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**P.V.D.T. College of Education for Women,
SNDT Women's University
Churchgate, Mumbai 20.**



**In collaboration with
Indian Council of Social Science Research
(ICSSR)**



NATIONAL SEMINAR



On

NATIONAL EDUCATION POLICY – 2020

29th & 30th April 2022

Director

Dr. Subhash Waghmare

Chief Editor

Dr. Siddharth Ghatvisave

Editor

Dr. Bhupendra Bansod



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Director's Desk



Dr. Subhash Waghmare

Principal (I/C)

P.V.D.T. College of Education for Women,
SNDT Women's University, Churchgate, Mumbai- 20

It gives me immense pleasure to handover the Journal with ISSN.of the National Seminar on 'National Education Policy-2020 held in P.V.D.T. College of Education for Women, conducted by S.N.D.T. Women's University, Mumbai. Our university is dedicated to the cause of women's empowerment through access to higher education through relevant, professional, formal and Non formal courses for women.

The main objective of publishing the journal is to provide an opportunity to teacher educators, students and research scholars to express and share their views, experiences and research findings on the very important issues and practices in the field of education.

The education scenario will be tremendously change after the true implementation of this policy The journal will be the media through which the upcoming challenges and changes will be disseminated to the knowledge community.

For the effective transformation of any country from a developing nation to a developed nation, it is very necessary to develop a visionary education policy. For the effective implementation of visionary policy active involvement of the stakeholders is also necessary. To make competent our human resources need to create policy awareness amongst the peoples and stakeholders, especially teachers and youths who would play a positive role in the effective implementation of the policy. This can be made possible only when stakeholders especially teachers and youths are sensitized that they are part of the solution not of the problem the contributors of the papers justified the themes.=

I thank our Honorable Vice –Chancellor Prof. Ujwala Chakradeo for her blessing and support. I thank our Pro. V.C. Prof. Ruby Ojha , Registrar (I/C) Dr. Vandana Sharma for their moral support.

Thank you.

Conveners Desk



Dr. Siddharth Ghatvisave ,
Convener,

P.V.D.T. College of Education for Women,
SNDT Women's University, Churchgate, Mumbai- 20

It's a great pleasure to invite you all to be a part of a discussion on "National Education Policy -2020". In ancient India when Buddhist universities like Nalanda, Vikransheela and Tsakshsheela were part of our Education system the GDP share of India was 25%. Now it is 6%. Education plays an important role in the development of the nation. When Manu's ideology was a part of our system Education is restricted to some people and most of the people were denied the fundamental right of education the economic share was reduced to 4% till the invasion of the British in India.

British introduced education in India through 1813 charters and opened education to all and then Macaulay published his minutes on Education policy in 1835. In 1854, Woods Dispatch as a comprehensive document on education was published with the recommendation and establishment of Mumbai, Calcutta and Madras University.

After the woods dispatch several changes in the Indian education system were done by the hunter commission in 1882, The Indian University Act-1904, Sadler Commission 1917, Hartog Committee, Wardha Scheme of Basic Education, Sergeant Plan. In the post-independence era, Radhakrishnan Commission in 1948 and the Mudaliar commission in 1952 tried to shape the Indian Education system.

The comprehensive changes suggested by the national education commission also known as Kothari commission 1964-66 and then the NEP -1968, 1986, and 1992 program of action made some desirable changes in the Education system.

National education policy-2020 is committed to fulfilling the global education development agenda reflected in sustainable development goal-04 i.e. SDG-04 of ensuring inclusive and equitable quality education and promoting lifelong opportunities for all by 2030. The present seminar is an attempt to bring light to possible intricacies and their possible solutions. We are a nation of young people it is very necessary to prepare these

youngsters to be a part of the global workforce by providing essential skill education to them. This seminar will ensure the various ways and challenges to it.

Teachers play an important role in any policy or system implementation several technologies are presently working and still, some have to come into force but none can replace teachers. NEP-2020 is also having several expectations from teachers. For the development of effective learning, it is necessary to develop a system of effective teaching and teachers are the backbone of the education system. National Professional standards for teachers (NPST) will define and attract quality and meritorious students to teacher education. This seminar will address the various issues and challenges and their solutions through NPST.

This seminar aims to make people, students, teachers and stakeholders aware of the National education policy -2020. We got near about a hundred registrations. About 25 faculty as well as research scholars, send their contributions to the seminar through research as well as conceptual papers. Papers are in English, Hindi, Marathi and language. Two-panel discussion with Key a Key Note speech by the eminent faculty members in the field of education expecting thoughtful discussion through various aspects of the knowledge.

Thank you.

INDEX

| Sr. No. | Author Name | Title | Page No. |
|---------|---|--|------------|
| 1 | Dr. Siddharth Ghatvisave | National Professional Standards For Teachers: Facts And Issues | 01 to 04 |
| 2 | Dr. Pravin Kale | Awareness Of National Education Policy (2020) Among School Teachers | 05 to 09 |
| 3 | Dr. Bhupendra Bansod | Challenges In National Education Policy 2020 | 10 to 14 |
| 4 | Madan Mohan Laddunuri | New Education Policy 2020 Of India : A Critical Review | 15 to 23 |
| 5 | Dr. K. C. Rathod | 21 st Century Skill | 24 to 27 |
| 6 | Dr. Manisha Madhava Dr. Saumya Tewari | Skill Development And The Nep : Operational Challenges For Higher Education Institutions | 28 to 41 |
| 7 | Dr. Kavita Thakur | 21 st Century Skills-An Overview And Its Importance In Learning Process | 42 to 44 |
| 8 | Dr. Renu Bayaskar | Assessment Reforms In National Education Policy 2020 | 45 to 48 |
| 9 | Maimanat Jahan Ara | Youth's Participation In Nation Building | 49 to 53 |
| 10 | Dr. Sulbha Ulhas Patil | A Study Of The Effects Of The New Education Policy On Students' Moral Attitudes Through Higher Education | 54 to 61 |
| 11 | Kirtikumar R.Pimpliskar | Inclusiveness And New Education Policy | 62 to 65 |
| 12 | Dr. Madhuri B. Bendale | Yoga – A Way For Internationalization Of Education | 66 to 68 |
| 13 | Prof. Dr. Jyotsna Sangore Prof. Rubina Allu Hans | Challenges Before National Education Policy 2020 | 69 to 74 |
| 14 | Ramesh Golait | The National Education Policy 2020: From The Legal Perspective | 75 to 82 |
| 15 | Ms. Farzana Khambatta | Classroom Questioning And Critical Thinking | 83 to 90 |
| 16 | Sofia Edroos | Inclusive Leadership Through The Lens Of Nep 2020 | 91 to 100 |
| 17 | Sarita Soy | Teacher And Teacher Education In Context Of National Education Policy | 101 to 110 |
| 18 | Amruta Amit Ratnaparkhi | Early Childhood Development And Ecce (Early Childhood Care Education) | 111 to 115 |
| 19 | Somnath Gupta Dr. Sreeparna Bhattacharjee | Envisaging Higher Education In The Backdrop Of National Education Policy 2020 | 116 to 121 |

| | | | |
|----|--|---|------------|
| 20 | Pravin D Rane Dr. Manisha Karne | Effectiveness Of Vocational Education : Perspective From National Education Policy 2020 | 122 to 128 |
| 21 | Bhavana Sutaria-Shah | Challenges Before National Education Policy 2020 | 129 to 134 |
| 22 | Mrs. Pratibha Ursal | A Study Of The Awareness Of New Education Policy (2020) Among The Student-Teachers In Pvt College Of Education For Women, Mumbai | 135 to 140 |
| 23 | डॉ. संजय शेडमाके | नवीन राष्ट्रीय शैक्षणिक धोरण २०२० व मूल्यमापन | 141 to 142 |
| 24 | डॉ. के. व्ही. देवरे | नवीन शैक्षणिक धोरण व समावेशक शिक्षण | 143 to 146 |
| 25 | डॉ. जयश्री रामनाथ काळे | राष्ट्रीय शाळांमधील अभ्यासक्रम आणि अध्यापन शास्त्र | 147 to 151 |
| 26 | श्री. राकेश अशोक रामराजे | राष्ट्रीय शैक्षणिक धोरण 2020 – नवी दिशा | 152 to 155 |
| 27 | श्री. चंद्रहास लक्ष्मण हिप्परकर डॉ. विनय दत्तात्रय धोंडगे | पायाभूत साक्षरता आणि संख्याज्ञान कार्यक्रम | 156 to 161 |
| 28 | शिवाजी काशीनाथ गायकवाड डॉ. कृष्णा मालकर | जागतिक ज्ञान महासत्ता भारताचे राष्ट्रीय शिक्षण धोरण २०२० | 162 to 166 |
| 29 | श्री. खंदारे रविंद्र सिध्देश्वर | पायाभूत साक्षरता आणि संख्याज्ञान अभियान : प्राथमिक शाळेतील विद्यार्थ्यांच्या शिक्षणासाठी एकात्मिक उपक्रम | 167 to 176 |
| 30 | अंकिता अखिलेश पाण्डेय | उच्चतर शिक्षा में राष्ट्रीय शिक्षा नीति का योगदान | 177 to 180 |

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS: FACTS AND ISSUES

Dr. Siddharth Ghatvisave

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PVDT College of Education for women,

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Introduction:

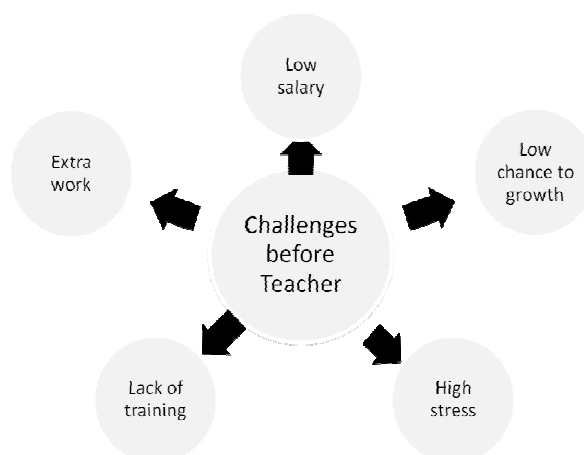
The government of India launched National Education Policy-2020 on 29 July 2020. Sixty-six pages document has detailed guidelines for making changes to the basic structure of education. NEP was designed by considering teachers as the centre of the education system. It expects that the fundamental reform is necessary for teacher training in-service programs. No system can replace the teachers in the lifelong learning of the human being. The success of any policy depends on how teachers are competent. Concerning NEP -2020, National Council for Teacher Education prepared a draft titled “National professional standards for Teachers” to ensure all students and society are taught by highly passionate, motivated, highly qualified and professionally trained and well-equipped teachers.

It is necessary to attract talent to the teaching profession for that NPST to develop carrier pathways with a focus on preparation, practice and performance improvement.

The target of NPST is to cover the expectations and competencies required from teachers that NPST will review after every ten years.

Challenges before Teacher:

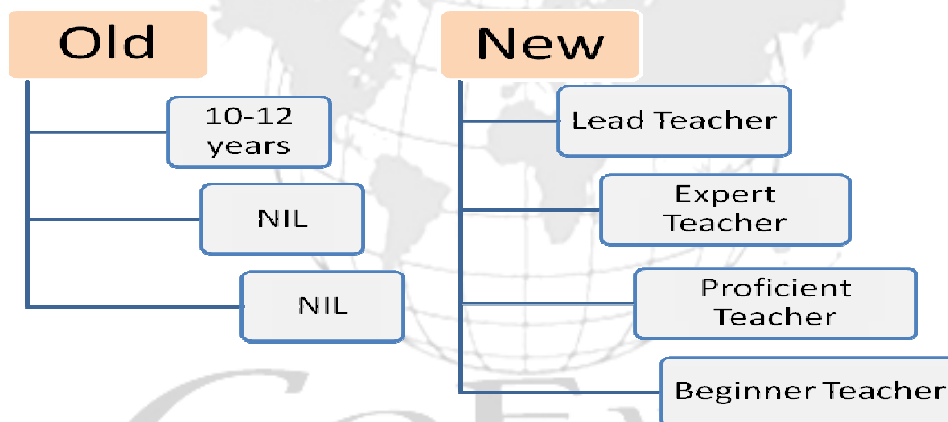
Teachers are the backbone of the education system but this teacher is surviving with several challenges. For the effective implementation of national education policy, it is very necessary to help teacher to overcome from these challenges.



There are also more challenges faced by the teachers in his day to day life, National education policy-2020 addressed these challenges and made recommendations to improve teachers working conditions, carrier management Professional development etc. and the National Professional standard for Teachers provided a detailed framework to overcome these challenges.

Carrier management process:

As we know the National Education policy accepted education structure as 5+3+4+4 consisting of Foundational level at 5 years at 3-8 age groups, Preparatory level at 3 years of age group 8-11 years, the middle level at 4 years covering age group 11-14 years and 4 years of age group 14-18 years as a secondary level. The national professional standard for Teachers suggested a pre-service teachers' training program to fill these expectations. NPST suggestions are as follows compared to the old system.



NPST suggested continuous professional development of teachers to sustain quality through a reflective and practice-based approach. At least, 50 hours each year should be spent on professional development. The defined competency standard should be achieved by teachers at each level to promote the next level. After meeting the pre-requisite at each stage teacher gets certified to promote in the next stage.

Beginner Teacher's competency, values, attitude and skills are developed by pre-service teacher training institute then he will be able to enter his service. A school-based mentor shall evaluate and guide beginner teachers to promote the next carriers stage as Proficient teachers. In the proficient teacher stage, a teacher will be given the opportunity for professional development through acquiring various skills competencies through in-service training institute to get promoted as an expert teacher. Expert teachers are always engaged in the development of their professional knowledge with a high level of teaching performance work collaboration with colleagues. The lead teacher is the last stage of teaching. The in-service training institution will define a program and prepare an expert teacher to promote as a lead teacher.

Areas and standards of NPST:

Core values and ethics are expected that teacher should aware about constitutional values, professional ethics and must have commitment towards students and his profession with the responsibility of ethical use of technology.

Teachers should have mastery over the professional knowledge through pedagogical knowledge, factors affecting on students learning, integration of technology and education and well curriculum structure.

Teachers should be professionally competent through engaging himself in learning plans, lesson delivery, effective classroom communication and making classroom dynamics.

Teachers should be engaged with continuous professional development with the consideration of learning needs, engagement and participation in learning community with reflection.

Issues of NPST:**Implementation Issue:**

We are very good in policy making but always having an issue of implementation and the major role of implementation plays by teachers and teacher education institutions and most of the teacher education institutions and schools are running on non-grant basis. So while framing the policy related to Professional standards it is necessary to consider teachers grant and job security on priority basis for the effective output of any policy.

Lack of self, students and peer Assessment:

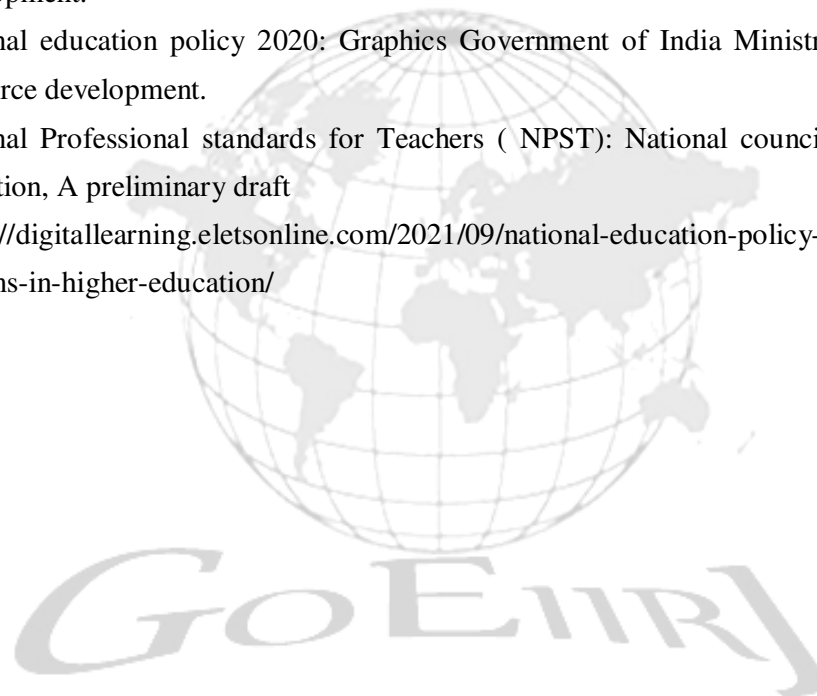
Teachers self assessment and assessment by students and peers also necessary with the institute assessment as a part of Professional standards for the promotions of teacher from one stage to another.

Conclusion: T

he national education policy adaptations and changes in structure are the need of the time. Education is the future of the nations and teachers play a vital role in the development of the nation the guidelines issued through the structured program for the National professional standards for teachers will help create competency-based teachers.

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AWARENESS OF NATIONAL EDUCATION POLICY (2020) AMONG SCHOOL TEACHERS

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Abstract

National Education Policy 2020 is one of the important landmark in the field of education. Reconstruction of education structure with development of 21st century skills, productivity of education, experiential learning, multilingual approach, importance to local elements in education holistic approach, development of critical and analytical thinking are important pillars of NEP. As far as evaluation is concerned continuous formative assessment of learning, assessment for learning is proposed. From the last three years we are discussing NEP 2020 but it is also a reality that the school teachers who are an important part of this policy are not completely aware about this policy, recommendations and proposed changes. This study is a small effort to understand the awareness of NEP among school teachers of Mumbai, Mumbai Suburban and Thane District of Maharashtra state.

Introduction:

The committee under the former Cabinet Secretary Shri. T.S.R. Subramanian was formed in January 2015 and started the consultation process for the New Education Policy. The panel of eminent scholars from various sectors was formed to prepare a draft of NEP. Krishnaswamy Kasturirangan from ISRO was the chief of this committee. After a number of public consultations, the committee submitted the draft of NEP to MHRD.

The National Education Policy of India 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of a new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040.

Various structural changes are proposed in NEP 2020 e.g., school curriculum and pedagogy are introduced with the new 5+3+3+4 design. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned. The policy aimed at developing 21st century skills among learners. Route learning replaced by experiential learning. The emphasis of the NEP is on conceptual

understanding rather than rote learning and learning-for-exams. Creativity, critical thinking, analytical thinking, use of machine learning, artificial intelligence, use of technology are important characteristics of this policy. Competency based education will be helpful to maximize output of education. Not only scholastic achievement but inculcation of values is given immense importance. The policy also ensures continued formative assessment of learning. There are many more steps taken to ensure quality education to the masses. The policy proposed a four year integrated teacher training course to prepare quality teachers, school accreditation framework, teacher upgradation and professional development, TET for teacher recruitment and so on. Importance is given to classical languages with a multilingual approach. Digital Infrastructure for Knowledge Sharing are remarkable proposed changes in NEP. Children with special needs are also taken care of while planning this NEP 2020. Special Educational Zones will be there for educationally-disadvantaged. NEP is comprehensive education from ECCE to Higher education is taken care of. In higher education HEIs are motivated to go for autonomy for more academic flexibility. Provisions for strengthening Open and Distance Learning are also given, furthermore it is also suggested that the online education system also should be used in the ODL system. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. The Choice Based Credit System (CBCS) is also one of the important provisions in higher education.

Surely, with the implementation of NEP 2020 we will see a changed picture of education at all levels and the impact will reflect in society.

Importance of Study: .

The NEP 2020 too exhorts, ‘Teachers truly shape the future of our children – and, therefore, the future of our nation’ thereby implying that teachers play the most important role in nation-building by creating high quality human resources in their classrooms. ***Recognising the ‘power of teacher’*** NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ***‘restore the high respect and status’*** to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession. The policy will help to bring our dream of transforming India’s Education System into reality. There are a lot of expectations from teachers at all levels of education because the responsibility of implementation of this policy effectively is on the shoulders of teachers. There are so many provisions made in NEP 2020 for the betterment of teachers, their professional development, job satisfaction, motivation. It is very important that teachers at all levels of education should understand the recommendations, policy framework, and provisions

made in NEP 2020 for effective implementation. So, it is necessary to study whether the proposed policy is reached up to teachers or not?. Still we have some time during which we can organize training programs for the teachers. On the basis of the result analysis of the survey, teacher training colleges and government organizations can organize NEP awareness programs for the teachers in the near future.

Objectives of the study:

For the present study the researcher had formulated the following objectives.

- 1) To study the awareness of NEP among school teachers.
- 2) To compare awareness of NEP 2020 among teachers of Government schools and Private schools.
- 3) To study the training/ orientation needs of school teachers regarding NEP 2020.

Methodology and Sample of the study:

For the present study the researcher has selected a survey method. The data is collected through Google Forms. The Google Form was circulated through WhatsApp, Gmail and other social networking sites. For the present study teachers teaching at primary, secondary and higher secondary sections are considered. Only the teachers from Mumbai, Mumbai Suburban and Thane district are included in the present study. The researcher has received responses of 412 teachers.

Tool of the data Collection:

The researcher has developed a questionnaire and used Google Form for the circulation of the questionnaire. There were 30 items in the questionnaire which were related to the study of awareness of NEP among school teachers. In the questionnaire 22 items were related to various recommendations and changes proposed in NEP 2020. Rest of the 8 questions were related to understanding the training needs of the teachers and other aspects. In the 22 items if the teachers were not knowing the correct answer they were given freedom to skip a particular question.

Statistical Techniques Used:

For the analysis of the data a simple statistical tool i.e., percentage is used.

Analysis of the Data:

On the basis of responses received following facts are revealed.

- 1) As far as the training program is concerned, only 35% teachers have attended training/ orientation programs related to NEP.
- 2) 65% teachers have not attended any type of training program, most of the teachers have received basic information related to NPE through social media, discussion with

colleagues, and through newspapers.

- 3) These training programs/ awareness programs/ orientations were organized by teacher training Colleges, Private organizations and Government bodies (DIET, SCERT, Municipal Corporation and Zilla Parishad)
- 4) 61% teachers have partial understanding about recommendations given in NPE whereas 23% teachers have little understanding, 10% teachers are unaware about various recommendations of NPE. Only 6% teachers have complete understanding about NPE 2020.
- 5) 100% teachers conveyed that they need orientation and training programs to understand recommendations and suggested policy framework given in NPE 2020.
- 6) 81% Teachers prefer online training/ orientation programs regarding NEP 2020.
- 7) As far as teachers working in Private schools, Private aided schools and Govt. Schools not very much difference in understanding of NPE is found. All need more inputs and training programs to understand NPE.
- 8) Only 6% teachers know important recommendations and key features of NPE 2020.

Recommendations on the basis of above findings:

On the basis of data analysis following recommendations can be given.

- 1) Comprehensive orientation sessions should be organized for the school teachers regarding NEP 2020.
- 2) There should be more TV programs regarding NEP.
- 3) Government and private organizations should prepare small booklets and provide them to teachers.
- 4) Teachers should be motivated to participate in seminars, workshops regarding NEP2020.

Conclusion:

Teachers were going to play a major role in implementation of NEP at grassroot level, they must have complete understanding of educational framework, policies, recommendation etc. When teachers understand NEP 2020 then definitely there will be effective implementation from them. *'The secret of success is to be ready when your opportunity comes!'* For Indian teachers' time has come to seize the opportunity and become makers of India's destiny.

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CHALLENGES IN NATIONAL EDUCATION POLICY 2020

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Abstract:

India has released the most comprehensive education policy after a long time of 34 years as National Education Policy (NEP) 2020. The focus of NEP is to make India as a Global Knowledge superpower. The education policies are always a visionary document for the country and this will also enhance the capabilities of students, developing and strengthening the skills, abilities, processes, and resources that will shape the future education of India. The NEP 2020 is more holistic, affordable, accessible, and equitable for the Indian education system, but besides these, various challenges are facing the Indian Education system which is discussed in this paper.

Introduction:

The National Education Policy (NEP) 2020 was launched on 28th July 2020 with a vision of India's New Education policy after three-decade. The present central Government has created a prestige issue for implementing this policy all over India. As we are celebrating AzadikaAmrutMahotsav i.e. 75th Years of Independence, the Implementation of NEP has become a vital part of this occasion. The NEP 2020 is emphasizes on five pillars affordability, accessibility quality, equity, and accountability. Dr. Kasturirangan, chairman of the committee to draft the National education policy has quoted, NEP 2020 could bring transformation changes to the Indian education system and it would be a futuristic approach and needs of our education system for the 21st Century with inculcate Indian values. Its focus is on creating a knowledge society by acquiring new skills, and lifelong learning for all regularly with a comprehensive goal to achieve elementary and higher education in India by 2040. NEP 2020 has emphasized reforms in school education, higher education, professional education, and lifelong learning with the integration of technology. It also focuses on regional languages with art and culture with vocational exposure.

