit both students and teachers. Through the use of online platforms and social media, teachers can connect with each other and share lesson plans, activities, and other teaching materials. This collaboration helps teachers stay up-to-date on the latest teaching techniques and can also save them time and effort when it comes to creating their own lesson plans. Technology provides various platforms and apps that allow teachers to combine and use all information about their students that may be useful. This might include everything from their attendance history to their mathematics proficiency. Once gathered, this information can be used to identify places where an intervention may be useful. It can also help teachers group together students who may benefit more from learning together than learning apart.

Resources have become more available as a result of the introduction of technology in education, resulting in lower tuition costs, a decrease in the demand for books and their price, and a decrease in the need for school supplies. The arrival of e-books has simplified things for low-income families and allowed pupils to approach learning on an equal footing with their peers, without parental pressure for good performance resulting from big investments in their children's education. Sometimes, despite a teacher's efforts to provide various opportunities for accessing content, students still struggle to learn. They may lack the schema (prior knowledge) to understand a new and/or challenging concept; they may not learn well unless they experience a new concept for themselves. Emerging technologies in Virtual Reality and Augmented Reality have the potential to fill this gap. Virtual reality and augmented reality are new technological advancements that bring a different facet to the classroom. They not only make the class more interesting, but also develop more inclusive practices that foster cooperation and intellectual curiosity. Using VR gear, students can visit remote areas and encounter ancient civilizations.

This is a fascinating addition to the learning process, where one can gain close experiences that are not possible in reality. Augmented reality users get to experience a complete real-world environment blended with digital elements. Technology helps students get comfortable with the modern world through problem-solving as well as facilitates learning. Robotics introduces students to all branches of the STEM system (science, technology, engineering, and mathematics). STEM learning demands critical thinking and problem solving and, through robotics, students can learn to approach the knowledge they gain with a solution-oriented approach.

Research shows that when families are more connected with schools, students perform better academically. Technology facilitates greater family engagement in many ways. With technological tools like Google Classroom and Google Slides, parents can access teacher's lessons, supplemental resources, assignments, and more and help the child in understanding the concepts better. During the pandemic, education technology has transformed from a perk to a necessity for schools to use remote and hybrid learning practices. These are tools designed to create a seamless learning environment for all students and educators, regardless of where they may be participating from on any given day. The easiest area to see the benefits of education technology is in remote learning by attending lectures or classes virtually with video or audio communication. Having a video call set up for a class of students allows people to attend no matter where they're located, bringing education to even more people.

Integrating technology into classrooms allows for more (and more effective) communication between students and teachers, as well as students, peers, and caregivers, all of which are vital to students' academic success. Using technology in your classrooms also creates space for students to have a voice in their learning. Students are empowered to take responsibility of their learning through giving feedback on lessons, participating in projects and learning activities that respect their individuality, and having opportunities and support to learn and understand how to use technology creatively, effectively, and safely.

One of the best ways for tech integration is Gamification. The thing that students get to learn while gaming is the best thing. No doubts about the thing that how much love kids have for the games and here educational games are there to help kids learn their important lessons while playing amazing games. Students can get motivated by challenging each other and if done on a mobile device, students are more likely to continue learning outside of the classroom. Using educational games is one of the best ways to use technology in the classroom to make students eager for learning. And gamification can be used as a framework for education that can be used anywhere and in any level of complexity. It can be directly applied to contents, to the pedagogical framework (usually constructivism), or even to other complementary frameworks.

Technology nurtures artistic expression. Engaged students are those who actively express opinions, and don't just passively 'receive wisdom'. Technology can give them a platform to explain their ideas, not just

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regurgitate facts. Apart from this students can reach out and learn more. Modern technology-based art forms have encouraged artistic expression among our diverse student population. These tools provide forms of artistic communication for those students who have been constrained by the traditional options of verbal and written communication. One way to do this, for example, is to get them to each set up a blog or participate in other ways to demonstrate their learning. The emphasis is on students to have a 'voice'.

One of the best examples of the usefulness of learning technology is the implementation of cloud technology. Earlier use of computers in education was limited, as the sharing of data was comparatively complicated. Nowadays, school devices are interconnected using online software that keeps data in a cloud. This means that all information available on the server is accessible to all students. Now it is much easier to solve team tasks, and share information and multimedia using cloud services such as Office365 or Google Drive. There are also specific educational apps that introduce children to this type of data exchange. The additional benefit of these cloud services is the price, which is a lot lower than that of buying specific software for each school device. This technology is especially important in eLearning, when a teacher uploads assignments and multimedia content for students.

As more and more technology is being introduced into the classroom today, there are still many concerns about the consequences of rapidly integrating new technologies. Technology required in the education includes internet services, computer hardware, printers, Internet browsers etc. Acquiring all of these needs a lot of money to invest in technology at the institutions. Technology has led to the rise of a lot of devices that can access the internet. Students are having a hard time trying to focus most of the time. Studies have suggested that more individuals throughout society are becoming disconnected and isolated because of the links that technology provides through social networks. Young children who spend more time engaging with devices may not spend as much time interacting with their peers—which can affect those children's social and emotional growth.

Conclusion:

There will be challenges along the way as we adopt new technologies in education and improve them to suit student outcomes. But the advantages vastly outweigh the disadvantages of technology in the classroom. Learning in school prepares children for the future, so incorporating technology in the classroom is essential. Throughout the years, technology has advanced tremendously, and it will continue to do so. Those changes should go hand-in-hand with teachers' lesson plans and the learning methods of students. Wise use of technology can generate impactful teaching, which can positively affect learning. Teaching and learning have been completely altered by technology. Now, it completely depends on how we use it. It can be positively or negatively used. Therefore, the technology should be used in such a way that it improves the overall quality of education keeping its ill effects at the minimum level in order to work towards bright future for the young generations.

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The Role of NEP Transforming Higher Education in India: Challenges and Opportunities in Higher Education in India

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Abstract:

As a developing country, India has shown continuous progress in the field of education. NEP2020 has been very important in transforming higher education in India. While there are many challenges in the Indian higher education system, there are equally many opportunities to overcome these challenges and improve the higher education system. It needs greater transparency and accountability, most importantly the role of higher education institutions in the new millennium and emerging scientific research into how people learn. Our country needs well qualified and highly educated citizens who can take our economy to a new level. Our country therefore provides highly qualified people to other nations as well; it is very easy for us to transform our country from a developing country to a developed one. The current study aims to advance the role of NEP in the transformation of higher education in India and also to find challenges and opportunities in higher education in India. This article can be considered as a reference to the policy implementation done by the team of Govt. India.

Keywords: NEP 2020, Higher education, challenges, opportunity

Introduction:

The New Education Policy (NEP) which was welcomed by almost all sections of the society was brought by the Government of India in 2020. This brought a major change in the education policy since 1986. The decision of the government was considered very important. A hopeful and positive step by all which indicates a great change in the field of education and at the same time is considered to overcome the challenges of the current education system which is spread all over the world. This improvement in this education system did not happen suddenly, but was planned and prepared for a long time. A lot of people didn't expect this change to happen so quickly and at such a fast pace. Both higher education and school education are similarly affected by this educational policy, but its impact is more visible on higher education.

With a vision to create a platform to provide quality school and college education to every citizen of the country with Indian ethos and values to transform the country as a fair and vibrant knowledge society and a global knowledge power by improving the quality of education at every stage by creating a new ideal system through revising and redesigning the current educational system structure including policies, regulations and control systems, a new NEP-2020 policy is proposed

In July 2019, Aithal P. S. et al wrote an article on "An Analysis of Higher Education in India's Draft National Education Policy 2019 and its Implementation Challenges", which reviewed the related literature over the past few years on India's higher education policies and their implications, salient features and their focus on the draft National Education Policy 2019 through content analysis. The paper showing the various policies implemented in the draft with special emphasis on the higher education section and compared them with previous policies. The analysis also compared the possible impacts of the 2019 NEP proposal on private and public universities in terms of equipment and restrictions. The strengths and weaknesses of the new policy proposal are identified with respect to the various stakeholders and listed. The paper also contains some suggestions on how to implement this policy and make it flawless and effective from the point of view of the public and for the prosperity of the country. In August 2020, Aithal, P. S. et al further published an article on "Analysis of India's National Education Policy 2020 towards achieving its objectives" highlighting the various policies announced in the higher education system and comparing them with the currently adopted system. Many innovations and implications of NEP 2020 on the Indian higher education system are discussed. Some suggestions are made for its effective implementation to achieve its goals.

NEP 2020: Overview:

The National Education Policy 2020 envisages an India-centric education system by incorporating its tradition, culture, values and ethos to transform the country into an equitable, sustainable and vibrant knowledge society. NEP-2020 is developed considering the broad and deep historical heritage of the country and the contributions of many scholars on various topics as a cornerstone to build high-quality multidisciplinary liberal education at the school, higher and vocational levels. To increase the Gross Enrollment Ratio (GER) in schools and higher and vocational education from 28% and 05% to 50% and 20% by 2030 through radical changes in existing education policies and management systems by introducing accountability in every stakeholder.

Higher education:

Higher education, also called post-secondary education, third level or tertiary education, is an optional final stage of formal learning that occurs after the completion of secondary education. This consists of

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universities, colleges and polytechnics that offer formal degrees beyond secondary or high school education. Higher education can have general or non-technical education, as well as technical and professional education. Undergraduate education has three (3) degree levels such as 1st degree of Bachelor course, 2nd degree of Master's course and 3rd degree of Master of Philosophy or Doctor of Philosophy in Indian context.

The goal of higher education:

The main goal of higher education is to produce adequate and qualified human resources for the economy as a whole in such quality and quantity that they can be used for the production activities of the state and, by the way, the state's social, economic, political, civic and cultural environment will become self-sufficient and vibrant. Therefore, the ultimate goal of higher education will be to facilitate our graduates and postgraduates to prepare them for global competition.

Purposes of higher education

Barnett views of higher education (HE):

1. Production of skilled human resources: Higher education can be seen as a process in which students are considered as "products" to be absorbed by the market. Higher education thus becomes a key input for the growth and development of business and industry.
2. Preparation for a research career: Higher education contributes to the preparation of qualified scientists and researchers who would assist in the creation of quality scientific publications.
3. Building the right environment for teaching-learning: Universities focus on creating and maintaining the right environment for teaching-learning by improving the quality of teaching and thereby enabling students to acquire global competence in various fields of study and study. Applications to successfully address challenges in the changing global scenario.
4. Higher education as a matter of extending life chances: Higher education is understood as an opportunity to participate in the process of individual development through a flexible mode of further education.

This Policy was adopted after more than three decades – the first one was formulated in 1986 and amended in 1992. In this period of more than three decades, significant socio-economic and other changes have been seen in our country. It seems quite legitimate that the education sector also needs to be strengthened against the demands of the 21st century and the needs of the people and the country.” Quality education as well as innovation and research will be the pillars on which India will become a knowledge superpower country.

The role of NEP in transforming higher education in India:

Many Indian states have still not implemented NEP 2020, in some state due to disputes over language problem that state powers are neglected in the plan. Some states are reach to achieving the target GERs, according to Changing Higher Education in India. Some say the key need is more funding, and there's no sign of spending on that scale. The Economic Survey of India 2021–22 reported that education spending as a percentage of GDP had increased slightly since 2014–15 – by an estimated 0.3 percent, but all sources interviewed were skeptical that there would be a substantial increase in spending in the tertiary education sector.

Challenging questions of NEP in the implementation policy in higher education

1. Curriculum and content:

The NEP goal to introduce a transition of education from a 10 + 2 to a 5 + 3 + 3 + 4 building, where early childhood education will be part of formal education in our country. NEP 2020 aims on reducing curriculum content to creating space for critical and creative thinking to develop the 21st century skills embedded within. Consequently, all aspects of curriculum and teaching need to be limitation to attain these goals. Among the challenges to the successful implementation of these changes is the revision of the curriculum in accordance with the National Curriculum Framework. Teachers also need to reevaluate the reading content rubric and adjust textbooks accordingly.

2. Availability and training of teachers:

The aim of this policy is to revise the school curriculum. However, for the curriculum to be effective, schools and relevant authorities need to train teachers and understand teaching needs so that the transition to the new education system is smooth. In addition, they must move from teacher-centered reading to student-centered reading to develop interpersonal, critical thinking, problem-solving, and decision-making among young people. The study suggests that by 2030, more than 250 million students are estimated to be enrolled in K-12 schools in India. This means we need almost 7 million teachers to deal with this growing number of students. With teaching being one of the lowest paying jobs in India, experiential learning and mind-centered teaching will be a challenge. Until the teacher salary issue is the big challenge in the implementation of NEP.

3. Technology:

NEP 2020 emphasizes using technological advantages to prepare young people for the future. However, the development of digital infrastructure such as digital classrooms, distance professional learning models, AR / VR tools to fill gaps in physical education and laboratory infrastructure is a big challenge as most schools do not

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have the right setup. Support these tools. Also, the costs associated with building a digital infrastructure can be cheaper for all schools across the country. Moreover, in rural areas of the country, where the Internet is practically non-existent, the use of digital learning tools is excluded. Therefore, the government must work to develop basic infrastructure that will support digital infrastructure in all areas.

4. Test building:

The NEP specially aimed on formative evaluation for learning rather than summative evaluation. The primary purpose of modifying an assessment program is to support ongoing monitoring of learning outcomes. However, further testing requires schools and teachers to adopt new assessment and assignment methods. These approaches require technical intervention and the active participation of teachers and students. According to the survey, 75 percent of India's 1.5 million schools are government-run. Of the remaining 400,000 private schools, about 80 percent are 'private schools'. Sending the continuous assessment framework is therefore a challenging task for these schools.

5. Opening of new universities:

Opening of new university is the big issues in India. Doubling the gross enrollment ratio in higher education by 2035, one of the stated policy targets of NEP, will mean we have to open one new university every week for the next 15 years. Opening one university every week continuously is undoubtedly the biggest challenge

6. Student enrolment:

The prices in the plans to transform our education are also very alarming. The National Education Policy 2020 aims to bring 2 million children who are currently out of school back into the school system. Any way you look at it, reaching that goal in 15 years requires suspending about 50 schools every week.

7. Financing:

Funding is a biggest challenge in each aspect of teaching and learning. From a support standpoint, this is not a challenge for the faint of heart. The National Education Policy by 2020 envisages an increase in expenditure on education from 4.6% to 6% of GDP, reaching approximately INR 2.5 million annually. The money will be well spent on building schools and colleges across the country, appointing teachers and professors and operating expenses such as providing free breakfast for school children. Complicating matters further is that the policy has come at a time when the economy is reeling from Covid-19-related shutdowns, government tax cuts have been very low and funding shortfalls have been high even before Covid.

8. A large number of qualified teachers:

The need a large number of qualified teachers. In school education, the policy aims to redesign the structure of the curriculum as a very acceptable step. But for this curriculum to be successful, we need teachers who are trained and understand the needs of instruction. Many curriculum changes require fundamental changes in attitude and the thinking of teachers, but also of parents.

9. Higher education requirements that include disciplines for cultural change:

In higher education, the focus of the National Education Policy 2020 on disciplinary education is a very welcome step. Universities, especially in India, have been siled and run by departments for decades. The National Education Policy 2020 contains a number of initiatives to improve the quality and scope of the education system in India.

NEP 2020 opportunities in higher education:

The New Education Policy begins with the unfinished agenda of NEP – 1986. NEP – 1986 had its roots in a very different India.

Over the years, remarkable progress has been made in terms of access and equity. An almost universal level of enrollment at the primary level was achieved and a subsequent increase in enrollment at the higher education level (GER: 26.3%). However, there has also been a decline in the quality of learning in public school systems, followed by an exodus of the elite and middle classes. This has also led to a weakening of accountability mechanisms. Despite low returns to learning, pay structures in public systems have seen a gradual increase.

Higher education:

It is important to look at politics in terms of what has happened at public universities, as well as recent debates at top universities. There has been a constant erosion of the university's independence by the government. The twisted state violence on display at one of India's premier public universities did not happen long ago. Political appointments of university leaders who are the best instruments of government instead of focusing on teaching, learning, research and management. Although this document emphasizes regulatory independence, it can be difficult if the document also mentions financial independence. This "imaginative" autonomy is being considered to replace UGC (University Grants Commission) and AICTE (All India Council for Technical Education). The new body Indian Higher Education Commission is based on the idea of job segregation and job segregation. The policy also opposes the sale of education. However, the same latitude allows foreign universities to come to India. There has been a dramatic increase in the number of private universities from Indian providers.

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The policy aimed to increase competition, it makes sense. Focusing on the future curriculum makes sense, and a separate body dedicated to focusing on technology integration in institutions is a necessary approach. The National Research Foundation is another good idea. But if these gaps are filled by people who follow ideological agendas, little can be expected.

Indian universities will be allowed to set up campuses elsewhere in the world – there is great potential for development in the Gulf markets.

Conclusion:

Higher education, with its emphasis on academic study, often produces graduates who have little or no income. The Ministry of Education of the national government is responsible for developing GERs to include all citizens of the country in higher education. India's National Education Policy 2020 aims to achieve this goal by creating new policies to improve the quality, attractiveness, accessibility and expansion of the provision of higher education in the private sector, along with strict quality controls. In all higher education institutions by promoting eligibility based on free transportation and scholarships, advanced and progressive research artists as members of the intelligence, as well as certified leaders based on regulatory approaches and strict quality monitoring through annual authorization based on self-proclaimed advances through technology-based technologies monitoring, NEP-2020 is expected to achieve its targets by 2030. All tertiary institutions with the current name of junior colleges will grow as private colleges have more faculties empowered on their behalf or become host universities under their jurisdiction. The university program will be transformed into a student-centred approach to freedom of choice of core subjects and disciplines and to all subjects. Faculty members will also gain independent choice of curriculum, methodology, teaching and assessment models within a given policy framework. These changes will begin in the 2021–22 academic year and continue until 2030, when the first level of changes is expected to be more significant.

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Role of NEP 2020 in Transforming Higher Education in India

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Abstract

Education has a key and decisive role to play in this contingency scenario. Therefore, the National Education Policy 2020 was transformed into the framework of this reform, which, in addition to strengthening these economic and social indicators, could help build a new education system in the country. This still needs to be improved. NEP 2020 ensures quality higher education through multidisciplinary universities and autonomous universities. We have critically examined the policy in this document and proposed changes to ensure smooth continuity with its predecessor and its predecessor, thus enhancing its relevance. This article describes an analysis of the requirements for the NEP 2020 provisions and management practices at the university level. Recommendations are formulated for the design and implementation of NEP at national and higher education institutions (level of higher education).

Keywords: NEP 2020, Framework, Predecessor, Autonomous, Multidisciplinary

Introduction:

Education is one of the key factors in the growth and development of society. The more educated people there are in society, the more useful they contribute to society. This has increased the importance of education in society and has made governments invest more in it. Education is a tool that equips people with the required knowledge, skills, abilities and knowledge and makes them aware of their rights and duties towards the government and society. Education expands the horizon of determining the world. It develops the potential to detect fraud, violence, corruption and other factors. This is one of the key factors that distinguish humans from other creatures. Since its independence, India has consistently focused on improving literacy in both rural and urban areas. Government. Many programs are planned to strengthen primary and higher education in India. The first national education policy was promulgated by the government. The Indian National Curriculum Framework was introduced by Prime Minister Indira Gandhi in 1968 and second by Prime Minister Rajiv Gandhi in 1986. It was later amended by the PV Narsingha Rao government in 1992. In 2005, the National Curriculum Framework was introduced to produce NCERT textbooks. 34 years later on July 29, The federal cabinet of India, led by Prime Minister Narendra Modi, approved a new policy aimed at transforming the education system. This committee is chaired by K. Former ISRO chief Kasturirangan submitted the first draft to the government in 2018. The government then publicly evaluated the draft and solicited suggestions and comments from interested parties. "After a short time, many people submitted their ideas." Probably 2.5-million-gram panchayats, 6600 blocks, 6000 ULBs, more than 200,000 proposals from 676 districts were accepted. For the first time in the history of the world, everyone's opinions have been so receptive. The new education policy 2020 aims to revamp the education system to meet the requirements of 21st century India. The rich heritage of ancient Indian knowledge has played a brilliant role in this policy, Information the search for truth.

Previous Policies:

Previous education policy practice had focused on education and equality. The incomplete system of the National Education Act 1986 (NPE 1986/92) amended in 1992 was thus adopted. An important development since the last law in 1986/92 is the Children's Rights and Freedoms Act 2009, which provides the legal basis for successful education worldwide.

Highlights Of New Education Policy:

1. Accelerated price range Allocation- In line with the Union budget of 2020-21, India had allocated four.6 % of its total GDP on training and stands at 62nd function within the international general public expenditure on education for students but consistent with new education coverage 2020 public funding in education could be raised to 6%.
2. Improve Education and Sharing with GER - The government plans to achieve 50% overall enrollment by 2035 and encourage greater education and learning sharing. The aim is to reduce the drop-out of students from school. No student should be denied education due to birth conditions, as this policy focuses specifically on disadvantaged areas of society. Indian law includes equal rights for all, but students from marginalized communities still do not enjoy these opportunities. This is the difficulty of using rules as main rules.
3. School Curriculum and Education - The new curriculum brings "12 years of education + 3 years of Anganwadi/Pre-School" and the existing curriculum for 10+2 schools is replaced by the "5+3+3+4" education model. According to age, 3-8 years, 8-11 years, 11-14 years, and 14-18 years, respectively. Thinking about math and computation, artificial intelligence, machine learning, and data science will start with the central government (from 6). Activities involving coding will be taught at the intermediate level (from 11 years old). NEP emphasizes different approaches to developing skills such as learning and

understanding ideas, creativity, thinking, and learning by doing. NEP founded the site and found value in carpenters, gardeners, electricians, and potters. Internships 6-8. Must be in classrooms and students will have less than 10 days without bags to enter the fun class. It emphasizes the importance of practical knowledge rather than informative knowledge and emphasizes that skills such as coding should be opened at the school level. The policy includes flexible, versatile, multi-level, play, activity-based, and exploration-based learning for children aged 3-8. This is how it is used and guaranteed to work well. The right to increase flexibility and choice, without distinction between technical and scientific studies and curriculum and supplementary subjects. The reform benefited from reducing students' memorization by rote and allowing science and engineering students to study science and the humanities. Whether we like it or not, for many people, education means getting a job.

4. Undergraduate study is between 3 and 4 years - Postgraduate study can be 3 or 4 years, during which time many electives and related certificates are available. For example, a certificate after 1 year, a master's degree after 2 years, a bachelor's degree after 3 years, and a bachelor's degree in research after 4 years. "Students who have completed 4 years can do an MBA in 1 year. Students do not need to do a Master of Philosophy anymore.
5. Research and Performance - Faculty will be selected through a robust and transparent process. Recruitment of associate professors and visiting professors at low-paying schools and universities and the application of equal responsibility A. students can now continue their doctoral programs. directly. Students will be able to study other subjects in between. If a student wants to take another lesson in the middle of the lesson, he can take a break during the first lesson and come back to complete the lesson before moving on to the second lesson. While it sounds good, this can be difficult to achieve. Schools, SCERT and professional organizations at all levels and in all regions. The process may reduce the chances of attraction, but it is unclear how far the process will be.

Salient Features Of National Education Policy 2020 School Education :

Ensuring universal access to education at all levels from pre-school to grade 12 YEP 2020 aims to achieve 100% schooling rate by 2030. The direction to be taken for this purpose includes the provision of suitable and suitable infrastructure for new training facilities. To ensure the integration and participation of schools in critical learning by monitoring students and their grades. School counselors or social workers and teachers will continue to work with students and their parents to ensure that all school-age children attend and study.

Early Childhood Care Education:

NEP-2020: - Outline key steps to ensure access to early childhood care and education for all children ages 3-6 by 2025. The National Framework for Early Childhood Care and Education Curriculum and Teaching (NCPFECCE) for children under the age of 3 will be developed by NCERT.

New Curricular And Pedagogical Structure:

The curriculum and teaching model of the school is based on the 5+3+3+4 design, corresponding to the 3-8, 8-11, 11-14 and 14-18 age groups, respectively. The Preparation Fee is divided into two parts: 3 years Pre-School + 2 years Primary Education 1-2, 3-8 years, including exchange, different levels, game/games based on education and knowledge learning and teaching at ECCE. Foundation Stage (Grades 3-5, including ages 8-11): - Teaching experimental studies in the fields of Science, Mathematics, Arts, Social Sciences and Humanities. Mid-term (grades 6-8, including 11-14): teaching content and curriculum. Secondary School (Grades 9-12 is divided into two levels, i.e. For example, the first 9 and 10, the second 11 and 12, including the age of 14-18): they choose courses that are deeper, more reflective, more focused on life needs, more flexible, and students with the option to drop out of school. Year 10 and a higher year is re-entered.

Assessment Reforms:

There will be a shift from content to regular and structured assessment, which can be more effective, aid learning and development, and test higher skills such as focus calculation, thinking and clear thinking. A new National Research Centre, PARAKH (Performance Evaluation, Research and Research for the Advancement of Knowledge), will be established as a design organization to develop models, standards and guidelines for student assessment and evaluation for all school boards in India.

Higher Education Holistic Multidisciplinary Education:

The target is to increase enrollment in tertiary education, including vocational education, from 26.3% (2018) to 50% by 2035. A comprehensive, multi-disciplinary program, skills such as arts, humanities, languages, sciences, social sciences and professions, education and work, culture, social behavior, communication, discussion and debate, selection of content for learning to do business, integrating/extracting and many It focuses specifically on the entrance. A suitably recognized, multi-exit 3- or 4-year degree program - a certificate after completion of 1 year in a discipline or study, including work and employment, or a certificate after 2 years after obtaining a degree. a bachelor's degree or bachelor's degree after three years of study. A four-year

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multidisciplinary undergraduate program should be preferred as it gives you the opportunity to have good academic experience and to undertake a variety of research-oriented studies.

An Academic Credit Bank (ABC) should be established to store credits earned by various accredited higher education institutions (HEIs) so that credits earned can be included when grading HEIs. The Education and Research University (MERU) will be established with the aim of achieving the highest standards of multidisciplinary education in India. The National Research Foundation (NRF) will create a new institution to support and expand research and innovation nationwide. The overall aim of the NRF is to promote a research culture in universities, to assist in the development of research culture in the country through appropriate promotion and recognition of research quality, and to lead senior leaders to promote and develop research in public colleges and universities. Other public universities with limited research capacity now exist.

Technology In Education:

The National Educational Technology Forum (NETF), a self-governing body, will be established to provide a platform for free exchange of ideas and further education. The necessary integration of heritage at all levels of education to improve classroom processes, support teachers, support professional development, increase education for disadvantaged groups and facilitate educational planning. Technology-based learning platforms such as Digital Infrastructure for Knowledge Sharing (DIKSHA) and Enthusiastic Young Minds Learning Network for Active Learning (SWAYAM) will be effective in schools and colleges.

Teacher Education:

four-year integrated, specialized Bachelor of Education program offered by various universities will be the way forward. NCTE will develop a new National Teacher Education Curriculum (NCFTE 2021) in consultation with NCERT. By 2030, the minimum qualification for teaching will be a 4-year Bachelor of General Education. The degree teaches a broad spectrum of content knowledge and pedagogy and includes intensive training in student teaching in local schools. Schools that do not comply with the standards need to be corrected. Expansion of the Trade Unions Budget - Increasing public education expenditure from around 4% of GDP to 6% of GDP through a central and state-coordinated effort.

Benefits Of New Education Policy 2020:

- The new education policy will focus on practical knowledge rather than forcing students to memorize only.
- It will help students develop attitudes towards science from childhood.
- NEP aims to facilitate the creation of new higher education institutions in line with international standards.
- Since YEP will make it easier for foreign universities to open schools here, many students who cannot go abroad for various reasons will be able to learn about this subject and receive international attention.

Challenges Related To Education Policy Curriculum And Content :

The New Economic Policy aims to transition from the 10+2 standard to the 5+3+3+4 standard, where early childhood education will be a part of technical education. In addition, NEP 2020 aims to make room for critical thinking by reducing the classroom content, thus raising individuals with 21st-century skills. Therefore, many aspects of the curriculum and pedagogy need to be changed to achieve these goals. The challenges of making these changes include updating the curriculum according to the National Curriculum Framework. In addition, teachers need to rethink the structure for learning the content and adjust the text accordingly.

Examination Structure :

NEP focuses on producing rather than evaluating learning outcomes. The main purpose of changing assessments is to facilitate continuous assessment of learning outcomes. However, continuous assessment requires schools and teachers to use new measures and activities. This process requires technological intervention and teacher-student cooperation. According to one study 1.5 million schools in India and 75% of them are run by the government. About 80 percent of the 400,000 private schools are "funded private schools". Therefore, the implementation of continuous assessment in these schools is a difficult task.

Cooperation:

Education in the state is an equal discipline. That's why most states have their own school board. The state government should therefore step forward to support the implementation of this decision. States will also oppose the idea that the national law governing higher education in schools should be the highest governing body.

Expensive Education:

The new education policy paves the way for access to universities abroad. Many researchers believe that admission to foreign universities will be expensive for Indian scholars. This is why it can be difficult for low-income students to go to college.

Sanskritisation Of Education:

South Indian states accused the government of trying to implement a trilingual model for Sanskrit education. Although the language of education of children is their language or the geography they live in, many problems may arise in front of the country. For example, people from different states live in a union territory like

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Delhi. In this school there will be children who understand different mother tongues. Among what these children can learn, do schools with English as the medium of instruction fit the language strategy?

Feeding-Related Inadequate Investigation:

Some states still have costs, regulations exist, but the regulatory process does nothing to affect the benefits of unlimited donations.

Financing: Financial Stability Will Depend On The Willingness To Spend 6% Of Gdp On Public Education.

Requirement Of Trained Teachers:

Implementation of this policy requires a team of quality teachers, support staff and support staff, as well as support instructors. Education should be an active and enjoyable activity, not a mental exercise that puts young people out of work. Therefore, policy should create an education system that takes into account the cultural and geographical diversity of our great country and the different learning of each student. Tech-savvy teachers can mentor students, guide them through new technologies, and become key facilitators and initiators of IT education at home (Gupta, 2020).

Some Targets In Nep:

- All provisions of the law will be implemented until 2040.
- The total number of students from pre-school to secondary education will reach 100% by 2030.
- Teachers will be prepared for revised assessment by 2030.
- Learning standards in similar private and public schools.
- Basic math and reading up to third grade.
- Universal access to early childhood care and education by 2030.

Conclusion:

NEP2020 is a higher education program that will promote quality education and technical education. It will replace the old "curriculum" that was rigid and difficult to change over time, as the bureaucratic system was cumbersome to change. The New Business Policy 2020 is about making the education system more modern, flexible and responsive to the needs of 21st century education. However, in order to achieve all these goals, we need to overcome all the difficulties in the coming years. The NEP 2020 Draft Committee has successfully worked to develop a policy that takes into account various perspectives, international best practices, experiences and relevant ideas. The purpose is important, but the way it is used will determine whether it supports learning and prepares students for work and the future.

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A More Holistic Approach and Multidisciplinary Focus of NEP 2020 in Transforming the Indian Higher Education System Role of NEP 2020 in Transforming Higher Education in India

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Abstract:

National educational policy (NEP) 2020 had been considered as a major advancement in the higher education sector in India. The present government approved the New Education Policy for bringing comprehensive changes in education sector for providing quality education. Multidisciplinary and holistic education needs to flourish in a well-integrated manner for improving all the capacities that is social, mental and emotional. We must remember that the Indians way of learning, acquiring knowledge has always been liberal and multidisciplinary. This paper initially depicts the recapitulation on NEP 2020, Implementation of NEP 2020's vision for a transformed Educational Landscape in India and role of NEP in transforming higher education into multidisciplinary education. With the objective of providing value based, knowledge based, and skill based higher education for everyone in the country, the new education policy has make intrinsic propositions to improve the quality of school and higher education. Quality higher education also makes everyone to contribute to the progress of society. Finally some strategies are mentioned which help faculty in motivating and energizing for Multidisciplinary Education.

Keywords –NEP 2020, Higher Education, Holistic Approach, Multidisciplinary Education

Introduction :

Plato defined education as life long process starting from the first years of childhood and lasting to the very end of life. Education is considered as a powerful tool that has made a person to tackle life 'challenges and rise above the cultural stigma like deprivation, fear and stature to gain and sustain success. According to *Sri Aurobindo*, the child's education ought to be an out bringing of all that is best, most powerful, most ultimate and living in his nature, the mould into which the man's action and development ought to run is that of his innate quality and power. Education is the process of development .It is therefore become important to discover what is implied in this development. Education continues throughout a man's natural span of life .in the words of *M.K.Gandhi*, "by education I mean an all-round drawing out of the best in child and man,body, mind and spirit. Education is the greatest gift to humanity to attain knowledge and evolve with the time .the new education policy is there to bring a changes according to the need and significance of education in India.

Since the country's independence in 1947, the government of India has introduced various policies over the years in order to promote education and skill development. *Maulana Abdul Kalam Azad*, India's first minister of education, envisaged strong central government control over education throughout the country, with a uniform education system. The country focused on quality based education for all as education is universally accepted as powerful tool for the development of individual as well as society as whole. The union government established the university education Commission (1952 - 1953), University Grants Commission and the Kothari Commission (1964 - 66) to develop proposals to modernize India's education system.

The purpose of education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy and resilience. Therefore, the government of India formulated the National Policy on Education (NEP) for promoting education at all economic classes and for the inclusion of common or ordinary people in the mainstream. The new education policy must be provided to all students, irrespective of their place of residence, a quality education system education system,with particular focus on historically marginalized, disadvantaged and underrepresented groups. The national education policy 2020 is developed by considering the wide and deep historical heritage of the country and the contributions of the many scholars to different subjects as the founding stone to build high quality multi-disciplinary liberal education at education level. This policy intends to provide a comprehensive perspective and all-encompassing frame work for both school and higher education in the country. This new education policy 2020 will lay the foundation for new and all round changes in the education sector.

Recapitulation On National Education Policy 2020:

The ministry of Education formulated National Education Policy (NEP) 2020 in July 2020. The main purpose of this policy is to modernize India's educational system which suits the demands of the world in the 21st century. The policy has a comprehensive structure for the elementary education system to higher education as well as vocational training for both urban and rural India .This policy emphasizes on promoting interdisciplinary studies, introducing many new subjects and providing flexibility in courses and giving many opportunities for students to excel in various field .this new education policy lays emphasis on the development of the creative

potential of each individual. It is based on the principles that education must develop not only cognitive capacities but both the foundational capacities of literacy and numeracy and higher order cognitive capacities such as critical thinking and problem solving. NEP 2020 envisioned an education system rooted in Indian Ethos that contributes directly to transforming India into vibrant knowledge and equitable society by providing high education to all. The policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding one's country. The vision of NEP 2020 is to inculcate among the learners a deep rooted pride in being Indian, not only in thought, but also in spirit, intellectual and deeds as well as to develop knowledge, skills, values that support responsible commitments to human rights, sustainable development and global citizens.

The focus of NEP is nurturing the intellectual curiosity and holistic growth of students. All aspects of curriculum and pedagogy will be reprinted and revamped in nurturing the intellectual curiosity and holistic growth of students. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

Implementation Of Nep 2020's Vision For A Transformed Educational Landscape In India:

NEP 2020 has intended to focus on universal access to early child care and education. Respect for diversity and local context, Equity and Inclusion, Community participation, emphasizing conceptual understanding and imparting critical thinking and creativity are some principles of the policy. These principles can be achieved through foundational learning curriculum, multifaceted learning models and preparatory classes at the childhood level.

School Education:

For ensuring universal access to education at all levels, school education emphasizes multiple pathways, bringing backdrops, promoting on building schools, promoting alternatives and innovative education centres, achieving desired outcomes and peer tutoring at all levels to ensure access and opportunities to all children. This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering age 3-18. This design consist of the Foundation Stage which is divided into two that is 3 years of Anganwadi/preschool + 2 years in primary school in grades, Preparatory Stage covers 8 to 11 years & grades 3-5, Middle stage covers 11-14 ages and grades 6-8 and Secondary Stage covers grades 9-12 in two phases I.e 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18.

Higher Education:

Higher education plays an important role in promoting human as well as societal wellbeing and in developing India as envisioned in its constitution - a democratic, socially conscious cultured and humane nation upholding liberty, equality, fraternity and social justice for all. The overall higher education sector will aim to be an integrated higher education system including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education. NEP 2020 integrate different fields of study, allowing students to explore diverse subjects and again broader understanding of knowledge. NEP 2020 will help to shape well rounded individuals who can contribute effectively to society and excel in their chosen professions.

The Evolution Of Higher Education Into Multidisciplinary Education:

Multidisciplinary education is a form of educational strategy that brings together multiple disciplines to create holistic learning experiences. Multidisciplinary education would aim to develop all capacities of human beings like intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. Such an education will be help in developing well -rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences and professional, technical and vocational fields and such a holistic education shall be in the long term, the approach of all undergraduate programmes, including those in professional, technical and vocational disciplines. Multidisciplinary education in schools and colleges allows students to gain a deeper understanding of the subject matter through the lens of different disciplines. This approach encourages creative thinking, critical analysis, and collaboration and communication skills.

The national policy of education (NEP) 2020 is an ambitious policy document aiming to revolutionize the education systems in India. One of the prominent aspects of the policy is the emphasis on a multidisciplinary approach in education. By providing exposure of multiple disciplines to students, we can help them understand their chosen field better and also develops an appreciation for diverse knowledge systems. This will be enabling them to become better rounded citizens and prepare them for future.

National education policy 2020 is progressive and futuristic document aimed to transform higher education by making it more inclusive, holistic and multidisciplinary in nature.

The NEP 2020 outlines several measures that will help in facilitating a multidisciplinary approach in education

1. It promotes interdisciplinary studies across different educational institutions. These includes collaboration between universities, colleges, research institutions and other organization

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2. It encourages the integration of traditional Indian Knowledge systems into modern curricula. This will help students in enriching the learning experience by providing them with a more holistic view of different topics.
3. NEP encourages the development of courses and programs that covers diverse disciplines like mathematics, science, arts, technology and humanities.
4. Stimulated Indian education and environment will be established and strengthen at all higher education institutions.
5. It encourages Higher education institutions to focus on research and innovation by setting up startup incubation centers, technology development centers, centers in frontier areas of research, greater industry and academic linkages.

Transforming Higher Education Institutions Into Multidisciplinary Hubs;

India is well known for its multidisciplinary approach since ages. The ancient institutions such as Nalanda and takshashila are the best example of multidisciplinary approach. These higher learning centres of ancient India were well known for teaching every branch of knowledge, such as singing, painting, chemistry mathematics, vocational fields such as carpentry, clothes –making, professional fields such as medicine and engineering and soft skills such as communication, discussion and debate. NEP 2020 suggested several policy directions for offering multidisciplinary education .the NEP2020 aims to develop intellectual, aesthetic, social, physical, emotional, ethical and moral facets of an individual in an integrated manner, thereby contributing directly to transformation of the country and making India a global knowledge superpower.

When referring to higher education, NEP2020 has brought tremendous changes in governance and institutional reforms that will help in transforming HEIs into multidisciplinary hubs:-

1. NEP 2020 aims at establishment of multidisciplinary colleges, universities and cluster of higher education institutions by linking with forthcoming industrial revolution for skilled job creation and augmenting employment avenues.
2. The policy also focuses for National Research Foundation (NRF) to fund outstanding researches and to actively seed research in universities and colleges.
3. The admission system for all the universities and the undergraduate HEIs will be preferably through National Testing Agency (NTA) in order to reduce the burden of several overlapping examinations conducted by HEIs separately.
4. The policy aims that the Indian Higher Education System will consolidate into a smaller number of institutions across the three types of HEIs and HEIs cluster for increasing the Gross Enrolment Ratio (GER) with a target to increase up to 50% by 2035 and 6% GDP which will also help in meeting resources efficiency, multidisciplinary capacity, multiple entry and exit, maintaining academic bank of credits and quality higher education in terms of teaching, research and service.
5. The policy also stresses upon establishing a national educational technology forum for proper use of technology in the domains of teaching , learning , assessment , administration and management systems and also focuses on maintaining virtual labs at various institutional and university level.

Motivating And Energized Faculty For Multidisciplinary Education:

The most important factor in the success of higher education is the quality and engagement of its faculty. It is important to provide comprehensive orientation and support for teachers. Faculty members are also needed to be equipped with the necessary skills which help them in effectively teaching, training and conducting research in multidisciplinary academic programs

Strategies for preparing Teachers for multidisciplinary Programs:

1. Needs to expand institutional structures to strengthen faculty capacity in effective pedagogical approaches.
2. Designing innovative learning assessment methods and tools to evaluate multidisciplinary graduates.
3. Empowering teachers with knowledge and openness to embrace new assessment approaches.
4. Integrate multidisciplinary perspective, knowledge and values in teacher preparation.
5. Foster practice under the guidance of excellent mentors.

These strategies will enable them to effectively nurture student's individualized learning phase. Ultimately empowering teachers will contribute to the overall success of higher education institutions and holistic development of future generations.