NEP on Primary Education

The current 10+2 system will be replaced by a new 5+3+3+4 system corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively. It will bring the uncovered age group of 3-6

years under the school curriculum, which has been recognized globally as the crucial stage for the development of the mental faculties of a child. Vocational education will start from class 6 with internships. The NEP 2020 is considered as a mother tongue as a medium of instruction up to 5th class. The objective is to create a long-term impact on nation-building. It may create a reflective effect on the ongoing process of human resource development. The burden of learning a new language in childhood would be avoided by creating space to pursue other spheres of knowledge or learning other skills. Learning in the mother tongue could infuse a sense of ownership and pride in one's own culture and heritage in primary school children. Induction of other languages at a higher level helps for promoting multilingualism and national harmony. The school-level initiatives like VidyaPravesh, Diksha, Nishtha and NIPUP Bharat mission, help learning competencies, the repository of e-content and teacher training programme for secondary level teachers.

NEP on Higher education

Our Education system is very ancient and well-diversified, our Nalanda, Takshashila, Vallabhi, and Vikramshila were the best universities for world scholars. The multidisciplinary approach has been incorporated into the curriculum with HEI as a cluster system. NEP 2020 was conceived to raise the Gross enrollment ratio (GER) from the current 26% to 50% by 2035 in the higher education space. Also, 3.5 crore seats are to be added to higher education. Holistic undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certificates within this period. Multidisciplinary education and research universities (MERUs) will be established at par with IITs, IIMs to be set up as models of the best multidisciplinary education of global standards in the country. The higher education council of India (HECI) will have multiple verticals to fulfil various roles.

Efforts will be undertaken to set up a National recruitment agency for all government recruitment exams. The national research foundation (NRF) will be set up to boost research work in the country. A national accreditation council (NAC) envisaged as a single regulator for higher education institutions across the country will be established. The accreditation system was improved by the national accreditation board for education and training (NABET), the Quality Council of India (QCI). The curriculum should be a multidisciplinary approach including subjects like Indian languages, Indology, yoga, arts, music, history, culture, and modern India. These indigenous curriculums have global quality standards with social engagement. As education and learning have already moved to cyberspace due to the pandemic, digitization should be done on a priority basis. It has become of utmost importance to protect the privacy and security of each individual by using cyber security. The most thrust area is Research and development, NEP encourages innovation and innovative mindsets. There is a

need for a strong industry commitment and close intervention with academia for the industry-led skilling.

Challenges of NEP 2020

The word 'Policy' in the National education policy 2020 indicates that it is only a recommendation, not binding on anything or anyone. It is also noted that Education is in the concurrent list not in the union list; therefore the central government cannot impose the education policy on the entire country. As a result, Tamil Nadu state has opposed it. DMK Leader P Wilson said the NEP deprives the oppressed and downtrodden sections of society besides being against the concept of constitutional federalism.

- The Indian education system is having a huge diversity in every sector; therefore it is very complicated to implement the policy. There were more than fifteen lakh schools, more than twenty-five crore students and nearly ninety lakh teachers engaged in primary education. Our education system is the world's second-largest education system with multilingual and multicultural facets. As per the AISHE 2020 report, a growth of 11.4% in students enrollment in the last 5 years and 3.85 crore enrolment is seen in higher education in 2019-20. Thus the implementation of this policy in the whole of India is not a simple task. It must be considered and involved every state, region, district and block level in this process. The responsibility has to be shared with stakeholders of private sectors, state and district level institutions. It requires mobilizing adequate manpower to streamline all the stakeholders in transforming primary school education.

- Dr. Kasturirangan has pointed out that the Indian Government is very less funded the education sector since its independence. The education system is suppressed by bureaucrats and the institutions are also captured by politicians, in such a situation it is very impossible to see the innovation and ramp-up in the system. The internal bodies under the education ministry and other regulatory bodies are not working efficiently to promote the national education policy effectively. Critical thinking and experimental learning with a scientific attitude should be inculcated among the student instead of a rigid content learning system. The revolutionary change in the attitude of the people who are running the education system is essential. There is a need for orientation and capacity building programmes for the implementation of the policy. There is a need for drastic changes in the current infrastructure of the institutions and the ecosystem of the institutional structure. While adopting the NEP 2020 a future road map needs to be defined and overtake the current scenario of the system. There is a crucial role of regulatory bodies like UGC, AICTE, NCTE etc. to bring the rules and regulations.

- The Education sector is coming under the Centre as well as State-level policy. The NEP is drafted by the Central Government, now the implementation depends on the states and

their policies, So the cooperation between State and Central Government is play a vital role while implementing the NEP. The central government should follow the federalism and decentralization policy with all states and union territories. During the last few years, we have seen the relations between the central government with the state are not good. Therefore states may think that centre should not impose its policies on the state. Many oppositions ruled states have raised strong objections to the NEP provisions. The Tamil Nadu government has taken a decision is to not implement the NEP as it is, instead of they want revision on it, and other states may follow a similar path. Thus managing federal math is critical to the realization of the NEP.

- As we said earlier, educational institutions are run by various private sectors; they are not following the rules and regulations of the inclusiveness policy of education. The Right to education policy, reservation policy etc. are not properly implemented in these institutions. Such institutions are growing very fast and most parents are attracted to them, in such conditions, it is very hard to implement the NEP in such institutions. The Government aided schools/colleges are shutting down and the financial autonomy is given to the new institutions, so there is a chance of financial burden will on the parents while implementing NEP. Therefore Central and State governments should define the mechanism and private and government sector institutions should follow the policy in a parallel way.
- The availability of physical and financial resources plays a vital role in the execution of any policy. The infrastructural facility is not up to the mark in various institutions, there is a need to revamp it. The teaching faculties are not filled, many posts are vacant, and many teachers are working with very less salary, under such circumstances, how we can expect the change in the education system. NEP has suggested that the country should spend 6% of the GDP on the education sector. This is not a new decision, in the Kothari commission also same recommendation was given, but how much spend on education is the main issue. As per the World Bank report, the expenditure on education is limited to below 3.5% of India's GDP. In the year 2011-12, spending on education was 3.2% of the GDP, which stood at 2.8% in 2018-19. In comparison, Brazil spends 6.3%, South Africa 5.9% and the UK spend 5.4%. It is interesting to know that when the NEP was launched in India, in the same year the allocation of budget for education was very low. It was been reduced by 6% from 99311 crores in 2020-21 to 99224 crores in the year 2021-22, if such practices are seen by the government side, then how can we expect the future of our education.

Conclusion

The National education policy 2020 is another milestone in the Indian education system. It covers various aspects of education. It has been drafted in the view of a futuristic

approach and addresses various educational areas. Though the Indian cultural, linguistic and geographical diversity needs to revamp, this policy will help to join the cultural heritage to cyberspace. There are various challenges while implementing the policy, such as federalism, cooperation between state and central policy and cultural and linguistic harmony of various regions. We hope that our educationalists and policymaker will overcome the challenges and provide better, free education to all the citizens of India.

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NEW EDUCATION POLICY 2020 OF INDIA : A CRITICAL REVIEW

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Abstract :

Because education leads to economic and social advancement, a country's education strategy at the school and college levels must be well defined and futuristic. To make it efficient, many countries use distinct education systems that take into account tradition and culture and adopt different stages of their life cycle at the school and college education levels. The Union Cabinet of India approved the National Education Policy 2020 (NEP 2020) on July 29, 2020, which defines the goal for India's new education system. The 1986 National Policy on Education has been replaced with the new policy. In both rural and urban India, the programme provides a comprehensive framework for basic through higher education, as well as vocational training. By 2021, the strategy intends to completely alter India's educational sector. The administration confirmed shortly after the policy's announcement that no one will be forced to study any particular language, and that the medium of teaching will not be changed from English to any regional language. The NEP's language policy is intended to be a broad guideline and advisory in nature, with states, institutions, and schools deciding how to implement it. Education is a Concurrent List subject in India. Himachal Pradesh is the first state to put the New Education Policy 2020 into effect. By 2022, the national educational policy should be implemented in all Indian schools.

Keywords: National Education Policy, Teacher training, Indian Education, HEIs

Introduction

Change is the universe's unchanging and eternal norm. It changes from moment to moment here. The process of transformation affects every culture. The nature of society is for it to change. This is true of Indian society as well. Many social, economic, political, and other changes have occurred between the primitive age and the contemporary day, according to historical studies of Indian society. Change can be divided into two categories. The first are changes brought about by nature, while the second are changes brought about by humans. We have no control over natural changes. However, one can try to innovate by bringing changes to life and society through human change.

Currently, if there is to be any change in terms of societal growth, the education policy should be addressed first. The picture of education in every country reveals the government's priority for education and the extent to which it deals with it. Following India's recent drop in

the rankings of high universities throughout the world, it was expected that the government and the entire system would take meaningful actions to address the situation.

The Indian government chose to reform India's education strategy after 34 years, keeping in mind the country's overall development goals. The Central Government formed a committee under the direction of Dr. K.K. Kasturirangan in 2017 to design a new education policy. The Kasturirangan committee drafted the National Education Policy 2019. The National Education Policy 2020 was approved by the Indian government in July 2020. Prime Minister Shri Narendra Modi tweeted about the acceptance, and Minister of Human Resource Development "Shri Ramesh Pokhriyal Nishak" held a news conference to inform the people.

The Ministry of Human Resource Development has been renamed "Ministry of Education,". The Ministry of Education was renamed the Ministry of Human Resource Development in 1985. After the implementation of a new education policy in 2020, the Ministry of Human Resource Development was renamed the Ministry of Education. Former Prime Minister Mrs. Indira Gandhi's cabinet implemented the first education strategy in 1968. The second education policy was developed by the Rajiv Gandhi government in 1986, with minor changes made by the Narasimha Rao administration in 1992.

The National Education Policy 2020 (NEP 2020) is India's third education policy after independence. As a result, a 34-year-old education policy is currently in effect, but it is becoming inefficient as the situation changes. This is why, in the year 2019, the Ministry of Human Resource Development created a new education policy and solicited public feedback.

Why the need for change in pre-education policy?

- In the changing global landscape, reforms to the current education system were required to meet the needs of a knowledge-based economy.
- New education to improve educational quality while also encouraging innovation and research.
- In education policy, to ensure that the Indian educational system is accessible to people all over the world.

What is the new in education policy of India 2020?

The educational system will be corrected by 2030, according to the new education strategy of 2020. Instead of the current 10 + 2 model, the curriculum will be divided according to the educational system of 5 + 3 + 3 + 4. "We have tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to face the current and future challenges," says the new Education Policy 2020, which calls for Central and State Governments to invest in the education sector equal to 6% of the country's GDP in order to cooperate in the education sector. Access, capacity, quality, affordability, and accountability

are all guiding objectives in this policy. We have taken this field from pre-primary to higher education, as well as other areas connected to the broader environment" (K. Kasturirangan, committee chairman).

Provisions related to higher education

Under the National Education Policy 2020, the gross enrollment ratio in higher educational institutions is expected to rise from 26.3 percent in 2018 to 50 percent in 2020. In addition, 3.5 crore new seats will be added to higher educational institutions. The gross enrolment ratio is the percentage of the total eligible population who has enrolled in educational institutions. For example, if the total number of students in the age group eligible for higher education is 100, but 60 students apply, the admission ratio will be 60%. A Higher Education Commission of India will be established to replace the UGC for all categories of higher education except medical and legal education. It will be created a multidisciplinary teaching and research university comparable to IITs and IIMs. These institutes will be of the highest calibre. A general entrance test, administered by the National Testing Agency, will be required for admission to these programmes. It will be an elective for all students; there will be no mandatory subjects, and arts and humanities disciplines will be taught in technical institutions as well. There will be no arts, science, or commerce divisions. Students are free to choose any subject they like. All of the country's institutes, including the IITs, will take a holistic approach.

Four bodies of Higher Education of Commission (HECI)

- National Higher Education Regulatory Council (NHERC): This body will regulate higher education, including teacher education.
- General Education Council (GEC): This organisation will develop a framework for desired learning outcomes in higher education programmes, as well as work on standardisation.
- National Accreditation Council (NAC): These institutions are accredited and will operate primarily on the basis of basic principles such as public transparency, good governance, and results.
- Higher Education Grants Council (HGFC): This organisation funds research and development at colleges and universities.

In the National Education Policy 2020, there are multiple entry and exit points in the undergraduate programme. Students will be able to depart a three or four year undergraduate programme at various levels and will be awarded degrees or certificates as a result of this system. Certificate after one year, Advanced Diploma after two years, Bachelor's degree after three years, Graduate Certificate with research after four years, and so on. Students who complete a four-year degree will be able to complete a Ph.D. and an MA in one year. In the new

education policy, the MPhil programme has been eliminated. This policy will result in the formation of the Academic Bank of Credit. The digit or credit received by the students will be digitally recorded in this way.

Provisions related to online and digital education

National Educational Technological Farm will be formed to promote digital education. It will carry out the work of coordination for digital infrastructure, materials, and capacity building. With this, study and assessment technology along with teaching training is an important part will form.

- To ensure the preparation of alternative means of quality education, the Ministry of Education will become a dedicated entity for digital infrastructure, digital content, and capacity building to cater to the e-education needs of both school and higher education.
- E-content will be made available for study in regional languages.

Related to Advanced Education

Target to achieve 100 percent youth and adult literacy by 2030 has been done. Protection of linguistic diversity In the new education policy, many options have been kept regarding languages.

To boost digital education, a National Educational Technological Farm will be established. It will be in charge of digital infrastructure, materials, and capacity building coordination. Study and assessment technologies, as well as teaching training, will form an important element of this.

- The Ministry of Education will become a dedicated organisation for digital infrastructure, digital content, and capacity building to respond to the e-education demands of both school and higher education, and
- E-content will be made available for study in regional languages.

Related to Advanced Education

The goal of achieving 100 percent youth and adult literacy by 2030 has been met, according to Advanced Education. The safeguarding of linguistic diversity Many linguistic alternatives have been preserved under the new education policy. 5th and 8th grades Studying mother tongue or regional language as a study has been highlighted as a priority. Students will be allowed to study a foreign language starting in the ninth grade.

In the trilingual formula, at least two Indian languages will be required. Preference will be given to the state, region, and student of choice. In Mumbai, for example, students studying Marathi and English will be required to learn a third language. The choice of language in the educational curriculum will have no impact on any student; there is an option to read Sanskrit and other traditional and ancient languages.

Physical education is an important part of our lives. Along with student education, skills will be created under the new education strategy 2020. Horticulture, Yoga, Music, Dance, Sports, and Sculpture, among other subjects, will be taught to all children starting in the first grade. As a result, the new born is skilled in both physical and non-physical activities.

Challenges of National Education Policy 2020

1. Curriculum and Content

The NEP aims to change from a 10+2 structure to a 5+3+3+4 framework, with early childhood education included in formal education. Furthermore, the NEP 2020 focuses on decreasing curriculum content to allow for critical thinking and, as a result, developing persons with 21st-century abilities. To achieve these goals, all areas of the curriculum and pedagogy must be revised. Modifying the curriculum in accordance with the National Curriculum Framework is one of the hurdles in properly implementing these changes. Educators should also reconsider the learning content rubric and make necessary changes to textbooks.

2. Teacher Availability and Training

The policy calls for a rethinking of the educational curriculum. Schools and concerned authorities, on the other hand, must train instructors and grasp the pedagogical demands in order to achieve a smooth transition to the new education system. Additionally, they must shift the emphasis from teacher-centered to student-centered learning in order to build collaborative skills, critical thinking, problem-solving, and decision-making abilities in the children. According to a report, India would have over 250 million pupils enrolled in K-12 schools by 2030. To deal with the rising student population, we'll need approximately 7 million extra teachers. Experiential learning and concept-oriented education would be difficult in India because teaching is one of the lowest-paid professions. The execution of the NEP 2020 will be difficult until teacher compensation is altered.

3. Technology

The NEP 2020 places a strong emphasis on utilising technology to prepare students for the future. However, establishing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, and AR/VR tools to bridge gaps in physical teaching and laboratory facilities is a significant problem because the majority of schools lack the necessary infrastructure. Furthermore, the cost of constructing digital infrastructure may not be feasible for all schools across the country. Furthermore, adopting digital learning tools in remote areas of the country where Internet connectivity is almost non-existent is impossible. As a result, the government should endeavour to improve the basic infrastructure that will support digital infrastructure across the board.

4. Examination Structure

Instead of summative evaluation, the NEP emphasises formative assessment for learning. The primary goal of the new evaluation system is to encourage continual monitoring of learning outcomes. Continuous assessment, on the other hand, necessitates the deployment of novel evaluation methods and tasks by schools and teachers. These methods necessitate technological assistance as well as active participation from teachers and students. According to a research, the government operates 75 percent of India's 1.5 million schools. 'Budget private schools' account for roughly 80% of the remaining 400,000 private schools. As a result, implementing a continuous assessment framework at these institutions is a difficult undertaking.

5. It's a huge undertaking to open a university every week. In today's India, there are over 1,000 universities spread across the country. To achieve one of the policy's stated goals of doubling the Gross Enrolment Ratio in higher education by 2035, we will need to open one new institution every week for the following 15 years. It is undeniably difficult to open a university every week on a continuous basis.

6. When it comes to school reform, the numbers are no less frightening. The National Education Policy 2020 aims to reintegrate 2 crore children who are currently not enrolled in school. In any case, achieving this over 15 years necessitates the establishment of about 50 schools per week.

7. In the Covid age, funding is a major concern. This is not a challenge for the faint of heart in terms of funding. The National Education Policy 2020 calls for a rise in education spending from 4.6 percent of GDP to 6% of GDP, or INR 2.5 lakh crores per year. This money will be properly spent on expanding schools and colleges around the country, hiring instructors and professors, and covering operational costs like giving free breakfast to students. The fact that this policy is implemented at a time when the economy has been hammered by Covid-19-related lockdowns, government tax collections are abysmally low, and the fiscal deficit was large even before Covid complicates things.

8. The current focus on healthcare and the recovery of the economy is slowing down the execution speed. Despite the strain on the budget, economists have called for substantial stimulus packages totaling to double-digit percentages of GDP.

9. A big pool of qualified teachers is required.

The strategy envisions a major structural re-design of the curriculum in schools, which is a very positive move. However, in order to properly offer this curriculum, we need teachers who have been trained in and understand the pedagogical requirements. Many of the curriculum modifications necessitate significant mental shifts on the part of both teachers and parents.

10. A culture transformation is required by inter-disciplinary higher education. The

National Education Policy 2020's emphasis on inter-disciplinary learning is a good step forward in higher education. Universities, particularly in India, have been highly compartmentalised and departmentalized for decades.

Targets & Timelines

Here are the policy's main goals, as well as the dates for several of them: - By 2040, the complete policy will be in place. - By 2030, a 100 percent Gross Enrolment Ratio from Pre-School to Secondary School. - By 2030, teachers must be prepared for assessment revisions. - Learning standards that apply to both public and private institutions. - Mission: By Grade 3, all children will have mastered foundational numeracy and literacy. - By 2030, universal early childhood care and education will be in place. - By 2025, at least 50% of students will have received vocational training.

Conclusion

Every country's economy, social standing, technology adoption, and healthy human behaviour are all influenced by higher education. The National Education Policy of India 2020 is working toward this goal by enacting innovative policies to improve the quality, attractiveness, affordability, and supply of higher education by opening it up to the private sector while maintaining strict quality controls in every higher education institution. NEP-2020 is expected to achieve its goals by 2030 by encouraging merit-based admissions with free-ships and scholarships, merit & research-based continuous performers as faculty members, merit-based proven leaders in regulating bodies, and strict quality monitoring through biennial accreditation based on self-declaration of progress through technology-based monitoring. All higher education institutions with the current affiliation of affiliated colleges will grow into multidisciplinary autonomous colleges with degree-granting authority or become constituent colleges of their affiliated universities. The National Research Foundation, an independent organisation, will provide funding for innovative projects in the basic sciences, applied sciences, and social sciences and humanities. The higher education system will become more student-centered, allowing students to choose core and allied studies within and across fields. Within the policy framework, faculty members also have the freedom to choose curriculum, methodology, pedagogy, and evaluation approaches. These transformations will begin in the academic year 2021-22 and will last until 2030, when the first phase of transformation will be noticeable.

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21ST CENTURY SKILL**Dr. K. C. Rathod**

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Abstract

21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society.

Until the dawn of the 21st century, education systems across the world focused on preparing their students to accumulate content and knowledge. As a result, schools focused on providing literacy and numeracy skills to their students, as these skills were perceived as necessary to gain content and knowledge. Recent developments in technology and telecommunication have made information and knowledge ubiquitous and easily accessible in the 21st century.

“The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world.” In simple terms, 21st Century Skills refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.

Keyword: skills, academics, educators

Introduction

Since the early 1980s, a variety of governmental, academic, non-profit, and corporate entities have conducted considerable research to identify key personal and academic skills and competencies they determined were needed for the current and next generation.

The 21st century, education systems across the world focused on preparing their students to accumulate content and knowledge. As a result, schools focused on providing literacy and numeracy skills to their students, as these skills were perceived as necessary to gain content and knowledge. Recent developments in technology and telecommunication have made

information and knowledge ubiquitous and easily accessible in the 21st century. Therefore, while skills such as literacy and numeracy are still relevant and necessary.

The skills and competencies that are generally considered "21st Century skills" are varied but share some common themes. They are based on the premise that effective learning, or deeper learning, a set of student educational outcomes including acquisition of robust core academic content, higher-order thinking skills, and learning dispositions. This pedagogy involves creating, working with others, analyzing, and presenting and sharing both the learning experience and the learned knowledge or wisdom, including to peers and mentors as well as teachers.

- **Learning and innovation skills:** critical thinking and problem solving, communications and collaboration, creativity and innovation
- **Digital literacy skills:** information literacy, media literacy, Information and communication technologies (ICT) literacy
- **Career and life skills:** flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability

The skills and competencies that are generally considered "21st Century skills" are varied but share some common themes. They are based on the premise that effective learning, or deeper learning, a set of student educational outcomes including acquisition of robust core academic content, higher-order thinking skills, and learning dispositions.

The skills are geared towards students and workers to foster engagement; seeking, forging, and facilitating connections to knowledge, ideas, peers, instructors, and wider audiences; creating/producing; and presenting/publishing. The classification or grouping has been undertaken to encourage and promote pedagogies that facilitate deeper learning through both traditional instruction as well as active learning, project-based learning, problem based learning,

The twelve 21st Century skills are

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility
9. Leadership

10. Initiative
11. Productivity
12. Social skills

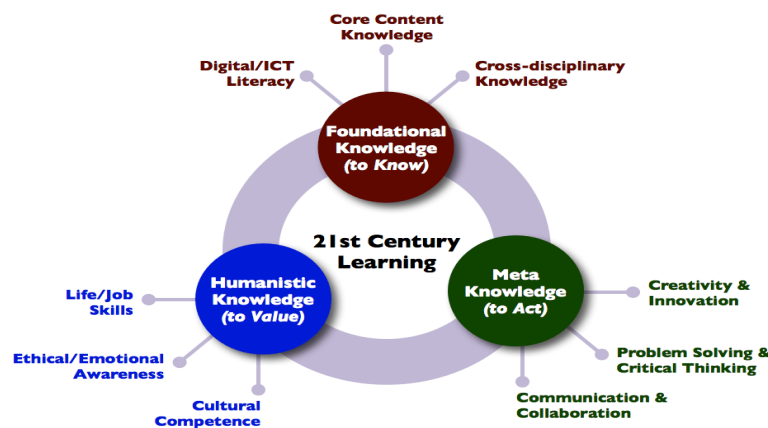
The report concluded that a high-performance workplace requires workers who have key fundamental skills: basic skills and knowledge, thinking skills to apply that knowledge, personal skills to manage and perform; and five key workplace competencies.

Fundamental Skills

- Basic Skills: *reads, writes, performs arithmetic and mathematical operations, listens and speaks.*
- Thinking Skills: *thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons*
- Personal Qualities: *displays responsibility, self-esteem, sociability, self-management, and integrity and honesty*

National Research Council

The National Research Council of National Academies, the National Research defines 21st century skills, describes how the skills relate to each other and summaries the evidence regarding 21st century skills. “21st century skills,” the National Research Council identified three domains of competence: cognitive, interpersonal, and intrapersonal while recognizing that the three domains while different, are intertwined in human development and learning.



The term **21st century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life.

Conclusion

The designs of learning environments and curricula have been impacted by the initiatives and efforts to implement and support 21st century skills with a move away from the factory model school model and into a variety of different organizational models. Collaborative learning environments have fostered flexibility in furniture and classroom layout as well as differentiated spaces, such as small seminar rooms near classrooms.

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SKILL DEVELOPMENT AND THE NEP : OPERATIONAL CHALLENGES FOR HIGHER EDUCATION INSTITUTIONS

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Abstract

The New Education Policy (NEP) launched in 2020 aims to usher in all-encompassing reforms in the education sector in India. This paper is focused on the components in the NEP that complement the skill development policy focus of the government, to harness India's demographic dividend and keep up with developmental trajectories in the 21st century.

The most important challenge before the policy-makers in India is to utilize the young talent and for that, the NEP is equipped with reforms in professional education to keep up with the dynamic job markets. In this view, this paper highlights some demographic challenges before the higher education institutions to make the reach for education more inclusive for all. At the same time, the paper also looks at existing skill gaps among the youth and other socio-economic barriers that tend to impact skill development in India.

“If my dream is fulfilled, and every one of the seven lakh (hundred thousand) of villages became a well-living republic in which there are no illiterates, in which no one is idle for want of work, in which everyone is usefully occupied and has nourishing food, well-ventilated dwellings, and sufficient Khadi for covering the body, and in which all the villagers know and observe the laws of hygiene and sanitation, such a State must have varied and increasing needs, which it must supply unless it would stagnate....

What, however, according to my view the State will not have is an army of B.A.'s and M.A.'s with their brains sapped with too much cramming and minds almost paralysed by the impossible attempt to speak and write English like Englishmen. The majority of these have no work, no employment. And when they have the latter, it is usually clerkships at which most of the knowledge gained during their twelve years of High Schools and Colleges is of no use whatsoever to them”

M K Gandhi (1938) (Quoted from R K Prabhu (eds.) 1959: 5).

Gandhi's writings reflect an anti-colonial view of the prevalent higher education training from his times. The trend however continued into 21st century India as well. Post-1990 India witnessed paradigm shifts in the political economy. Liberalisation has created new job markets for the aspiring youth to compete in.

The introduction of open markets, changing avenues for work, has had an impact on the cultural fabric of the country. Along with the traditional public jobs, there are also opportunities in white collar corporate jobs as well as the booming IT services sector. 45.9 percent of the youth surveyed in 2021 were found to be qualified as “employable” or “job-ready”. The most employable age-group in India was between 18 and 21 years. Students with technical skills, from engineering or management studies background were found to be more employable compared to BA students. India Skills Report 2021, a collaborative analysis from Mumbai based advocacy group, India Education Forum (IEF), All India Council for Technical Education (AICTE), Association of Indian Universities (AIU), United Nations' Development Programme (UNDP) and the Confederation of Indian Industries (CII) has highlighted these aspects about skill gaps and employability in India.

Demographically, India was a young country with a majority poor population in the 1990s. But population has potential, as we have seen in the East-Asian growth model. India too has had a potential for a skilled work force and complementary consumer markets.

The push for skill development has been a part of the policy trajectory for 21st century India. After the flagship schemes like the National Rural Employment Guarantee Scheme (NREGS) and Sarva Shiksha Abhiyan (SSA) in the first tenure, the United Progressive Alliance (UPA) government launched the National Skill Development Programme in 2009-10. The push for skill development has been a part of the government agenda, irrespective of the regime.

With the launch of the New Education Policy (2020) (NEP), there is a concrete roadmap to accomplish the task of skilling India's youth. The reform recommendations aim for a “holistic” development of the youth. It offers to empower students with flexibility in courses to enhance skill acquisitions. There is also a section dedicated to professional education. This aims to promote multidisciplinary studies for better professional skill acquisition. In the context of these breakthroughs in the policy suggestion under the NEP, this paper has the following objectives-

- To discuss the interventions required for implementing skill development via the NEP reforms.
- To understand the socio-economic complexity of Indian demographics which act as a barrier to skill development; and to highlight the challenges before the practitioners in implementing NEP reforms in the context.
- To show the policy reforms at various junctures in government's social sector policies

such as- Integrated Child Development Services, National Policy on Education, Skill India and MGNREGA schemes and how they form the backdrop to skill development requirement in Indian higher education.

Research questions :

1. What have been the education and skill development policy reforms in post-liberalisation India?
2. When research indicates poor outcomes at school levels, does that impact higher education and skill development?
3. How can higher education and skill development outcomes be analyzed in the context of capabilities and developmental state frameworks in Indian contexts?
4. How can NEP reforms help overcome barriers to achieve skill development goals in India?

Approach and analytical frameworks for this paper include using demographic data, educational outcomes and skill gaps in India. Education and skill development policies are examined in the context of the capabilities and human development approach. The central government's policies and reforms are highlighted in the backdrop of the demographic data. Capability approaches and developmental state frameworks for the 21st century stress upon human development as the main aim of the State's welfare policy. The paper discusses concerns in implementing NEP guidelines for skill development in this regard.

Skill Gaps and the New Education Policy 2019

The present policy debates on higher education and skills can also be examined under the recently announced New Education Policy (NEP) in 2019.

Poor access has been indicated as the main reason for low enrolment in higher education. The policy aims to increase the GER in higher education to 50% by 2035. As per the All India Survey on Higher Education report 2021, it was 27.1 percent.

In order to achieve better enrolment in higher education, the NEP has recommended reforms in regulation and accreditation, establishing more higher education institutions and restructuring the institutions according to specialisation of function- teaching, research- undergraduate or higher. It also emphasizes upon improving teacher-taught ratios at higher education levels and providing faculty development training for teachers.

As a practitioners from the field, here are some important observations from the authors about the students they have been teaching-

1. Poor articulation skills in students entering higher education
2. Lack of quality reading habits among young students

3. Low maintenance of infrastructure at universities and colleges, leading to lack of access
4. Lower employability among students pursuing university degrees in core subjects, compared to technical and professional courses

While the successive ASER researches have consistently shown low reading and numeracy skills among school students, these low skills are obviously getting transitioned to the higher education levels as well. There is an urgent need to analyse the impact of lack of articulation skills and devise pedagogic interventions for better skilling.

As students the young people tend to focus more on examination outcomes rather than reading. The examination system is based on the skills of students to fill up sheets of paper with relevant answers. Quality does not play a major role here rather an objective mention of facts in answers is enough to pass. Students prefer to read “study guides” that contain text in the form of questions and answers. Also, under-resourced libraries and limited technology infrastructure leads to poor access to better reading and learning resources. The policies of the State need to address these concerns and work out a regulating mechanism to keep a check on declining quality.

Undeveloped Human Capital: The Key Demographic Challenge in Education Sector Reforms in India

Planning for development after the liberalisation reforms was focussed on human development. The eighth plan (1992-97) that came after the liberalization reforms envisioned human development as its main goal. Human Development Index was simultaneously devised by the UNDP in the year 1990. This measured three aspects for the physical quality of life-health through life expectancy, education through years of schooling and per capita income. Gender equality was introduced as a component later in 1995.

In the beginning of the decade of 2000, India witnessed a high growth rate of GDP, but the absolute number of people living under the poverty line had increased to 407 million in 2004-05 from 403 million in 1993-95, according to the Tendulkar poverty estimates by the erstwhile Planning Commission.

As per the 2011 census data, India's working-age population of the age group 15 to 59 years comprised 197 million illiterate people. Out of these, 160 million people were living in rural areas and depended on agriculture and allied activities for their livelihood. Statistics from the 2011 census also showed that there were over 144 million farm labourers in India. With lack of basic capabilities and poverty, this population was the direct target of rural employment guarantee policies.

Primary education policies have been vigorously implemented across India in the post-

liberalisation period. But literacy still remains low- 26 per cent people were still completely illiterate in India according to the latest census (2011) reports, whereas in countries such as Brazil and South Africa literacy rates are as high as 91 and 94 per cent respectively. The Right to Education was also enforced in India in the post-liberalisation era. It was included in the constitution as a Fundamental Right in 2002 as Article 21A. This ensures legal protection for all children less than fourteen years of age excluded from access to primary education by making the provision of adequate access binding on the State. Gross Enrolment Ratio (GER) at primary level of schooling was almost 95 per cent after more than a decade of implementation of right to education as the government records from 2016-17 showed. This achievement has ensured enrolment, but little progress has been made as far as access to quality education is concerned. Also, at secondary school level (standard nine and ten or high school level), the GER was recorded at 79 percent and only 55 per cent GER was recorded at higher secondary level. Civil society organizations carry out quality assessments of school education in India whereas the government's assessment is limited to reporting achievements in terms of enrolment in schools. The *Annual Status of Education Report (ASER)* by *Pratham* conducts annual surveys to assess reading and mathematical abilities in children in regions across India. The thirteenth report- ASER 2018 was released in January 2019. Data from this report indicate that “of all children enrolled in Std (*sic*) VIII in India, about 73% can read at least a Std II level text. This number is unchanged from 2016”. The eleventh ASER report had assessed that about 52 percent children from the fifth standard could not read texts meant for children in the second grade. The twelfth report- ASER 2017, had focussed on the secondary school age-group of 14- 18 years too and the studies found that “About 25% of this age group still cannot read basic text fluently in their own language”.

Further, research by the *Young Lives Foundation* (based at the University of Oxford, UK) conducted longitudinal studies with Indian children less than twelve years of age engaged in domestic work (often paid). The research found that these children were statistically 70 per cent less likely to finish secondary school (Singh et al 2015). These cohorts will also face difficulty in competing for skilled jobs due to poor quality of learning and the fact that the employers would at least ask for high school or secondary school certificate as minimum qualification.

Comparative statistics for health and education with BRICS nations has show that countries such as Brazil, China and South Africa have much lower maternal deaths than India. India has been able to achieve little to combat undernourishment, even though policies such as ICDS have been operational for more than forty years now since 1975. India has the highest number of stunted children in the world. The Food and Agriculture Organisation's (FAO's) *Global Hunger Report 2015* had reported that India also had the maximum number of

undernourished people at 194.6 million.

These comparative statistics on health and education show how India is gripped with a problem of 'poor quality of human capital' in the words of Atul Kohli (2010: 500). Late industrialization as Chibber (2004: 13) calls it can also be attributed to low-skilled labour. And India's fragmented authority (Kohli 2004: 286) has been more occupied with maintaining its legitimacy among the masses. Heller (1999: 2) talks about agency among labour from his field in the southern Indian state of Kerala; he points out how literature on developmental state treats citizens as mere beneficiaries. In the most recent publication, titled *Development and Welfare Policy in South Asia*, (Chopra and Koehler 2014) Koehler has described all the South Asian states as *developmental welfare states*.

Literature on policy evidence is available from the erstwhile Planning Commission and reports from industry and civil society or NGOs have hinted at poor quality of education at lower levels of schooling and health and nutrition in India. The Annual Status of Education Report (ASER) evaluates learning abilities among the school children by conducting household surveys. And there are similar philanthropic organizations that have been evaluating education standards in offering interventions in schools and in the health sector as we have noted above too. The research from these civil society organizations are an important source of literature on policy failure in terms of access of schools, hospitals and service delivery logistics. Industry estimates and the Skill Development Ministry's reports have estimated on the highest skill demand for sectors such as construction, automobiles and textiles till 2022. Another important sector with a high increase in demand for workers is the unorganized (domestic or household) service workers. NITI Aayog has been endorsing development of export-led economic zones too. When the population at home is poor, obviously, consumption basket will be smaller and essentials will form a bigger proportion of the basket. Let us see further how poverty and socio-economic backwardness of the population affects employment and competitiveness in the economy.

Job Creation for Unskilled Demographics = Alienation of Labour Agency?

India has a literacy rate of 74% and her working-age population is comprised of 197 million illiterates in the year 2011 according to census estimates. Out of these, 160 million people live in rural areas. With lack of basic capabilities (Sen 2000) and poverty this population is compelled to work as casual labourers.

Those excluded from the benefits of high growth had to be brought under schemes such as MGNREGA and later in 2011 National Rural Livelihoods Mission (NRLM). In 2009, National Skill Development Mission was launched too- to train unskilled workers to compete for jobs in the market. To put it from the aspect of policy or planning, it was also the need of the hour for

the government to device a measure to employ the poor and excluded.

After the success of the scheme, in terms of delivering the promise of employment, job-guarantee became an important developmental tool in policy. The absolutely illiterate and “unskillable” cohorts, mostly the population in the working age group 15 to 59 years of age were the direct recipients of MGNREGA’s benefits.

As India’s economy liberalised, there were cohorts in rural India that were completely illiterate or “unskillable”. The main reason behind not opening up the economy immediately after independence from colonial rule was that because of extreme poverty India would not have been able to compete with the markets in the west. Even at the time of liberalisation, India’s demographics could not have matched the skilled work-force from in the global markets because of socio-economic backwardness. This work-force could only be employed as manual labourers. National Rural Employment Guarantee Scheme was launched by the Congress led United Progressive Alliance (UPA) government in 2004 after a nation-wide consultation.

MGNREGA, formerly NREGA, was the most important poverty alleviation intervention that the government of India introduced. It was launched initially as a scheme while the National Rural Employment Guarantee Bill 2004 was tabled in the Parliament and NREGA came into force in February 2006. It was important to enforce the right to work as a legal right to make employment guarantee an obligation on the part of the state and to grant a bargaining power to the labourers (Dreze 2010: 510-518). In the pre-liberalisation era, the state of Maharashtra had an employment guarantee scheme operational within the State since 1972-73. The Integrated Rural Development Programme (IRDP) was a micro-enterprise scheme for providing credit was also popular in the 1980s before liberalisation in India. But the scope of this scheme as pointed out by experts was limited because the poor had low debt-capacity. Implementation and monitoring costs were also high and subsidy loaning led to corrupt practices.

In 21st century India, MGNREGA has been a big respite for the unskilled and underemployed population in villages. It provides 100 days of labouring jobs locally to the people in their villages. It has been instrumental in fixing minimum wages for the labourers and reducing forced migration to cities in search for work. The government has also ensured transparency in the implementation of the scheme. Social audits are held at *panchayat* (rural local self-governments in India) levels regarding the implementation of schemes and grievance redressing for the labourers. Banking has been made accessible to MGNREGA workers and their wages are directly transferred to their accounts, minimizing the patronage and predation from the middlemen.

MGNREGA has provided employment for millions of poor families in Indian villages and has empowered women. Out of the total workers, fifty-six per cent were women as per 2016-17 estimates. The scheme has been successful in engaging women from rural India into

the workforce. Women employed under MGNREGA have also benefited in terms of financial inclusion by getting access to banking services. However, social norms, illegal or predatory contractors, lack of child care facilities or excessively physically demanding work in certain areas and delays in payments were identified as the biggest barriers to women's participation in MGNREGA (Khera and Nayak 2009: 49-50; Khera 2016).

While it is an important welfare intervention by the State for poverty alleviation, MGNREGA is not particularly targeted to improve the quality of human capital in India. It utilizes the demographic strength towards infrastructure-building and keeps an *unskillable* cohort of the population occupied in physical labouring jobs that don't require much training. With a large portion of the working population pushed into poverty and unskilled jobs, industrial growth will be difficult to achieve. Though, because of some opportunities, on a macro scale, India is becoming a market for cheap consumer goods.

Extreme poverty among the population poses a grim challenge to *skilling* the people that is often overlooked or underrated in policy circles and this aspect does not become a part of the popular political narrative of job guarantee or skill development schemes either. Studies have shown that extreme poverty and nutritional deprivation in early childhood years can impact cognition at later stages of life and may lead to difficulties in acquiring skills.

The Congress-led United Progressive Alliance (UPA) Government introduced the National Skill Development Mission in 2009. Relevant ministries of the government had a department for skill development and budgetary allocations were made towards it. In 2015 by the BJP- led NDA government with hyped propaganda, re-launched the scheme. A new ministry was created under and vocational programmes to skill the youth to fit the industry requirements have been organized. This mission provides training to young people with a Public Private Partnership PPP model. The industry demands for skilled workforce have been assessed after extensive consultations with the corporates. There are various short to medium term courses for the trainees to choose from and some of the programmes don't even require formal schooling; keeping in mind that many cohorts have been excluded from access to schools and even the jobs may not require the workers to have been schooled. The government of India, under the Skill Development Mission also gives certification to those who are semi-skilled workers and provides avenues for training. After the completion of training, companies hire the trained workers and the government also maintains a record of the placements. As per March 2018 estimates, the largest number of candidates under this scheme got placed in the apparel industry, followed by electronics and hardware and retail sectors, according to government records.

It may be imperative to re-think the quote from Gandhi, quoted at the start, in the context of Skilling the youth in villages. While this was a thought from the anti-colonial

movement, the agency of the individual as a worker is compromised when the State-market forces drive the narratives. As noted above, skill development policies are also dependent on market demands. Workers are being skilled and placed in jobs as per current sectoral demands. Any recession in the industries may compel these cohorts to lose their jobs and they may again be pushed into uncertainties of unemployment. NITI Aayog has been endorsing export-led growth models to promote industrial growth but that model comes with similar risks. In such a case, the State has to keep in mind a protection mechanism for the workers in case of market adversities.

Incremental Reforms in Education and Health Policies: The Vicious Trap Hindering Access and Opportunities for Indian Youth

Liberalisation introduced free markets, but the demographics of India were still backward in the 1990s. In 1993-94, shortly after the liberalization reforms the proportion of population below the poverty line was 50 per cent in rural India and 45 per cent overall. Over 328 million people in rural India were estimated to be living below the poverty line (BPL) in the 1990s. They were dependent on the state for access to basic healthcare and education. Crude indicators also showed illiteracy and poor health among the people in the period immediately after liberalisation. A liberalising State entering the 21st century, India's poor were unskilled, living in villages and could not have competed in the markets.

Two schemes for basic healthcare and education were operational before the 1991 reforms- Integrated Child Development Services (ICDS) and National Policy on Education, which was reformed into *Sarva Shiksha Abhiyaan* (SSA), meaning education for all.

Reports from Government of India ministries and related departments as well as the working group committee and steering committee reports from the erstwhile Planning Commission provide some perspective on what was planning for social welfare like under the five-year plans at various points of time. These documents help understand the processes of consultation and track the changes in the key stakeholder networks from before the launch of the liberalisation reforms in 1991. With NITI Aayog reforms the comparison of grey literature from the government and policy documents need to focus on specific health and primary education and poverty-alleviation programmes.

The reforms brought in were incremental and mechanisms for better stakeholder consultations and evaluations could not be evolved. Development narrative was still woven by the political agents- and patron-beneficiary relationship between the State actors and individual citizens who were the worst off in terms of development was kept intact.

The next set of policies expanding the State's commitment to social welfare was launched after a decade of the liberalization reforms. The fruits of the fast growth were only

concentrated in a few sectors- mostly services- and jobs were limited to the fast growth of the IT sector which used the services of the newly skilled, young cohorts of the workforce. When compared to similar countries, India's demographics still lag behind as noted above in the discussion. When one observes policy-making processes in documents released from for example, the NITI Aayog and its predecessor, the Planning Commission, they seem efficient and complete. But this is a top-down view. There are challenges from the field that these policy blueprints from the government do not address. For example, the physical infrastructure in public sector facilities such for service basic education and healthcare is often inadequate. Government-owned schools, *aanganwadis* and other healthcare centres and hospitals have limited and sometimes poorly maintained resources. Schools and medical facilities often do not have satisfactory buildings, furniture for students or teachers and beds in hospitals, sanitation facilities, toilets and other equipment may also be scant. Healthcare centres or hospitals and schools are also understaffed in many places. Remote villages especially do not have enough trained teachers or doctors and health workers. Absenteeism among staff from village schools and hospitals is also often reported across the country.

“The major reason was the lack of accountability among frontline service providers such as teachers, nurses and doctors, and the incentive structure in public services that dissociated reward and punishment from performance” (P. Chakraborty, L. Chakraborty and Mukherjee 2016: 174).

Another important aspect is the ill-informed agency of the citizens. Poor facilities and lack of infrastructure, unavailability of sufficient staff at schools and hospitals run by the government lead to public disappointment. People tend to often accept the poor services by the government and look for private alternatives- private schools and private clinics- instead of government-run facilities, wherever it is available. When government services are inferior, it often becomes a cultural rhetoric. The citizens tend to not demand better services but rather send their children to private school or look for private clinics for medical treatments. Evans (2010) has shown citing Heller's (1999) studies from Kerala as to how without adequate capacity, civic mobilization cannot achieve service delivery for welfare. Duflo and Banerjee (2011) have also demonstrated how top-down policy-making disregards field challenges for the grassroots workers in their studies.

When consulting for development of public infrastructure such as railways, roads or telecommunications, the pool of stakeholders consists of corporates, local lobbies, technocrats and contractors. But when consulting for welfare policy, the direct benefits go to the individual recipient. It is not possible to ask each person about his preferences, but for better efficiency in policy implementation, it is important to let the narrative of development be defined by the

people. And this can be achieved by better civic consultations at local levels.

Mass mobilisation in India keeps the electoral democracy alive but when it comes to the State's commitment to welfare, the civic agency goes unutilized in implementation and consultation. Development discourses and promises help setting the agenda for electoral gains (Mudde and Kaltwasser 2017). But it is difficult in practice to include citizens as active stakeholders when it comes to consultations for welfare policies. NITI Aayog and even the erstwhile Planning Commission have actively included civil society organisations and NGOs for stakeholder consultations for these policies in the working groups and steering committees. Often these organisations also get entangled in technocratic procedures like the government officials, the social workers and professional consultants have to also focus their jobs around their clients and donor management and the communities that they work with get side-lined in the process. Also, when NITI Aayog engages these organisations, the recommendations are not binding on policy decisions, as was also the case with the erstwhile Planning Commission. Niraja Gopal Jayal (2001: 43) has also pointed out inconsistencies in government policies when it comes to linking one crisis to another in her writings.

The Government of India, after multiple consultations, has started decentralising social welfare policies. The reform of NITI Aayog from the erstwhile Planning Commission has also taken place to address this decentralisation process that started after recommendations from the BK Chaturvedi Committee (Government of India 2011b) for restructuring of the centrally sponsored schemes. State-level and local-level network of governance in policy consultations and implementation has been affected since liberalisation policies were implemented in India. In 2015, the NITI Aayog was formed with the aim of better informed policy dialogues.

In conclusion, the policies discussed in this paper also reflect on how the State engages the people or the demographics into its development agenda and what is the distance between an ordinary citizen and the institute of policy planning placed in New Delhi. These schemes, from the Integrated Child Development Services to the Skill India Mission also can be used to understand the way the State views its contract with the citizens. These policies touch individual lives very closely. For the State to maintain its commitment to social welfare it is important to strengthen these policies at the grassroots levels and to promote a better informed discourse of technicalities that guide these policies. A similar challenge lies for the practitioners under the NEP recommendations. Along with skilling of teachers and improving teacher to students ratios, a sensitization towards making education more distributive is desirable.

Demographic statistics on health and education in India show the backwardness comparable to pre-industrial societies. Socio-economic exclusion at this scale also implies that this demographic cannot compete in skilled jobs markets. The State, in this situation has to act as a protector and a provider of welfare services rather than a patron as populist narratives tend

to make it. Consultation for policy needs to go beyond the free and fair elections that tend to create an illusion of agency for the citizens whereas the poor still remain beneficiaries under predatory institutions.

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21ST CENTURY SKILLS-AN OVERVIEW AND ITS IMPORTANCE IN LEARNING PROCESS

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Abstract:

Skills are crucial in setting learning objectives. 21st century skills have different zones to work with especially in learning skills, literacy skills and life skills. The importance of the learning skills is in the area of critical thinking which helps in the collaboration of the ideas which helps in excellent communication skills. In literacy skills, media, information and technology have tremendous impact. Also in the life skills, leadership and the productivity have a valuable contribution.

Keywords : learning skills, literacy skills and life skills.

Introduction:

21st century skills valuation is done under 3 skills such as learning, literacy and life skills. Learning skills begins with critical thinking. A teacher has a significant role in developing critical thinking by incorporating various teaching methods which stimulates the thinking process and also uses psychomotor skills. It is observed that the brain storming or open ended questions help a child to develop the critical understanding of the topic and even its subunits. The power point presentation or the story telling activities helps in the enhancement of creativity in the learning process along with improvement in the listening and reasoning skills. The tools like flashcards or learning by doing helps the students to improve the use of sensory organs, also it has a positive change in the learners who comes under category of visual learner or aesthetical learner who always believes in the live demonstration or instructions. Collaboration involves correlation of different learning subjects with each other. The use of sequence learning in the English subject such as grammar, letter writing helps an individual to develop the skill of sequential representation. Through different geographical areas briefing in the geography subject the student can understand the environmental science and also the importance of different global environmental issues. When a teacher teaches the subject with a demonstration the child grasp it as an event and stores it as information to be used whenever the event occurs. Through language learning and the activities like tell me more about or debates encourages the student to use the rules of communication effectively. Due to digitalization, students even of primary school onwards write the blogs on various social media platforms. Enormous online completions are conducted which gives the students freedom to

express. Nowdays due to learning in mother tongue has resolved the conflicts and difficulties in learning. Students are trained by giving various small activities under academics for improving communication skills for convert introverts to extroverts. The business communication, Phonics, Personality development, Language programming is designed for different grades and ages.

In literacy skills, a student is train how to use the online information for knowledge comprehension. As discussed earlier the online media, e-books, pdfs are available readily and free so a learner can access them anywhere and anytime. Due to advancement in technology the learner can use the traditional method of writing notes by typing it in his/her personal notes applications such as notepad or Ms-word. The concept of script writing, blogging, article writing and even adding creative bookmarks attracts the learner to write and read the content hassle-free.

In life skills, a leadership attitude development is focused at a prime stage. As a teacher it becomes a primarily duty to inculcate the leadership attitude by asking students to work in the teamwork for different projects or demonstration of practical. In NCC, the troop leader leads the group and gives them training to coordinate together with ease. In debates, the teacher trains the students to express individual thoughts or views confidently and to be pointor precise. Certain programs are initiated to create the awareness on the ongoing issues and problems which are socially faced. Vaccination awareness, Tree plantation, Save water, Awareness against health diseases, Plastic ban such topics are handled by teachers in a creative manner such as by conducting poster making completions or encouraging students topractipate in national and international level conferences to resolve the issues. The various training programs in 21st century are designed in such a manner which can develop the attitude of the social being especially the peace, empathy, and compassion, ethical. Teacher should make students flexible and make them to accept the things such as to acquire the new information or knowledge acquisition process can be started just by using the technology example asking questions on the Google. For making the learner more productive the computer assisted learning programs can be used where the student can learn new concepts or revise the taught content at his/her ease.