Conclusion:

India is geared upto implement the guidelines of National Education Policy 2020 throughout the country to reform and made radical changes in school and higher education with an objective of creating a new education system which would empower the youngsters and boost their confidence to create new knowledge, newskills,along with human values to solve current and future problems. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current education system and move towards a more multidisciplinary approach .it is a significant step that will benefit the learners

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and one that will have far reaching effect. Inclusion of artificial intelligence, 3D machines, data- analysis, biotechnology etc. in graduate education will also create skilled professional even in cutting edge areas and increase employability of youth.

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Reforms in Inclusive Education: New Education Policy 2020

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Abstract:

This chapter takes into account the concept and origin of Inclusive Education, its objectives, obstacles faced in India, government actions and India's position in terms of providing Inclusive education at all levels of Education. This Chapter also describes about the 'New Education Policy 2020' and exclusively to the reforms suggested for inclusive education and comparing them with other reforms made in past government programmes.

Key terms: Reforms, Inclusive Education, New Education Policy

Introduction:

'Inclusive education' is the term used when all students, disregarding of the differences among them or challenges they are facing, are placed in age appropriate class in the neighbouring schools to get equitable quality education for all. 'Inclusive' word comes from inclusion which means including or adding. Thus inclusive education refers to adding all students to the mainstream of education, no matter if they are specially abled, different or normal. Bringing all students together in the same school, colleges and universities, is the basic goal of Inclusive Education. The Draft Scheme on Inclusive Education prepared by the MHRD (2003) uses the following definition. Inclusive Education means all learners, young people with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services. As "Inclusion is a right not a privilege for selected few", therefore inclusive education disregards the discrimination on the basis of race, caste, colour, gender, religion, disability, sexual preference, learning style and language. The major objectives of inclusive education are –

- education for all
- protection of rights of all students
- identification of their skills
- development of social consciousness in the society to develop brotherhood and overall improvement in quality of education

The concept of inclusive education came after the concept of special education. Earlier the students with special needs were segregated and were put into special schools meant for them. Later the concept of integration came which put forward the need of integrating these students with normal ones. The special children were deinstitutionalised and brought into mainstream of education, thereafter the concept of inclusion aroused. UNICEF's Report on the status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India's 200 million school aged children (6-14 years), 20 million required special needs education. While the national average for gross enrolment in school is over 90 percent, less than five percent of children with disabilities are in school. The majority of these children remain outside mainstream education. [8] Thus it is necessary to explore current status of inclusive education in India as well as problems, prospects, challenges related to its expansion in the country.

The World Bank Report (2007) reported that, educational attainment and attendance of the Children with disability were very poor and far below than the national averages. Data suggests that people with disabilities have much lower educational attainment rates, with 52 percent illiteracy against a 35 percent average for the general population.

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a many of providing quality education to all learners.

The Right of children to Free and Compulsory Education Act, 2009 had a clear provision in its Chapter II under clause 3 subsection 2 stated that- For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. Projects of education of children with disabilities in India

There are some projects education of children with disabilities in India:

1. Project for Integrated Education Development (PIED)
2. Integrated Education for the Disabled Children (IEDC)
3. District Primary Education Project (DPEP)
4. District Rehabilitation Centre and National Programme for Rehabilitation for Persons with Disability (NPRPD)
5. UN Support to primary education : Community School Programme.
6. Sarva Shiksha Abhiyan (SSA) (Movement to Educate All).

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7. Inclusive Education of the Disabled at Secondary Stage.
8. Obstacles Faced by Inclusive Education

Some of the obstacles related to inclusive education are:

- Lack of Teacher preparation Institution
- Lack of Competent Teacher Educator
- Lack of Infrastructure and Resources
- Lack of Proper Curriculum with special reference to Inclusive education during teacher preparation.
- Lack of proper strategies to improve practical skill and competency development on the part of student teachers.
- Lack of time for preparing teachers for inclusion in general classes
- Lack of continuous workshop, seminar, projects, internship for special children education.
- Lack of adequate pedagogy and strategy to educate children with special need.
- Hesitation of Concerned Authority in Implementing the Constitutional rights and directions
- The reservations are taken away or high jacked away by undeserving people
- Lack of awareness among the parents of children from such communities and sections about their rights & provisions
- Lack of Infra structural accessibility at educational institution.
- Lack of teachers capable of handling such children with positive attitude and special measures.
- Curricular activities beyond their capacities and perspectives Negative attitudes of teachers towards such children Avoidance by peer students inside and outside the classroom Negative attitude of the parents of the normal children towards the marginalized & differently abled children

New Education Policy 2020

The New Education Policy (2020) is a historic effort and first omnibus policy after thirty-four years, under Modi regime. The purpose of NEP is a framework to guide the development of education in the country. The last National Policy on Education was framed in 1986. It was modified through the Programme of Action (POA) in 1992. Since then a complete paradigm shift has taken place and new concerns and imperatives have emerged necessitating to frame a New Education Policy to address these concerns so as to gear itself towards the demands of the 21st Century.

The New Education Policy lays particular emphasis on the development of the creative potential of each individual. The National Education Policy, 2020 has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and Inclusion. This is India's third policy which replaces the 1986 NEP. According to the Government, the NEP 2020 is formulated after having considered over 2 lakh suggestions from different levels of local self-bodies, 2.5 lakh gram panchayats, 6,600 blocks, 6,000 ULBs and 676 districts with the aim of holistic productivity and contributing citizens for building an equitable, inclusive, and plural society with an increased Gross Enrollment Ratio (GER) of 50% by 2035.

India's National Education Policy 2020 (NEP) has been hailed as a new era in educational reform. However, it exists within a framework of pervasive policy gaps in the education of children with disabilities. Inclusive education in India has been described as exclusive of children with disabilities. Disabled children rarely progress beyond primary school, and only 9% complete secondary education. Around 45% of disabled people are illiterate and only 62.9% of disabled people between the ages of 3 and 35 have ever attended regular schools. Specific disability categories and genders are affected disproportionately. For instance, children with autism and cerebral palsy and girls with disabilities are least likely to be enrolled in schools. Disability is most likely to inhibit a child's access to pre-school and primary education. Less than 40% of school buildings have ramps and around 17% of schools have accessible toilets. Although technology is a key focus of the NEP, only 59% of schools across the country have access to electricity.

The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the 2016 Rights of Persons with Disabilities Act (RPWD) and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education.

Major Reforms in Inclusive Education

I. School Choice – Special, Regular, Or Home-Based Education?

The lack of coherence between the 2009 Right to Education Act (RTE) and the RPWD on the educational options for children with disabilities has been highlighted as a major point of contention. The 2012

RTE amendment has provisions for children with disabilities to be enrolled in neighbourhood schools and recognizes a separate category, children with severe disabilities, who can opt for home-based education. On the other hand, the RPWD recognizes the right of children with benchmark disabilities to enrol in either neighbourhood schools or special schools of their choice. Thus, while the RTE is silent on the issue of special schools, the RPWD does not offer guidance on home-based education (Fig 1). The NEP attempts to resolve this issue by clearly stating all three – neighbourhood schools, special schools, and home-based education – as options for the education of children with disabilities, thereby attempting to resolve the ambiguities around school choice (Fig 2). However, there are several questions that remain.

Figure 1. Existing educational options for children with disabilities

Figure 2. Proposed scenario under NEP 2020

Status of home-based education

The NEP states that home-based education will be audited based on the norms in the RPWD. An audit of home-based education is essential as there are concerns about how children are identified to receive this provision and the quality of education provided to them. Block-level special educators have highlighted several challenges they faced in providing home-based education, including time and resource constraints, cultural norms and safety, and lack of clear curriculum and assessments.

However, the provisions on education in the RPWD focus on creating a system of inclusive education through accessible buildings and classrooms and individualized support towards full inclusion. It is unclear how these provisions apply in the context of home-based education, an educational option the RPWD does not endorse. Further, endorsing home-based education, instead of stating how schools and classrooms can be made accessible and inclusive for children with additional support needs, raises questions about whether the educational system views some children with disabilities unworthy of inclusion.

Governance of special schools

In accordance with the RPWD, the NEP includes special schools as an option for children with benchmark disabilities. However, it is unclear whether the newly re-named Ministry of Education will regulate special schools as regular schools or whether they will continue to fall under the ambit of the Ministry of Social Justice and Welfare (MSJE). Not recognizing special schools as schools' short changes children with disabilities – there are no clear guidelines around quality, curriculum, certification, or infrastructure. It reinforces the idea of parallel, segregated school systems for some instead of a common schooling system for all. These division further shifts “social inclusion towards a charitable model of social isolation” The current mechanisms for regulating special schools often fall short as the RPWD has little power to enforce standards; only education authorities can derecognize schools for non-compliance. Thus, progressive provisions for children with disabilities in the NEP might not apply to special schools. For example, there is unlikely to be publicly available information about infrastructure, resources, and academic standards in special schools, all of which the NEP purports will build regular schools as “vibrant institutions of excellence.” The NEP also pushes for Indian Sign Language to be standardized as a language for teaching deaf children –however, without the Ministry of Education oversight of special schools, it is unclear whether this would apply to schools for deaf children, which often emphasize lip-reading and speech therapy over teaching sign language. At the same time, the place of special schools within the policy framework that argues for inclusive education continues to be tenuous.

Introduction of the school complex

The NEP complicates the idea of school choice for children with disabilities by introducing school complexes and school rationalization policies. In this plan, schools within a 5-10- kilometer radius will be consolidated within one school complex. The document states that this will help ensure there are adequate resources for children with disabilities including resource centres and special educators. This seeks to solve a key problem for children with disabilities – there is a grave shortage of special educators. Block-level special educators often are required to cover children across 150 schools and travel long distances to make sure all children with disabilities are catered to in their blocks. However, for parents, school distance is an important consideration for school choice. Parents of children with disabilities have safety concerns with transportation; in some cities, mothers often attend schools with their children to ensure safety and well-being – usually paying for the expenses on their own. While the RPWD provides for transportation for children with high support needs and their attendants, data indicates that transportation allowance or services are often not dispensed. Thus, there is a real danger that school complexes, in their intention to rationalize resources and ensure greater individualized resources and support may inadvertently lower attendance and enrolment of children with disabilities. Another concern with school complexes and resource centres within them is that they might lead to segregation, with children with disabilities taken out of regular classrooms during school hours or entirely excluded.

ii. Teachers And Special Educators

The NEP addresses several aspects of teacher education, preparation, and service conditions that are relevant for children with disabilities. These include short-term specialization courses to teach children with

disabilities and modules on teaching children with disabilities within existing programs. Moreover, teachers will be provided greater autonomy in selecting pedagogical tools relevant to their classroom contexts and will no longer be required to perform non-teaching tasks. Teachers will be trained to recognize and identify disabilities, particularly specific learning disabilities. Non-teaching responsibilities and teacher shortages often prevent teachers from fulfilling teaching responsibilities towards children with disabilities such that children with disabilities appear to be a burden and a distraction in the classroom. The importance of these policies cannot be understated. Several studies have documented teacher challenges and concerns in teaching inclusive classrooms – teachers in India do not rate themselves competent to be inclusive and do not have adequate training, infrastructure, institutional or peer support for inclusive education. Teachers are often unaware of policy provisions around inclusive education, and struggle to translate inclusive education policy into classroom practice. However, the success of the policy is contingent on the availability of teacher educators. The policy does not prescribe regularizing special educators as teachers, but views special education as a specialization for general teachers. Government special educators face incredible challenges – they are often hired in contract positions, have low pay, and endure working conditions that they describe as hostile and exploitative. An important policy consideration is the proposal for greater consonance between the NCTE and the RCI to ensure that special educators have both content and pedagogical knowledge, a gap that both teachers and special educators have identified.

iii. Standardized Assessments, Curricula, And Target-Based Reforms:

The NEP emphasizes achievement of foundational literacy and numeracy (FLN) for all children by grade 3 – setting up a national mission to reach this target by 2025. The push towards a national mission for FLN comes after several years of findings from the Annual Survey of Education Report (ASER), which has consistently found that children across the country are unable to read grade-level texts. These findings were echoed by the National Achievement Survey (NAS) 2017 conducted by the state-run National Council for Education Research and Training (NCERT). The NEP describes a growing learning crisis, wherein children are enrolled in schools but have not attained foundational literacy or numeracy. However, ASER does not collect data from children with disabilities, citing time and resource constraints. While the NAS collected disability data, it does not report this data in the State Report Cards. Additionally, there are several issues in the way children are identified – usually leading to under-reporting of disability. Identification of children with disabilities is a major challenge for teachers. The NEP only refers to learning disabilities in the context of training teachers to identify disabilities, ignoring other cognitive disabilities in the RPWD such as intellectual disabilities and autism. The policy states that curricular changes will be made in consultation with national institutes under the Department of Empowerment of Persons with Disabilities. This is a positive step if it ensures that issues of accessibility and inclusion are not viewed as problems to solve for after the core has been designed, such that disabled children need to adjust or fit to a system not designed for them. Instead, the curriculum is designed to be flexible, considers individual differences as strengths, and offers multiple means of engagement, assessments, and representation of knowledge.

The NEP emphasizes accountability standards based on learning outcomes over inputs. This includes tracking learning outcomes as part of a National Assessment Center known as PARAKH, which means to test or evaluate, where students will be assessed at grades 3, 5, and 8. Examinations for grade 3 will be crucial in determining the success of the mission towards foundational literacy and numeracy. PARAKH will also be a part of school accountability and standards, such that all schools will make their assessment data publicly available. Until PARAKH is established, this will be done through the existing NAS. The policy states that PARAKH will ensure accessible assessment guidelines for children with learning disabilities. This further marginalizes children with intellectual disabilities and other cognitive disabilities, who do not find a place in the NEP. It is also unclear how the National Testing Agency (NTA), that will conduct aptitude tests for college admissions and pre-service teacher education, will be made accessible to children with different disabilities. There is perhaps a real danger that children unable to achieve FLN by grade 3 may be labeled as learning disabled and/or placed in special education. Scholars have highlighted tensions between achievement and inclusion as a result of the greater push for market-based standards and accountability reforms. They argue that such testing regimes, in their effort to raise academic standards, end up perpetuating inequities between children who are viewed as academically successful and those who are not.

Iv. Terminological Confusion And Real-World Implications

By following the RPWD definition of inclusive education, the NEP takes a clear stand in the confusion between inclusive education as a social justice, education for all agenda as in the RTE or as an educational system where children with and without disabilities learn together as per the RPWD. However, the NEP misses the opportunity to move past the decades old confusion in the Indian educational system between ‘inclusion’ and ‘integration’. Education policies in India have historically adopted the term inclusion or use integration interchangeably with inclusion without recognizing key differences between these two approaches and continuing practices that require disabled children to adjust and fit within the system (integration) rather than transforming

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core practices that are designed to cater to the upper caste, upper class, rich, urban, able-bodied male to be truly equitable and inclusive.

However, the NEP is replete with the synonymous use of inclusion, integration, mitigation, and rehabilitation and the terms disability, divyang, children with special needs, and differently abled. This is not just an issue of word choice but indicates a broader incoherence around disability-inclusion within the Indian educational system.

The NEP conflates these distinct ways of thinking about the education of children with disabilities. At one end, the policy views disability as an individual problem to be solved through ‘rehabilitation’, ‘mitigation’ to ensure that children with disabilities ‘integrate more easily’. On the other hand, it endorses the idea of creating an educational system that is designed for children with and without disabilities to be in the same classroom, addresses barrier-free access, and puts forth a plan for the inclusion of children with disabilities in the curriculum and assessment. These seem like add-on, retrofitted solutions for the ‘problem of disability’ instead of a critical examination of existing practices and how they perpetuate ableism. The policy therefore further undermines the notion of inclusive education, which views the challenges of disabled people as a result of structural constraints, not individual shortcomings that need to be fixed. Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity rather than solely a deficit – an example of this would have been to suggest the standardization of Indian Sign Language as a valuable language system for all students, not just for ‘students with hearing impairments.’

That is, the educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve. India ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007, which envisions free, quality, inclusive education as the fundamental human right of every child with a disability. In line with the UNCRPD, there is a need to ensure that the NEP leads to renewed efforts towards greater budgetary allocation, a systems approach with co-ordination across government departments, ending segregation of disabled children, and a focus on sustainable transitions to higher-education and employment. Conclusion As the cornerstone of all educational decisions, the ray of hope has come through the new National Education Policy, 2020, which talks about sustainable human development and universal education learning with equity and learning outcomes with research-oriented mindset. India has always placed education at the centre of its development agenda and with bridging the gender, social, regional gaps with community participation it will raise the spirits towards equal opportunities to all ensuring equity in this policy.

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“आधुनिक डिजिटल शिक्षण पद्धति को बढ़ावा देने में राष्ट्रीय शिक्षा नीति 2020 की भूमिका”

राम प्रसाद मौर्य

शोध छात्र (शिक्षाशास्त्र विभाग) वीर बहादुर सिंह पूर्वांचल विश्वविद्यालय जौनपुर उत्तर प्रदेश

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प्रस्तावना -

‘मनुष्य एक सामाजिक प्राणी है’। मानव को सामाजिक प्राणी एवं मनुष्य बनाने में शिक्षा की महत्वपूर्ण भूमिका होती है। शिक्षा मानव की जन्मजात शक्तियों का विकास एवं परिमार्जन कर उसका सर्वांगीण विकास करती है। शिक्षा ही मानव को उसके शारीरिक, मानसिक, आध्यात्मिक, तथा सांस्कृतिक विकास के चरमोत्कर्ष पर पहुंचाती है। शिक्षा मानव में पूर्णता लाती है इसके लिए सही समय पर गुणवत्तापूर्ण शैक्षिक अवसर प्रदान करने की जिम्मेदारी समाज एवं सत्ता द्वारा सुनिश्चित किया जाना आवश्यक है। इसीलिए सरकार द्वारा समय-समय पर राष्ट्रीय और राज्य स्तर पर शिक्षा नीतियां बनाई जाती रही हैं, उसमें सुधार या समय के साथ परिवर्तन और उसका परिष्करण किया जाता रहा है। ताकि समाज समय के साथ परिवर्तित होता रहे और उसमें जड़ता न पनप सके।

भारत सरकार द्वारा 1 जुलाई 2015ई. से डिजिटल इंडिया अभियान की सुरुआत की गई। जिससे प्रत्येक क्षेत्र में तकनीकी प्रयोग एवं प्रसार को बढ़ावा मिला। इसका फायदा हम सभी को कोरोना महामारी के दौरान देखने को मिला। कोविड-19 जैसी विषम परिस्थितियों को ध्यान में रखते हुए यह जरूरी हो गया है कि संक्रामक रोगों और वैश्विक महामारी के समय जहां लोगों के एकत्र होने पर संक्रमित होने की संभावना हो, तथा अकाल, सूखा, बाढ़, युद्ध, आदि के दौरान जब लोग एक दूसरे से अलग-थलग हो जाए, ऐसी परिस्थिति में शिक्षा व्यवस्था के सुचारू संचालन के लिये, जबकि शिक्षण की पारंपरिक एवं विशेष साधन अनुपयुक्त साबित हो रहे हो, तो हमें शिक्षा के वैकल्पिक साधनों के साथ गुणवत्तापूर्ण शिक्षा लेने एवं देने के लिए अपने को तैयार करने की जरूरत होती है। ऐसी परिस्थिति में चुनौतियों का सामना करने के लिए राष्ट्रीय शिक्षा नीति 2020 में विशेष ध्यान दिया गया है, साथ ही इस बात का भी ध्यान रखा गया है कि ऑनलाइन डिजिटल शिक्षण पद्धति की हानियों को किस प्रकार कम करके इससे अधिकतम लाभ प्राप्त किया जाए। इस नीति में इस बात पर बल दिया गया है कि किस प्रकार वर्तमान एवं भावी शैक्षिक चुनौतियों का सामना करने में ऑनलाइन डिजिटल प्लेटफॉर्म और क्रियान्वित आईसीटी आधारित पहलों को मजबूती के साथ विस्तारित किया जाए। कुशल एवं प्रभावकारी ऑनलाइन प्रशिक्षक बनने के लिए शिक्षकों का उपयुक्त प्रशिक्षण एवं विकास किया जाएगा, क्योंकि यह नहीं माना जा सकता है कि पारंपरिक कक्षा में पारंगत एक कुशल एवं अच्छा शिक्षक स्वचालित रूप से चलने वाली ऑनलाइन कक्षा में भी एक अच्छा शिक्षक सिद्ध होगा। इसलिए अध्ययन-अध्यापन में आवश्यक परिवर्तन के अलावा ऑनलाइन आकलन के लिए भी एक अलग दृष्टिकोण को विकसित करने की आवश्यकता है। बृहद पैमाने पर ऑनलाइन शिक्षण एवं ऑनलाइन परीक्षा आयोजित करने में कई चुनौतियां हैं। जैसे- प्रश्नों के प्रकार से संबंधित सीमाएं, इंटरनेट एवं बिजली व्यवधान, अनैतिक प्रथाओं को रोकना आदि शामिल है। शिक्षण के कुछ क्षेत्रों में जैसे प्रदर्शन कला और विज्ञान के व्यावहारिक क्षेत्र में ऑनलाइन डिजिटल शिक्षा के क्षेत्र की अपनी सीमाएं हैं, जिन्हें कुछ सीमा तक ही दूर किया जा सकता है। आधुनिक डिजिटल प्रौद्योगिकी के उद्भव और स्कूल से लेकर उच्चतर शिक्षा तक शिक्षण अधिगम प्रक्रिया में सूचना एवं संचार तकनीकी के बढ़ते प्रभाव को देखते हुए वर्तमान परिवेश में राष्ट्रीय शिक्षा नीति 2020, शिक्षा जगत में अमूलचूल, क्रांतिकारी परिवर्तन लाने वाली एक राष्ट्रीय स्तर की कार्ययोजना है। इस शिक्षा नीति में शिक्षक, शिक्षार्थी, पाठ्यक्रम, शिक्षण तकनीकी, सरकार का सामाजिक दायित्व, मूलभूत विद्यालयी सुविधाओं, संक्रामक महामारी तथा प्राकृतिक आपदा के समय भी गुणवत्ता शिक्षा प्रदान करने, और विकसित आधुनिक डिजिटल शिक्षण तकनीकी का शिक्षा जगत में सर्वोत्तम एवं सर्वोत्कृष्ट उपयोग सुनिश्चित करने जैसे ज्वलंत प्रकरणों को सामिल करते हुए प्रसिद्ध अंतरिक्ष वैज्ञानिक डॉ० के० कस्तूरीरंगन की अध्यक्षता वाली समिति की सिफारिश के आधार पर बनाई गई राष्ट्रीय शिक्षा नीति 2020 में निम्न पहलुओं पर विशेष ध्यान दिया गया है।