Certain strategies can be implemented for removing the grudges of how to use the 21st century skills in day to day life or in learning process. As a part of assessment, teacher can evaluate the literacy skill by giving certain ICT activities and then make a remark of the students progress in report card. Organising various teacher training workshop or seminar which discuss about the issue faced while using these skills in the classroom teaching. This will help to gain solutions on the problem faced.

Conclusion :

Thus, a teacher role as now progressed to mentor or guide due to development in the 21st century skills and it is the prime duty of an each one of us to get equip or make other equip for it.

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ASSESSMENT REFORMS IN NATIONAL EDUCATION POLICY 2020**Dr. Renu Bayaskar***Assistant Professor**P. G. Department of Education**RTM Nagpur University*

The present government announced the New Education policy 2020 which brings about several major reforms in education in India. Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure which includes 12 years of schooling and three years of Anganwadi and pre- schooling.

The National Education Policy 2020, which approved by the Union Cabinet of India on 29th July 2020, outlines the vision of India's new education system. There are nine key chapters from a practitioner's perspectives. The new policy replaces the previous National Policy of Education, 1986.

K. Kasturirangan, an eminent scientist who steered the Indian space programme as chairman of the Indian Space Research Organization (ISRO) for nine years, was the chairman of committee for Draft National Education Policy.

Dr. K. Kasturirangan said India's New Education Policy 2020 provides end-to-end educational roadmap for the country. While speaking at Bengaluru Tech Summit 2020, eminent scientist NEP 2020 could bring transformatory changes in India's education system as stated by Dr. K. Kasturirangan explained. He said it would align the country education system with the needs of 21st century while remaining rooted to India's value.

There is change after 34 years gap in the education policy in India, Universalization of education in India is also the aim of New Education Policy 2020. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic.

New Education Policy 2020 announced Right to Education until class 12 age of 18 years, 50% Gross Enrolment Ratio by 2035, while adding 3.5 crore new seats to Higher Education Institutes. It also renamed Ministry of Human Resource Development (MHRD) as Ministry of Education. Main aim of New Education Policy 2020 is holistic development of the students from a very young age. There is no distinction between curricular, co-curricular or extra-curricular. Emphasis on mother tongue till class 5, Kasturirangan shared that 220 languages over 220 languages over the 50 years and that is why NEP emphasizes promotion of

local languages and learning and teaching of Indian languages in schools and higher education institutes. It also suggest activity –based learning below class 2 and introduction of subjects between classes 3 to 5, coding and internship in class 6 and flexible choice of subjects in classes 9 to 12. To attain 100 percent Gross Enrolment Rate in school education by bringing two corer dropout students into the flow of mainstream school education is also the aim of New Education Policy. There is also provision of equitable and inclusive education.

Introduction of vocational educational training at younger levels and calls out the need for furthering a culture of innovation and highly skilled workforce.

Under National Education Policy 2020 a common National Profession Standards for Teachers (NPST) will be developed by National Council For Teacher Education by 2022. The development done will be in consultation with NCERT, SCERT, teachers and other experts. The NEP 2020 IS hoping to carry out NPST by 2022 .The new standards is expected to guide a teacher's role at different stages. In NEP 2020 a new National Assessment Center PARAKH will be set up as a standard setting body.

As per the reports, PARAKH will not only help states in providing standardized quality assessments but also will help in providing data at regular intervals to improve quality. The NEP 2020 highlights the need for evaluating the higher skills like analyzing, critical thinking and conceptual clarity which will enhance the core competencies and thereby reduce academic pressure and the need for coaching classes.

Radhakrishnan commission, Mudaliar commission and Kothari commission have laid a major emphasis on the need for revamping students' assessment through examination to bring quality and confidence in the system of education.

National policy of Education 1968 recommended for a shift in the focus of evaluation from certification to improvement in learning. NPE 1986 introduced continuous and comprehensive Evaluation, use of grades in place of marks.

New Education Policy 2020 emphasizes on transforming assessment for optimizing learning and development of all students with a focus on regular ,formative and competency based , promoting learning and development of students , focuses on assessment for learning, test higher order skills ,helps entire schooling system in revising continuously teaching-learning processes to optimize learning completely redesigned by states / UTs under the guidance from PARAKH,NCERT,SCERT. It will include progress f the child in Inquiry –Based Learning, Quiz , Role play ,Group work , Portfolios etc. It should be multilayered and multi sources, 360 degree multi dimensional report card for all students and link home with school. It should be Cognitive, Affective and Psychomotor self assessment, assessment by teachers, peer assessment and assessment by parents.

Objectives of National Assessment

The norms, standards and guidelines for assessment and evaluation are set by the Center which is a standard setting Body under Ministry of Education. Second is Guiding State Achievement Survey, conducting National Achievement Survey (NAS) is the third and fourth objective is monitoring learning outcomes in the country.

There is also the provision for gifted students with special talents. Some supportive practices are to encourage gifted/talented students to pursue realm beyond the general school curriculum.

Project based clubs to be encouraged and supported at all levels of schools. Efforts for intervention in rural areas and in regional language to ensure wide spread participation. Extensive use of technology to encourage gifted students. Olympiads are competition in various subjects to be conducted in the country. It is now a days regular practice in most of the school. NCERT and NCTE will develop guidelines for education of gifted students and B.Ed. program to allow specializations in Education of gifted children.

Main things which are recommended by the NEP2020 for implementation are precaution of new assessment patterns for all stages of school education. Building a culture of formative and adaptive assessment in schools, preparations of question banks for competency based items that test higher order skills. Renaming of compartment exams as "Improvement exams" and strengthen these exams and make them low stakes by CBSE and other boards of Assessment.

National Testing Agency will work to offer a high quality common aptitude test as well as high quality common subject exams in science, humanities, languages arts and vocational subjects at least twice a year. Serve as a premier, expert, autonomous testing organization to conduct entrance exams for undergraduates and graduates' admission and fellowships in higher education. Universities to use these common entrance exams, thereby drastically reducing burden on students, universities and colleges and the entire education system. Individual universities and colleges shall have the liberty to see value of using NTA assessments for their admission. Preparation of common norms, standards and guidelines for assessment and evaluation for secondary education in alignment with NCF-2020 for all boards of assessment.

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GOEIIRJ

YOUTH'S PARTICIPATION IN NATION BUILDING

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INTRODUCTION:

The youth play a crucial part in the development of a country. It has the ability to aid a country's development and success. Swami Vivekananda said that 'My faith is in the younger generation, the current generation, and out of them will come my workers. This phrase expresses the potential impact of youth on society. More than 60% of Germany's young contributed to Germany's victory in the First World War, for better or worse. The quest to make the first human walk on the moon included more than 80% of the youth who helped plan the entire expedition. Similarly, Indian youth played a vital part in liberating our country from British control. The kids have the ability to alter the course of history. We have the capacity to make the world a better place to live when the youth are united, but we also have the power to destroy when we are divided.

As we all know, half of the world's population is currently under 25 years old, with 1.8 billion people aged 11 to 25. This is thought to be the world's largest youth generation. Many countries, including Sweden, Japan, and Germany, have already begun to benefit from the youth by providing chances in various fields. The bombings of Hiroshima and Nagasaki in Japan occurred more than 80 years ago. Any country would be saddened by the loss of life and destruction that occurred during that period, but Japan did not give up, and through the decades, the Japanese government has begun to invest in the youth, and the investment they made at the time is now paying off. More than 80% of Japan's youth are accountable for the country's economic growth.

NATIONAL YOUTH POLICY, 2014:

In 1985, India developed its first national youth policy and established a distinct Ministry of Youth Affairs and Sports. In 2003, the first national youth policy was replaced by a new one. In 2014, a new national youth policy was adopted in the context of globalisation and the information, communication, and technology revolution.

The National Youth Policy of 2014 said that "To empower youth to reach their full potential, and through them, help India to take its rightful place in the community of nations,". The Indian government believes that young people should be "active drivers" of development rather than "passive receivers." For the holistic development of Indian youth, the National Youth Policy of 2014 proposes the following core and sub-areas:

- A. **Create a productive workforce**
 - * Education
 - * Entrepreneurship
 - * Employment and skill development
- B. **Develop a strong and healthy generation**
 - * Health and healthy lifestyle
 - * Sports
- C. **Inculcate social values and promote community service**
 - * Promotion of social values
 - * Community engagement
- D. **Facilitate participation and civic engagement**
 - * Participation in politics and governance
 - * Youth engagement
- E. **Support youth at risk and create equitable opportunity for all**
 - * Inclusion
 - * Social justice.

The above mentioned priority areas for youth enrichment are directly related with human resource development which ensures a strong nation with international brand image. Recent policies, programmes and schemes of Government of India including Skill India, Digital India

NATIONAL INTEGRATION THROUGH ART, CULTURE AND SPORTS:

Since ancient times, the primary essence of Indian civilisation and culture has been unity in variety. Similarly, the rich and enticing folk art, folk music, indigenous culture, enormous spiritual power, social and human values, and independent village life can all be detected with ease. Art, culture, athletics, and spiritualism, for example, played a distinctive role in the general development of human beings in Indian society.

The Indian Railways and Indian Armed Forces have played a critical role in national integration and the sense of belonging to a single country. In recent decades, sports including Indian hockey, Hindi cinema, All India Radio (Akashvani), Doordarshan, and cricket, among others, have performed admirably in this regard. At the world level, young players from tiny towns and isolated areas are successfully transforming the face and fate of Indian games and sports. Achievements, recognition, and a trustworthy image all contribute to the development of a nation. Because athletic activities necessitate vigour, energy, and excitement,

FUNDAMENTAL DUTIES AND YOUTH:

The Article -51 A was incorporated into the Constitution of India in 1976, after the recommendations of the Sardar Swarn Singh Committee and through the 42nd Amendment to the Constitution of India. Citizens were originally granted ten Fundamental Duties. According to this constitutional provision, - **It shall be the duty of every citizen of India –**

- a) to abide by the constitution and respect its ideals and institutions, The National Flag And The National Anthem;
- b) to cherish and **follow the Noble Ideals** which inspired our national struggle for freedom;
- c) to uphold and protect the **Sovereignty, Unity And Integrity of India;**
- d) to **defend** the country and render national service when called upon to do so;
- e) to promote harmony and the spirit of **Common Brotherhood** amongst all the people of india transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- f) To value and preserve the **rich heritage of our composite culture;**
- g) to protect and improve **the natural environment** including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- h) to develop the **Scientific Temper, Humanism And The Spirit Of Inquiry And Reform;**
- i) to **Safeguard Public Property** and to adjure violence;
- j) to strive towards **Excellence In All Spheres** of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement; in the year 2002, a new fundamental duty was inserted in the constitution through the 86th constitutional amendment, Act following was added as the **11th Duty Of** the indian citizens-
- k) parent or guardian to provide the opportunity of education to his child or , as the case may be ward between the age of six years and fourteenth years. These Fundamental Duties are directly affecting the process of nation building, national integration, democratization of administration, good governance, sustainable development and a just and knowledge society. educated and committed youth can ensure effective implementation of these fundamental duties.

SCIENTIFIC TEMPERAMENT AND YOUTH:

As previously stated, cultivating a scientific mindset is a vital responsibility of every Indian citizen. Every year on February 28 (the day is dedicated to Nobel Laureate Sir C.V. Raman's discovery of the 'Raman Effect' on February 28, 1928), India commemorates National

Science Day to promote scientific attitude among society in general and youngsters in particular. Scientific temper is widely considered and recognised as a way of life for individuals and societies that use the scientific method, which includes inquiring, observing physical reality, testing, hypothesising, analysing, and expressing facts and objects in a systematic manner. It mostly entails the application of reasoning. Arguments, conversations, and analyses are essential components of a scientific mindset, as are fairness, equality, and democracy. Few examples include the mushrooming of so-called religious and scam Babas, communal rioting, ethnic violence, increased trust in earthquakes (roadside physicians), and so on.

CONCLUSION:

Famous scholar of Public Administration Fred W. Riggs has described developing society as ‘sala model’ which is mainly characterized by formalism, heterogeneity and overlapping of tasks and structures. Indian transitional society is also suffering from barriers and taboos of religion, language, region, caste, class, sex and other socio-economic issues. Regional imbalance is a grave matter for policy makers. **‘The Indian Youth Development Index and Report-2017’ (released on November 13, 2017)** reveals that still there is a wide gap between various human development indicators amongst the states of India. It is generally believed and experienced that Indians always prove themselves as the best policy, plan and law makers, however when it comes the execution part they face the ‘*Achilles*’ heel’ situation. If we look at the progress of science and technology field in the country it is far beyond our imagination while the social sector is still neglected. Can you believe that about 2700 youth lost their lives per year in India while taking ‘selfies’ or crossing roads or railway lines during cell phone interactions. It is highest rate in the world. There is huge list of diseases occurred due to constant use of cell phone, desktop or laptop for online chatting. Use of social media and being online has destructed health, daily routine, relationships, creativity, discipline, and writing- reading habits of youth. They are just becoming unaware of bitter and actual aspects of human life. Whenever, we think about the power and potentials of Indian youth we always recall Swami Vivekanand for his contribution in building the international image of India as well as oxygening the hopeless Indian society in late nineteenth century.

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A STUDY OF THE EFFECTS OF THE NEW EDUCATION POLICY ON STUDENTS' MORAL ATTITUDES THROUGH HIGHER EDUCATION

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Summary

Economic development alone does not have importance without social development. Otherwise, although the development appears externally, it is uneven and deceptive. Considering the full draft together, the issue of "commercialization of education" is also being highlighted. According to the Global Inequality Report, India accounts for 57% of the gross national income of the upper 10% of the population and a mere 13% of the lower class. But the level of education among the children of Dalits, Adivasis, minorities, child laborers, carpenters and construction workers, women, nomadic society, Devadasi, and women in prostitution is basically negligible. It does not appear in the policy that it has made bold or underlined provisions for these areas. Special attention has not been paid to schools, hostels, scholarships, etc. for the children of prostitutes in the big suburbs. Even today, primary and secondary education is dependent on the work and kindness of social organizations. In the details of the policy, under the issue of 'School Education', emphasis has been laid on the NGOs even where there is also a lot of suspensions and dropping out of students. There has been no mention of any provision for higher education.

According to the research presented, the findings- -

If the gap of inequality continues to widen, employment, prosperity, holistic development of society and individuals will not be achieved. That leads to dissatisfaction. "A full stomach suggests philosophy." According to Maslow's category of needs, meeting basic needs alone is not the key to development. Philosophy alone cannot cultivate human beings. A knowledge-based society alone cannot meet all the criteria of development. Social and economic equality is of utmost importance for it.

Key Words : Availability, Equality [Equality of Educational Opportunities] Quality of Education

Introduction

Educational development is important for the development of the individual, society, and the country. The goals of education are far-reaching. They are related to the constitution of the country. The Constitution of India has accepted important constitutional principles or values such as freedom, equality, fraternity, and secularism. Through education - values such as

character building and promotion, individual and social development are to be achieved, but the foundation of all such values is social and economic development. Economic development alone does not have importance without social development. Otherwise, although the development appears externally, it is uneven and deceptive. In India, the Ministry of Human Power Development and Education Policy carries out important tasks through which the Education Policy is having a good and bad effect on the development of the individual and the development of the country. The new National Education Policy 2019 has been formulated and it has actually started to come into action now. Under this policy, the following issues have been highlighted - "bringing out radical changes in the higher education system, creation of world-class educational institutions across the country, raising the gross enrolment ratio to at least 50% by 2035." This shows that the purpose of the new education policy is to create world-class education. Considering the full draft together, the issue of "commercialization of education" is also being highlighted.

The need for research

Given this background, since India is made up of many different states, there is diversity in terms of religion, language, geography, etc. Along with cultivating a sense of national integration, justice should be done to every element keeping in mind these characteristics. Given the social background of India, there are still different classes like Dalits, Adivasis, Nomads, Vimukta, etc. where the literacy rate among them is very low and there is a lack of higher education. Until today, it has not been possible to bring women and girls into the stream of education in the true sense of the word, especially in higher education. At the secondary level itself, the rate of 'adjournment and dropping out of students' is very high. In this country, the problem of lack of education among a large number of laborers, prostitutes, devadasis, child laborers, children in juvenile crime and slum areas, sugar workers, children of construction workers, out-of-school children, children of seasonal and permanent migrant families are serious. Due to Covid Pandemic and the financial crisis, the government spending more on the health sector naturally led to a reduction in expenditure on the education sector, and now the "Russia and Ukraine war will also have a shadow on the economy and alternatively on the education sector in the coming days. There are even new challenges in how to rehabilitate 20,000 students who have returned home from Ukraine! The government has no plans to increase spending on education so far. The new Education Policy 2020 will definitely be a guiding light. The objective of this policy is to address various educational needs, structural inequalities, and problems in preparing students for the future in view of the new challenges of the new age. At the same time, it seeks to meet the most challenging task of addressing many of the crises in the education system.

The implementation of this policy will be focusing on bringing the vast population of India into the mainstream of education and thereby creating innumerable employment opportunities. In this context, it is important for the researcher to examine how the 'new national education policy is capable of and is it practical in achieving the traditional policies associated with education as well as equality, secularism, supreme and holistic personality development and the values presented through higher education. Because these values can only be embedded if higher education provides opportunities for equality, high-quality employment, secularism, and supreme personality development. The success of the new education policy will depend on the approach taken for higher education in the new national education policy and how the highly educated students will be developed as educated and responsible citizens.

According to the AISHE 2019 report, a total of 3.74 crore students are enrolled in India's higher education sector in nearly 1000 universities, 39,931 colleges, and 10,725 autonomous institutions. Implementing this new education policy will be a difficult task for all stakeholders at the state, district, and taluka levels. Creating a sense of shared responsibility and ownership among the various stakeholders in the diverse states as well as at the district level will be a major challenge for the Ministry of Education. Most importantly, the successful implementation of various initiatives will require sufficient resources in the coming decades. In this context, in order to achieve the objectives of the new policy as stated in the policy, the country will have to increase public expenditure on education up to 6% of GDP. This is going to be a difficult task considering the promises made in the past and their actual fulfilments.

For example, the National Education Policy of 1968 recommended raising public spending on education to 6% of GDP. However, public spending on education has not gone beyond 3% in the last four decades. Surprisingly, spending on education was the lowest in the year the new education policy was introduced. Expenditure on education has come down from Rs 99,311 crore in 2020-21 to Rs 93,224 crore in 2021-22.

The Covid pandemic and the financial crisis have led the government to shift spending on health care, which in turn has led to a reduction in spending on education, and now the war between Russia and Ukraine is set to hit the economy and, parallelly, education in the near future

It is very important for every person to have the right to education and higher education to be free from exploitation, injustice, and misery and to attain happiness and prosperity. For this, the National Education Policy is a mirror of development. It is important to check not only the paperwork but also how feasible it is and whether it is capable of developing the last person at the grassroots level. It is necessary to study all these incidental details of how and for whom. "Otherwise the development of a handful" is misleading. Therefore, it is imperative that this future educational development be based on equality, a comprehensive

study of how that development is taking place, whether its targets will be met or not, how its quality will be, and who will be responsible for it. It will be useful only if there is coordination among these elements and satisfactory fulfilments of these elements.

Problem Statement

"A Study of the Impact of Higher Education on the Ethical Perspectives of the New Educational Policy on Students."

Objectives

1. To find out the effects of the new National education policy on the moral attitude of the students through higher education.
2. To examine past outputs and conclusions of the previous educational policies

Assumptions

1. Due to the new educational policy, appropriate moral effects will be brought on the highly educated students through higher education.
2. As the new educational policy has a proper moral effect on the highly educated students through higher education, it will actually help in realizing the democratic values and the overall values of education.

Research Hypothesis

The new educational policy will have the right moral impact on the highly educated student through higher education.

Alternate Hypothesis

The new educational policy will not have the right moral impact on the highly educated student through higher education.

Functional Definitions

Availability of educational tools, the right to education is assessed with the help of 4A which emphasizes that in order to make education meaningful, it must be AVAILABLE, ACCESSIBLE, ACCEPTABLE, and ADAPTABLE. The RAPPORTEUR was developed by TOMASEVELS on the right to education.

1. ACCEPTABILITY

Government-funded education should be universal, free, and compulsory. There should be adequate infrastructure and facilities, adequate books and literature for the students where they learn.

2. ACCESSIBILITY

All children should have accessibility regardless of gender, caste, religion, ethnicity, social or economic status. If the school is not located within a reasonable distance for the children in the community, transportation should be provided especially to those who are from rural areas. Special children have the right to education too.

3. ACCEPTABILITY

The education imparted should be non-discriminatory, relevant, and useful to all students. The method of teaching should be impartial and the materials available should reflect a broad set of beliefs and ideas. Emphasis should be placed on cleanliness and safety in the school. Teachers should be professional.

4. ADAPTABILITY

Education activities should be flexible and adaptable to social change and needs. Schools should adapt to religious or cultural values, and provide adequate assistance to children with disabilities.

B. Equality of Educational Opportunities: "Equality of educational opportunities means the provision of education for all irrespective of religion, caste, creed and gender, and place in the equality of educational opportunities." This is the seed of the economic development of society.

C. Educational Quality: The quality of education means not only the intellectual development of some children but the overall development of children from all socio-economic backgrounds and also of students with special physical or mental conditions. Attention given to children in school is another aspect of quality. This means that the teacher should not be limited to giving individual attention to each student but the teacher's 'pedagogical attention should be on the children. Academic quality is the process of developing the various latent skills in an individual by creating closeness between the available opportunities and resources.

D. Availability at affordable prices: Education should be available at affordable prices for students of all levels.

E. Accountability: both the government and the society should take care and guarantee that education has all the above qualities.

Scope & Limitations of the research subject

Scope: The scope of this research is to clarify from the available data.

Limitations: Due to lack of time, only data available on the Internet is considered for this research, this is the limitation of this research.

Research Methodology:

Desk Research is the method used for this research.

Procedure:

Research conclusions are drawn by analyzing the data available on the Internet.

Analysis of Data:

National Education Policy 2020 will be implemented in the country after 34 years with a belief that such an education policy would go a long way in creating a 'new India' and would lead to radical changes in the education system, equal justice, and equal opportunities for all. However, questions remain unanswered as to how the Dalits, Adivasis, the underprivileged and the minorities will get inclusive education through a policy that does not represent a particular ideology. People are currently highly educated. The new education policy is to make education more expensive and make it the right of a certain class. This will increase the number of communities dropping out of quality higher education. According to the Global Inequality Report, India accounts for 57% of the gross national income of the upper 10% of the population and a mere 13% of the lower class. But the level of education among the children of Dalits, Adivasis, minorities, child laborers, carpenters and construction workers, women, nomadic society, Devadasi, and women in prostitution is basically negligible. It does not appear in the policy that it has made bold or underlined provisions for these areas. Special attention has not been paid to schools, hostels, scholarships, etc. for the children of prostitutes in the big suburbs. Even today, primary and secondary education is dependent on the work and kindness of social organizations. In the details of the policy, under the issue of 'School Education', emphasis has been laid on the NGOs even where there is also a lot of suspensions and dropping out of students. There has been no mention of any provision for higher education.

Another important point is that the implementation of the new education policy depends on the capacity of countries, states, and governments. India's education system lacks funding, the entire system is based on bureaucracy and there is an unfavourable environment in the education system for new ideas and growth potential. The draft committee headed by Kasturirangan has pointed out.

The state of Tamil Nadu has followed the role of non-implementation of the new education policy. If other states take a similar stance, the Centre's concern may increase. Therefore, the future of the new education policy will depend on how the federal equations are handled by the centre.

The fourth important point is that the role of the private sector will be important in terms of this policy. About 70% of the institutions of higher learning in India are private. About 60 to 70 percent of the total students are pursuing higher studies in private institutions. The fact that the private sector provides financial resources and innovative ideas cannot be ignored. Schools run by the Zilla Parishad, municipal schools, and small private educational institutions are closing today. For this, while implementing the new education policy, the government will face an important challenge of 'providing basic facilities'. Even today, higher education is unaffordable for the rural masses and the urban poor. In such a situation, what will happen to

the higher education of Dalits, Adivasis, minorities, children, child laborers, carpenters and construction workers, Bahujan women, nomadic society, Devadasi, women in prostitution? There is no record of some laborers and community members in India, their children cannot be traced. Even so, many NGOs are working to bring these children into the mainstream of education by running residential schools for these children. But the government should take the initiative to address the issue of education of the children of migrant workers, who accounts for about 7 million. But only 4% of the total national income is spent when it is expected to be 6% on Education. It also does not mention how the problems of the deprived groups will be solved. Needless to say, there will be no reservation in the hundreds of foreign universities that are planned. If there is a need for competent backward students to compete with all of them or to make donations, then it is very unfair to think of constitutional equality and social justice in the limited sense of educational equality and educational justice. Therefore, it is doubtful that the objective of increasing the gross enrolment ratio to 50 percent in policy will be achieved successfully. It can be said that it is baseless in the given situation.