राष्ट्रीय शिक्षा नीति 2020, में शिक्षा के प्रत्येक स्तर के प्रत्येक पहलू पर शूक्ष्मता से विचार करके उसमें सुधार करने, विकसित करने तथा सुदृढ़ करने का लक्ष्य रखा गया है। जिसके आधार पर 2030 तक सकल नामांकन अनुपात (Gross Enrolment Ratio-GER) को 100% तक लाने का लक्ष्य रखा गया है। तथा शिक्षा क्षेत्र के सार्वजनिक व्यय को बढ़ाकर भारत के सकल घरेलू उत्पाद (GDP) का 6% करने का लक्ष्य रखा गया है। राष्ट्रीय शिक्षा नीति की घोषणा के साथ ही मानव संसाधन विकास मंत्रालय (MHRD) का नाम परिवर्तित कर शिक्षा मंत्रालय (MOE) कर दिया गया।

नवाचार तथा सकल नामांकन के संदर्भ में राष्ट्रीय शिक्षा नीति 2020 :-

अरस्तू के इस कथन 'स्वस्थ शरीर में ही स्वस्थ मस्तिष्क रहता है', के सिद्धांत का अनुपालन करते हुए बच्चों के पोषण एवं स्वास्थ्य पर विशेष ध्यान दिया जाएगा तथा नियमित रूप से उनके स्वास्थ्य की जांच भी कराई जाएगी। NEP 2020 में बच्चों के स्कूल ड्रॉप आउट को कम करके शून्य करना शामिल है। स्कूली शिक्षा के ड्रॉपआउट बच्चों की संख्या कम करने के लिए तथा सभी स्तरों पर शिक्षा की सार्वभौमिकता सुनिश्चित करने के लिए आधुनिक डिजिटल शिक्षण पद्धति का सहारा लेकर विषयवस्तु को आकर्षक, मनमोहक एवं अधिक बोधगम्य बनाने का लक्ष्य रखा गया है। तकनीकी के यथासंभव सर्वोत्तम उपयोग पर जोर देने तथा अध्ययन-अध्यापन कार्य में भाषा संबंधी बाँधाओं को दूर करने तथा दिव्यांग बच्चों के लिए शिक्षा को सर्व सुलभ बनाने में और शैक्षिक नियोजन एवं प्रबंधन में राष्ट्रीय शिक्षा नीति 2020 में महत्वपूर्ण सुझाव दिए हैं, जिससे कि शिक्षा के मौलिक अधिकार को सार्वभौमिक बनाया जा सके। राष्ट्रीय शिक्षा नीति 2020 में इस बात का ध्यान रखा गया है कि शिक्षकों को समाज के सर्वाधिक सम्माननीय और अनिवार्य सदस्य के रूप में पुनः प्रतिष्ठित किया जाए, क्योंकि शिक्षक ही देश के नागरिक तथा हमारी अगली पीढ़ी को सही मायने में आकर देते हैं। उन्हें इस कार्य के लिए सक्षम बनाए जाने के लिए हर संभव कदम उठाए जाने की बात की गई। इसके लिए शिक्षकों का उचित प्रशिक्षण आवश्यक है। NEP 2020 में इस बात पर बल देने का प्रयास किया गया है कि प्रत्येक बालक की विशिष्ट क्षमताओं को स्वीकार कर उन्हें पहचाना जाए तथा उनके विकास के लिये शिक्षकों तथा अभिभावकों को निरंतर प्रयास करते रहने की बात कही गई, जिससे सभी बच्चों के सर्वांगीण विकास के लक्ष्य को पूर्ण किया जा सके। छात्रों में अवधारणात्मक समझ विकसित करने पर बल दिया जाएगा, ताकि वह रचनात्मक और तार्किक सोच के साथ तार्किक निर्णय लेने और नवाचार को प्रोत्साहित करने में संवैधानिक मूल्यों समता, समानता, स्वतंत्रता, सहानुभूति, सम्मान, शिष्टाचार, लोकतांत्रिक भावना, सेवा भावना, वैज्ञानिक चिंतन तथा सामाजिक न्याय को आधार बनाएं।

नई शिक्षा संरचना का विकास और आधुनिक डिजिटल शिक्षण प्रौद्योगिकी -

NEP 2020 के अनुसार शिक्षा व्यवस्था में लचीलापन होना चाहिए, ताकि विद्यार्थियों को अपनी रुचि एवं क्षमता के अनुसार पाठ्यक्रम एवं कार्यक्रम का चुनाव करने की स्वतंत्रता हो। राष्ट्रीय शिक्षा नीति में इस बात का भी ध्यान रखा गया है कि अध्ययनरत छात्रों का सतत एवं क्रमबद्ध मूल्यांकन किया जाता रहे तथा उसमें जो सुधार संभव हो किया जाए। भारत की प्राचीन एवं आधुनिक सांस्कृतिक ज्ञान प्रणालियां और परंपराएं जो भी प्रासंगिक हो, उन्हें भारतीय शिक्षा एवं समृद्ध का आधार बनाने में शामिल किया जाए ताकि लोग भारतीय संस्कृति पर गौरव महसूस कर सकें।

गुणवत्तापूर्ण शिक्षा प्राप्त करना सभी बच्चों का मौलिक अधिकार है। सरकार का यह उत्तरदायित्व है कि गुणवत्तापूर्ण शिक्षा तक सभी बच्चे की पहुंच सुनिश्चित की जाए। इसके लिये 3 से 18 वर्ष तक के सभी बच्चों के लिए शिक्षण शास्त्रीय आधार पर 5+3+3+4 वर्ष की नई व्यवस्था में पुनर्गठित करने की बात की गई है। इसमें प्रत्येक बच्चे को 3 वर्ष की आयु में आंगनबाड़ी कार्यकर्त्रियों की देख-रेख में प्रारंभिक बाल्यावस्था देखभाल (ईसीसीई) की शिक्षा प्रणाली में शामिल किया जाएगा, तथा 3 वर्ष बाद 6 वर्ष की अवस्था में उसे कक्षा एक में प्रवेश दिया जायेगा। तीन से 6 वर्ष तक के बच्चों के लिए शिक्षा की लचीली, बहुआयामी, बहु-स्तरीय, खेल आधारित, गतिविधि आधारित, और खोज आधारित शिक्षा को शामिल किया गया है। NEP 2020 में शिक्षा की सार्वभौमिक पहुंच के लिए आंगनबाड़ी केंद्रों तक उच्च गुणवत्ता के बुनियादी ढांचे जैसे खेल-खेलने के उपकरण और पूर्ण रूप से प्रशिक्षित आंगनबाड़ी कार्यकर्त्रियों, शिक्षकों को प्रशिक्षण के माध्यम से सशक्त बनाया जाएगा। इस स्तर पर बच्चों के लिए आधारभूत संरचना के तहत प्रत्येक आंगनबाड़ी केंद्र को आधुनिक तरीके से डिजाइन किया हुआ, आकर्षक, हवादार, बाल सुलभ भवन निर्मित किया जाएगा, जिसमें बच्चों का संज्ञानात्मक, भावात्मक एवं शारीरिक क्षमताओं का विकास किया जा सके। बच्चों के स्वास्थ्य की जांच के लिए आंगनबाड़ी केंद्र पर ही व्यवस्था की जाएगी। एलीमेंट्री चाइल्ड केयर एंप्लॉयर (ईसीसीई) स्तर पर बच्चे पढ़ने लिखने एवं संख्या ज्ञान के साथ कुछ बुनियादी संक्रियाएं करने की क्षमता भी सीखेंगे जो आगे परिमार्जित होता रहेगा।

शिक्षक छात्र अनुपात 25:1 करने के लिए शिक्षकों की नियुक्ति जल्द से जल्द की जाएगी। राष्ट्रीय शिक्षा नीति 2020 में कहा गया है कि 'द डिजिटल इंफ्रास्ट्रक्चर फॉर नॉलेज शेयरिंग' (दीक्षा) पर बुनियादी साक्षरता एवं संख्या ज्ञान पर आधारित उच्चतर गुणवत्ता वाले संसाधनों का एक राष्ट्रीय भंडार उपकरण (रिपोजिटरी) उपलब्ध कराया जाएगा, तथा शिक्षकों को आधुनिक डिजिटल शिक्षण तकनीकों की पद्धतियों से परिचित कराया जाएगा। वैश्विक स्तर पर किए गए अध्ययन के आधार पर यह स्पष्ट हो गया है, कि जब सहपाठी छात्र एक दूसरे से सीखते-सिखाते हैं तो यह दोनों के लिए सर्वाधिक प्रभावकारी एवं लाभदायक होता है। इस प्रकार की क्रिया को प्रशिक्षित शिक्षकों की देखरेख में सुरक्षा पहलुओं का उचित पालन करते हुए साथी छात्रों के साथ लिए पीयर ट्यूटोरिंग को एक स्वैच्छिक और आनंदपूर्ण गतिविधि के रूप में बच्चों के पाठ्यक्रम में शामिल किया जा सकता है। NEP

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2020 में कहा गया है कि सर्वशिक्षा अभियान को सर्वाधिक सफल बनाने के लिए लर्निंग वॉलेंटियर्स को बढ़ावा देने के लिए नवीन मॉडल पर विचार किया जा सकता है।

राष्ट्रीय शिक्षा नीति 2020 में यह प्रावधान किया गया है कि छात्रों के लिए कोर्स चुनाव की लचीली व्यवस्था बनाई जाए, ताकि छात्र अध्यापन और जीवन की योजना के अपने रास्ते तैयार करने के लिए स्वतंत्र हो सके। समाज, विद्यार्थियों को निर्धारित ज्ञान कौशल और नैतिक मूल्य प्रदान करने के लिए शिक्षक या गुरुजनों को उनके जरूरत की सभी चीज प्रदान करता है। वर्तमान में अध्यापक शिक्षा की गुणवत्ता, भारत की पदस्थापन सेवा शर्तें और शिक्षकों के अधिकारों की वैसी स्थिति नहीं है। जैसी रहनी चाहिए जिसका परिणाम यह होता है कि शिक्षकों की गुणवत्ता और उत्साह वांछित मानकों को प्राप्त नहीं कर पाता है।

NEP 2020 में यह कहा गया कि शिक्षक को अपने पेशे से संबंधित आधुनिक विचार एवं नवाचार को सीखने के लिए सही अवसर प्रदान किए जाएंगे तथा उन्हें स्थानीय, क्षेत्रीय, राज्य, राष्ट्रीय और अंतर्राष्ट्रीय कार्यशालाओं के साथ-साथ ऑनलाइन शिक्षक विकास मॉड्यूल के रूप में पेश किया जाएगा। और एक ऑनलाइन प्लेटफॉर्म विकसित किया जाएगा जहां पर शिक्षक अपने विचारों और सर्वोत्तम प्रथाओं को साझा कर सकेंगे। इसी संदर्भ में शिक्षकों का भी यह दायित्व होगा कि वह स्वयं के परिमार्जन के लिए स्वेच्छा से प्रत्येक वर्ष लगभग 50 घंटे का सीपीडी कार्यक्रम में हिस्सा लेंगे। राष्ट्रीय शिक्षा नीति 2020 में यह कहा गया है कि शिक्षण कार्य के समुचित संपादन के लिए शिक्षकों को उच्चतर गुणवत्तापूर्ण सामग्री के साथ-साथ शिक्षण शास्त्र में प्रशिक्षण की आवश्यकता होती है। अध्यापक शिक्षा को धीरे-धीरे वर्ष 2030 तक बहुविषयक कालेजों और विश्वविद्यालयों में शामिल किया जाएगा। जो आगे चलकर उच्च शिक्षण संस्थान शिक्षा में B.Ed, M.Ed और Ph.D की डिग्री प्रदान करेंगे।

NEP 2020 के अनुसार 2030 तक शिक्षक नियुक्ति के लिए न्यूनतम योग्यता 4 वर्षीय एकीकृत B.Ed डिग्री होगी। इसके लिए एकीकृत शिक्षक शिक्षा कार्यक्रम (ITEP) की स्वीकृति प्रदान की गई। नई स्कूल संरचना के अनुसार यह सुनिश्चित करने का प्रयास किया गया है कि उत्कृष्ट छात्र ही शिक्षण पेशे में प्रवेश करें। इस पाठ्यक्रम में प्रशिक्षित होने वाला छात्र भारतीय मूल्यों, भाषाओं, ज्ञान, लोकाचार, आदिवासी परंपरा से जुड़कर शिक्षा और शिक्षाशास्त्र में नवीनतम प्रगति से भी अच्छी तरह परिचित होगा। यह पाठ्यक्रम 21वीं सदी के कौशल की आवश्यकता को पूरा करेगा। और इसे ऐसी अपेक्षा के साथ शुरू किया गया। कि यदि शिक्षकों को उनके प्रशिक्षण काल में आवश्यक व्यावहारिक ज्ञान प्रदान किया जाता है। तो निकट भविष्य में शिक्षक प्रशिक्षण प्राप्त प्रशिक्षणार्थी शिक्षण कार्य करके एक दक्ष शिक्षक की भूमिका निभा सकेंगे, तथा कालान्तर में अपने देश में शिक्षकों की खोयी हुई गरिमा एवं सम्मान को वापस लाने व शिक्षण की उच्च कोटि की परम्परा व निःस्वार्थ भाव से अध्यापन करने की परम्परा को पुनर्जीवित कर सकेंगे।

विद्यालयों, महाविद्यालयों, एवं विश्वविद्यालयों की गुणवत्ता पूर्ण शिक्षा को बढ़ावा :-

स्कूलों के मानक निर्धारण एवं प्रमाणन के दौरान इस बात का ध्यान रखा जाएगा कि स्कूलों को नवाचार के लिए स्वतंत्रता के साथ शिक्षकों, प्रधानाचार्यों एवं विद्यार्थियों के उत्साह और हिम्मत में कमी ना आने पाए। भारतीय उच्चतर शिक्षा व्यवस्था हेतु एक नया और भविष्योन्मुखी दृष्टिकोण को ध्यान में रखकर एक छात्र को एक से अधिक विशिष्ट क्षेत्रों में गहन स्तर पर अध्ययन करने में सक्षम बनाने के साथ-साथ चरित्र निर्माण नैतिक एवं संवैधानिक मूल्य, बौद्धिक जिज्ञासा, वैज्ञानिक सोच, रचनात्मक सेवा भावना, विज्ञान, सामाजिक विज्ञान, कला, मानविकी, भाषा साथ ही व्यवसायिक तकनीकी विषयों सहित 21वीं सदी की चुनौतियों का सामना करने से संबंधित विभिन्न क्षमताओं को विकसित करना गुणवत्तापूर्ण शिक्षा का लक्ष्य होगा। इसके अंतर्गत शिक्षकों को विस्तृत ज्ञान एवं आधुनिक डिजिटल सामग्री से प्रशिक्षित एवं सुसज्जित किया जाएगा। और इनको शिक्षण प्रशिक्षण कोर्स में शिक्षण शास्त्र की नवीनतम विधि में प्रशिक्षण के साथ-साथ वर्तमान की आधुनिकतम शिक्षण अधिगम तकनीकी में प्रशिक्षित किया जाएगा।

समग्र एवं बहुविषयक शिक्षा के साथ सीखने के लिए सर्वोत्तम वातावरण व छात्रों को प्रत्येक स्तर पर सहयोग प्रदान करने की बात कही गई। इसी संदर्भ में आधुनिक डिजिटल शिक्षा को बढ़ावा देने के लिए राज्य एवं केंद्र सरकार प्रत्येक स्तर के छात्र के लिए नाए, आधुनिक, रुचिकर, मनमोहक, डिजिटल विषय वस्तु तैयार करा कर उसके उपयोग के लिए छात्रों को मोबाइल, लैपटॉप, टेबलेट एवं अन्य डिजिटल अध्ययन से संबंधित सुविधाएं प्रदान की जा रही है। गरीब अक्षम तथा उत्कृष्ट छात्रों को उनकी पढ़ाई आगे जारी रखने तथा ड्रॉपआउट रोकने के लिए वित्तीय सहायता प्रदान किया जा रहा है ताकि छात्रों की आवश्यकता की पूर्ति होती रहे, और अभिभावकों पर अतिरिक्त आर्थिक भार कम पड़े।

उच्चतर शिक्षा में समता का समावेश होने से प्रवेश में जेंडर संतुलन पर विशेष ध्यान दिया जाएगा। इस नीति पर विशेष जोर देते हुए सभी छात्रों तक गुणवत्तापूर्ण शिक्षा की समान पहुंच सुनिश्चित करनी है। सामाजिक आर्थिक रूप से वंचित समूह (SEDG) तक गुणवत्तापूर्ण शिक्षा की समान पहुंच सुनिश्चित की जाएगी। स्कूलों-कालेजों एवं विश्वविद्यालयों द्वारा सभी छात्रों के

लिए उपयुक्त सलाह और परामर्श कार्य अनुभव के जरिए, सामाजिक भावनात्मक तथा अकादमिक सहायता एवं सलाह प्रदान किया जाएगा तथा भेदभाव और उत्पीड़न के खिलाफ बने नियमों को सख्ती से लागू किया जाएगा। प्रगतिशील समाज का निर्माण करने वाले शिक्षकों को प्रशिक्षित करने में अध्यापक शिक्षा की महत्वपूर्ण भूमिका है, इसी बात को ध्यान में रखते हुए NEP 2020 में इस बात पर बल दिया गया है कि सेवा पूर्व शिक्षक तैयारी कार्यक्रमों में प्रवेश राष्ट्रीय परीक्षण संस्था द्वारा आयोजित उपयुक्त विषय और योग्यता परीक्षणों के माध्यम से ही किया जाए।

शिक्षक और शिक्षण संस्थाओं की गुणवत्ता निर्धारण उनकी कुशलता का उत्तरोत्तर विकास और परिष्करण –

शिक्षा विभाग में संकाय सदस्यों की प्रोफाइल में विविधता लाना एक आवश्यक लक्ष्य रखा गया है, साथ ही शिक्षण, क्षेत्र कार्य तथा शोध के अनुभवों को महत्वता प्रदान की जाएगी। शोध अवधि के दौरान अनुसंधानकर्ता को शैक्षणिक प्रक्रियाओं, पाठ्यक्रम निर्माण, विश्वसनीय मूल्यांकन प्रणाली और संचार तकनीक जैसे क्षेत्रों का अनुभव प्रदान किया जाएगा। क्योंकि किसी समाज या राष्ट्र को विकसित होने में ज्ञान सृजन और अनुसंधान की महत्वपूर्ण भूमिका होती है। जिसका परिणाम यह होता है कि समाज या राष्ट्र निरंतर उत्थान करता रहता है। उच्चतर शिक्षा क्षेत्र को फिर से सक्रिय करने तथा इसे कामयाब बनाने के लिए उच्चतर शिक्षा की नियामक प्रणाली को पूरी तरह से बदलने की आवश्यकता है। इसी क्रम में उच्चतर शिक्षा की नियामक प्रणाली में यह सुनिश्चित करना होगा कि विनियमन, प्रत्यायन, फंडिंग और शैक्षणिक मानकों के निर्धारण, विशिष्ट कार्य विशेषीकृत स्वतंत्र और सशक्त संस्थाओं/व्यवस्थाओं द्वारा संचालित किए जाएंगे तथा भारतीय उच्चतर शिक्षा आयोग (HRCI) गठित कर, HRCI के अधीन वित्तीय, इंफ्रास्ट्रक्चर, शिक्षण कार्य, शैक्षणिक कर्मचारी की नियुक्ति, नियंत्रण, आदि कार्य के नियमन के लिए राष्ट्रीय शिक्षा नियामक परिषद (NHERC) का गठन किया गया।

HRCI द्वारा शिक्षण संस्थाओं का मूल्यांकन कर उनकी ग्रेडिंग करने के लिए राष्ट्रीय प्रत्यायन परिषद (NAC) का गठन किया गया है। निर्धारित पारदर्शी मानदंडों के आधार पर उच्च शिक्षण संस्थानों को वित्त पोषण का कार्य करने लिए HRCI द्वारा अपने तीसरे अंग के रूप में उच्चतर शिक्षा अनुदान परिषद (HEGC) का गठन किया गया है। इसका चतुर्थ निकाय सामान्य शिक्षा परिषद (GEC) है, यह उच्चतर शिक्षा कार्यक्रमों के लिए अपेक्षित परिणाम तय करेगा, जिन्हें स्नातक परिणाम के नाम से जाना जाएगा। इसके अलावा एक राष्ट्रीय उच्चतर शिक्षा योग्यता फ्रेमवर्क (NHEQF) तैयार किया जाएगा जो राष्ट्रीय कौशल योग्यता फ्रेमवर्क (NSQF) से संगत होगा। संस्थान प्रमुख के बारे में बताया गया है कि इनमें संवैधानिक मूल्यों, संस्थाओं की समग्र दृष्टि के साथ-साथ एक मजबूत सामाजिक प्रतिबद्धता, टीमवर्क में विश्वास, विविधता, विभिन्न लोगों के साथ काम करने की क्षमता, तथा एक सकारात्मक दृष्टिकोण का होना आवश्यक है।

भारतीय कला एवं संस्कृति के संरक्षण के साथ आनलाइन डिजिटल प्रौद्योगिकी का शिक्षा में प्रयोग पर बल –

भारत सांस्कृतिक रूप से एक समृद्ध देश है। NEP 2020 में यह प्रावधान किया गया है कि हजारों वर्षों से विकसित भारतीय कला, साहित्य, प्रथाओं, परंपराओं, भाषात्मक अभिव्यक्ति, कलाकृतियां, ऐतिहासिक एवं सांस्कृतिक धरोहरों आदि का संरक्षण एवं संवर्धन किया जाएगा। शैक्षिक वातावरण में कला एवं संस्कृति के माध्यम से भारतीय साहित्य एवं विरासत का प्रचार प्रसार किया जाएगा तथा छात्रों को इसके प्रति जागरूक किया जाएगा। प्रौद्योगिकी के उपयोग एवं एकीकरण के माध्यम से शिक्षा एवं शिक्षण में प्रौद्योगिकी के प्रयोग को बढ़ावा दिया जाएगा। नए प्रौद्योगिकी क्षेत्रों जैसे- आर्टिफिशियल इंटेलिजेंस, मशीन ई-लर्निंग, ब्लॉकचेन, स्मार्ट बोर्ड, कंप्यूटर, छात्रों के विकास में एडाप्टिव कंप्यूटर टेस्टिंग और अनेक प्रकार के सॉफ्टवेयर द्वारा न केवल यह पता चलेगा कि छात्र क्या सीखता है, बल्कि यह भी पता चलेगा कि कैसे सीखता है। इस क्षेत्र में व्यापक शोध को बढ़ावा दिया जाएगा। डिजिटल इंडिया अभियान पूरे देश को डिजिटल रूप से सशक्त समाज एवं ज्ञान आधारित अर्थव्यवस्था को समृद्ध कर परिवर्तित करने में मदद कर रहा है। ऑनलाइन और डिजिटल शिक्षा प्रौद्योगिकी का न्याय सम्मत उपयोग सुनिश्चित करना भी NEP 2020 का लक्ष्य रखा गया है। ऑनलाइन शिक्षा के लिए पायलट अध्ययन कार्यक्रम के अंतर्गत ऑनलाइन डिजिटल शिक्षा से होने वाली हानियों को किस प्रकार कम करते हुए इसके लाभों को किस प्रकार बढ़ाया जाए। इसके लिए निम्न संस्थानों जैसे- NETF, CIET, NIOS, IGNOU, NIT, IIT जैसी अनेक संस्थाओं की पहचान कर इनके सहयोग तथा सलाह से इसमें निरंतर सुधार किया जाएगा।

ऑनलाइन डिजिटल शिक्षण के लिए डिजिटल इंफ्रास्ट्रक्चर का निर्माण किया जाएगा, जिसका उपयोग कई प्लेटफार्मों और प्वाइंट्स सॉल्यूशंस द्वारा किया जाएगा। शिक्षार्थियों की प्रगति की निगरानी करने के लिए शिक्षकों को ऑनलाइन शिक्षण मंच एवं उपकरणों से सुसज्जित किया जाएगा। ऑनलाइन डिजिटल शिक्षण की उच्चतम गुणवत्ता और प्रभावशीलता के लिए कोर्स वर्क,

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लर्निंग गेम्स और सिमुलेशन आगमेंटेड रियलिटी और वर्चुअल रियलिटी के निर्माण तथा एक डिजिटल रिपोजेटरी विकसित की जाएगी। जो उपयोगकर्ताओं की रेटिंग करने की एक प्रमुख संस्था होगी। भारत के प्रत्येक व्यक्ति तक डिजिटल तकनीकी की पहुंच बनाने के लिए वर्तमान जनसंचार माध्यम जैसे- रेडियो, टेलीविजन, इंटरनेट युक्त कंप्यूटर, मल्टीमीडिया मोबाइल पर शैक्षिक कार्यक्रमों का प्रसारण कराया जाएगा। ताकि समाज में व्याप्त डिजिटल अंतर को कम किया जा सके। वर्चुअल लैब को बढ़ावा देने के लिए दीक्षा, स्वयं, स्वयंप्रभा, यूटूब जैसे मौजूदा ई-लर्निंग प्लेटफॉर्म का प्रयोग किया जाएगा। SEDG छात्रों और शिक्षकों को पहले से लोड की गई सामग्री वाले लैपटाप, टैबलेट, मल्टीमीडिया मोबाइल आदि उपकरण प्रदान दिए जाएंगे। शिक्षकों को ऑनलाइन डिजिटल शिक्षण को बढ़ावा देने के लिए शिक्षार्थी केंद्रित अध्यापन में प्रशिक्षित किया जाएगा। जिससे वे छात्रों के लिए ऑनलाइन सामग्री या कंटेंट स्वयं सृजित कर सकें।

शिक्षा में प्रौद्योगिकी का उपयोग करके मूल्यांकन के नए तरीकों को विकसित किया जाएगा, इसके लिए राष्ट्रीय मूल्यांकन केंद्र (परख) स्कूल बोर्ड, एनटीए और अन्य निकायों की मदद से सामूहिक ऑनलाइन मूल्यांकन का कार्य किया जाएगा। परंपरागत रूप से आमने-सामने सीखने तथा डिजिटल रूप से सीखने के मिश्रित मॉडल को अपनाया जाएगा। ऑनलाइन डिजिटल शिक्षा को बढ़ावा देने के लिए एनइटीएफ और अन्य उपयुक्त निकायों द्वारा ऑनलाइन डिजिटल शिक्षण के लिए सामग्री, प्रौद्योगिकी और शिक्षाशास्त्र के मानक स्थापित किए जाएंगे। जो राज्यों के बोर्डों, स्कूलों, उच्च शिक्षण संस्थानों आदि के लिए ई-लर्निंग से संबंधित दिशा निर्देश तैयार करने में मदद करेंगे।

NEP 2020 में स्कूली और उच्चतर शिक्षा दोनों की ई-शिक्षा आवश्यकताओं की पूर्ति करने के लिए शिक्षा मंत्रालय में डिजिटल बुनियादी ढांचे, डिजिटल सामग्री और क्षमता निर्माण की व्यवस्था करने के उद्देश्य से एक समर्पित इकाई की स्थापना की जाएगी। वर्तमान में प्रौद्योगिकी का तेजी से विकास हो रहा है इस पर आधारित उच्च गुणवत्ता वाले ई-लर्निंग तकनीकी को वितरित एवं प्रसारित करने के लिए विशेषज्ञों की आवश्यकता होगी। इसलिए एक जीवंत पारिस्थितिकी तंत्र को ऐसे समाधान के लिए विकसित किया जाएगा, जो तीव्र गति से बदलती और विकसित होती प्रौद्योगिकी बदलाव द्वारा भारत के आकार, विविधताओं और शैक्षिक चुनौतियों को हल करने में सक्षम हो इस प्रकार की जटिलताओं को देखते हुए इसमें प्रशासन, शिक्षा, शैक्षिक प्रौद्योगिकी, डिजिटल शिक्षा शास्त्र और मूल्यांकन, ई-गवर्नेंस आदि क्षेत्र से जुड़े विशेषज्ञ शामिल किए जाएंगे। स्कूली शिक्षा से संबंधित सभी चुनौतियों को केंद्र एवं राज्य दोनों मिलकर समाधान करेंगे। NEP 2020 में शिक्षा को सामाजिक न्याय एवं समानता प्राप्त करने का एकमात्र और सबसे प्रभावी साधन के रूप में स्वीकार किया गया है। समतामूलक और समावेशी शिक्षा न सिर्फ स्वयं में एक लक्ष्य है, बल्कि समतामूलक और समावेशी समाज के निर्माण में भी सहायक है। जिसमें प्रत्येक नागरिक को सपने संजोने, विकास करने और राष्ट्रहित में योगदान करने का अवसर उपलब्ध हो।

निष्कर्ष :-

प्रसिद्ध अंतरिक्ष वैज्ञानिक डॉ० के. कस्तूरीरंगन की अध्यक्षता वाली समिति की सिफारिश के आधार पर बनाई गई राष्ट्रीय शिक्षा नीति 2020 भारतीय संदर्भ में शिक्षा के प्रत्येक स्तर के प्रत्येक पहलू पर शूक्ष्मता से विचार करके उसमें सुधार करने, विकसित करने तथा सुदृढ़ करने का लक्ष्य रखा गया है। आधुनिक डिजिटल प्रौद्योगिकी के उद्भव और स्कूल से लेकर उच्चतर शिक्षा तक शिक्षण अधिगम प्रक्रिया में सूचना एवं संचार तकनीकी के बढ़ते प्रभाव को देखते हुए वर्तमान परिवेश में राष्ट्रीय शिक्षा नीति 2020, शिक्षा जगत में अमूलचूल, क्रांतिकारी परिवर्तन लाने वाली एक राष्ट्रीय स्तर की कार्ययोजना है। इस शिक्षा नीति में शिक्षक, शिक्षार्थी, पाठ्यक्रम, शिक्षण तकनीकी, सरकार का सामाजिक दायित्व, मूलभूत विद्यालयी सुविधाओं, संक्रामक महामारी तथा प्राकृतिक आपदा के समय भी गुणवत्तापूर्ण शिक्षा प्रदान करने, और विकसित आधुनिक डिजिटल शिक्षण तकनीकी का शिक्षा जगत में सर्वोत्तम एवं सर्वोत्कृष्ट उपयोग सुनिश्चित करने जैसे ज्वलंत प्रकरणों को सामिल करते हुए भविष्योन्मुखी कार्ययोजना है। जिसका लक्ष्य शिक्षा को मौलिक अधिकार के रूप में सार्वभौमिक पहुँच के साथ प्रगतिशील, विकासोन्मुखी, आत्मनिर्भर, जीवनोपयोगी, और विश्वस्तरीय बनाना है। आधुनिक डिजिटल शिक्षण पद्धति के बहुआयामी विकास एवं प्रोत्साहन में राष्ट्रीय शिक्षा नीति 2020 सर्वथा, सार्थक एवं उपयोगी साबित हो रही है।

उच्चतर शिक्षा में समग्र और बहु-विषयक शिक्षा के विकास में राष्ट्रीय शिक्षा नीति, 2020 की भूमिका

योगेश कुमार सिंह

(शोधच्छात्र) शिक्षा संकाय, हण्डिया पी.जी. कॉलेज हण्डिया, प्रयागराज (उ.प्र.)

प्रस्तावना -

“आवश्यकता आविष्कार की जननी है।” मानव जैसे-जैसे समय के साथ-साथ आगे बढ़ता जा रहा है उसकी आवश्यकताएँ भी बढ़ती जा रही हैं। वैसे ही वर्तमान में विश्वके सभी लोग किसी न किसी रूप में एकाकार होने की ओर प्रवृत्त हो रहे हैं। आज ज्ञान का दायरा भी सीमित नहीं रहा है। ज्ञान प्राप्त करने के विविध स्रोत उपलब्ध हैं। हमारा देश भारत भी इसमें किसी से पीछे नहीं रहा है। बदलती परिस्थितियों के अनुसार ढालने के लिए शिक्षा आवश्यक है। जैसा की भारत सन् 1947 में स्वतंत्र होने के बाद लोकतांत्रिक देश बना और इसी विचारधारा के अनुसार आगे बढ़ रहा है। लोकतंत्र में सबका साथ सबका विकास की परम्परा को अपनाया गया है। जिसमें लोकतंत्र के कुछ मुलभूत सिद्धान्तों जैसे- स्वतंत्रता, समानता, बन्धुता, न्याय, धर्मनिरपेक्षता और समाजवाद आदि को आधार माना जाता है। इन सिद्धान्तों के विकास के लिए शिक्षा की नितान्त आवश्यकता होती है। इसके लिए देश के लोगों को शिक्षित करने के लिए शिक्षा तक सभी की पहुँच सुनिश्चित करना होगा। अतः राष्ट्रीय शिक्षा नीति, 2020 में देश के शिक्षा संस्थानों में विद्यार्थियों तक शिक्षा की पहुँच सुनिश्चित करना और गुणवत्तापूर्ण शिक्षाके माध्यम से प्रत्येक नागरिक को कुशल से अतिकुशल बनाने के लिए समग्र और बहु-विषयक शिक्षा पर बल देना है। चाहे यह विद्यालयीय शिक्षा हो या उच्चतर शिक्षा। इसी को ध्यान में रखते हुए हमारे जन प्रतिनिधियों ने समय की माँग गुणवत्तापूर्ण शिक्षा एवं वैश्विक नावाचार को ध्यान में रखते हुए समय-समय पर देश की शिक्षा प्रणाली में संशोधन करते रहे हैं। इसी प्रक्रिया में 2020 में देश की तीसरी राष्ट्रीय शिक्षा नीति, 2020 को लाया गया जो देश की वर्तमान माँग एवं भविष्य के निर्माण में सहयोग करेगी। इसमें उच्चतर शिक्षा में विद्यार्थियों के सर्वांगीण विकास के लिए समग्र एवं बहु-विषयक शिक्षा को बढ़ावा दिया गया है। शोधकर्ता इसी संदर्भ में अध्ययन प्रस्तुत कर रहा है।

मुख्य बिन्दु: समाज, शिक्षा, राष्ट्रीय शिक्षा नीति, 2020 में समग्र एवं बहु-विषयक शिक्षा।

प्रस्तावना:

“मनुष्य एक सामाजिक प्राणी है।” यह कथन अरस्तु ने मानव की प्रकृति को ध्यान में रखकर कहा था जो सत्य है। समाज से आशय यह है कि दो या दो से अधिक व्यक्तियों के मध्य अन्तःक्रिया के होने से है। यहाँ अंतःक्रिया किसी मकसद से हो जैसे: उद्देश्य, आवश्यकता, जिम्मेदारी, भूमिका या जवाबदेही आदि से संबंधित होती है। यह क्रिया-कलाप समाज में ही संभव है। इन क्रिया-कलापों को संचालित करने के लिए समाज कुछ नियम, कायदा, कानून, विधि, मान्यताएँ एवं प्रथाएँ इत्यादि भी बनाता है, जिससे समाज की व्यवस्था को सही ढंग से संचालित, पल्लवित एवं पुष्पित किया जा सके। इसके साथ ही समाज में रह रहे लोगों के द्वारा ही नियम, कायदे, कानून, विधि, मान्यताएँ एवं प्रथाओं को एक पीढ़ी से दूसरी पीढ़ी में संस्कृति, त्यौहार, पर्व इत्यादि के माध्यम से हस्तान्तरित किया जा सके। हस्तान्तरण एवं विकास के लिए समाज को शिक्षा की आवश्यकता होती है।

समाज में रहने वाले लोगों आवश्यकताएँ भी विविध हैं। उनमें मानव विकास, सामाजिक विकास, आर्थिक विकास, राजनैतिक विकास, सांस्कृतिक विकास, नैतिक एवं चारित्रिक विकास और आध्यात्मिक विकास हैं, जिसमें महत्वपूर्ण योगदान शिक्षा का ही रहा है और आगे भी रहेगा। इसी संदर्भ में महान समाजशास्त्री ओटावे ने शिक्षा और समाज के संबंध के बारे में कहा है कि “किसी भी समाज में दी जाने वाली शिक्षा समय-समय उसी प्रकार बदलती है, जिस प्रकार समाज बदलता है।” अतः स्पष्ट है कि शिक्षा और समाज में अटूट संबंध है। समाज में संस्कृति तथा जीवन विधि का जो स्वरूप है उसी के अनुरूप उस समाज की आवश्यकताएँ होती हैं, उन्हीं आवश्यकताओं को ध्यान में रखकर समाज में वैसी ही शिक्षा की व्यवस्था की जाती रही है। समाज की आवश्यकताओं में परिवर्तन के साथ-साथ शिक्षा में भी समय-समय पर आवश्यक संशोधन होता रहा है।

अगर हम इतिहास में मानव विकास को देखें तो शिक्षा और समाज का संबंध और भी स्पष्ट हो जायेगा। जैसे प्राचीनकाल और मध्यकाल में शिक्षा का स्वरूप औपचारिक नहीं था। इस आवधि में शिक्षा का स्वरूप धार्मिक था, जिसके माध्यम से मानव का नैतिक और आध्यात्मिक विकास करना था। वहीं आधुनिक समाज में शिक्षाको देखें तो शिक्षा को औपचारिक बनाने एवं धर्म की अपेक्षा विज्ञान को अधिक प्राथमिकता दी गयी है। अतः आधुनिक समाज में शिक्षा द्वारा व्यक्ति में चिन्तन, तर्क तथा निर्णय जैसे मानसिक शक्तियों के विकास पर बल दिया जाता रहा है। यही अगर हम लोकतांत्रिक समाज में शिक्षा और समाज में संबंध को देखें तो समाज में स्वतंत्रता, समानता, न्याय, बन्धुता, धर्मनिरपेक्षता और समाजवाद प्राथमिक हैं। इस समाज में प्रत्येक व्यक्ति के

व्यक्तित्व का विशेष सम्मान किया जाता है। सभी को अपनी समृद्धि का अवसर, रुचि, योग्यता एवं क्षमता के अनुसार प्रगति के अवसर होते हैं। व्यक्ति के ऊपर प्रतिबन्ध कम-से-कम लगाये जाते हैं। प्रत्येक व्यक्ति को अपने विकास, चिन्तन, मनन, लेखन, अभिव्यक्ति तथा व्यवसाय, धर्म आदि में स्वतंत्रता रहती है।