The report, which initially said that education is not a commodity, ultimately encourages private institutions to invest in the education sector. Therefore, in order to achieve the expected policy objectives in this area, it is important for the government to increase investment in higher education, not reduce it. Otherwise, the monopoly on higher education (still existing and prominent) of the twenty-five percent class in India today will be widened and the gap between the new higher education will widen. It is safe to say that this policy has not been adequately considered

Currently, there are rich educational institutions that have a monopoly on educational materials. It is important not only to admit 50% of the backward class children but also to treat them with respect. In an agrarian country like India and in a country of skilled artisans, very few were born to take the side of farmers and artisans. The fact that the Kasturirangan report made some selective changes in agriculture and vocational education cannot be ignored. Globalization of the option of open education available at higher levels can create a multi-faceted educated class in the future, so this improvement is welcome. If many important things are not guaranteed by law, they will only be left out on paper forever. Although the report lauds Indian ancient culture, language values, etc., it is a matter of research as to what will be achieved in the end.

Conclusion

No matter how good the new national policy may sound from the information presented, it does not seem to be taking any concrete steps to make the principle of equality a reality, considering the Indian social structure. If the gap of inequality continues to widen,

employment, prosperity, holistic development of society and individuals will not be achieved. That leads to dissatisfaction. "A full stomach suggests philosophy." According to Maslow's category of needs, meeting basic needs alone is not the key to development. Philosophy alone cannot cultivate human beings. A knowledge-based society alone cannot meet all the criteria of development. Social and economic equality is of utmost importance for it.

Although the policy is incorporating ancient traditions, ancient values, philosophy, etc., history is being revisited in the present times. It is an open secret that privatization, internationalization, autonomous universities will lead to the spread and development of higher education up to the social and grassroots level.

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INCLUSIVENESS AND NEW EDUCATION POLICY

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Abstract:-

In recent years, India has shown a significant increase in education, especially in terms of education infrastructure and student participation. The Right to Education Act of 2009 has been successful in increasing enrolment in upper primary school. Between 2009 and 2016, the number of pupils in upper primary school rose by 19.4 percent across the country. The development of cleanliness and safety systems has also helped in the country's enrolment. According to the 2011 Census, women had a literacy rate of 65.5 percent, Muslims had a literacy rate of 68.5 percent, and Schedule Caste communities had a literacy rate of roughly 66 percent. Despite tremendous progress in many areas, India's educational systems continue to face unfairness and exclusive difficulties. Quality of life The National Educational Policy (NEP) 2020 aims to address the country's education system's growing social injustice. The NEP 2020 acknowledges significant dropout rates among socioeconomic strata and disadvantaged minorities, among other things. More crucially, obstacles that leads to inefficient resource allocations, such as tiny school campuses and reasons for the female child's lower involvement in rural regions, are being identified. It also highlights the unmet educational requirements of children who live in difficult-to-reach areas. The analytical article gives a concise rundown of important suggestions on inclusive education, as well as some of the major challenges that the NEP will face.

Key Words :- Education, Inclusive growth, marginalised sector, Affirmative action etc.

The Modi government's New Education Policy (2020) is a historic effort and the first comprehensive policy in thirty-four years. The National Education Policy (NEP) provides a framework for directing the country's educational development. This is India's third policy, succeeding the NEP of 1986. According to the government, the NEP 2020 was formulated after taking into account over 2 lakh suggestions from various levels of local self-government, 2.5 lakh gramme panchayats, 6,600 blocks, 6,000 ULBs, and 676 districts, with the goal of achieving holistic productivity and contributing citizens in order to build an equitable, inclusive, and plural society with a GER of 50% by 2035. The National Education Policy, 2020, outlines a fundamental shift in the educational system with the goal of making India a global

player.

India has made great progress in education in recent years, particularly in terms of educational infrastructure and student involvement. Enrollment in upper primary school has increased as a result of the Right to Education Act of 2009. The number of students in upper primary school increased by 19.4 percent across the country between 2009 and 2016. The establishment of sanitation and safety measures has also aided in the enrollment of the country. Women had a literacy rate of 65.5 percent, Muslims had a literacy rate of 68.5 percent, and Schedule Caste people had a literacy rate of around 66 percent, according to the 2011 Census. Despite significant improvement in many areas, India's educational systems continue to suffer discrimination and unique challenges

It will target children and youth from underserved social and economic categories. During the G20 Education Ministers' meeting, Minister of State for Education Sanjay Dhotre stated that the National Education Policy (NEP) 2020 envisions equitable and inclusive education for all, with a special focus on children and youth, particularly girls, from socially and economically disadvantaged groups who are more likely to be left behind. Early occupational exposure in middle and secondary school, as well as seamless integration into mainstream education, is part of NEP 2020. By 2025, it seeks to expose at least half of all students in the school and higher education systems to vocational education. It also calls for the alignment of vocational education with skill gap analysis and mapping.

As the cornerstone of all educational decisions, the new National Education Policy, 2020, has provided a glimmer of light, as it covers sustainable human development, universal education, learning outcomes with justice, and learning outcomes with a research-oriented approach. Education has always been a high priority for India's development plan, and the spirit of equality will be cultivated through bridging gender, socioeconomic, and geographic inequalities through community engagement, assuring equity in this approach. It would be a wonderful combination of traditional and modern knowledge techniques, enabling you not only in learning information but also in integrating Indian culture and ethos.

The new NEP now places equity and inclusion at the forefront of its goals. In higher or secondary education, inclusion means reorganising the whole system in order to provide a varied range of educational possibilities, including curriculum, pedagogy, and recreational activities, among other things. The policy aims to avoid segregation and isolation of ethnic and linguistic minorities, individuals with disabilities, and students who are having problems studying owing to language barriers and are at risk of being expelled from school. Language aids us in making sense of the world as well as establishing and re-establishing power, authority, and legitimacy.

At all levels of education, the goal of NEP 2020 is for everyone to be authoritative in

many languages. To eliminate student exclusion due to language and disability, an effort has been made to encourage conscious awareness of duties and responsibilities, as well as community participation. This will motivate students to learn more about India's rich culture, knowledge system, and legacy, as well as promote awareness of human values such as empathy, tolerance, human rights, gender equality, inclusion, and equity, all of which will build diversity respect. Above all, NEP 2020 prioritises equal respect for all religions, as well as the growth or restoration of creative human activity, which is critical for the educational system of the twenty-first century.

When students complete their education, the goal is for them to gain life skills so that they may be self-sufficient. Kids will be pulled back to their schools if current topics, vocational courses, and extracurricular activities are included in the school curriculum. As a special daytime boarding school, "Bal Bhavans" will be built to provide support mechanisms adapted to their requirements and to encourage students to participate in art, career, and play-related activities. The addition of a four-year undergraduate programme will assist students who have been unable to finish their education owing to a variety of factors. They feature a variety of departure and entry points. A one-year sabbatical is available to students. They can postpone their graduation and save their credits in the academic bank.

Conclusion :

While this year's National Education Policy has reopened the Pandora's box of debate about inclusion, it has also provided us with a chance to systematise our knowledge of Inclusive Education in the Indian context. The time has come to establish a unified framework for inclusive education that can serve as a benchmark for participation, access, and inclusion in Indian education, as well as a planning, collaboration, and implementation tool for policymakers. This shared understanding must be formed in conjunction with all key parties, and the goal will be the same as it has been in previous years. Women, minorities, and children with special needs are well-represented in the NEP 2020. It has also done a good job of proposing a variety of laudable initiatives, such as education SEZs, to address the structural problems with schooling in inaccessible locations. However, there are significant flaws with the new plan. While it may have established a new category by integrating many socioeconomic categories for administrative efficiency and resource distribution, it does a disservice to historical groups such as Dalits and Adivasis. It fails to recognise the specific challenges that these groups experience as a result of doing so. Likewise, its silence on affirmative action for certain groups can lead to a host of issues in terms of implementation. To make a long tale short, the suggested roadmap for promoting equity and inclusion for special groups is riddled with potholes.

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YOGA – A WAY FOR INTERNATIONALIZATION OF EDUCATION**Dr. Madhuri B. Bendale***Assistant Professor**PVDT College of Education for women*

Abstract:

Internationalization of higher education means international relations among universities is a means to improve quality of education, Here the knowledge translation and acquisition, mobilization of talent is considered as the benefit of internationalization of higher education. The National Education policy extensively focuses on attaining the highest global standards in the quality of higher education. It reinforces the need to attract a greater number of international students and achieve the goal of "internationalisation at home". Yoga is a spiritual discipline based on an extremely subtle science which focuses on bringing harmony between mind and body. Yoga who has its root in India is practised Internationally and also some universities offer a course on Yoga at Higher education. This paper focuses on how Yoga education in India will help students to transfer their credits to International Universities for the student who go for higher education to International Universities.

Key words : Internationalization, Yoga, Credits, Higher education

Internationalization of higher education refers to the process of integrating an International or intercultural aspect into the teaching, research and service functions of internationalization¹. Through internationalization of education the curriculum both academic as well as research practices are shared among different countries. This leads to mobilization of the students for their career growth.

Student mobility and global exchange took place in ancient India starting from Takshashila, which attracted thousands of Students from all over the world studying in numerous subject areas at this University. Later on, university of Nalanda also attracted many scholars from various parts of the globe²

Internationalization has several benefits such as:

1. Enhanced international cooperation and capacity building
 2. Enhanced internationalization of curriculum / internationalization at home
 3. Enhanced prestige / profile of the institution
 4. Improved graduate employability.
 5. Improved quality of teaching and learning.
-

6. Increased international awareness of deeper engagement with global issues by student.
7. Increased international networking by faculty and researchers.
8. Increased/diversified revenue generation
9. strengthened institutional research and knowledge production capacity.³

Yoga is essentially a spiritual discipline based on an extremely subtle science, which focus on bringing harmony between mind and body. It is an art and science of healthy living. The word 'Yoga' is derived from the Sanskrit root "Yuj" meaning “to Join” or “to yoke” or “to unite”.⁴

Yoga has its origin in India is practiced all over the world. US Universities offer a Yoga course at Higher education degree level. When our Indian students go for higher education, to these Universities they have to learn this yoga course. Yoga course is not involved in Indian higher education curriculum. Hence students have to spend extra time on this course to gain the credits and transfer them to the universities. Therefore, our curriculum should involve short term courses to create global perception about our core competencies in Yoga.

Credit Recognition under Twinning arrangement

Under a Twinning arrangement, Indian students are enrolled with a higher education institution in India but complete part of their programme at a partnering institution from another country complying with relevant national regulation.

However, the degree under Twinning programme shall be given solely by the Indian Education Institution.

- As National Education policy suggested, this twinning arrangement will give effect to 'Credit Recognition'
- Credit Recognition and Transfer means 'Credit' conferred by a foreign Higher Education Institution to be recognised, quantified and included towards the credit requirements for a programme delivered by an Indian Higher Education Institution under a mutual twinning arrangement.
- In this the existing curricula may be supplemented by the additional curricula of the collaborating universities. The joint course structure can be worked out on the basis of need assessment and to complement the course structure of the corresponding semester⁵.

Yoga is also an additional curricula for Indian Students which have to be completed for credit transfer.

The benefits for Credit Recognition under Twinning arrangement is graduates are more employable benefitting from exposures with overseas institutions and student. This is the key drive in motivating the students. Institutional learning and quality improvement by virtue of exposure to foreign institutions.⁶

Conclusion:

Looking at the Indian curriculum, it does not involve yoga as a subject at higher education. If it is introduced in our curriculum then it will be benefitted for the students in transferring the credits by making internationalization easy for them.

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CHALLENGES BEFORE NATIONAL EDUCATION POLICY 2020**Prof. Dr. Jyotsna Sangore****Prof. Rubina Allu Hans***Aishabai College of Education, Byculla*

Abstract

The National Education Policy being the first Education Policy of the 21st Century has a long road to achieve. The concurrent goal is to bring the Indian system of Education at par with global education. The primary focus being quality and meaningful education, it aims at laying the foundation of meticulous understanding of the contemporary process of teaching and learning. A significant status is held by accomplishment of goals of education in accordance with NEP 2020 for the imbibing of eminent teaching and learning. To reach the topmost of the ladder of quality education, the paramount concern is to fathom the NEP 2020. The present paper aims to throw some light on demands, concepts and emphasis of the NEP 2020 along with highlighting some challenges arisen in the real world. Highlighting the road blocks will open new pathways for betterment and reform; incorporating the necessary changes to be made in the current system of education. Also presented is a crucial need to overcome the challenges and therefore suggested are some measures to bridge the gap between NEP 2020 and reality.

Keywords: NEP 2020, Challenges, Meaningful Education, Reforms, Indicative Measures.

Introduction

Indian Education system is based on a number of policies and commissions which play a vital role in the continuous progress of our Education System. (Walia, 2005) A gap of almost thirty-four years saw the introduction of the new National Education Policy i.e. NEP 2020 with boundless zeal and outlooks concerning the advancement of the Education System. This policy comes with a promise of providing equal opportunity to pupils hailing from all spheres overcoming the mark of obstacles. Ancient India owned world-class educational institutions and produced many eminent scholars, which serves as the inspiration behind the policy. The guiding light of the policy is the rich heritage of ancient India which owned world class educational institutions and produced many eminent scholars. Education was not merely about acquiring knowledge in ancient India, but was about a lot more and beyond, leading to full realization. The policy pays focus on the aim of education in ancient India and realizes that the respective aim was not just limited to acquisition of knowledge but was much more and beyond, further leading to complete realization. NEP 2020 stresses not just nurturing legacies

but using them as a springboard for creating meaningful, quality, and holistic education. NEP 2020 emphasizes to not just nurture the legacies but to take them as a basis to inculcate meaningful, quality and holistic education. The vision of the policy is to transform India into a superpower of knowledge globally. (NEP, 2020) Meaningful Education A meaningful learning experience is generalizable, functional, and durable. It should be associated with different contexts, functional, and durable. When a learning is generalizable, it is associated with different situations, it is functional, it is made to act differently and it is durable, it is accessible at any time. Learning is considered meaningful when it is generalizable i.e. it is associated with different contexts, functional i.e. makes it act differently and durable i.e. accessible any time. (Vandekar, 2015) Reflection indicates that creating a meaningful education must include three components that are intertwined: establishing relationships, prioritizing happiness, and intrinsic motivation and purpose. (Kupetz, 2018)

Demands of NEP 2020

NEP 2020 presents certain expectations for a high-quality education system, and while these needs are divided into different categories, the heart of all NEP 2020 demands is presented. Those expectations that require meticulous preparation to be met are also taken into account and underlined. Teachers are at the center and are pivotal in shaping the new generation of citizens, so the first and foremost demand is for qualified teachers. Next, the policy calls for conceptual understanding, innovation, creativity and originality in education, thereby instilling a high level of research. A lot of emphasis is laid on developing critical thinking. It requires learner-centered education, a holistic approach to the development of students, and also emphasizes the importance of preparing students for employment and fulfilling lives. (NEP, 2020)

Challenges and their Suggestive Measures:

The demands of NEP 2020 pose several roadblocks that must be overcome in order for NEP 2020 to become a reality. The paramount challenges are mentioned below along with their suggestive measures:

➤ Newer Roles for Teachers

The ever dynamic role of a teacher has added many new facets to the noble profession, only to make the role of teachers supplemented with more challenges and raise the bar of responsibility as a profession. In order to rethink every role of the teacher, we need to redefine it in a broader sense, including planner, role model, and developer of innovative resources, facilitator, and assessor. (Madan, 2017) Educators who accept their new demarcated roles will undoubtedly improve their performance and therefore contribute to the nation's bright future. Every effort by the teacher will work as an investment and will be a step towards turning the policy into a reality. To ensure that the teachers are up to date with the demands of the

policy, a number of seminars, workshops, conferences, along with updated curriculums to teacher education are required. Providing teachers with experiential learning will provide them with a solid foundation to achieve the policy's goals.

➤ **Importance of inculcating of Understanding of Concepts**

Utmost importance is of understanding the concepts, and without understanding, rote learning will escalate and a robust foundation will not be built. A lack of comprehension of concepts will lead to difficulty in learning abstract concepts, preventing competency-based learning. Pictorial or visual representations, real-life examples and physical objects become an essential part of the classroom for the inculcation of conceptual understanding. It is necessary to discuss ideas, present different approaches and methods, and cover every aspect of the concept from multiple angles. A third way of contributing to an understanding of concepts is through the correlation and development of relationships between various areas of the subject. All of this can be achieved only if the teachers are proficient adequately to take onus of the progressions. That brings us to the crucial step of educating teachers properly in instilling conceptual understanding in students.

➤ **Inculcating Creativity**

Creativity is the act of turning new imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to establish connections between seemingly unrelated phenomena and to generate solutions. Creativity involves two processes: thinking, then producing. “(Creativityatwork.com, 2014) A teacher according to the NEP 2020 goals must be a developer of creative resources (Madan, 2017). To achieve the instillation of creativity among students, The teacher must adopt various strategies. Traditional resources have been found to satisfy only the first two levels suggested by Bloom’s revised taxonomy, i.e. remembering and understanding in the classroom and resting the higher levels are ignored and left to the student’s abilities. But to get quality education and thus introduce creativity, the other significant levels like application, analysis, evaluation and creation should be taken into account and then covered. Here, the new approach to the inverted classroom (Yousufi, 2020; Umam et al., 2019) maintains the standards. It covers the upper levels of Bloom’s revised taxonomy to be covered in interactive sessions or classrooms and the lower levels are achieved in the absence of teachers through comprehensive material provided to the student.

➤ **Inculcate student-centered education**

Some elements to inculcate in order to inculcate student-centered education. Student-centered learning includes the following elements (Education International, 2010): Addition to active rather than passive learning; An emphasis on deep learning and understanding Increased responsibility and accountability on the part of the student; An increased sense of autonomy in

the student An interdependence between teacher and learner; Mutual respect within the learner-teacher relationship; and A reflective approach to the teaching and learning process by the teacher and the student (Oinam, 2017)

➤ **Innovation Embodiment**

Self study provides a trigger for innovations. It provides valuable opportunities for students and teachers to improve their knowledge and skills. Self-learning allows for autonomous, non-forced learning without time constraints. Self-learning occurs through self-desire and acts as a push that further leads to enriched learning. It allows the student to think and learn in depth any concept and to create deep and thoughtful connections within the concept while further developing meaningful relationships between the various areas. Self study leads to curiosity that gives rise to exploration of new topics and the student prepares for challenging tasks. (June 2015)

➤ **The Art of Critical Thinking**

First, it is necessary to clarify the meaning of critical thinking. A statement by Michael Scriven and Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987: Critical thinking is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing and / or evaluating actively and skillfully gathering information or generated by observation, experience, reflection, reasoning or communication, as a guide to belief and action (The Foundation for Critical Thinking, 2019) A teacher does not have to be a walking tape recorder, but should rather be a facilitator , a guide and a manager to facilitate the students self-learning leading to the development of critical thinking It is necessary to choose some strategies to develop critical thinking A study on critical thinking was conducted and the details of the study are: It was conducted at the Pedagogical University of Vilnius and designed to develop skills critical thinking of students and strengthen their motivation and vocation to think critically. We investigated how a critical thinking development program affected students critical thinking skills and motivation. Our critical thinking program is based on the ideas of humanistic psychology and meaningful learning, and the main learning methods used were based on cooperative learning. Our Critical Thinking Development course significantly influenced all measured components of students critical thinking skills and some components of their motivation.(Rimiene, 2002) The study highlights ways and methods to develop critical thinking.

➤ **Holistic Development**

Holistic development can be ensured by following the six key elements (Childers, 2017)

- Establish a strategy that is clearly defined and understood. The strategy sets the mission along with the vision and creates an alignment point. A charter must be prepared that covers all

areas of learning and development, including the scope of the training, who is providing it, how it will be delivered, how it will be managed, how it will be developed and maintained, etc.

- It is necessary to cultivate a mentality to learn and encourage the search for opportunities to learn both formally and informally. Indeed, it is necessary to incorporate a hunger for learning. Motivation through rewards may be involved.
- The respective roles should be established and well defined. The skills and competencies expected at each level must be created to offer career paths.
- Continuing development support must be provided through developed training programs and curricula. Training needs to be updated and maintained as needs evolve.
- Effective management, delivery and consumption of training programs must be implemented in order to achieve appropriate learning environments and hence holistic development. Developments in the ways need to be evaluated from time to time to supervise, measure and monitor is necessary. (Children, 2017)

➤ **Employability Prospects**

Preparation for employment can be achieved by reviewing the resume and then making the necessary changes to the resume. Different approaches to curriculum planning can be adopted (Harden 1986b). Must be specified: the needs that the curriculum should meet the expected learning outcomes, the contents to be included in the curriculum, the organization of the contents, the educational strategies, the teaching methods, the assessment procedure, the communication on the curriculum to the staff and students, the educational environment (Madan, 2017). In addition to this, trained teachers and adequate guidance and counseling cells will ensure employment.

Conclusion :

The highlighted problems must be focused on and addressed in order to meet the policy goals. The proposals made will undoubtedly lead to educational progress and development in accordance with the NEP 2020 goals. As a result, a meaningful education is possible. Despite the fact that periodic evaluation in the different sectors is required, the policy can be implemented.

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THE NATIONAL EDUCATION POLICY 2020: FROM THE LEGAL PERSPECTIVE

Ramesh Golait

Abstract

A high standard of legal education is the true index of socio-economic, political and cultural transformation of the country. It also plays a vital role in maintain national integrity. The recent National Education Policy 2020 (NEP) highlights that legal education in India needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. For further inclusive development in legal education, there is need to undertake research in a critical and topical area of contemporary relevance. In this regard, both, the States and union level, the Bar Council need to institutionalise a structured platform/policies to inculcate the high standard legal research within the teacher and student community. The NEP 2020 has shown a path of full of opportunities in this direction.

JEL Classification : H 75, I 21, I 22, I 25

Key Words : Education, Legal

I: Introduction

India has a rich tradition and glory of legal education in pre and post India's independence. Many of our visionary leaders studied Law outside India. The voyage of legal education India has evolved from the traditional religious practices to the current existing constitutional and legal framework. However, there are many mis-legal perceptions in India about the legal education, viz., (i) it is only restricted for the practitioner of law and legal system; (ii) the syllabus of law has been designed in such a way that pupils fail to understand easily and beyond the reach of ordinary citizen; (iii) the legal profession is only hereditary in nature; (iv) the legal maxims are foreign language origins, mostly in Latin and difficult to mug up; (v) there are, still, many old laws and acts which are originated during British regime; (vi) gender in-equality at judges level in High court and Supreme court in India, etc.

To examine these issues, this paper attempt to analyse the role of education policies from the legal perspective. In this context, the structure this paper is as follows: Section I deals with Introduction. The historical background including legal education in pre and post-independence is highlighted in Section II. The inter-linkages between legal education and national education policies, so far in India, discussed in Section IV, and Section V concludes the paper.

II: Legal education in pre and post-independence in India***II.(i) Pre-Independence***

During the Vedic period (1500BC–600BC) the concept of legal education was primarily based on the philosophy of Dharma. There is, however, no record of any formal legal education being provided at that time. Generally, the Kings either used to dispense justice themselves or appoint Judges and Assessors to administer justice.

Pre India's freedom movement, the British regime almost 190 years period of direct British rule over the Indian subcontinent from 1858 until the independence of India in 1947 succeeded management of the subcontinent by the British East India Company (henceforth, EIC), after general distrust and dissatisfaction with company leadership resulted in a widespread mutiny of sepoy troops in 1857, causing the British to reconsider the structure of governance in India. The British government took possession of the EIC's assets and imposed direct rule. Despite 190 years rule in India, the British regime did not set up a dynamic legal educational infrastructure for evolving Indian judicial framework. Lord Minto's Minute written in 1811 regretted the neglect of literature and science in India and suggested improvement in existing colleges in addition to the establishment of new ones. Two years later when the charter of the East India Company was being again renewed, a clause was inserted stipulating that "a sum of not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of IV literature and for the introduction and promotion of knowledge of the sciences among the inhabitants of the British territories in India.

It has been well documented that the EIC introduced the British system of judicial courts, proceedings from the very beginning in 1600. As the EIC had a headquarter at Calcutta (today renamed as Kolkata), by the Regulating Act of 1773, the Supreme Court at Calcutta was established in 1774. In those days of the beginning, Warren Hastings introduced, Corn Wallis, Bentinck, etc. the Governors-general introduced several judicial reforms. In those days, there was no formal legal education in India. Baring, Dr. B.R. Ambedkar, it was just a monopoly of rich people to go abroad and acquire the legal education for both, liking and professional purposes. In other words, it was visible that only highly rich people and those who were obedient and favoured Indians of British officials could avail the legal education. As the intellectual transformation was gradually picking up, there was a need of Indian advocates/practitioners. To overcome this gap/lacuna, law courses were started in 1855 starting from the Hindu College in Calcutta, Bombay and Madras. However, till the end of nineteenth century the study law courses were restricted to males. In the beginning of 20th century the female began to study the legal education. Even, till the date, the cross-country evidence shows greater gender disparity prevails at judge level (Box 1).