शिक्षा मानव के विकास का मूल साधन है। इसके माध्यम से मानव की जन्मजात शक्तियों का विकास उसके ज्ञान एवं कला-कौशल में वृद्धि एवं व्यवहार में परिवर्तन किया जाता है। उसे सभ्य, सुसंस्कृत एवं योग्य नागरिक बनाया जाता है। शिक्षा मानव में जीवनपर्यंत चलती रहती है। शिक्षा के संदर्भ में महात्मा गाँधी जी ने कहा है कि “शिक्षा से मेरा अभिप्राय बालक और मनुष्य के शरीर, मन तथा आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है।” अतः शिक्षा का तात्पर्य मानव के उत्तम विकास से है जिससे वह आगे वह चलकर देशके निर्माण में अपना योगदान दे सके। इसके लिए शिक्षा की पहुँच सभी तक सुनिश्चित करना अति-आवश्यक है, क्योंकि यदि समाज या देश में शिक्षा को लेकर असामनता होगी तो देश का विकास प्रभावित होगा। अतः भारत जैसे विशाल देशजहाँ विविधताओं की भरमार है वहाँ पर शिक्षा की पहुँच सभी तक सुनिश्चित करना आसान नहीं है। जैसा की भारत एक लोकतांत्रिक देश है और कोई भी लोकतांत्रिक देश लोकतंत्र के सिद्धान्तों पर ही आगे बढ़ता है। इसलिए देश के सभी लोगों के लिए शिक्षासुनिश्चित करना देश का कर्तव्य है। शिक्षा जब तक सभी स्तरों पर उपलब्ध नहीं होगी तब तक देश का विकास और जन-सामान्य को न्याय की बात नहीं की जा सकती। इसीलिए संविधान निर्माण करते समय ही संविधान के अनुच्छेद 45 में स्पष्ट किया गया की संविधान लागू होने के समय से 10 के अन्दर 14 वर्ष तक की आयु के सभी बच्चों को अनिवार्य एवं निःशुल्क शिक्षा की व्यवस्था की जायेगी। इस व्यवस्था को निरन्तर आगे जारी रखने के लिए समय-समय पर विभिन्न आयोगों और समितियों का निर्माण किया गया। आयोग एवं समितियाँ समय-समय पर अपना सुझाव भी प्रस्तुत करती रही हैं।

समग्र शिक्षा को लेकर स्वतंत्र भारत में 1964 में डॉ. दौलत सिंह कोठारी की अध्यक्षता में एक आयोग का गठन किया गया था। इस आयोग ने पुरे देश में भ्रमण, साक्षात्कार, एवं प्रश्नावलीके माध्यम से प्राप्त प्रतिउत्तर के आधार पर अपनी रिपोर्ट सन् 1966 में केन्द्र सरकार के समक्ष शिक्षा और राष्ट्रीय विकास के नाम से प्रस्तुत किया। इस प्रतिवेदन को कई विद्वानों ने भारतीय शिक्षा का गीता भी कहा है। यही आयोग आगे चलकर स्वतंत्र भारत में पहली शिक्षा नीति का आधार बनी जो 1968 में लायी गयी। इसका मकसद था कि देश जरूरत के अनुसार शिक्षा में गुणात्मक सुधार किया जा सके। समाज, देश एवं समय की माँग के अनुरूप शिक्षा की व्यवस्था और उसका विकास किया जा सके। जिससेदेशका भविष्य बेहतर हो सके। समय के साथ देश में दूसरी राष्ट्रीय शिक्षा नीति, 1986 आयी। इसमें भी शिक्षाके विकास में वैश्वीकरण, निजीकरण और उदारीकरण के अनुसार शिक्षा के लिए नई रूपरेखा और दिशादेने का प्रयास किया गया है।

अब वर्तमान में तीसरी राष्ट्रीय शिक्षा नीति, 2020 भी आ चुकी है जो दूसरी राष्ट्रीय शिक्षा नीति, 1986 का स्थान ले चुकी है। राष्ट्रीय शिक्षा नीति, 2020 को लाने का मकसद यही रहा होगा कि दूसरी राष्ट्रीय शिक्षा नीति, 1986 के बाद लगभग 34 वर्ष का समयान्तराल हो गया था। इसमें कई चीजे बदल गयी हैं, बहुत सी नयी आवश्यकताएँ भी उत्पन्न हो गयी हैं। तकनीकों विकास, ज्ञान प्राप्त करने के नये तरीके, सीखने-सिखाने में नवाचार, पाठ्यपुस्तकें, शिक्षण विधियाँ, शिक्षक शिक्षार्थी संबंध आदि में नयापन आ चुका है। इन बातों का ध्यान में रखते हुए राष्ट्रीय शिक्षा नीति, 2020 की जरूरत रही होगी।

शोधकर्ता अपने इस अध्ययन में समग्र और बहु-विषयक शिक्षा में राष्ट्रीय शिक्षा नीति, 2020 की भूमिका का अध्ययन उच्चतर शिक्षाके संदर्भ में प्रस्तुत किया है। राष्ट्रीयशिक्षानीति, 2020 जिसे 29 जुलाई, 2020 को भारत के केन्द्रीय मंत्रीमण्डल द्वारा अनुमोदित किया गया था, भारत में राष्ट्रीय शिक्षानीति प्रणाली के दृष्टिकोण को रेखांकित करती है। राष्ट्रीय शिक्षा नीति, 2020 ने प्राथमिकशिक्षासे उच्चतर शिक्षा एवं ग्रामीण शिक्षा और शहरी भारत में दोनों जगह गुणवत्तापूर्ण शिक्षा को बढ़ावा देने का जिम्मा लिया है। राष्ट्रीय शिक्षा नीति, 2020 पाँच स्तम्भों पर केन्द्रीत है जो निरंतर सीखने की प्रक्रिया को सुनिश्चित करने के लिए है। जो निम्नलिखित हैं:

1. वहनीय
2. अभिगम्यता
3. गुणवत्ता
4. न्यायपरस्ता
5. जवाबदेही

राष्ट्रीय शिक्षा नीति, 2020 चार भाग और सत्ताईस अध्याय में वर्णित हैं। चार भाग इस प्रकार हैं: 1. विद्यालय शिक्षा 2. उच्चतर शिक्षा 3. अन्य केन्द्रीय विचारणीय मुद्दे 4. क्रियान्वयन की रणनीति हैं। हमारा अध्ययन द्वितीय भाग में वर्णित उच्चतर शिक्षा में गुणवत्तापूर्ण शिक्षा से संबंधित समग्र और बहु-विषयक शिक्षा का अध्ययन करना है। समग्र से आषय सम्पूर्ण से है। अतः विद्यार्थी को एक ऐसा शैक्षणिक वातावरण उपलब्ध कराना जिसमें सभी लोग सहभागी बन सके साथ में अपनी रुचि एवं क्षमता का बेहतर उपयोग कर स्वयं, समाज एवं देश के निर्माण में पूरी क्षमता के साथ योगदान दे सकें। बहु-विषयक शिक्षा से आशय यह है कि एक से अधिक विषय में दक्षता एवं कुशलता अर्जित करना। बहु प्रतिभा को बढ़ावा देना जिससे वे विविध माँग एवं आपूर्ति के लिए तैयार हो सकें। विद्यार्थी जब विद्यालयी शिक्षा से उच्चतर शिक्षा की ओर प्रवृत्त होता है तो देश, समाज, सरकार की जिम्मेदारी और बढ़ जाती है कि उनमें सीखने की ललक और जिज्ञाशा को इस स्तर पर पहुँचाया जाय की जो उनमें प्रतिभा है उसे देश निर्माण में अनुसार उपयोग कर सकें।

- उच्चतर शिक्षा में गुणवत्तापूर्ण शिक्षा की वर्तमान में उद्देश्य हैं:
- उच्चतर शिक्षा विद्यार्थी के साथ ही सामाजिक कल्याण के विकास में महत्वपूर्ण भूमिका निभाती है।
- इक्कीसवीं सदी की आवश्यकताओं को देखते हुए शिक्षा के जरूरी उद्देश्य, अच्छे चिन्तनशील, बहुमुखी प्रतिभा वाले रचनात्मक व्यक्तियों का विकास करना होना चाहिए।
- विद्यार्थी के समग्र विकास के लिए यह आवश्यक है कि पूर्व-विद्यालय से उच्चतर शिक्षा तक, सीखने के प्रत्येक चरण में कौशल और मूल्यों का निर्धारण किया जाय।
- सामाजिक स्तर पर, उच्चतर शिक्षा का उद्देश्य राष्ट्र के प्रबुद्ध, सामाजिक रूप से जागरूक, जानकार और सक्षम बनाना है। वर्तमान में, भारत में उच्चतर शिक्षा प्रणाली की कुछेक समस्याएँ हैं:
- गम्भीर रूप से खंडित उच्चतर शैक्षिक पारिस्थितिकी तंत्र।
- संज्ञानात्मक कौशल के विकास और सीखने के परिणामों पर कम बल।
- विषयों का कठोर विभाजन, विद्यार्थियों को बहुत पहले ही विशेषज्ञ और अध्ययन के संकीर्ण क्षेत्रों की ओर ढकेल देना।
- सीमित पहुँच, विशेष रूप से सामाजिक-आर्थिक रूप से वंचित क्षेत्रों में जहाँ कुछ एक ही ऐसे विश्वविद्यालय हैं जो स्थानीय भाषाओं में पढ़ाते हैं।
- सीमित शिक्षक और संस्थागत स्वायत्ता।
- योग्यता आधारित करियर प्रबंधन, संकाय और संस्थागत नेतृत्व के लिए अपर्याप्त तंत्र।
- अधिकांश विश्वविद्यालयों में शोध पर कम बल और विषयक अनुशासन में पारदर्शी और प्रतिस्पर्धी समीक्षा अनुसंधान नीधियों में कमी।

राष्ट्रीय शिक्षा नीति, 2020 उच्चतर शिक्षा प्रणाली में आमूल-चूल बदलाव और नए जोश के संचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है। जिससे सभी युवा लोगों को उनकी आकांक्षा के अनुरूप गुणवत्तापूर्ण, समान अवसर देने वाली एवं समावेशी उच्चतर शिक्षा मिले। इस नीति की दृष्टि में उच्चतर शिक्षा प्रणाली में कुछ प्रमुख परिवर्तन शामिल हैं:

- एक ऐसी उच्चतर शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु-विषयक विश्वविद्यालय और महाविद्यालय हों।
- जहाँ प्रत्येक जिले में या उसके आस-पास कम से कम एक और पूरे भारत में अधिकतर उच्चतर शिक्षा संस्थान ऐसे हो जो स्थानीय और भारतीय भाषाओं के माध्यम से शिक्षा प्रदान करते हों।
- अधिक बहु-विषयक स्नातक शिक्षा की ओर बढ़ावा देना।
- संकाय और संस्थागत स्वायत्ता को बढ़ावा देना।
- विद्यार्थियों के अनुभव में वृद्धि के लिए पाठ्यचर्या, शिक्षण-शास्त्र, मूल्यांकन और विद्यार्थियों को दिये जाने वाले सहयोग में आमूल-चूल बदलाव लाना।
- शिक्षण, शोध और सेवा के आधार पर योग्यता-नियुक्तियों और करियर की प्रगति के माध्यम से संकाय और संस्थागत नेतृत्व की स्थिति को बढ़ावा देना।
- उच्चतर शिक्षा के सभी एकल नियामक द्वारा लचीला लेकिन स्थायित्व प्रदान करने वाला विनियमन।
- उपायों की एक श्रृंखला के माध्यम से पहुँच, समता और समावेशन में वृद्धि करना।
- इसके साथ ही उत्कृष्ट सार्वजनिक शिक्षा के लिए अवसर देना।
- वंचित और निर्धन छात्रों के लिए निजी या परोपकारी विश्वविद्यालयों द्वारा छात्रवृद्धि में पर्याप्त वृद्धि करना।
- खुला एवं मुक्त विद्यालय, आनलाइन शिक्षा और मुक्त दूरस्थ शिक्षा को बढ़ावा देना।

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- दिव्यांग शिक्षार्थियों के लिए सभी बुनियादी ढांचे और शिक्षण सामग्री की उपलब्धता और उस तक उनकी पहुँच सुनिश्चित करना।

संस्थागत पुनर्गठन और समेकन:

इस राष्ट्रीय शिक्षा नीति, 2020 का मुख्य जोर उच्चतर शिक्षा संस्थाओं को बड़े एवं बहु-विषयक विश्वविद्यालयों, महाविद्यालयों और उच्चतर शिक्षा संस्थान क्लस्टर्स/ नॉलेज हबों में स्थानांतरित करके उच्चतर शिक्षा के विखंडन को समाप्त करना। जिसमें प्रत्येक का लक्ष्य 3000 या उससे भी अधिक छात्रों का उत्थान करना है। यह पूरी उच्चतर शिक्षा में छात्रों को सीखने के लिए विद्वानों और साथियों के जीवंत समुदाय का निर्माण, विषयों के बीच उपजी खाईयों को पाटने, विद्यार्थियों को उनके सम्पूर्ण मानसिक और चहुँमुखी (कलात्मक, रचनात्मक, विप्लेषणात्मक और खेल) विकास करने में सक्षम बनाना, सक्रिय अनुसंधान समुदायों अन्तर-अनुशासनिक अनुसंधान को विकसित करने और संसाधनों, सामग्री और मानव की कार्य कुशलता की बढ़ोत्तरी में मदद करना। भारतीय प्राचीन विश्वविद्यालयों (तक्षशिला, नालंदा, वल्लभी और विक्रमशिला) जिनमें भारत और अन्य देशोंके हजारों छात्र जीवंत एवं बहु-विषयक परिवेश में शिक्षा ले रहे थे। जिनमें बड़े एवं बहु-विषयक अनुसंधान और शिक्षण विश्वविद्यालय ही करा सकते थे। भारत बहुमुखी प्रतिभा वाले योग्य और अभिनव व्यक्तियों को बनाने के लिए इस परम्परा को वापस लाने की आवश्यकता है, जिससे कई देश पहले से ही शैक्षिक और आर्थिक रूप से इस दिशा में परिणत हो रहे हैं।

समग्र और बहु-विषयक शिक्षा में भूमिका:

- भारत में समग्र एवं बहु-विषयक तरीके से सीखने की एक प्राचीन परंपरा रही है।
- प्राचीन भारतीय साहित्य जैसे बाणभट्ट की कादंबरी शिक्षा की 64 कलाओं के ज्ञान के रूप में परिभाषित एवं वर्णित करती है। इन 64 कलाओं में न केवल गायन और चित्रकला जैसे विषय शामिल हैं, बल्कि वैज्ञानिक क्षेत्र (रसायनशास्त्र और गणित), व्यावसायिक क्षेत्र (बढ़ई का काम और कपड़े सिलने का कार्य), व्यावसायिक कार्य (औषधि तथा अभियांत्रिकी) और साथ ही साथ सम्प्रेषण, चर्चा और वाद-संवाद करने के व्यावहारिक कौशल भी शामिल हैं।
- मानव निर्माण के सभी क्षेत्र जैसे गणित, विज्ञान, पेशेवर और व्यावसायिक विषय और व्यावहारिक कौशल शामिल हैं। ये सभी कलायें भारतीय चिंतन की देन है, इनको भारतीय शिक्षा में पुनः शामिल करना है, चूँकि यह वही शिक्षा है जिसकी 21 वीं शताब्दी में आवश्यकता है।
- स्नातक शिक्षा के दौरान ऐसी शैक्षणिक पद्धतियाँ जो विज्ञान, तकनीकी, अभियांत्रिकी और गणित के साथ मानविकी और कला शिक्षा को शामिल करना, जिससे रचनात्मकता और नवाचार, आलोचनात्मक चिंतन एवं उच्चतर स्तरीय चिंतन की क्षमता, समस्या समाधान योग्यता, समूह कार्य दक्षता, सम्प्रेषण कौशल, सीखने में गहराई और पाठ्यक्रम के सभी विषयों पर पकड़, सामाजिक नैतिकता के प्रति जागरूकता आदि जैसे सकारात्मक शैक्षणिक परिणाम को प्राप्त करने के लिए समग्र और बहु-विषयक शिक्षा के माध्यम से प्राप्त किया जा सकता है।
- शिक्षा का उद्देश्य मानव की सभी क्षमताओं - बौद्धिक, सौन्दर्यात्मक, सामाजिक, शारीरिक, भावात्मक तथा नैतिक को एकीकृत तरीके से विकसित करना है।
- ऐसी शिक्षा व्यक्ति के सर्वांगीण विकास: कला, मानविकी, भाषा, विज्ञान, सामाजिक विज्ञान और व्यावसायिक तकनीकी और व्यावसायिक क्षेत्रों में महत्वपूर्ण होगी, जो 21 वीं सदी की क्षमता, सामाजिक जुड़ाव की नैतिकता, व्यावहारिक कौशल के साथ ही एक से अधिक क्षेत्र में विशेषज्ञता में मदद करना।
- इस तरह की एक समग्र शिक्षा लंबे समय तक व्यावसायिक, तकनीकी और पेशेवर विषयों सहित सभी स्नातक कार्यक्रमों को शामिल करना।
- समग्र और बहु-विषयक शिक्षा जो भारत के इतिहास में सुन्दर ढंग से वर्णित की गई है वास्तव में आज के विद्यालयों की जरूरत है, ताकि 21 वीं शताब्दी और चौथी औद्योगिक क्रांति को नेतृत्व कर सकें।
- कला एवं मानविकी के विद्यार्थी भी विज्ञान सीखेंगे, कोशिश यह है कि सभी व्यावसायिक विषय और व्यावहारिक कौशल को हासिल करें।
- कल्पनाशील और लचीली पाठ्यचर्या को तैयार करना। अध्ययन के लिए विषयों के रचनात्मक संयोजन को सक्षम करना जिसमें कई प्रवेश और निकास बिन्दुओं के विकल्प को शामिल किया गया है।
- आज की कठोर आनुशासनात्मक सीमाओं को हटाकर आजीवन सीखने की संभावनाओं को बढ़ावा देना।
- बड़े बहु-विषयक विश्वविद्यालयों और महाविद्यालयों में उच्चतर गुणवत्ता की समग्र और बहु-विषयक शिक्षा की दिशा में कदम बढ़ाने पर बल दिया गया है।

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- देश के विभिन्न उच्चतर शिक्षा संस्थओं में भाषा, साहित्य, संगीत, दर्शन, भारत-विद्या, कला, नृत्य, नाट्यकला, शिक्षा, गणित सांख्यिकी, सैद्धान्तिक तथा व्यावहारिक विज्ञान, समाजशास्त्र, अर्थशास्त्र, खेल, अनुवाद एवं व्याख्या जैसे विभागों को बहु-विषयक बनाने पर बल दिया गया है।
- समग्र और बहु-विषयक शिक्षा के विचार को धरातल पर लाने के लिए सभी उच्चतर शिक्षा संस्थाओं के लचीले और नवीन पाठ्यक्रम में क्रेडिट आधारित पाठ्यक्रम और सामुदायिक जुड़ाव और सेवा, पर्यावरण, शिक्षा और मूल्य-आधारित शिक्षा के क्षेत्र को शामिल करने की बात की गयी है।

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उच्च शिक्षा में एनईपी का बौद्ध दर्शन में योगदान

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परिचय:

नई शिक्षा नीति (एनईपी) भारत सरकार द्वारा 2020 में शुरू की गई एक नई शिक्षा नीति है जिसका उद्देश्य भारतीय शिक्षा प्रणाली में सुधार और आधुनिकीकरण करना है। एनईपी का मुख्य लक्ष्य बच्चों और युवाओं की शिक्षा और प्रशिक्षण को समृद्धि और विकास की ओर निर्देशित करना है। उच्च शिक्षा में एनईपी के योगदान के कुछ मुख्य बिंदु निम्नलिखित हैं नई शिक्षा नीति (एनईपी) भारत सरकार द्वारा शुरू की गई एक शिक्षा नीति रूपरेखा है जिसका उद्देश्य विभिन्न स्तरों पर शिक्षा प्रणाली को बदलना है। हालाँकि एनईपी विशेष रूप से बौद्ध दर्शन को लक्षित नहीं करता है, लेकिन यह बौद्ध दर्शन के अध्ययन और प्रसार सहित शिक्षा के विभिन्न क्षेत्रों में उच्च शिक्षा के लिए महत्वपूर्ण है। निम्नलिखित कुछ तरीके हैं जिनसे एनईपी उच्च शिक्षा में बौद्ध दर्शन को बढ़ावा देने में योगदान दे सकता है नई शिक्षा नीति (एनईपी) भारत सरकार द्वारा विभिन्न स्तरों पर शिक्षा प्रणाली को बदलने के उद्देश्य से शुरू की गई एक नीतिगत रूपरेखा है। हालाँकि एनईपी विशेष रूप से बौद्ध दर्शन को लक्षित नहीं करता है, लेकिन इसका बौद्ध दर्शन के अध्ययन और प्रसार सहित सामान्य रूप से उच्च शिक्षा पर प्रभाव पड़ता है। यहां कुछ तरीके दिए गए हैं जिनसे एनईपी उच्च शिक्षा में बौद्ध दर्शन को बढ़ावा देने में योगदान दे सकता है उच्च शिक्षा में विभिन्न क्षेत्रों के बीच सहयोग को प्रोत्साहित करता है। इसके तहत बौद्ध दर्शन के साथ-साथ विज्ञान, साहित्य, कला, विकास, सामाजिक विज्ञान और तकनीकी शिक्षा आदि के बीच गहन संवाद होना चाहिए। एनईपी के अनुसार, कला और विज्ञान को एक साथ पढ़ाया जाना चाहिए। इसका बौद्ध दर्शन में भी महत्वपूर्ण योगदान हो सकता है, क्योंकि इससे पता चलता है कि विज्ञान और शिल्प की परंपरा में दर्शन का भी महत्वपूर्ण स्थान है। एनईपी बच्चों की स्कूली शिक्षा में सुधार के लिए उच्च शिक्षा के स्तर पर भी ध्यान केंद्रित करती है और विभिन्न भाषाओं की समझ, उनके बीच संवाद और स्थानीय संस्कृति को प्रोत्साहित करता है। यह बौद्ध दर्शन की अध्ययन परंपरा को भी समृद्ध कर सकता है, क्योंकि कई मूल बौद्ध ग्रंथ विभिन्न भाषाओं में लिखे गए थे। भारतीय शिक्षा प्रणाली की संवैधानिक संरचना की समीक्षा की जा रही है। यह उच्च शिक्षा में बौद्ध दर्शन के ढांचे के भीतर है।