Box 1: Gender ratio of Judges in select countries

Israel - Miriam Ben-Porat became the first female justice of the Supreme Court in 1976. Currently, there are 4 women out of the total of 17 judges of the Court.

India - M. Fathima Beevi became the first female judge in the Supreme Court in 1989. Currently, 4 female judges and 28 male judges in Apex court of India.

Japan - Yoshiko Sanfuchi, who became the first female judge in 1949. Currently, 3 of the 15 members of the Supreme Court of Japan are women.

Mexico - Luz María Perdomo Juvera was the first female federal judge appointed in 1974. Currently, 2 of the 10 Supreme Court justices are women

New Zealand - The first woman judge was Dame Augusta Wallace, who was appointed to the district court bench in 1975. Currently, one other woman judges on the six-member Supreme Court bench.

Pakistan - Majida Rizvi was appointed as the first woman judge of a High Court in Pakistan. Currently, no women on Pakistan's Supreme Court in 1994.

Russia - In the Russian Empire, women were not allowed to be judges, however, during the Soviet period, involvement of women in the judiciary became a political factor. Reportedly, in 1924, women made up 13.7 per cent of judges in the country, and this figure increased to 18.8 per cent in 1926. Later, judgeship was considered a female profession with women in different periods making up to 80 per cent of the Soviet/Russian judiciary. Currently, 3 of the 19 members of the Constitutional Court are women.

South Africa - Leonora van den Heever became the first woman judge in South Africa in 1969. Currently, 6 of the 23 judges on the Supreme Court of Appeal and 2 of the 10 justices on the Constitutional Court are women.

United Kingdom: The first appointed female judge was Elizabeth Lane in 1962. Currently, 1 of the 12 justices of the Supreme Court is a woman.

United States of America - Esther Morris was appointed as a justice of the peace in Wyoming Territory of USA in 1870. Currently, there are three women on the U.S. Supreme Court, 1/3 of that body.

Source: Kelly Buchanan, 2015 and respective country websites.

II: (ii) Post-Independence

In the post-independence period, a major concern of the Union Government of India and the state Governments was to prioritise quality education, which was vital for overall inclusive development of the nation. In this regard, to fix the issues in education, many

committees were set up, especially from 1948 (pre-planning era) to 1952 (post-planning era). Towards 1964, the existing education the need was felt to have a comprehensive review. Accordingly, the Education Commission was set up. It was convinced that a radical reconstruction of education on the lines as recommended by the Education Commission was essential.

Under the List III of the Indian Constitution laid the responsibility of imparting legal and other education on the state governments. However, the Union Government can determine the high standards of education, which will help to foster the overall development of the nation. Before the first National Policy of Education Policy came in to force, the Advocates Act 1961 was enacted, which was a landmark decision towards the legal education in India. This Act was intended to: (a) maintain uniformity and consistency in legal education; and (b) premises to provide a provision to set up state bar councils in states. According to the Advocates Act 1961 the Bar Council of India is to "promote legal education and to lay down standards of such education in consultation with the universities in India imparting such education and the Bar Councils of the States". The Bar Council of India enacted its Rules in 1965 to deal with the standards of legal education and recognition of degrees in law for admission as advocates. Rule 21 of the Bar Council of India Rules, 1965 provides that the Bar Council of India may issue directions from time to time for maintenance of standards of legal education and the university/college is required to follow the same. Schedule I to the Rules enumerates as many as 21 directions which the Bar Council of India is authorised to give to the universities/colleges. Subsequently, taking a serious note of an urgent need to bring about reforms in the university education generally, Parliament, in exercise of its legislative power under Entry 66 of List I enacted the University Grants Commission Act, 1956. The University Grants Commission Act, 1956 is an Act to make provisions for the coordination and determination of standards in universities.

Today, in India, we have 23 law universities. Traditionally the legal education in India, traditionally, had conducted through non-specialized universities/institutions of India which granted law degrees like any other graduate degree. These universities referred and taught the curriculum prescribed by the Bar Council of India, but since they were under the overall control and supervision of the University Grants Commission, therefore it was not possible for the Bar Council to effectively pursue reforms in legal education. However, there were calls for reforms from all quarters of the country in general because of the falling standards of the bar and there were mounting pressures over the Bar Council of India to change the way legal education was imparted in India.

III: The inter-linkages between legal education and national education policies

So far, we have seen three national education policies beginning from 1968. According

to the latest NEP 2020, the legal education becomes an integral part of the overall higher education system. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030. Legal Education had its first set of reforms by the introduction of the integrated five year B.A. LL.B course in the early 1990s. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated. This is well come step in this NEP. At the same time the ned is also felt that the law text books/notes/Bare Acts to be written/translated in local languages to make legal education balanced and inclusive and help law students to take up the study of law within their local areas to avoid travel other cities for legal education.

The legal profession has always had an ambiguous social position. Leading lawyers have usually been socially prominent and respected. The wrong perception regarding the legal profession is that e that this profession is a monopoly of few families. I think the has no premises. It has been evidence that most of sections of this professional have no legal history in their family. Their legal eminence that made them respected.

The NEP 2020 focussed on multilingualism and the power of language. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. It has been noticed that the law students from rural area fear the arguments in English in the court room. The NEP 2020 suggests by 2040 all Higher Education institutions (HEI) including Centres for Legal Education, shall aim to become multidisciplinary institutions having optimal use of infrastructural resources and creation of vibrant higher education institutions resulting in the growth of both public and private universities at par with each other. NEP insists that stand alone legal Universities must aim to be multidisciplinary in their approach and curricula, NLUs across the country must branch out in the areas of Economics, Political science, philosophy, criminology and such other areas which will bring diversity to the campus and bring about holistic learning for their students. The NEP 2020, which highlights legal education, insists the

use of technology for timely delivery of justice in legal jurisdiction. Considering the local language use and practice in local Courts, the policy promotes bilingual teaching in law for State Universities. However,

NEP has immense positive inputs to achieve potential growth in the ever-demanding field of legal education. Notably, the introduction of Professional Standard Setting Bodies (PSSBs), is a one of the significant step initiated by the NEP. In legal arena, the following desirable provisions need to be instructed by the NEP to the Bar Council, which play vital role in shaping legal education in India:

- Only qualified law teaches to be appointed bad on their legal knowledge;
- Quality of law teachers to be maintained by providing opportunities to participate in national and international law seminars/workshops;
- Instead of number of publications by the teaches, utility and quality of publication to be considered;
- Law teachers research publication to be reviewed by the respective state Bar Council/council designated members; and
- Research a vital role to boost productivity. Research in legal jurisdiction generate multiple positive effects in overall development. As observed, NEP highlighted to set up a National Research Fund for research in higher education. Rigorous research in a select topical area is more important general search. Therefore, there is need to do research in a critical and topical area of contemporary relevance. In this regard, the Bar Council need to intuitionise /design the structured and transparent framework of selection of best researcher/teacher/student and to send them to the best ranking law universities, preferably, abroad.

The NEP 2020 has given an opportunity in this direction.

V: Conclusion

The legal profession in India has a proud heritage. Legal education is a crucial aspect for proper, prompt, effective judicial system. In the earliest days of the independence movement and during the creation of the Indian Constitution, lawyers played a prominent role among those seeking social progress and equilibrium. The prescribed, topical and structured syllabus of legal education may be reviewed periodically by the regulators and a team of reputed experts in the area. The uniformity in legal education should be maintained across so that the standard would be satisfy the requirements. The legal education having multiple regulatory frameworks is also criticised by academic circle. While the Bar Council, UGC, NAAC and other bodies inspect law schools. The regulatory authorities of law education should visit regularly (with intervals) to law colleges /universities/institutes to check the ability of their law teachers by using different indicators, the available infrastructure including legal clinic, etc., which would

facilitate the students to learn the legal education in a right direction to compete with their counterpart in a national and international platform. All law education colleges/institutions must adhere such guidelines. If such institutes fail to do so, the university concerned should take a strong action against the same.

Taking in to consideration the above issues, the national education polities have to play further role in shaping legal education in India. It is universally well known that the dynamism and ongoing innovations are required in legal education. Towards this end, the National Education Policy 2020 is a prophetic vision statement wherein law universities can imbibe the important aspects of excellence in legal education.

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Annex 1: The list of National Law Universities in India

1. National Law School of India University, Bangalore
2. NALSAR University of Law, Hyderabad
3. The West Bengal National University of Juridical Sciences, Kolkata
4. National Law Institute University, Bhopal
5. National Law University, Jodhpur, Jodhpur
6. Gujarat National Law University, Gandhinagar
7. Hidayatullah National Law University, Raipur
8. Dr. Ram Manohar Lohia National Law University, Lucknow
9. Rajiv Gandhi National University of Law, Patiala
10. Chanakya National Law University, Patna
11. National University of Advanced Legal Studies, Kochi

12. National Law University, Delhi
13. National Law University Odisha, Cuttack
14. National University of Study and Research in Law, Ranchi
15. National Law University and Judicial Academy, Assam, Guwahati
16. Damodaram Sanjivayya National Law University, Vishakhapatnam
17. Tamil Nadu National Law University, Trichy
18. Maharashtra National Law University, Mumbai
19. Maharashtra National Law University, Nagpur
20. Maharashtra National Law University, Aurangabad
21. Himachal Pradesh National Law University, Shimla
22. Dharmashastra National Law University, Jabalpur
23. Dr. B.R. Ambedkar National Law University, Sonapat



CLASSROOM QUESTIONING AND CRITICAL THINKING

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Introduction

Teacher education curricula should prepare teachers to assist students who can operate in the 21st century socio political and economic environment. With easy access to information the importance of asking questions has become increasingly obvious.

Educators need to be alert to an increasingly complex society by developing critical thinkers. Student teachers need to develop their critical thinking skills in order to meet the expectations and needs of changing society.

The capabilities to think critically are likely to be increased if appropriate strategies and skills are practiced systematically and extensively in the classroom. To incorporate critical thinking in their courses, teacher educators first must understand and value critical thinking. A disposition toward critical thinking is reflected in characteristics such as open-mindedness, willingness to abandon nonproductive thinking strategies, and suppression of impulsive activity (Halpern, 1998).

Good critical thinkers raise vital questions, gather and assess relevant information, arrive at well-reasoned conclusions, remain open minded and communicate effectively with others to arrive at a solution. Effective questions can be a means to engage students in the learning process and enable them to take charge of their own learning.

The present review focuses on the relationship between critical thinking-an essential 21st century skill and the importance of training student teachers in classroom questioning.

Concept of Critical Thinking

A variety of definitions have been formulated by theorists and it is important that these be valued to make important features of critical thinking apparent.

The critical thinking movement begins with contributions from Socrates, who developed a method of asking meaningful questions. During the 1960's John Locke argued that reflection, intuition, reason, and sensation produce critical thinking (Allen, 2013; Stuart, 2010). In 1963, Ennis published his decisive "A Definition of Critical Thinking" in the Harvard Educational Review. His approach to critical thinking focused on the decision-making components of thinking and prescribed a traditional view of critical thinking as a logical process of reasonable reflective thinking focused on deciding what to believe or do.

Halpern (1996), defined critical thinking as thinking that is purposeful, reasoned, and goal

directed. The Delphi Report (Facione,1990) defined critical thinking as purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.

Although a variety of definitions for critical thinking have been offered in the last decades, most include the same underlying principles with their reference to the use of cognitive skills or strategies that increase the probability of desirable outcomes.

For that reason it is purposeful, reasonable, and goal-directed. At the same time it is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions (Halpern 1999) Although a variety of definitions for critical thinking have been offered in the last decades, most include the same underlying principles with their reference to the use of cognitive skills or strategies that increase the probability of desirable outcomes.

For that reason it is purposeful, reasonable, and goal-directed. At the same time it is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions (Halpern 1999) In spite of the differences in how scholars define critical thinking, most agree on the characterization of critical thinking skills (Kuhn, 1999). These skills generally include the ability to analyse complex issues, to identify and examine assumptions and opposing points of view against acceptable criteria, to formulate logical inferences, asking and answering questions and to develop practical conclusions based on reliable information. (Ennis, 1985; Paul, 1992; Facione, 1990)

Critical thinking plays an important role in the classroom and our everyday lives. It is a key factor in determining individual and collective success in the face of complex global challenges (Butler, 2012; Clarke, Double, & MacCann, 2017; Griffin & Care, 2015; Kirschner, 2020)

Critical thinking is part of one's educational journey; therefore, it is only appropriate that educators work with learners to help them develop thinking and reasoning skills. Education requires a forward-looking approach that includes the fundamentals of knowing how to learn and how to think clearly (Dewey, 1933; Halpern, 2003; McPeck, 1981; Paul, 1994; Moseley, Baumfield, et al., 2005; Paul & Elder, 2012). In the process of learning how to learn is answered by questioning and the questioning has helped human being to continue the search for truth.

Questioning in the classroom

Questioning is used in the classroom for a variety of purposes-from motivating students and developing interest, to evaluating student's preparation and developing inquiring attitudes. Effective questions when asked in a safe learning environment support student

learning by probing for understanding, encouraging creativity, stimulating critical thinking, and enhancing confidence.

Paul & Elder (2007) provided a taxonomy which can serve as a guideline to promote and develop reasoning and critical thinking skills. For an individual to be a proficient thinker, he or she must be proficient in developing questions. Good questioning techniques need to be modeled for students to become skilled in both thinking and questioning. (Paul and Elder, 2009) Norman Webb's Depth of Knowledge (1997) centered on classifying tasks according to the difficulty of thinking required to complete the tasks with success. Constructing lessons, activities, and assessment utilizing Webb's Depth of Knowledge requires students to delve into the thinking process in order to deepen their learning.

The use of Questioning Circles as designed by Christenbury and Kelly (1983) to classify or evaluate the level of questioning in the classroom is also helpful in enhancing teaching. Three intersecting circles: The Subject Matter, Personal Response, and External Environment or Reality Questions represent the most important questions and require the deepest thinking on the part of the students (Meyers, 2002). This approach does not follow a hierarchical approach but suggests interconnectedness.

The best-known system for categorizing questions is Bloom's taxonomy (1956), in which six levels of cognitive demand move from the lowest order processes to the highest. Bloom et al. (1956) provided a scaffold for asking questions that become progressively more challenging and provides a structure for teachers to model complex thinking that, can guide students to become independent thinkers who can develop their own viewpoints. Bloom's original framework was modified by Anderson and Krathwohl (2001) to fit outcome-based educational objectives. The two highest levels of Bloom's taxonomy, synthesis and evaluation, were reversed in the Anderson and Krathwohl model and renamed evaluating and creating. Both frameworks (Anderson & Krathwohl, 2001; Bloom et al., 1956) were constructed to assist teachers in developing questions that will allow students to respond at all stages of the thinking process (low level and high level), ranging from recall of fact to processes that call upon students to engage in critical thinking.

These few taxonomies provide strategies which can be employed by student teachers in their classes. However, questioning skills need to be practiced over a period of time. Developing questions that begin with recall and working up to analysis, synthesis, and creation need careful planning.

Gallaher and Aschner, 1963 categorized four types of questions in their taxonomy. Memory questions which focus on identifying, naming, defining, designating, and responding with yes or no. it focuses on key words consisting of who, what, where, when. Convergent thinking questions focus on explaining, stating relationships, comparing, and contrasting. It

consists of key words - why, how, in what way. Divergent thinking questions focus on predicting, hypothesizing, inferring, and reconstructing. Key words are imagine, suppose, predict, if...then..., how might, can you create, what are some possible consequences. Evaluative thinking questions focus on valuing, defending, judging, and justifying choices. Key words are defend, judge, justify, what do you think, what is your opinion.

Asking good questions is central to learning and sometimes can be more important than getting the answers, particularly when the questions encourage students to think critically. Skill in the art of questioning lies at the basis of all good teaching. (Betts, 1910).

The experts have underline the importance of questioning in the development of critical thinking

Role of educators

Questions are among the most powerful teaching tools, and when teachers increase their repertoire of questioning techniques, the quality of instruction can be significantly improved.

The art of asking the right questions at the appropriate time is not innate (Lorsch, 1982). It is appropriate to ask questions to address all cognitive domains if the desired learning outcome is kept in mind and a good mix of questions is used during each teaching session. (Christenbury, 1983)

As students engage in critical thinking, they are able to view situations from multiple perspectives and apply solid reasoning skills to decision making. Careful cultivation of critical thinking produces individuals who engage in creative, disciplined, and reflective thinking as a regular practice.

Marin and Halpern (2011) put forth two distinct philosophies for critical thinking instruction. The first one is an embedded approach in which the course structure and the teacher advance higher order thinking without direct instruction and the second one is the explicit approach in which specific skills is taught. Their notion of effective instruction comprises of factors such as repeated encouragement of understanding, deliberate practice, and providing students with the opportunities to transfer their knowledge.

Sternberg (2011), stated that effective practice of critical thinking in an educational setting could also include using real life issues when teaching problem solving. Applying real world issues will pave the way for the students to be capable of transferring the critical thinking skills to diverse contexts.

Constructing lessons with critical thinking infused into content instruction means “providing continuing instruction in the thinking skills, strategies, and dispositions” (Beyer, 2001)

Teachers need to understand the significance of critical thinking infused into content

instruction; they will also be able to understand how to teach students these skills.

Although low level questions that are posed by teachers do not require students to engage in deep thinking, it has been argued that low level questions lay the groundwork for higher level cognition (Tienken et al., 2010). Marzano et.al., (2001) identified higher level questions as a component of meaningful learning. If deeper learning is to take place, teachers must purposely plan to present more high-level questions than lower level questions when designing lessons. Higher order questions will help students to make connections between previous learning experiences and new material.

Carefully planning questions -beginning with recall and working up to analysis, synthesis, and creation can be used by student teachers to create an engaging thinking environment in the classroom. The effectiveness of questions, depends on the delivery process which includes speed with which a question is put, the voice-its pitch and tone, and the pause to allow the pupils to think.

Engaging students in the classroom

Various strategies can be used by student teachers to engage students in the classroom. These could include using questioning stems, Socratic method, questioning circles.

From the definitions of critical thinking and the taxonomy of questions critical thinking can be broken into the skills of interpretation, analysis, synthesis, understanding fallacies and arguments and evaluation. For each, varying question stems can sustain engagement and promote critical thinking.

The timing, sequence and clarity of questions asked needs to be taken into consideration. Few common question stems which can be used by student teachers for enhancing critical thinking in the classroom are as follows:

- Interpretation-
 - What does this mean?
 - How should we understand that (e.g., what he or she just said)?
 - What is the best way to characterize/categorize/classify this?
 - In this context, what was intended by saying/doing that?
- Analysis-
 - Please state again your reasons for making that claim.
 - What is your conclusion?
 - Why do you think that?
 - What assumptions must we make to accept that conclusion?
- Synthesis –
 - How would you test?
 - What would you have done in this situation?

- What would happen if.....?
- How can you improve.....?
- Fallacies and Arguments
- What valid reasons can be provided to support your position?
- What can be alternative viewpoint?
- Are there any flaws in logic and questionable assumptions?
- Explain why information is credible, unreliable, or limited
- Evaluation.
- Why do we think we can trust what this person claims?
- How strong are those arguments?
- Do we have our facts right?
- How confident can we be in our conclusion, given what we now know?

The above question stems can be used by the student teachers in the classroom at varying intervals depending on the content to be taught. By varying question stems, student teachers can sustain engagement and promote critical thinking.

Socratic Method of Questioning creates an open discussion through inquiry in which one viewpoint is compared to another. The content is taught through probing questions in an effort to stimulate original thought from the students. (Paul, Elder. 2008) Another strategy is the use of question circles that leads students from superficial responses to deeper discussions of the subject matter. (Christenbury, 1983). Originally conceptualized as a process to explore students' understanding of written texts, question circles can be easily adapted to discuss a wide range of learning materials (e.g., case studies, videos) or experiences (e.g., laboratory exercises, advanced practice experiences).

When student teachers plan their questions, it is important that there is space for questions which encourage discussion and assist learners to draw deeper connections and generate critical thinking in students.

Conclusion

Students will need time and encouragement to come to terms in being critical thinkers. A sensitivity to the many ways we can help students to make their thinking more clear, accurate, consistent, relevant and fair is required.

Constructing lessons with critical thinking infused into content instruction means “providing continuing instruction in the thinking skills, strategies, and dispositions” (Beyer, 2001)

Future teachers would eventually affect the critical thinking skills of the entire society considering the number of students who pass out of school. (Williams 2005). For this reason,

teaching critical thinking skills should be the central focus of initial teacher education.

Teaching and learning is a continuing process, the level of the questions asked by teachers and students should be evaluated and improved in the classroom. To achieve this aim, importance should be attached to questioning exercises and activities in teacher training programmes.

Asking good questions is an art — an art that can be learned and refined with practice and with conscious effort.

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INCLUSIVE LEADERSHIP THROUGH THE LENS OF NEP 2020**Sofia Edroos***Research Scholar, Department of Education,**SNDT Women's University.*

ABSTRACT

All educational institutions will undergo a paradigm change in the coming two decades. The academic leaders at different levels at the governance position, head of the institutions, head of the department, educational programmes heads and section leaders will play a significant part in enforcing inventions, reforms and a major change in the institute to achieve equality, equity, quality, delegation and excellence in education. Effective leadership in all situations in the institute need not be based on the experience and qualification of the person. The leaders are trained and developed to accept the challenges of change as imaged in the national education policy 2020. The leaders are guided to stretch their capability to perform their best.

The leadership roles and faculty framework developed in the paper are grounded on the lines of NEP 2020, literature review and views of the authors. These traits and capabilities are validated by senior professionals working in the area of advanced education for designing and enforcing the reforms. Roles and capabilities are articulated at three situations governing and head position, senior members and assistants. All responsibility and capabilities are articulated in the environment of invention, reform and major change. These roles and capabilities will be useful to the institutions for opting, planting, redeploying leaders for different innovative purposes, training and development, mentoring, coaching and guiding, succession roles, performance appraisal, assigning advanced position of leadership liabilities, and giving recognition for achievements.

The part and faculty framework will be useful to insure durability of the inventions till the vision of the institute is achieved. The right selection, deployment, and redeployment of the right person will make a difference in the design and perpetration of inventions at the same time achieving institutional goals.

Keywords: Academic leader, faculty, competency, NEP 2020.

Introduction:

The academic leaders play a significant part in conceiving, designing, enforcing, and assessing educational inventions to achieve the vision of the institute and departments. The roles of educational leaders will be different in different institutions and at different stages of invention. At the institute position the places may be classified as routine or innovative, one

time or regular, mundane or fortified, familiar or new, certain or uncertain, stationary or dynamic, patterned and shifting, and endless or rotational. The status of the institute and the collaborative approach of the people in the institute decide these roles. The places will evolve with the progress of the invention in the institute.

The performance of leaders is directly related to the clear articulation of the part, capabilities held by them to perform the places, amenability to perform the places, and favourable or unfavourable conditions that live in the institute in a particular part environment. The academic leaders are anticipated to produce a conducive environment for faculty members to exceed professionally and for scholars to develop programme joyfully with a continuance experience.

In the alternate decade of the 21st century, numerous qualitative changes have been introduced by University Subventions Commission (UGC) (UGC, 2021), All India Council for Technical Education (AICTE) (AICTE, 2020), National Assessment and Accreditation Council (NAAC) (NAAC, 2018) and National Board of Accreditation (NBA) (NBA, 2019). These changes and numerous other reforms and inventions are incorporated in the public education policy (NEP) 2020 (MHRD, 2020).

In the last two decades, a number of generalities and models of leadership evolved in in manufacturing, software, and service sector. These generalities and propositions of leadership are engrained in the education sector. The notable development in leadership is visionary leadership, participated leadership, value- grounded leadership, transformational leadership and a like. In future advanced education institutions (HEIs) are going to be quality-driven, delegation acquainted and independent to offer a wide variety of educational programmes ranging from instrument to post-doctoral programmes.

Research, entrepreneurship, and vocationalization will be an integral part of the educational programmes of advanced education institutions. A major change in the class design of educational programmes is promoted by NAAC and NBA which is using the gospel of outgrowth- grounded education in class design, learner-centric approaches in the class perpetration, and outgrowth- grounded assessment of literacy. The HEIs will organize the events at the public and transnational position for senior members and scholars. These events will be led by senior faculty members. The HEIs will encourage faculty members and scholars to take up sphere-specific and pedagogical exploration studies. The HEIs will buy educational technology and technology to generate effectiveness and applicability of the functioning of the institute. The HEIs need to define the part of educational leaders working at different situations in the changing environment of advanced education to accept the challenge of the change, design the change, lead the perpetration of the change and estimate the impact of the change. The competent and professional academic leaders will rejuvenate, introduce, reform, and

change the institute to apply the virtues of NEP 2020, meet the challenges of educational sector and use the digital technology for education, training, and development of scholars and faculty members.

The easily defined roles and capabilities in the environment of reforms, inventions, and change imaged in the NEP 2020 will be useful for designing the capacity structure programmes of academic leaders, elect them for the right positions, place them for changing tasks, adding part efficacy and assessing their performance (Gupta, 2011).

Higher education institutions need to clearly define the role of educational leaders working at different levels in the changing environment to accept the challenge of change, design change, guide the implementation of change assess the impact of change. Competent and professional academic leaders will rejuvenate, innovate, reform, and change the institution to implement the provisions of NEP 2020, meet the challenges of educational sector and use the digital technology for education, training and development of students and teachers. The clearly defined roles and competences in the context of reforms, innovations and changes envisaged in the NEP 2020 will be useful for designing the capacity development programs of academic leaders, select them on the right positions, distribute them to change tasks, increase the effectiveness of the role and evaluate its performance (Gupta, 2011).

Literature Review

The authors reviewed significant literature on the role and skills of academic leaders in higher education institutions. (UGC, 2021) has published guidelines for induction and mentoring for higher education teachers where the objectives of education are declared. One of the goals is to build academic leaders. (MHRD, 2020) is a mission on mentoring as foreseen in NEP 2020 to prepare teachers to assume key positions in institutions. There's a provision to establish a national academy for teaching, learning and leadership to build capacity in faculty members to assume academic leadership. (Aggarwal KK, 2020) highlighted the development of academic leaders with vision and extraordinary skills to lead the higher education ecosystem from the front. (Ngoc Bich Khuyen Dinh, 2020) concluded that commitment and personal power are fundamental characteristics of academic leadership. The staff and the interpretation skills, leadership skills academic skills and leadership styles are the necessary characteristics for academic command. (Kin, 2019) identified twelve critical leadership skills for school leaders. These skills they are leaders in learning, integrity and accountability, communication, collaboration, critical thinking, and creativity innovation, decision making, problem solving, change management, entrepreneurship, digital and emotional literacy intelligence. (UGC, 2019) has published guidelines for the placement of teachers in higher education institutions. Faculty members should be prepared to become professional leaders and to assume academic leadership at different levels. Ten modules of approximately 175 hours are offered. (MHRD,

2018) launched leadership for academic program (LEAP) to prepare the second level of leader to assume the leadership position at the institutional level. General management issues are covered in these three weeks of the training program conducted by leading institutes in the country and world-class universities. (AICTE, 2018) affirmed with sympathy teacher technical training policy where teacher development is foreseen to assume leadership positions the Institute. (Benayoune, 2017) defined the competence framework as a set of competences to achieve the objectives of innovation, reform and change (adapted). The author states the benefits of the competence framework for management the human resources activities in the institution. The author pointed out the problems in the development and implementation of the competence framework in the institution. (Kęstutis Trakšėlys, 2016) suggested a theoretical model of interconnection between developing the skills of school heads and improving the school, the different authors suggested stages of leadership career as an emerging leader, entry into leadership, established leaders, advanced leadership and consultant command. (Dorrell J. Ross, 2016) studied principals' key competencies on Green's 13 key competencies. The key competences are highly prevalent in the principals, positively influence the climate, professionalism was the highest skill and the five skills are significant. It is about professionalism, curriculum and education, diversity, collaboration and evaluation. (Cook, 2016) recommended that each institution have its own definition leadership, distributive leadership is an effective model, collegiate style is an effective style, academic leaders.

It should empower the academic community and leadership development opportunities should be provided to leaders throughout their career. (Connor, 2016) studied the use of competency frameworks for recruitment and selection in financial services organizations in Dublin and concluded that there is a relationship between core competence and organizational effectiveness, the framework is useful in recruitment and selection. (Muhammad Midhat Ali, 2016) suggested 7-step competence map development process, test phase and performance evaluation phase for the technician skills. (Aithal, 2015) defined 4 levels of leadership in higher education institutions. These are academics, organization of programs, sporting and recreational activities and cultural activities. The author has indicated ways to clean up leadership in the institution. (Daniela Drugus, 2014) said that leadership is the ability to make people act. The author quoted BP Smith and stated that leadership is the ability to influence the behavior of individuals and groups to get the desired results. They quoted PF Drucker and said leaders should do what needs to be done. (Abu Daud Silong, 2011) described skills, roles and effective academic leadership in a University. The authors cited Mintzberg and defined managerial roles as interpersonal, informative elaboration and decision. The authors cited Yang and listed personal and administrative characteristics and skills, social responsibility skills and institutional skills. (Jacqueline Fields, 2019) stated insights on educational leadership. These are

emotional qualities, mentoring and empowerment, excellence in teaching, research and scholarship. The various author over the years have developed a framework for educational leadership that encompasses these insights.

Contextual Definitions of Terms

Concept of academic leader: The leader is a person who influences the performance of individuals, teams and everyone as institutional members to achieve the goals, missions and vision of the institute in an innovative way. Leaders are classified into three types, namely Level I: Governors, Directors, Principals, Principals and Chiefs, Level II: professors, team leaders and associate professors who lead specific innovation, level III assistant professors who lead student groups. **Role concept:** role is the expected behavior of leaders to conceive, design, implement, evaluate and improve innovations.

Concept of competence: a set of skills and traits of leaders to play innovative role dimensions in the context of innovation, reform and change in the institution.

Competence framework concept: the main classes of innovation areas of the institution on which the core is based skills are grouped, studied, developed and used in the institute to effectively implement innovation. The common thread for building a skills framework are innovations, reforms and major changes in the context of NEP 2020.

Traits of academic leader

Academic leadership in the reform-oriented institution is quite different from academic leadership in conventional institutions as illustrated in Fig 1.

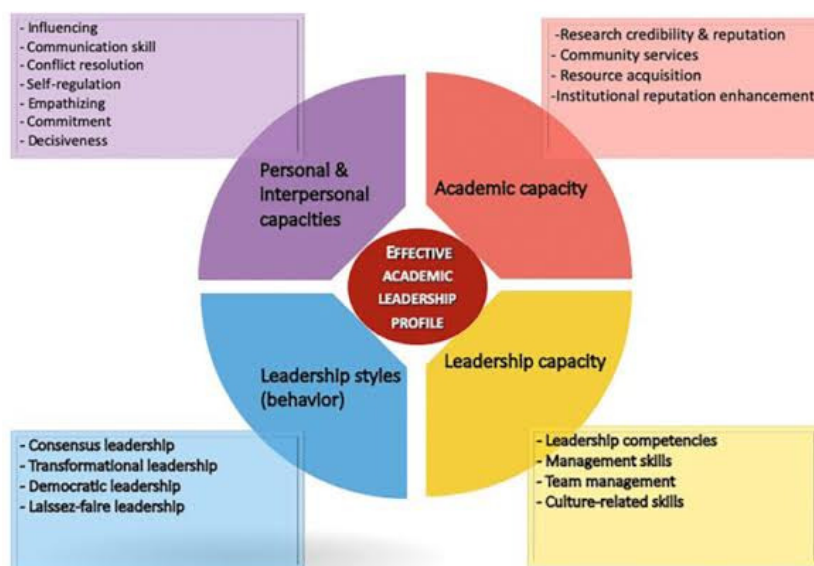


Figure 1. Effective academic leadership profile (PALL).

Leadership theories and models guide academic leaders to fulfill their roles effectively and efficiently.

In a reform-oriented institution, academic leaders are expected to possess following traits and skills as given in Fig. 2 so as to become Inclusive leaders.

| TRAITS | SKILLS |
|--|--|
| <ul style="list-style-type: none"> ● Adaptable to situations ● Alert to social environment ● Ambitious and achievement-oriented ● Assertive ● Cooperative ● Decisive ● Dependable ● Dominant (desire to influence others) ● Energetic (high activity level) ● Persistent ● Self-confident ● Tolerant of stress ● Willing to assume responsibility | <ul style="list-style-type: none"> ● Clever (intelligent) ● Conceptually skilled ● Creative ● Diplomatic and tactful ● Fluent in speaking ● Knowledgeable about group task ● Organized (administrative ability) ● Persuasive ● Socially skilled |

Source: Stogdill (cited by Yukl, 1998:237)

Fig 2; Traits and skills required by effective academic leaders.

With the desired set of traits and skills inclusive leaders can do justice to their role as academic management and academic leadership are interwoven as depicted in Fig 3.

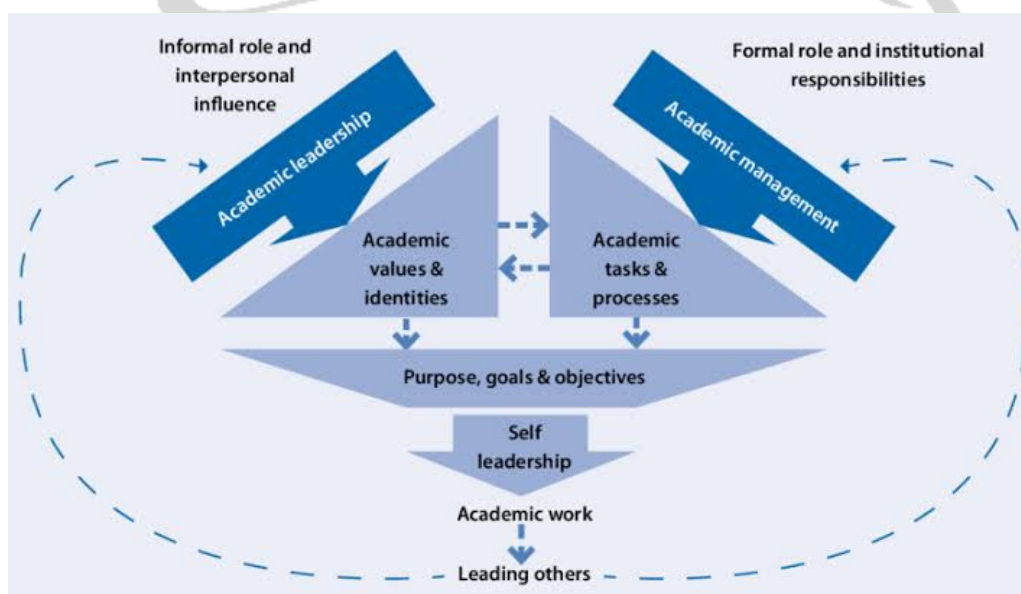


Fig 3; Academic leadership cycle.

Inclusive Academic Leadership Roles and Competencies

In the context of NEP 2020 and the innovations taking place in the higher education system, the roles of academic leaders will be reform-oriented making them truly inclusive leaders to lead the future of inclusive education in India . Roles and skills of inclusive academic leaders are shown in Fig 4, Fig 5, respectively and Fig 6 represents the impact of inclusive leaders for better inclusive practices in India as per NEP 2020.

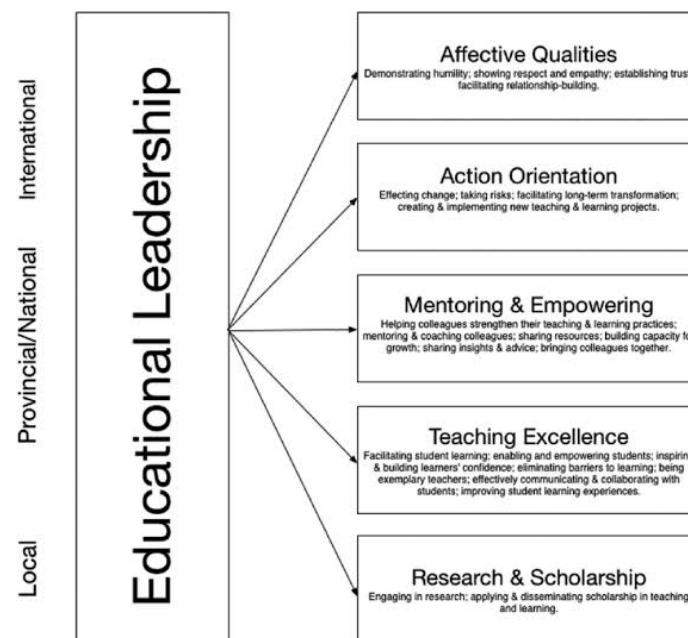
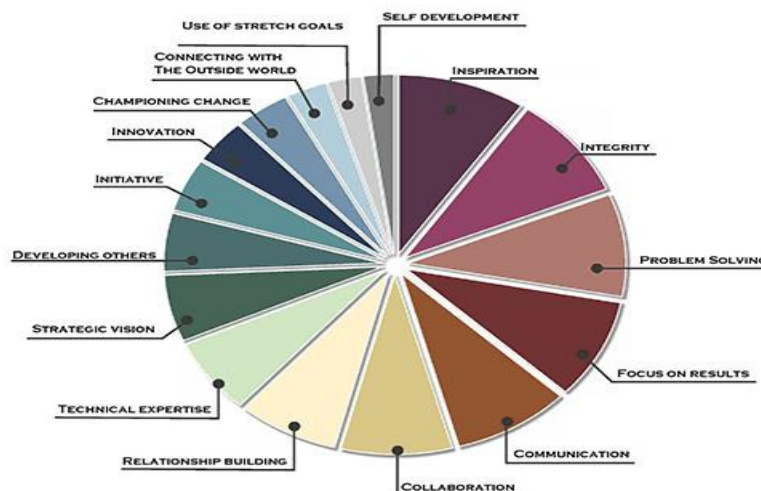


Fig 4; Different levels of academic leadership in context of NEP 2020.

Fig 5; Roles and responsibilities of Inclusive Academic Leader.



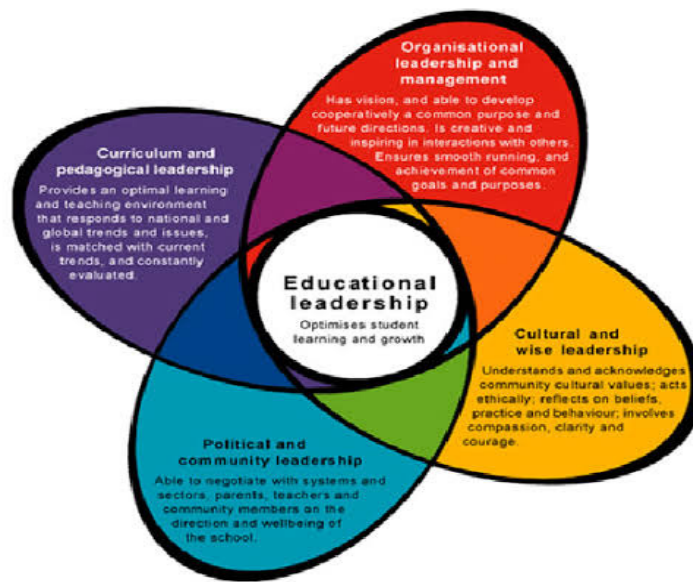


Fig 6: Impact of effective educational leadership leading to better inclusive practices as envisioned in NEP 2020.

Conclusion

In reform-oriented educational institutions, academic leaders play generic and specific roles in the implementation of the reforms in the institute. The nature of the role will differ at different stages of the reform. Generic roles will be performed by all academic leaders working at different levels and specific roles will be performed by the designated head for the purpose. The concept of visionary leadership, shared leadership, distributive and democratic leadership, charismatic leadership, participatory leadership, transformational leadership and so on should be used conceive, design, implement and evaluate the impact of academic innovations in the light of NEP 2020. The focus of academic leadership should be student-centered and research-oriented.

Limitation and further scope of research

The roles and the framework of competences developed in this study are based on the literature review, on the views of the authors and senior professional. A holistic exploratory research study can be undertaken to standardize skills and framework developed in this study. Another study on competences analysis is recommended which could be further used to design training and development activities for academic leaders.

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TEACHER AND TEACHER EDUCATION IN CONTEXT OF NATIONAL EDUCATION POLICY

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Abstract:

In the words of Joad “Teaching is not every body's cup of tea”.so,in teaching teacher play an important role.

The opening sentence of Kothari commission (1964-66) is that “The destiny of India is being shaped in her class-room.” The teacher, “The people of a country are the enlarged replica of their teacher. They are the real nation builders. The teacher is best explained by the prominent thinkers of education. According to Swami Vivekananda”. The true teacher is he who can immediately come down to the level of the student, transfer his soul to the students soul and see through and understand through his mind. Such a teacher can really teach and none else.

Teachers truly shape the future of our children and therefore the future of our nation. It is because of this noblest role that the teacher in India was the most respected members of society. Only the very best and most learned became teachers or gurus what they needed to pass on their knowledge skills and ethics optimally to students.

In the words of Prof. Humayun Kabir, “Teachers are literally the arbiters of a nations destiny. It may sound a truism but it still needs to be stressed that the teacher is the key to any educational reconstruction”. The teacher occupies very important place in society because he brings about the transfer of the intellectual tradition from one generation to the next. He maintains the level of technological skill and keeps the light of civilization burning bright.”

So in this paper we discussed about teacher and teacher education in context of national education policy.

Key words : Teacher, Education, Civilization.

Introduction:

H.G. Wells “The teacher is the real maker of history”. According to John Adams” The teacher is the maker of man”. Teacher play the several roles as manager, philosopher, guide and friend. He has the authority responsibility accountability and leadership in managing class-room

activities. The Secondary Education Commission (1952) rightly points out we are convinced that the most important factor in the contemplated educational reconstruction is the teacher his personal qualities his educational qualifications his professional training and the place that he occupies in the school as well in the community. The teacher occupies a very important place in society because he brings about the transfer of the intellectual tradition from one generation to the next. He maintains the level of technological skill and keeps the light of civilization burning bright.

The teachers occupy that most important place among the three chief organs of educational process teacher student and content. Well known fact that teacher is the focal point of the educational system revolves round him/ her. Teacher care for the students all round development. Our present society and nation is passing through a very significant period of transfer and development; the responsibility of the teacher increases all the more. The teacher comes into real contact of the future citizens and influences them with his ideas, conduct and understanding. Teachers are responsible for giving the practical shape to different needs aspirations, ambitions, ideals values etc. of the society. Teachers create the future society by their efforts. So, they are also called social engineers. Teachers are responsible for effecting physical, mental social, spiritual and other types of development of the future citizens. Teachers are responsible for preservation and transmission of learning and culture. Teachers are also responsible for developing creative leadership keeping the national needs in different aspects and establish new social order on the basis of equality, freedom and justice.

According to Mudaliar Commission, 1952-53, too accepted the importance of teachers in educational reconstruction his personal traits his vocational training his place in school and society.

Pt. Jawaharlal Nehru, too said that a teacher should assist in transferring higher values to students through his personal values and culture. He should help students to blossom fully and should not try to create artificial flowers. The goal and outcome of teachers work should be to cultivate morally autonomous personality.

The National Education policy on Education (1986) expects a lot from the teachers. It boldly opined ‘no people can rise above the level of its teachers. It states that the status of the teacher reflects the socio-cultural ethos of a society. It has been recommended that: The Government and the community should endeavor to create conditions which will help to motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.

Kothari commission said “of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of

teachers are undoubtedly the most significant. Therefore, there should be a sufficient supply of intelligent and sincere person to the teaching profession with the best professional education and satisfactory conditions for their effective professional education which may initiate the teachers to the most needed revolution in teaching and lay the foundation for their professional growth and life-long education.

Contribution of teacher and teacher education prior to Indian independence:

Teachers truly shape the future of our children and therefore the future of our nation. By “teacher” is meant especially in a school or college. It refers to a person who helps others to learn. In this context it is used to refer to a person who facilitates learning including the higher institutions. A professional whose job is to teach and guide learning. Teacher characteristics such as their beliefs motivations and other factors that affect teachers and their practice. Person who helps students to acquire knowledge competence or virtue. Those who are employed as their main role to context such as at a school. A teacher is a person, who provides education for people one who teaches or instructs. The role of teacher is often formal and ongoing carried out at a school or other place of formal education.

A teacher is not a teaching craftsman. He has to help his students to develop certain personality traits and also to realize desirable values. The teacher of today must be the teacher of whole man. The new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally. Teachers are a section of community sharply segregated from the rest preparing themselves for their life's work in institutions for developing human attributes. The teacher education system as it exists today fails to educate the human beings. The trained teacher is too often an untrained human being. Our aim must be the education of the right human beings for work in our schools.

Glance of Teacher Education:

From the very beginning the time of pre and post-independence, Indian Education has been marching on the path of progress very rapidly consequently, the demand for trained teachers in different fields of education is rising gradually. Teacher education has been given an important place in the reconstruction of the country's education.

Here researcher discussed the about development of teacher education in India. Former minister of education, Shri M. C. Chhagla too once said that no educational system can progress without trained and able teachers. A country with bright future is a country with able teachers. In the Vedic period, the teaching work was considered a spiritual work. At that time, a teacher was considered to be the bearer of all these ideals. So, a teacher was considered to be a master of learning in his specific field of study as well as a man of high moral character. The Rigveda says that the contemporary teacher had the qualities of intellectual aptitude and fine

intelligence.

In the Vedic period, there was no tradition of issuing any formal training or formal certificates by a teacher: students used to live in the direct contact of good teachers and used to learn the art of teaching informally and practically on the basis of their experiences.

At that time education was limited to the people belonging to only high classes, so, it was natural for teachers to have only a limited number of students. They used to pay personal attention to teachers. Their entire education used to be under their individual guidance, but some teachers had become quite famous and skilled, so many students came to them, which made it impossible for them to pay personal attention to all of them. Therefore, they used to seek student's cooperation in their teaching work.

The system of teaching by students of higher classes to students of lower classes is called the monitorial system. The monitors who were assigned with the responsibility of teaching work, used to learn methods of teaching and school administration in practical terms. Therefore, they did not feel any difficulty in conducting teaching independently.

Thus, practical teaching was dominant over theoretical learning in teacher training during the ancient period and the learning by doing, methods was adopted. This can be called the indirect beginning of the teacher training.

In the Buddhist period, the importance of teacher education was accepted. Teacher Education started to expand. In this period, teacher education started to develop in an informal way. By the seventh century, teacher training started to evolve. Teachers used to be trained for propagation and promotion of religion and ideals of Buddhism. Teachers were often Buddhist Monks who lighted the light of religion. This tradition was followed in the celebrations such as Upasampada Samskar. A monk was turned into a teacher by keep` in him under two teachers. They used to be trained in morality contact and methods of teaching. They used to abide by the religion and discipline. When the officials were satisfied with their work, they used to be given the responsibility of teaching.

The teaching process was based on monitorial system. This system was introduced in almost the entire worked in formal teacher training courses with the passage of time.

Teacher training remained indifferent even during the Medieval period. During this period, Mullahs and Maulvis used to teach in Maktabs and Madrasas. These Mullahs and Maulvis did not get any special training or teaching. The monitorial system was prevalent in the 14th century. Teachers used to call their favorite and able students as class monitors. These students used to keep control over the class and help in teaching junior students. The monitorial system used to impart professional training to able students.

Teacher education during company rule- The Dane Missionaries first established the normal school for teaching training in 1776 for the first time and introduced teacher training in

India.

These training institutions and normal schools of Dane missionaries used the traditional in expensive method of pupil-teacher system.

This method was named in various ways, such as, Madras system, Monitorial system, Lankastrian method, Glasgow method, Pestalloggy method etc.

This method was in expensive as well as could supply teachers in a limited time. This method was in fact a refined and transformed form of the monitorial system which was prevalent in India since time immemorial.

Teacher Training during the British Period (1801-1882), During 1801-1882, non-government organization did commendable work in the field of teacher-training. As a result of efforts a total of 106 Normal school were setup in the entire country by 1881-1882.

Hunter Commission, 1882 or Indian Education Commission 133 normal schools, 50 training Schools and 6 Training colleges (Madras, Lahore, Kursang, Jabalpur, Allahabad and Rajmundri) were set up by the end of the 19th century.

Government proposal Regarding Education Policy, 1904. This proposal was laid emphasis on the proper system of all aspects of teacher training.

Lord Curzons Education Policy, Lord Curzon started the tradition of giving grants-in-aid to provincial governments for expansion of Education. As a result of this, many training colleges were inaugurated within 5 years.

Government proposal Regarding Education Policy 1913. This proposal laid down this policy that no teacher should be allowed to become a teacher in the modern educational system until he secures a training certificate for himself and this policy contributed in the development of teacher training greatly.

Sadler Commission, 1919. Sadler Commission or Calcutta University Commission gave the recommendations and quickened its development process, to increase the number of trained teachers, to provide for research relating to training, to establish education department in each university.

Hurtog Committee, 1928. This Committee rendered several useful recommendations for reform of training for teachers of primary school, like the period of teacher training should be increased, able and skilled teachers should be appointed in training institutions, programmes like education conferences and refresher courses should be started in schools for working teachers.

Sergeant Commission, 1944. In 1944, Sir John Sergeant, the chairman of Sergeant Commission, rendered the recommendations regarding teacher training, the training of graduate level teachers should be held in training colleges opened by the government institutions and universities, the level of school education should be raised in reference to training programmes.

The recommendations of the above commissions, proposals and committees resulted in the progressive improvement in the condition and facilities of teacher training. Before independence, there were three types of training institutes in India:

1. **Normal Schools.** These schools trained teachers of primary schools. The duration of their training was 2 years and middle-pass candidates were admitted.
2. **Secondary Training Schools.** These schools trained teachers for middle schools. The duration of training was 1 or 2 years, and high-school or inter pass candidates were admitted to them.
3. **Training Colleges.** These schools trained teachers for high schools. The duration of training was 1 year and graduates and post- graduates were admitted to them.

Teacher and teacher education after independent India:

By Teacher Education is meant all those formal and informal activities and experiences imparted to an individual in order to make him capable. In India teacher education has always been recognized as one of the most crucial means of social and national development. This view has been reflected by several commissions and committees after independence.