बहुविषयक दृष्टिकोण: एनईपी शिक्षा में बहुविषयक दृष्टिकोण को प्रोत्साहित करता है। यह बौद्ध दर्शन के अध्ययन के लिए विशेष रूप से फायदेमंद हो सकता है, क्योंकि यह अक्सर दर्शन, मनोविज्ञान, इतिहास, नैतिकता और समाजशास्त्र जैसे विविध क्षेत्रों के साथ बातचीत करता है। बहु-विषयक अध्ययन के माध्यम से, छात्र और विद्वान बौद्ध विचार और विभिन्न क्षेत्रों में इसके विभिन्न पहलुओं की अधिक संपूर्ण शिक्षा प्राप्त कर सकते हैं। उच्च शिक्षा में बौद्ध दर्शन के लिए बहु-विषयक दृष्टिकोण को शामिल करना छात्रों के लिए एक समृद्ध और ज्ञानवर्धक अनुभव हो सकता है। ऐसा दृष्टिकोण यह मानता है कि बौद्ध दर्शन किसी एक परिप्रेक्ष्य या अकादमिक अनुशासन तक सीमित नहीं है, बल्कि विविध क्षेत्रों से लिया गया है। यहां बताया गया है कि आप इस तरह के दृष्टिकोण की संरचना कैसे कर सकते हैं:

दर्शनशास्त्र और धार्मिक अध्ययन:

भारत में इसकी उत्पत्ति से लेकर विभिन्न क्षेत्रों और संस्कृतियों में इसके प्रसार तक, बौद्ध दर्शन के ऐतिहासिक विकास का अन्वेषण करें। बौद्ध धर्म के भीतर थेरवाद, महायान और वज्रयान जैसे दार्शनिक विद्यालयों के विकास, तत्त्वमीमांसा और ज्ञानमीमांसा नश्वरता, शून्यता और आश्रित उत्पत्ति जैसी बौद्ध आध्यात्मिक अवधारणाओं में गहराई से उतरें। इन अवधारणाओं की तुलना पश्चिमी दर्शन से करें और वास्तविकता की प्रकृति के लिए उनके निहितार्थ का पता लगता है जिसमें नैतिकता और नैतिक दर्शन: पाँच उपदेशों और महान अष्टांगिक पथ सहित बौद्ध नैतिक शिक्षाओं का परीक्षण करें। विश्लेषण करें कि बौद्ध नैतिकता अन्य नैतिक ढाँचों के साथ कैसे जुड़ती है और बौद्ध लेंस के माध्यम से समकालीन नैतिक दुविधाओं पर विचार करें।

मनोविज्ञान और संज्ञानात्मक विज्ञान:

माइंडफुलनेस और ध्यान (माइंडफुलनेस) प्रथाओं के मनोवैज्ञानिक लाभों का पता लगाएं। ध्यान, भावनात्मक विनियमन और समग्र कल्याण पर ध्यान के प्रभावों का अध्ययन करें। इन प्रथाओं की तुलना संज्ञानात्मक विज्ञान और तंत्रिका विज्ञान के निष्कर्षों से चिंतनशील विज्ञान के उभरते क्षेत्र की जांच करें, जो मस्तिष्क और व्यवहार पर ध्यान और दिमागीपन के प्रभावों का अध्ययन करता है। चर्चा करें कि ये निष्कर्ष चेतना और मानसिक स्वास्थ्य की हमारी समझ में कैसे योगदान देते हैं।

मन और चेतना का दर्शन:

चेतना अध्ययन: चेतना और मन की बौद्ध अवधारणाओं, जैसे पांच स्कंधों की जांच करें। इन विचारों की तुलना दर्शनशास्त्र और संज्ञानात्मक विज्ञान के चेतना के समकालीन सिद्धांतों का मन-शरीर की समस्या विश्लेषण करें कि बौद्ध विचार मन-शरीर की समस्या को कैसे संबोधित करते हैं। पश्चिमी दार्शनिक दृष्टिकोण के साथ समानताएँ बनाते हुए मन और शरीर के बीच संबंधों का अन्वेषण करें।

पर्यावरण अध्ययन:

अंतर्संबंध और पारिस्थितिकी मनुष्य और पर्यावरण के बीच संबंध पर बौद्ध शिक्षाओं का अध्ययन करें। पता लगाएं कि ये शिक्षाएं टिकाऊ प्रथाओं और पारिस्थितिक जागरूकता को कैसे सूचित कर सकती हैं। बौद्ध धर्म की अवधारणा का परीक्षण करें, जो बौद्ध सिद्धांतों के आधार पर सामाजिक और पर्यावरणीय सक्रियता को प्रोत्साहित करता है। चर्चा करें कि कैसे बौद्ध दर्शन पर्यावरणीय चुनौतियों के प्रति दयालु प्रतिक्रिया को प्रेरित कर सकता है।

सांस्कृतिक अध्ययन और कला इतिहास:

बौद्ध कला और प्रतिमा विज्ञान कला और प्रतिमा विज्ञान में बौद्ध दर्शन के प्रतिनिधित्व की जांच या अन्वेषण करने पर दृश्य प्रस्तुतिकरण दार्शनिक अवधारणाओं और ध्यान संबंधी अनुभवों को प्रतिबिंबित करते हैं। जो की सांस्कृतिक अनुकूलन में बौद्ध दर्शन को विभिन्न संस्कृतियों में कैसे अनुकूलित किया गया है, जिससे प्रथाओं और व्याख्याओं में विविधताएं आई हैं। जानें कि कैसे सांस्कृतिक संदर्भ बौद्ध विचारों की अभिव्यक्ति को आकार देते हैं।

तुलनात्मक दर्शन:

बौद्ध धर्म और अन्य दार्शनिक दर्शन की तुलना अन्य दार्शनिक परंपराओं, जैसे ताओवाद, कन्फ्यूशीवाद और पश्चिमी दर्शन से करें। तो उनके विश्वदृष्टिकोण में अभिसरण और विचलन के बिंदुओं को पहचान मिलती है

अंतरधार्मिक संवाद और धार्मिक अध्ययन:

अंतर्धार्मिक संवाद: बौद्ध दर्शन और अन्य धार्मिक परंपराओं के बीच अंतर्संबंधों के बारे में चर्चा में संलग्न रहें। सामान्य विषयों, नैतिक मूल्यों और आपसी समझ की संभावनाओं का पता लगाएं।

इस बहु-विषयक दृष्टिकोण को अपनाकर, छात्र बौद्ध दर्शन की व्यापक समझ प्राप्त कर सकते हैं जो पारंपरिक अनुशासनात्मक सीमाओं से परे है। यह दृष्टिकोण आलोचनात्मक सोच को प्रोत्साहित करता है, अंतःविषय संबंधों को बढ़ावा देता है, और छात्रों को उनके जीवन और उनके आसपास की दुनिया के विभिन्न पहलुओं पर बौद्ध अंतर्दृष्टि लागू करने के लिए तैयार करता है।

सांस्कृतिक और नैतिक मूल्य: एनईपी शिक्षा में सांस्कृतिक और नैतिक मूल्यों के एकीकरण पर जोर देती है। चूंकि बौद्ध दर्शन नैतिक सिद्धांतों में गहराई से निहित है और इसने कई समाजों के सांस्कृतिक ताने-बाने को आकार देने में महत्वपूर्ण भूमिका निभाई है, इस जोर से बौद्ध दर्शन के शिक्षण और अध्ययन के लिए अधिक व्यापक और सांस्कृतिक रूप से संवेदनशील दृष्टिकोण हो सकता है।

अनुसंधान को बढ़ावा देना: एनईपी का उद्देश्य उच्च शिक्षा संस्थानों में अनुसंधान-उन्मुख संस्कृति को बढ़ावा देना है। यह अधिक शोध, आलोचनात्मक विश्लेषण और विद्वतापूर्ण पृष्ठताछ को प्रोत्साहित करके बौद्ध दर्शन के क्षेत्र को बहुत लाभ पहुंचा सकता है। कठोर शोध प्रयास के माध्यम से, बौद्ध विचार, इसके ऐतिहासिक संदर्भ और इसके आधुनिक अनुप्रयोगों में नई अंतर्दृष्टि सामने आ सकती है।

लचीला पाठ्यक्रम:

एनईपी पाठ्यक्रम डिजाइन में लचीलेपन को बढ़ावा देता है। इससे संस्थानों को विशेष रूप से बौद्ध दर्शन पर केंद्रित पाठ्यक्रम या कार्यक्रम पेश करने की अनुमति मिल सकती है, जो इस विषय की अधिक गहराई से खोज करने में रुचि रखने वाले छात्रों की जरूरतों को पूरा करेगा। इसके अलावा, संस्थान बौद्ध दर्शन के अध्ययन को अधिक आकर्षक और सुलभ बनाने के लिए नवीन शिक्षण विधियों के साथ प्रयोग कर सकते हैं। उच्च शिक्षा में बौद्ध दर्शन के अध्ययन के लिए एक लचीला पाठ्यक्रम डिजाइन करना सीखने के अनुभव को बढ़ा सकता है और छात्रों की विविध आवश्यकताओं और रुचियों को समायोजित कर सकता है। लचीले पाठ्यक्रम को लागू करने के लिए यहां कुछ प्रमुख विचार दिए गए हैं:

पाठ्यक्रम की पेशकश: बौद्ध दर्शन के साथ परिचित होने के विभिन्न स्तरों को पूरा करने वाले पाठ्यक्रमों की एक श्रृंखला पेश करें। इसमें परिचयात्मक पाठ्यक्रम, उन्नत सेमिनार और विशेष विषय शामिल हो सकते हैं। छात्र अपने पूर्व ज्ञान और रुचि के आधार पर पाठ्यक्रम चुन सकते हैं।

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मॉड्यूलर संरचना: पाठ्यक्रम को मॉड्यूल या इकाइयों में व्यवस्थित करें, जिससे छात्रों को बौद्ध दर्शन के भीतर विशिष्ट विषयों या विषयों का चयन करने की अनुमति मिल सके जो उनके हितों के अनुरूप हों। यह मॉड्यूलर दृष्टिकोण एक सामंजस्यपूर्ण सीखने के अनुभव को बनाए रखते हुए अनुकूलन को सक्षम बनाता है।

वैकल्पिक पाठ्यक्रम: वैकल्पिक पाठ्यक्रम शुरू करें जो छात्रों को बौद्ध दर्शन के विशिष्ट क्षेत्रों का पता लगाने की अनुमति देते हैं। इसमें विशिष्ट बौद्ध परंपराओं, दार्शनिक बहस, ध्यान प्रथाओं या समकालीन अनुप्रयोगों पर पाठ्यक्रम शामिल हो सकते हैं।

अंतर-विभागीय सहयोग: अंतःविषय पाठ्यक्रमों की पेशकश करने के लिए दर्शनशास्त्र के बाहर के विभागों, जैसे मनोविज्ञान, धार्मिक अध्ययन, मानवविज्ञान और समाजशास्त्र के साथ सहयोग करें। उदाहरण के लिए, मनोविज्ञान विभाग के सहयोग से माइंडफुलनेस और मानसिक स्वास्थ्य पर एक पाठ्यक्रम तैयार किया जा सकता है।

स्वतंत्र अध्ययन और अनुसंधान: छात्रों को एक संरक्षक के मार्गदर्शन में स्वतंत्र अध्ययन या अनुसंधान परियोजनाओं में शामिल होने के अवसर प्रदान करें। यह छात्रों को बौद्ध दर्शन के विशिष्ट पहलुओं को गहराई से जानने की अनुमति देता है जो उनके व्यक्तिगत हितों से मेल खाते हैं।

लचीला शेड्यूलिंग: अलग-अलग शेड्यूल वाले छात्रों को समायोजित करने के लिए दिन के अलग-अलग समय पर पाठ्यक्रम पेश करें। इसमें शाम की कक्षाएं, सप्ताहांत कार्यशालाएं, या दूरस्थ शिक्षार्थियों के लिए ऑनलाइन विकल्प शामिल हो सकते हैं।

मिश्रित शिक्षण: पारंपरिक कक्षा निर्देश को ऑनलाइन संसाधनों, जैसे रिकॉर्ड किए गए व्याख्यान, चर्चा मंच और आभासी अध्ययन समूहों के साथ मिलाएं। यह छात्रों को अपनी गति से पाठ्यक्रम सामग्री तक पहुंचने की अनुमति देता है।

फील्ड यात्राएं और रिट्रीट: अनुभवात्मक सीखने के अवसरों को शामिल करें, जैसे बौद्ध मंदिरों, मठों या ध्यान केंद्रों की फील्ड यात्राएं। रिट्रीट छात्रों को चिंतनशील प्रथाओं से सीधा संपर्क प्रदान कर सकता है।

अतिथि वक्ता और कार्यशालाएँ: बौद्ध दर्शन के भीतर विशिष्ट विषयों पर व्याख्यान या कार्यशालाएँ देने के लिए अतिथि वक्ताओं, विद्वानों और अभ्यासकर्ताओं को आमंत्रित करें। यह छात्रों को विविध दृष्टिकोण और विशेषज्ञता से अवगत कराता है।

कैपस्टोन प्रोजेक्ट्स: छात्रों को एक कैपस्टोन प्रोजेक्ट पूरा करने की आवश्यकता होती है जो बौद्ध दर्शन और उसके अनुप्रयोगों के बारे में उनकी समझ को प्रदर्शित करता है। यह एक शोध पत्र, एक रचनात्मक परियोजना, या एक सामुदायिक सहभागिता पहल हो सकती है।

लचीली मूल्यांकन विधियाँ: विभिन्न मूल्यांकन विधियों की पेशकश करें, जैसे निबंध, प्रस्तुतियाँ, रचनात्मक परियोजनाएँ और समूह चर्चाएँ। यह विभिन्न शिक्षण शैलियों को समायोजित करता है और छात्रों को विभिन्न तरीकों से अपनी समझ प्रदर्शित करने की अनुमति देता है।

फीडबैक और अनुकूलन: पाठ्यक्रम की प्रभावशीलता और उनकी प्राथमिकताओं के बारे में छात्रों से नियमित रूप से फीडबैक लें। समय के साथ पाठ्यक्रम को अनुकूलित और परिष्कृत करने के लिए इस फीडबैक का उपयोग करें। उच्च शिक्षा में बौद्ध दर्शन के अध्ययन के लिए एक लचीला पाठ्यक्रम लागू करके, संस्थान अध्ययन के इस समृद्ध और बहुआयामी क्षेत्र के साथ गहन जुड़ाव को बढ़ावा देते हुए छात्रों की विविध सीखने की प्राथमिकताओं और लक्ष्यों को पूरा कर सकते हैं।

भाषाओं को बढ़ावा: एनईपी क्षेत्रीय भाषाओं के महत्व और उनकी सुरक्षा को मान्यता देता है। यह बौद्ध दर्शन के अध्ययन के लिए प्रासंगिक है, क्योंकि कई शास्त्रीय बौद्ध ग्रंथ पाली, संस्कृत और तिब्बती जैसी भाषाओं में लिखे गए थे। इन भाषाओं के अध्ययन को प्रोत्साहित करने से विद्वानों को मूल स्रोतों तक पहुँचने और बौद्ध शिक्षाओं के बारे में उनकी समझ को गहरा करने में मदद मिल सकती है।

वैश्विक आउटरीच और सहयोग: एनईपी शिक्षा में वैश्विक आउटरीच और सहयोग को प्रोत्साहित करता है। इससे दुनिया भर में बौद्ध दर्शन पर केंद्रित संस्थानों और विद्वानों के बीच विचारों, संसाधनों और विशेषज्ञता के आदान-प्रदान की सुविधा मिल सकती है। इस तरह के सहयोग विविध दृष्टिकोण और अंतर्दृष्टि को शामिल करके बौद्ध दर्शन के अध्ययन को समृद्ध कर सकते हैं।

समग्र विकास: एनईपी संज्ञानात्मक, भावनात्मक और नैतिक पहलुओं सहित समग्र विकास पर जोर देता है। बौद्ध दर्शन सचेतनता, करुणा और कल्याण पर शिक्षा प्रदान करता है, जो समग्र शिक्षा के लक्ष्य के अनुरूप है। इन शिक्षाओं को शैक्षिक प्रथाओं में एकीकृत करने से छात्रों के समग्र विकास में योगदान मिल सकता है।

शिक्षक प्रशिक्षण और व्यावसायिक विकास: एनईपी शिक्षक प्रशिक्षण और व्यावसायिक विकास के महत्व पर भी जोर देती है। बौद्ध दर्शन के प्रभावी शिक्षण के लिए, शिक्षकों को विषय वस्तु के साथ-साथ प्रभावी शैक्षणिक तकनीकों में एक मजबूत आधार की

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आवश्यकता होती है। इस क्षेत्र में शिक्षकों की आवश्यकताओं को विशेष रूप से पूरा करने के लिए शिक्षक प्रशिक्षण कार्यक्रम डिज़ाइन किए जा सकते हैं।

निष्कर्ष

संक्षेप में, जबकि एनईपी स्पष्ट रूप से बौद्ध दर्शन पर ध्यान केंद्रित नहीं करता है, इसके व्यापक सिद्धांतों और समग्र, अंतःविषय, सांस्कृतिक रूप से संवेदनशील और अनुसंधान-उन्मुख शिक्षा पर जोर ने भारत में उच्च शिक्षा के भीतर बौद्ध दर्शन की उन्नति और प्रचार में योगदान दिया है। दे सकते हो। उच्च शिक्षा में बौद्ध दर्शन के अध्ययन के लिए एक लचीला पाठ्यक्रम लागू करके, संस्थान अध्ययन के इस समृद्ध और बहुआयामी क्षेत्र के साथ गहन जुड़ाव को बढ़ावा देते हुए छात्रों की विविध सीखने की प्राथमिकताओं और लक्ष्यों को पूरा कर सकते हैं। छात्रों की विविध सीखने की प्राथमिकताओं और लक्ष्यों को पूरा कर सकते हैं।

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नई शिक्षा नीति-२०२० के माध्यम से शिक्षा में हुए हिन्दी विषय में बदलाव का स्वरूप

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(शोध छात्र) शिक्षा विभाग, लखनऊ विश्वविद्यालय, लखनऊ, (उ६प्र६)

प्रस्तावना :

शिक्षा शब्द का शाब्दिक अर्थ है सीखने और सिखाने की क्रिया। इस प्रकार हम कह सकते हैं कि किसी भी समाज में चलने वाली वह निरंतर प्रक्रिया जिसका उद्देश्य इंसान की आंतरिक शक्तियों का विकास करना और उसके व्यवहार में सुधार लाना है। शिक्षा का प्राथमिक उद्देश्य ज्ञान और कौशल में वृद्धि कर मनुष्य को समाज का योग्य नागरिक बनाना है। गौरतलब है कि स्वतंत्रता के बाद भारत में पहली शिक्षा नीति कोठारी कमीशन १९६४-६६ (राष्ट्रीय शिक्षा आयोग) द्वारा दीये गये सुझाव के परिणाम स्वरूप सन् १९६८ में प्रथम शिक्षा नीति एवं सन् १९८६ में द्वितीय शिक्षा नीति बनाई गई थी जो मुख्यतः लहर्ड मैकाले की अंग्रेजी प्रधान शिक्षा नीति से बहुत प्रभावित थी। सन् १९८६ की द्वितीय शिक्षा नीति में सुधार हेतु सन् १९६२ में श्री यशपाल की अध्यक्षता में एक समिति का गठन किया गया जिसने कुछ आमूलचूल परिवर्तन भी किये किंतु इसका ढांचा मूलतः अंग्रेजी माध्यम की शिक्षा पर ही केंद्रित रहा। आज बदलते समय के साथ-साथ हमें यह महसूस हुआ कि १९८६ की शिक्षा नीति में कुछ खामियां हैं जिसके तहत बच्चा ज्ञान तो हासिल कर रहा है परन्तु यहमिलने वाला ज्ञान उसके भविष्य में रोजगार के अवसर नहीं पैदा कर पा रहा है। अतः इन सब कमियों को दूर करने के लिए विगत ३४ वर्षों के पश्चात नई राष्ट्रीय शिक्षा नीति २०२० लाने की आवश्यकता पड़ी। यह नई राष्ट्रीय शिक्षा नीति २०२०, इस नीति का मुख्य उद्देश्य २१वीं सदी की जरूरतों एवं अकांक्षाओं की पूर्ति को ध्यान में रखते हुए स्कूल एवं कलेज की शिक्षा को अधिक समग्र समेकित लचीला और कौशल आधारित बनाते हुए भारत को एक नये ज्ञान आधारित जीवंत एवं वैश्विक महाशक्ति में बदलना तथा छात्र को वैश्विक नागरिक के रूप में रूपांतरित करना है। यह नीति भारत की परंपरा और उसके सांस्कृतिक मूल्यों को बरकरार रखते हुए २१वीं सदी की शिक्षा के लिए आकांक्षात्मक लक्ष्य, जिसके अंतर्गत शिक्षा व्यवस्था उसके नियमों का वर्णन सहित सभी पक्षों के सुधार और पुनर्गठन का प्रस्ताव रखता है। राष्ट्रीय शिक्षा नीति प्रत्येक व्यक्ति में निहित रचनात्मक क्षमता के विकास पर जोर देती है। यह नीति इस सिद्धांत पर आधारित है कि शिक्षा से ना केवल साक्षरता, उच्च स्तर की तार्किक और समस्या समाधान संबंधित संज्ञानात्मक क्षमताओं का विकास होना चाहिए।

भाषा का महत्व: मानव जिस शक्ति से प्रगति के पथ पर अग्रसर हुआ है वह शक्ति कोई और नहीं बल्कि भाषा की ही शक्ति है। संसार के अन्य प्राणियों के पास अपनी-अपनी भाषाएँ हैं, परन्तु विचार प्रधान भाषा केवल मनुष्य के पास ही है। अन्य प्राणी जो भाव प्रकट करते हैं, वे अस्थायी होते हैं। मनुष्य अपने पूर्वजों के भाव, विचार तथा अनुभवों को सुरक्षित रखने में भाषा के द्वारा ही सफल हुआ है। भाषा विचार-विनिमय का एक सर्वश्रेष्ठ साधन और शिक्षा एवं ज्ञान का प्रमुख आधार भी है। लिपि की सहायता से भाषा में स्थायित्व आ गया है। बिना भाषा के शिक्षा व ज्ञान नहीं प्राप्त किया जा सकता है। भाषा के द्वारा ही किसी समाज का ज्ञान भविष्य की दृष्टि से सुरक्षित रखा जाता है। भाषा के माध्यम से ही बालक का शारीरिक, मानसिक, बौद्धिक, सांवेगिक, सामाजिक, नैतिक आदि विकास संभव है। ये होने वाले सभी विकास व्यक्तित्व के सर्व-अंग भी हैं और इन सबका विकास सर्वांगिक विकास कहलाता है। हिन्दी भाषा भावात्मक एकता, राष्ट्रीयता एकता एवं अन्तर्राष्ट्रीय भावनाओं का विकास करती है। हिन्दी भाषा क्षेत्रीय भाषाओं के मध्य कड़ी बनकर राष्ट्र के लोगों को राष्ट्रीयता का पाठ पढ़ाती है साथ ही उनमें एकीकरण की भावना का विकास भी करती है।

रायबर्न के अनुसार—“मातृभाषा एक उपकरण है, आनन्द, प्रसन्नता और ज्ञान का होती एक स्रोत है, रुचियों एवं अनुभूतियों का एक निदेशक और विधाता द्वारा मनुष्य को दी हुई उस सर्वोत्तम शक्ति के प्रयोग का साधन है, जिसके द्वारा हम उस भगवान के निकटतम पहुँचते हैं।”

नई शिक्षा नीति २०२० में भाषाई विविधता को बढ़ावा और संरक्षण:

- छम्ह-२०२० में कक्षा-५ तक की शिक्षा में मातृभाषा/स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है, साथ ही इस नीति में मातृभाषा को कक्षा-८ और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।
- स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।
- बधिर छात्रों के लिये राष्ट्रीय और राज्य स्तर पर पाठ्यक्रम सामग्री विकसित की जाएगी तथा भारतीय संकेत भाषा (प्स) को पूरे देश में मानकीकृत किया जाएगा।
- छम्ह-२०२० के तहत भारतीय भाषाओं के संरक्षण और विकास के लिये एक ‘भारतीय अनुवाद एवं व्याख्या संस्थान’ (प्स) ‘फारसी, पाली और प्राकृत के लिये राष्ट्रीय संस्थान (या संस्थान)’ खंडजपवदंस प्देजपजनजम ;वत प्देजपजनजमेव्दवित च्चंपए च्मतेपंद दक च्चांतपज, स्थापित करने के साथ उच्च शिक्षण संस्थानों में भाषा विभाग को मजबूत बनाने एवं उच्च शिक्षण संस्थानों में अध्यापन के माध्यम से रूप में मातृभाषा/स्थानीय भाषा को बढ़ावा दिये जाने का सुझाव दिया है।

शिक्षा नीति में हिंदी का महत्व:

हमारी वर्तमान भारतीय शिक्षा व्यवस्था को व्यवस्थित व क्रमबद्ध रूप से आगे बढ़ाने एवं जरूरत को ध्यान में रखते हुए भारत सरकार ने नई शिक्षा नीति २०२० लागू की है जो राष्ट्रीय व अंतर्राष्ट्रीय स्तर पर चर्चा का विषय बनी हुई है। नई शिक्षा नीति २०२० में भाषा के संबंध में उत्पन्न उन सभी सवालों को खूबी समझा व इस नीति का हिस्सा बनाया गया है जिस पर अमूमन पूरे देश भर में प्रत्येक हिंदी दिवस पर चर्चा होती आ रही है इस नीति के अंतर्गत भी राजभाषा आयोग १९५५ की सिफारिशों में से एक भारतीय भाषाओं के ज्ञान और सीखने की सिफारिश को शामिल किया गया है जबकि इससे पूर्व सन् १९६८ में आई नीति को कोठारी आयोग (१९६४-६६) द्वारा सुझाए गये सलाह के परिणाम स्वरूप आये बदलाव जिसे भारतीय शिक्षा के इतिहास में पहला कदम कहा जाता है, जिसमें शिक्षा को राष्ट्रीय महत्व का विषय घोषित किया गया। जिसने ६-१४ वर्ष की आयु तक के सभी बच्चों के लिए अनिवार्य शिक्षा का लक्ष्य रखा। संस्कृत भाषा के शिक्षण को प्रोत्साहित करने व त्रिभाषा सूत्र को लागू करने की सिफारिश कोठारी आयोग की सबसे बड़ी उपलब्धि त्रिभाषा सूत्र को लाना था। क्योंकि यह समय भाषाई आंदोलन का था जहाँ राज्य एक ओर भाषाई आधार पर अलग हो रहे थे तो दूसरी ओर हिंदी को पूरी तरह राजभाषा बनाए जाने का १५ वर्ष का समय पूर्ण हो रहा था। साथ ही दक्षिण भारत में हिंदी का घोर विरोध हो रहा था इन सब विपरीत परिस्थितियों व भाषिक असहमतियों के मध्य कोठारी आयोग (१९६४-६६) द्वारा त्रिभाषा सूत्र को लाना जो हिंदी भाषा के विकास हेतु एक महत्वपूर्ण कदम था।

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हिन्दी एक विषय के रूप में: हिन्दी विश्व की लगभग ३,००० भाषाओं में से एक है, साथ ही आकृति या रूप के आधार पर हिन्दी वियोगात्मक या विश्लिष्ट भाषा है। भाषा-परिवार के आधार पर हिन्दी भारोपीय परिवार की भाषा है जो भारत के लोगों द्वारा सर्वाधिक प्रदेशों में पढ़ने, लिखने, बोलने व समझे जाने वाली भाषा है। जो भारत के ज्यादातर प्रदेशों में शिक्षा का माध्यम भी है। मनुष्य जिस समाज में रहता है वहाँ विचार विनिमय के लिए उसे सर्वाधिक बोली व समझी जाने वाली भाषा की जरूरत होती है। जिससे वह उस समाज में सामंजस्य स्थापित कर जीवन व्यतित कर सके। हिन्दी प्राथमिक स्तर से लेकर उच्च स्तर की कक्षाओं में एक विषय के रूप में अपना एक अलग पहचान बनाए हुए है। क्योंकि यह मातृभाषा अर्थात् माँ की भाषा होने के साथ-साथ मनुष्य का सर्वांगीण विकास सुनिश्चित करने का भी माध्यम है। हिन्दी एक विषय के रूप में समाज का योग्य एवं कुशल नागरिक तैयार करने में अपना अहम योगदान दे रही है जिससे देश का प्रत्येक नागरिक सामाजिक विकास का साक्षी बन सके।

हिन्दी विषय का प्राथमिक स्तर पर योगदान:

मातृभाषा वह भाषा होती है जिसे कोई बालक अपनी माता का अनुकरण करके स्वाभाविक रूप से सीखता है। भारत के ग्यारह हिन्दी भाषा-भाषी प्रदेशों में निवास करने वाली सर्वाधिक जनसंख्या के बालकों की प्रारम्भिक शिक्षा-दीक्षा हिन्दी भाषा के माध्यम से ही होती है। जिसके द्वारा बालक के प्रारम्भिक अक्षर ज्ञान, स्वर, व्यंजन, मात्राएं, और व्याकरण सम्बंधी उच्चारण एवं लेखन अशुद्धियाँ प्राथमिक स्तर पर सरकार द्वारा संचालित विद्यालयों में भाषा प्रवीण शिक्षक के द्वारा इन कमियों को दूर किया जाता है। बालक के भाषा संबन्धी विकास की एक मजबूत आधारशिला प्राथमिक स्तर की शिक्षा में ही रखा जाता है। किसी प्रदेश विशेष में सर्वाधिक लोगों द्वारा प्रयोग में लाई जाने वाली भाषा को प्रादेशिक भाषा कहा जाता है।

हिन्दी विषय का माध्यमिक स्तर पर योगदान:

माध्यमिक स्तर पर हिन्दी एक अलग विषय के रूप में पढ़ाया जाता है। हिन्दी अन्य विषयों की अपेक्षा एक रोचक विषय है जिसमें गद्य, पद्य, एवं व्याकरण आदि पढ़ये जाते हैं, जिसे रूचि के साथ पढ़ने वाले विद्यार्थियों की संख्या सर्वाधिक होती है। माध्यमिक शिक्षा आयोग (१९५२-५३) द्वारा भाषा सम्बंधी द्विभाषा सूत्र के सुझाव दिये गये जिसमें मातृभाषा या क्षेत्रीय भाषा और एकशास्त्रीय भाषा का मिश्रित पाठ्यक्रम अन्य भाषाओं में से चुनी जाने वाली एक अलग भाषा हिन्दी (उनके लिए जिनकी मातृभाषा हिन्दी नहीं है), हिन्दी के अतिरिक्त एक अन्य भारतीय भाषा। प्रथम राजभाषा आयोग की सिफारिश थी कि पूरे देश भर माध्यमिक स्तर तक हिन्दी अनिवार्य की जाए।

हिन्दी विषय का समाज में योगदान:

शिक्षा किसी भी समाज के विकास की आधारशिला होती है। समाज रहने वाले प्रत्येक सदस्य का योगदान देश के विकास में प्रत्यक्ष और अप्रत्यक्ष रूप में होता है। जिस समाज की शिक्षा दीक्षा जितना अधिक प्रबल एवं प्रगतिशील होगी वह समाज उतनी ही तीव्र गति से विकास की ऊँचाई छुने में सफल होगा। हमारे भारतीय समाज की सबसे पसंदीदा भाषा हिन्दी ही है जो समाज में विचार विनिमय का मार्ग प्रशस्त करती है। हिन्दी ही वह भाषा है जो एक विषय के रूप में समाज में रहने वाले प्रत्येक सदस्य को अपनी मिटास के द्वारा एकता के सूत्र में बाँधे रखी है, जो देश की तरक्की के लिए अति आवश्यक है। जब तक समाज का प्रत्येक सदस्य अपनी मातृभाषा (हिन्दी) से प्रेम करते हुए अपने कर्तव्य का निर्वहन पूरी ईमानदारी और सत्यनिष्ठा के साथ नहीं करेगा तब तक हमारा समाज देश को एक विकसित राष्ट्र नहीं बना सकता।

उच्च शिक्षा में हिन्दी विषय का योगदान:

बी९ जी९ खेर की अध्यक्षता में गठित भाषा आयोग १९५५ ने शिक्षा का माध्यम हिन्दी को बनाने का सुझाव दिया। आयोग ने यह भी सुझाव दिया कि सभी विश्वविद्यालयों द्वारा अपनी परीक्षाएँ हिन्दी में ली जायें। यदि आवश्यक हो तो अन्य क्षेत्रीय भाषाओं को भी इन परीक्षाओं का माध्यम बनाया जा सकता है। उच्च शिक्षा में अध्ययनरत विद्यार्थियों की संख्या आज वर्तमान समय में अन्य भाषाओं की अपेक्षा सर्वाधिक है। हिन्दी भाषा अपनी प्रकृति के कारण संस्कृत के बाद सम्भवतः विश्व की एकमात्र ऐसी भाषा है जिसमें बोलने, पढ़ने, और लिखने में पूरा तालमेल है। उच्च शिक्षा में हिन्दी विषय के अर्न्तगत गद्य की विद्याओं को भी पढ़ाया जाता है जिसमें उपन्यास, नाटक, निबन्ध, एकांकी, आत्मकथा, जीवनी, आदि विद्यायें आती हैं। समय के साथ मनुष्य के अन्दर बोलने, सुनने, पढ़ने, और लिखने की कुशल क्षमता इन्हीं विद्याओं के द्वारा सर्वाधिक विकसित होता है जिसे कभी नकारा नहीं जा सकता।

शिक्षा में हिन्दी विषय के लाभ:

हिन्दी विषय का शिक्षा जगत में एक अद्वितीय स्थान है जिसे पढ़ने वाला प्रत्येक मनुष्य अपने जीवन काल में प्रत्यक्ष या अप्रत्यक्ष रूप से लाभान्वित अवश्य होता है। हिन्दी एक ऐसी भाषा है जिसमें अपने पन की झलक हमें देश के हर कोने में देखने को मिलता है जिसे आत्मसात (सीखने का) करने का सुझाव भी हमारे देश की महान विभूतियों ने दिया। **महात्मा गाँधी ने कहा है कि :** “अगर हिन्दुस्तान को सचमुच आगे बढ़ना है तो चाहे कोई माने या न माने राष्ट्रभाषा तो हिन्दी ही बन सकती है क्योंकि जो स्थान हिन्दी को प्राप्त वह किसी और भाषा को नहीं मिल सकता”। हिन्दी भाषा का हम सभी भारतीयों के जीवन में जितना अधिक योगदान रहा है उतना शायद ही किसी अन्य भाषा का रहा हो, क्योंकि हमें गुलामी की बेड़ियों से बाहर निकालने में हिन्दी अत्यधिक लाभकारी सिद्ध हुई। आज वर्तमान समय में हिन्दी का हमारे जीवन में कितना अधिक लाभ है, इसका अन्दाजा इसी बात से लगाया जा सकता है कि नई शिक्षा नीति-२०२० में प्राथमिक स्कूल एवं जूनियर हाई स्कूल तक की कक्षाओं में भाषा को अनिवार्य रूप से पढ़ाये जाने पर जोर दिया गया है।

हिन्दी का सामाजिक परिवर्तन में योगदान:

२१वीं सदी में ज्ञान-विज्ञान के क्षेत्र में कुछ न कुछ नित्य नये प्रयोग एवं आविष्कार हो रहे हैं। शिक्षा के क्षेत्र में तकनीकी संसाधन के साथ संचार साधनों का भी तेजी से प्रचार-प्रसार हो रहा है, जिससे समय के साथ एक नये तरह के समाज का विकास निरन्तर तीव्र गति से हो रहा है। जिससे समाज में परिवर्तन के साथ-साथ एक नये सामाजिकशास्त्री की चिन्तन परम्परा भी विकसित हो रही है। भाषा हमारे सामाजिक सह-अस्तित्व एवं सांस्कृतिक संवहन का एक सशक्त माध्यम है। मनुष्य जीवन में आदिम-व्यवस्था से लेकर अब तक अनेकों सामाजिक, सांस्कृतिक एवं भाषाई परिवर्तन हुए हैं। साथ ही हमारी सांस्कृतिक स्थितियों में हुए परिवर्तन से अनेक भाषा रूपों का निर्माण हुआ है। ग्रन्थ चाहे ज्ञान की किसी भी शाखा का हो उसकी भाषा सदा से बदलती रही है, चाहे वह यात्रा संस्कृत से लेकर हिन्दी तक ही हो, या रोम, लैटिन से लेकर अंग्रेजी या आधुनिक यूरोपियन भाषा की आधुनिक भारतीय भाषाएँ हो। समाज विकास के साथ-साथ भाषाई चेतना में भी परिवर्तन दृष्टिगोचर होता है। भारतीय स्वाधीनता संग्राम के आरम्भ के साथ-साथ एक नयी तरह की वैचारिकी, सामाजिक परिवर्तन और भाषाई चेतना का विकास प्रारम्भ हुआ। प्रख्यात लेखक **भारतेन्दु हरिश्चन्द्र जी लिखते हैं कि-“हिन्दी नयी चाल में ढली”** यह हिन्दी का नये चाल में ढलना अकारण नहीं था। इसकी पृष्ठभूमि में विभिन्न प्रकार के समाज सुधार आन्दोलन भी चल रहे थे। हिन्दी भाषा के नये रूप निर्माण में जितना योगदान भारतेन्दु हरिश्चन्द्र एवं उनके मण्डल के

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लेखकों का है, उतना ही योगदान तत्कालीन समाज के समाज सुधारकों एवं स्वाधीनता आन्दोलन का भी रहा है। हिन्दी भाषा के विकास में विभिन्न सामाजिक आन्दोलनों की भूमिका अत्यन्त महत्वपूर्ण रही है। सामाजिक एवं राजनितिक आन्दोलनों ने हिन्दी भाषा के विकास एवं परिष्कार में अपना महत्वपूर्ण योगदान दिया है। हिन्दी भाषा की प्रकृति प्रवाहमान एवं निरन्तर विकसनशील रहा है और इसी कारण हिन्दी भाषा विरोधों से दूर नये क्षेत्रों में निरन्तर विकसित होती जा रही है। हिन्दी भाषा के विकास में इक्कीसवीं सदी में आरम्भ होने वाली संचार क्रांति का विशेष योगदान है। उदारीकरण एवं संचार क्रान्ति के द्वारा एक नये तरह की भाषा अस्तित्व में आयी संचार क्रान्ति के परिणाम स्वरूप भाषा की अभिव्यक्ति क्षमता में व्यापक परिवर्तन देखा जा सकता है। उदारीकरण और संचार क्रान्ति के परिणाम स्वरूप संस्कृतियों एवं भाषा का सम्मिलन हुआ जिसके कारण एक नये तरह की संस्कृति एवं भाषाई चेतना अस्तित्व में आयी। सामाजिक परिवर्तन और भाषा के स्वरूप निर्धारण दोनों का सह-अस्तित्व है। हिन्दी भाषा सामाजिक परिवर्तन के साथ-साथ निरन्तर परिवर्तित एवं परिष्कृत होती चली जा रही है।

उपसंहार:

राष्ट्रीय शिक्षा नीति-२०२०, वर्ष १९६८ और वर्ष १९८६ के बाद स्वतंत्र भारत की तीसरी शिक्षा नीति है। जिसमें प्राथमिक शिक्षा से लेकर उच्च शिक्षा के क्षेत्र में नवाचार के साथ-साथ बहुत से बदलाव देखने को मिलते हैं। एक बालक में भाषा, महत्व, शिक्षा के क्षेत्र में भाषाई विविधता को बढ़ावा के साथ प्राथमिक स्तर, माध्यमिक स्तर एवं उच्च शिक्षा के माध्यम से बालक का सर्वांगीण विकास रचनात्मक सोच, तार्किक निर्णय और नवाचार की भावना को प्रोत्साहित करने पर बल दिया गया है। जिससे समाज में ज्ञान-विज्ञान के साथ भाषाई परिवर्तन लाकर अपने देश को एक विकसित राष्ट्र के रूप में विश्व भर में एक अलग पहचान दिलाने का साक्षी बना जा सके।

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