University Education Commission (1948-49): Just after independence, the Ministry of Education, Government of India set-up University Education Commission under the chairmanship of Dr. S. Radhakrishnan in the year, 1948. The commission recommended that the courses must be flexible and adaptable to local circumstances.

1. To remodel the course and time given to school practice in assessing the student performance.
2. To use schools for practical training.
3. Courses on the theory of education to be flexible and adaptable to local circumstances.

Secondary Education Commission: Secondary Education Commission was established under the chairmanship of Dr. A. L. Mudaliar. The recommended that there should be only two types of institutions for teacher training.

1. Training colleges should organize refresher courses, start intensive courses in special subjects, practical training in workshops.
2. Teacher trainees should receive training in one or more of various extra-curricular activities.
3. During the period of training all student teachers should be given suitable stipend by the state and no fees should be charged in training colleges.
4. The training institutions should advocate methods and training that are practicable and realistic.

Establishment of NCERT (1961):

National Council of Educational Research and Training was established on 1961 for the development of school education. It also included teacher education. The recommendations of NCERT are as follows:

1. To revamp elementary and secondary teacher Education curriculum.
2. To reorganize student teaching and evaluation.
3. To focus on continuing education of teachers through establishments of centers of continuing education.
4. To provide a scheme of national awards to school teachers and teacher educators.

The Education Commission (1964-66): Prof. D. S. Kothari was the chairman of the education commission (1964-66) under whose name it was named as Kothari Commission. The commission studied various aspects of the Teacher education in details and observe that a sound programme of professional education of teachers is essential for quality improvement of education.

1. To frame the training course as to prepare the students for the immediate work of teaching.
2. To introduce education as an independent discipline and an elective subject in courses for the first and second degrees.
3. To removing the existing isolation of teacher education from schools.
4. To improve the quality of teacher training institutions.

Indian Association of Teacher Education (IATE). IATE was established in the year 1965. The major recommendations of this association regarding teacher education were.

1. **Practice school-** Every college of education should have one practice school attached to it.
2. **Correspondence course-** correspondence courses should be introduced for reducing the backlog of untrained teachers.
3. **Summer Institutes-** Summer Institutes should be started to increase the number of trained teachers.
4. **Area Organisation-** Area organization should be set up to integrate and supervise the training of teachers at all levels.

National Policy on Education (NPE), 1968 : The National Policy on Education (NPE), 1968 was established under the chairmanship of Shri Ganga Sharan Sinha. The National Policy on Education formulated the following suggestions regarding the status, emoluments and education of teachers.

1. The emoluments and other service conditions of the teachers should be adequate and satisfactory with regard to their qualifications.

2. Academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

3. Teacher education particularly in service education should receive due emphasis.

National Commission on Teachers (1983-85): Prof. D. P. Chattopadhyaya was the chairman of National Commission on Teachers. The Commission made some valuable suggestions for Teacher education:

1. A four-year training course after senior secondary leading to graduation and training is recommended.
2. To enlarge and improve the physical facilities of a four-year integrated college.
3. To extend the duration of one-year B. Ed. course by two summer months ensuring an academic session of 220 days with longer working hours.
4. To select teacher on the basis of some factors like, good physique, linguistic ability and communication skills, general awareness of the world, a positive outlook on life and capacity of good human relations.

National Policy on Teacher Education (1986): National Policy on Teacher Education was adopted by parliament in May 1986. It recommended the system of teacher education to be overhauled.

1. To upgrade selected secondary teacher training institutions.
2. Emphasizing inseparability of pre- service and in-service components of teacher education.
3. To establish District Institutes of Education and Training (DIET) with capability to organize pre-service and in-service courses for elementary school teachers and for the personal working in non-formal and adult education sectors
4. To establish the National Council for Teacher Education (NCTE) at the national level which will have the power to accredit institutions of teacher education, provide guidance regarding curriculum and methods.

5. Upgrading of selected teacher training colleges to complement the work of SCERTs.

Acharya Ram Murti Committee was appointed by the Government of India in 1990 reviewed the National Policy on education (1986). The suggestions regarding teacher education were:

1. The first degree course on teacher education should not be given on correspondence mode.
2. More institutions should be encouraged to introduce four years Integrated courses in the pattern of Regional Colleges of Education.
3. The practice of using teacher training Institutions as dumping ground for unwanted

staff should be stopped.

National Council of Teacher Education 1993: The Government of India established the National Council of Teacher Education (NCTE), a statutory body by an Act of Parliament (NCTE Act, 73, 1993) in 1995. The objective of National Council of Teacher Education is achieving planned and coordinated development of the teacher education in India. NCTE was entrusted to undertake several responsibilities.

1. To undertake surveys and studies relating to various aspects of teacher education and publish the result thereof.
2. To make recommendations to the Central and State Governments, Universities, UGC in the matter of preparation of suitable plans in the field of teacher education.
3. To coordinate and monitor teacher education and its development in the country.
4. To take all necessary steps to prevent commercialization of teacher education.

In 1998, a curriculum Framework for Quality Teacher Education was proposed by NCTE under the Chairmanship of Prof. J. S. Rajput that provided a comprehensive base development of various teacher education programmes in India.

Teacher Training and Innovation Report of the Central Advisory Board of Education (CABE) Committee, 2005: Recommendations made by the committee

1. NCTE while laying down norms, standards and guidelines in respect of pre-service training programmes for elementary school teachers shall be guided by the principles laid down in Clause 28.
2. The appropriate Government in respect of teachers in state schools/fully aided schools, and managements in respect of teachers in unaided schools, shall take all necessary steps, to ensure suitable in-service training and regular academic support, including through ICT, to teachers to enable them to implement the principles laid down in Clause 28.

National Curriculum Framework of Teacher: 2009 provides a new perspective and approach which for the first time has translated into model syllabi for elementary Teacher Education.

Conclusion:

The development of teacher education has been traced in the post –independence period. We can say teacher and teacher education is very important for the society as well as community, state and as a whole country. Education determines the status and standard of prosperity and welfare of a people. Our teacher education programs can only successful if these are attuned to the changing society and its needs. Our present system is too much bookish and theoretical and hardly caters to the growth of national wealth. Whatever policies may be laid down; in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the

development of new technologies which are likely to revolutionise the classroom teaching. The Teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. As a teacher and teacher educator have some expectations in every aspect related to teacher and teacher education. And waiting for implementation of national education policy on ground level for the sake of every individual.

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EARLY CHILDHOOD DEVELOPMENT AND ECCE (EARLY CHILDHOOD CARE EDUCATION)

Amruta Amit Ratnaparkhi

Abstract:

Early childhood, defined as the period from birth to 6 years old is the time of remarkable growth with brain development at its peak. During these stage children are highly influenced by the environment and the people around them. ECCE play an important role in developing child's brain. Five main areas of child development are

1. *Cognitive development*
2. *Social and emotional development*
3. *Speech and language development*
4. *Fine motor skill development*
5. *Gross motor skill development.*

Children learn from every situation and a person they come across. Proper guidance and quality care education can make a big difference. Besides acquiring basic skills. Preschoolers need to learn how to socialise, share and form relationships. As defined by UNESCO ECCE is holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing (UNESCO). ECCE consists of activities and / or experiences that are intended to effect developmental changes in children prior to their entry in elementary school. By getting ECCE kids will have much easier time interacting with their peers and teachers while acquiring a strong foundation for a fulfilling trip to a adulthood. It is more than preparation for primary school. Studies show that children with access to ECCE tend to achieve in life than those who don't. It gives children a priceless opportunity to take full advantage of their potential skills and talent. Besides individual benefits, early childhood education has positive impact on society as a whole.

Key Words – Early childhood development, ECCE, theories related to child learning.

Introduction –

Children are important assets of the society and so as the nation. The development and prosperity of a nation is achieved after overall development of the children. The ultimate aim of education is holistic development of a child. Every child is unique and whole process of education is centred around children. Thus the experiences provided to them contribute to the goal of complete development of a child.

Heredity and environment play an important role in development of child. The early years in a child's life say 0 to 6 years are very important from the point of view of growth and development. The foundation of later development is laid in these years and any lacuna or enriched experiences in these years is likely to have impact on further life of the child. If the child doesn't get any appropriate environment at this time, it is likely to have adverse effect on the development, which may be difficult to reverse in later stage of development.

An appropriate environment includes different experiences, safe surrounding, acceptance and respectful treatment from others, caring and love, exposure to diversity. However most of the times the home environment in our country is poor, lack of space, shortage of learning material, absence of both parents due to urge of earning, bad socio economic conditions etc. In some urban areas due to trend of nuclear families and absence of grandparents, parents failed to give children what they need in early childhood. Therefore, it becomes imperative that what parents or whom have failed to give a child should be given in early childhood education. Today there is universal demand for ECCE.

The objective in the context of NEP 2020 for ECCE is to finalise the all over high quality availability of ECCE throught the country step by step. Holistic ECCE program include components of health, nutrition and per school education for all round development of a child.

Scope and Limitation:

This paper deals with discussion about

1. early childhood development
2. ECCE
3. Importance of ECCE
4. Theories related to child learning.

Concepts:

A. **Early Childhood Development** – It is the most important period of child's life and of age 0 to 6 years. About 85% of the total development of brain takes place within first 6 years.

Main areas of early childhood development –

- a. Cognitive development
- b. Social and emotional development
- c. Speech and language development
- d. Fine motor skill development
- e. Gross motor skill development.

Early childhood is regarded as preschool age hence it is considered as a very significant period for education and training. Teachers and parents should be very careful so that the good habits are formed at this stage. This is the base for future life of the child. If he

gets a proper environment at home and school, it will help him to mould as a mature person. Children should be provided with opportunities of games and cultural activities. For the imagination of development power stories, rhymes and games are to be chosen. Emotions of the students should be properly trained. When they show emotional outbursts they should be treated calmly. This is the age of curiosity. They should be given proper answers to their questions. Their individuality should be encouraged to express their feelings.

The education of the students at this stage, rests mainly not only with the parents but now a day's number of nursery and kinder garden schools have been set up for their training. There are arrangements for senses training through music, drawing, painting, dancing, rhymes and various games.

B. ECCE -

The term early childhood care education is very comprehensive. It comprises all aspects related to or affecting a child. The focus of ECCE program is mainly 0 to 6 years. This program is launched to reduce dropout rate and holistic development of the child under the national policy of education 2020. The program emphasised on play, fun and activity approach. This program is a bridge to enter into a primary school. It lays foundation for the development of the cognitive, motor, social, emotional, speech and language development. It is the program which indirectly promote self-control and inner discipline in children.

It involves many people including family, community members and policy makers. The primary need of the child that ECCE centre must meet is that of need for security and acceptance when a child moves from secure home to a new centre, the child should be supported to adjust the new environment. A favourable ambiance with a signal of warmth, love, protection and belongingness contributes for emotional nourishment. The child then develops confidence, curiosity, self-control and capacities to communicate and relate to others.

Importance of ECCE -

Children who take part in ECCE have improve social skills and do better in school. They also learn essential life skills that stay for ever with them. Most important that children have fun in safe and loving environment. The importance of ECCE can be highlighted by the following points

Socialisation, better academic performance, love of lifelong learning, improved self-esteem and confidence, better concentration, exposure to diversity, foundation of STEM skills, Active or healthy creativity, different activity fine motor skills.

C. Theoretical foundation -

Philosophers have speculated about the nature of the childhood and the process of socialisation. Western thinkers like Rousseau Froebel, Dewey and Montessori have been pioneer in the movement of early childhood education. Dewey emphasised on learning through

everyday experiences. Froebel believed that action and direct observation are the best ways to educate children. Indian thinker like Gandhi, Tagore, Aurobindo, Gijubhai Badekha and Tarabai Modak were of the view that the early childhood education must be in mother tongue connected with child's cultural and social environment.

In more recent times Piaget Bruner, Vygotsky and Gardner have emphasised on experiences, play and learn based education. Piaget emphasised that children construct their knowledge by assimilating their experiences and connecting with their own understanding. So ECCE should be given by play and learn, fun method giving different experiences, music, singing etc.

Discussion:

In the existing situation of ECCE we will find in some of area, for eg. Urban area there are lots of ways for early childhood care education like private nurseries, pre-school, play groups while on the other hand there is scarcity of well organised and properly managed pre-schools especially in rural areas. Where such pre-schools are available but facing problems of untrained teachers, unequipped environment and lack of techniques. Such schools just teach children about reading, writing, counting etc. which is not expected at that stage. Even some schools are conducting educational pattern which is not related to their environment and background.

Therefore, it is the need of the hour that an educational program should be developed for the children of this age according to their level of capacity, need and suits to their environment and society.

Results and Conclusion:

As the early childhood is the milestone in the development of a child more focus is to be given at this stage. The overall development of the personality takes place in social, mental, emotional and physical area so before entering into pre-school, a child should be prepared to face the challenges in the life.

In the early childhood, the child should get different experiences, safe surrounding, acceptance and respectful treatment from others, caring and love, exposure to different activities. A child learns by taking experiences and connecting it with the proper knowledge about it. Most of the brain development takes place in the age up to 6 years. Different activities like play games, play groups dancing, singing, help in motor and sensory developments.

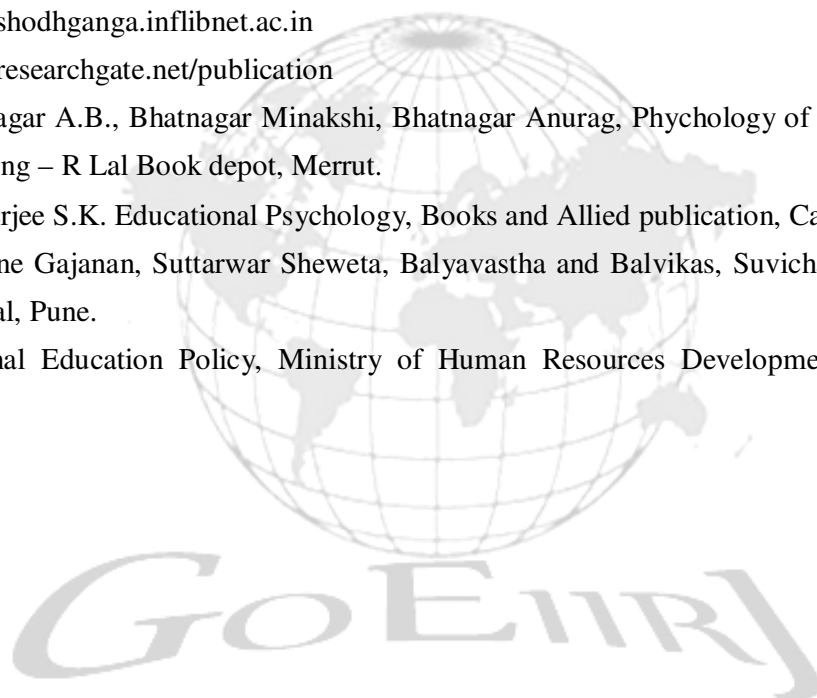
Thus it is concluded that early childhood care education helps for overall development of a child and a base for the formal school education where the main focus is given on the major areas of development in that stage.

Scope in Future:

The ECCE will prepare a child for the formal education. It will help for the development of a Child in main basic areas like social, mental, emotional, sensory and motor. A child will get a safe, caring free environment for facing future challenges. It will help in reducing poverty as the parents who cannot give proper attention to their child can concentrate on their work. In nuclear families, the children staying alone at home will get proper training for informal education.

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ENVISAGING HIGHER EDUCATION IN THE BACKDROP OF NATIONAL EDUCATION POLICY 2020

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Abstract

Higher education plays a significant role in the cognitive development of the learners helping the learner to think critically which in turn leads to the overall well-being of a society. Now in this era of Modernization and technological advancement it is very much essential to update the current knowledge of the students to maintain the social well-being. That is why educational policies including Higher Education are being changed from time to time according to the changing needs of the society. Previous educational policies focused on equity and equality of educational opportunities. But in this 21st century along with equity and equality of educational opportunities, to develop sustainably and to achieve the 4th Sustainable Development Goal (SDG 4) have become the need of the hour. To achieve these after 34 years of our last education policy i.e. National Policy of Education 1986 (NPE 1986), National Education Policy 2020 (NEP 2020) has evolved. The current paper focuses mainly on the important features of Higher Education as mentioned in the NEP 2020.

Keywords : Higher Education, SDG4, NEP 2020, NPE 1986

Introduction:

Students get admission to Higher Education after passing 12 years of school education or its equivalent having duration of at least 9 months (full time) or the education obtained after passing 10 years of school education having the duration of at least 3 years. Higher education includes general, vocational, professional and technical education. Institutions providing higher education are Universities, Colleges, Stand – alone institutions (All India Survey on Higher Education 2019-2020). The history of evolution of higher education in India can be described in three phases: Ancient, Pre Independence and Post Independence. In ancient India there are many world famous universities like Nalanda, Taxila, Vikramshila etc (Madaan, 2021). During Pre Independence period on 1857, britishers established three Universities at Bombay, Calcutta and Madras respectively (Hossain and Mondal, 2019). In Post Independence there are various committees, commissions and policies which play significant roles in the maturation of the

higher education in India. Like Finance, Health or any other sectors the policies formulated for Higher Education sector at a particular period is also influenced by the existing situation at that period. The policies also changes according to the changing needs of the society. As for example the main motto of Kothari Commission 1966, National Education Policy 1986 was to provide equality in educational opportunities (Hossain and Mondal, 2019). Similarly in 21st century the need of the country is not only to provide equity and equality in educational opportunity but also to develop sustainably and to convert the citizens of the country into a skilled work force. To achieve these goals and also to achieve the 4th Sustainable Development Goal or SDG 4, a relatively comprehensive education policy known as National Education Policy 2020 or NEP 2020 has been formulated. In NEP 2020's Higher Education section more stress is provided in research and multidisciplinary education to achieve the SDG 4 by the year 2030 (Madaan, 2021). The NEP 2020 came into existence on 29th July 2020 as a result of vigorous reviews and consultations of the Draft National Education Policy 2019 headed by Dr. K. Kasturirangan (Kumar, 2020; Venkateshwarlu, 2021). The main motto of Higher Education in NEP 2020 is to teach the students how to think instead of what to think (Darbar, 2021).

Important Features of Higher Education in NEP 2020:

There are the following important features:

1. Alongwith the general graduation and post graduation courses Higher Education includes Teacher Education and Vocational Education.
2. Higher education should be more holistic and multidisciplinary. To achieve this holistic and multidisciplinary education having highest global standards for providing quality education Model Public Universities and MERUs (Multidisciplinary Education and Research Universities).
3. Master degree programme will become more flexible. There will be following types of Master degree programmes provided by HEIs (Higher Education Institutions):
 - i. Those who have passed the 3 year graduation programme will get admitted to 2 years of Master degree where the final year will be devoted entirely to research.
 - ii. Those who have passed 4 year graduation with research will get admission to 1 year of Master Degree.
 - iii. Students make take admission to a 5 year integrated degree programme.
3. Higher Education curriculum should be more flexible.
4. The minimum qualification to get admission to PhD will be to have either a post graduation degree or an integrated 5 year Bachelor's/Master degree programme.
5. There will be no M. Phil. Programme and M. Phil programme will be discontinued.
6. Higher Education Institutions will give more stress on research projects by building up start-up centres.

7. To upgrade the evaluation system for promoting innovation and flexibility the Choice Based Credit System or CBCS system will be revised.
8. Higher Education can also be provided through Open and Distance Learning mode to foster equity and inclusion.
9. To promote equity and inclusion in higher education specially for students belonging to Socio Economically Disadvantage Groups or SEDGs, following steps can be taken:
 - i. To promote better and quality education for students belonging to SEDGs enmarking suitable government funds.
 - ii. To set clear targets to have high Gross Enrolment Ratio for SEDGs.
 - iii. Setting high quality Higher Education Institutions having Special Education Zones for the SEDGs.
 - iv. Conducting outreach programmes in higher education and scholarships for SEDGs.
 - v. To take the support of technologies to improve the learning outcome of SEDGs.
 - vi. Admission process should be more inclusive.
 - vii. Developing bridge courses wherever necrssary.
 - viii. Making the curriculum more inclusive.
 - ix. Higher education programme should increase the employability potential (National Education Policy 2020).
10. Higher Education in NEP 2020 includes Teacher Education. Following important steps to be taken for the improvement of Teacher Education:
 - i. NCTE will construct a new comprehensive curriculum for teacher education through consultation with NCERT and it will be known as National Curriculum Framework for Teacher Education, 2021.
 - ii. Teaching of students of foundational stage will be conducted by the teachers who will qualify the ECCE (Early Childhood Care Education).
 - iii. To teach students at secondary level teachers should pass any one mode of the following B. Ed courses:
 - a. After passing class XII, a 4 year integrated B. Ed course.
 - b. After passing graduation, 2 year B.Ed course.
 - c. After passing post graduation, 1 year B. Ed course (Gangte, 2020).
 - iv. To get admission to a B. Ed course, candidates have to pass an aptitude test conducted by the National Testing Agency (NTA).
 - v. After passing B. Ed to get the job of a teacher a candidate has to pass the Teacher Eligibility Test (TET) (National Education Policy 2020).
11. NEP 2020 also puts stress to improve the quality of Vocational Education. According to NEP 2020 at least 50% students should get the knowledge regarding Vocational

Education either through school education or higher education by the year 2025 (Darbar, 2021).

12. To improve the Healthcare Education students of allopathic medication should have the basic knowledge and understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha and Homeopathy (AYUSH).
13. To regulate Higher Education properly Governing Bodies like UGC, AICTE, MCI, INC etc. should be merged into a single body called Higher Education Commission of India (HECI) (Darbar, 2021).
14. HECI again will have 4 independent branches viz.
 - i. National Higher Education Regulatory Council (NHERC) for regulation.
 - ii. General Education Council (GEC) to set standards.
 - iii. Higher Education Grants Council (HEGC) to provide funds.
 - iv. National Accrediation Council (NAC) for accreditation (Madaan, 2021).
15. To upgrade the quality of Higher Education Government Off India may collaborate with foreign universities.

Facilitating Teaching- Learning in Higher Education by the use of Technology:

NEP 2020 talks about the introduction of technologies like Artificial Intelligence, Online Learning Platforms, Open and Distance Learning to teach students in Higher Education. Now the introduction of these technologies have made Higher Education more flexible and inclusive. These technologies are also psychologically sound. The online study materials provided by these ODL platforms follow Programme Learning which is based on Skinner's Operant Conditioning Theory (Sharma, 2015). Students can learn anything asynchronously using online learning platforms like DIKSHA and SWAYAM as mentioned in NEP 2020. These online learning platforms work on Vygotsky's Social Constructivism where students are scaffolded asynchronously via the study materials provided on these online learning platforms which help the students to move through their ZPD (Zone of Proximal Development) to learn new concepts which they may not learn by their own effort (Picciano, 2017)

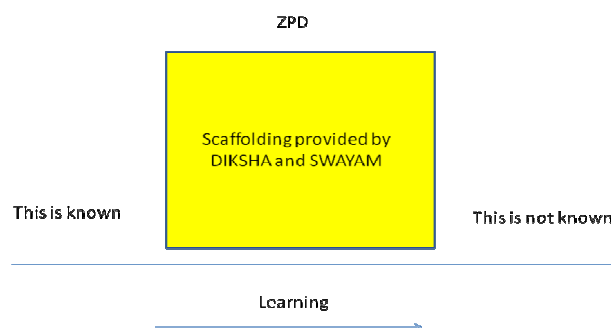


Fig: Role of Online Learning Platforms like DIKSHA and SWAYAM in Scaffolding Students in Higher Education

Conclusion:

Before the introduction of NEP 2020, Higher Education of India was facing problems like fragmented higher education ecosystem, lesser emphasis on equity and inclusion in higher education, lesser weightage on research. But the NEP 2020 tries to mitigate these problems by introducing multidisciplinary approach in higher education to reduce the problems of knowledge fragmentation and maintaining integrity of knowledge. NEP 2020 also tries to foster equity and inclusion in higher education by strengthening the online learning platforms and the Open and Distance Learning system which can make teaching-learning in higher education system more flexible and easily accessible. In NEP 2020 vocational education also finds a prominent place which is very much essential to prepare a skilled work force which in turn may fulfil the goal of developing sustainably and to attain the SDG 4 by 2030 for which NEP 2020 has been formulated. NEP 2020 is an ambitious project of Government Of India which has come into existence after a vigorous discussion on the Draft NEP 2019 and ultimately after a long wait of 34 years, the people of India have seen a new education policy after the last Education Policy i.e. NPE 1986. NEP 2020 is a comprehensive education policy as it is constructed by reviewing all the previous education policies and it also considers the present and future needs of the citizens of the country. Thus it is expected that if all the guidelines of Higher Education which are mentioned in this policy are properly executed, India will definitely flourish in the field of Higher Education and can achieve the dream of constituting a sustainable society serving by a skilled work force.

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EFFECTIVENESS OF VOCATIONAL EDUCATION : PERSPECTIVE FROM NATIONAL EDUCATION POLICY 2020

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Guide

Abstract

Vocational education plays a crucial role in building productive workforce. This paper discusses some of the non-monetary aspects that have bearing on effectiveness of vocational education system as envisaged in National Education Policy 2020 (NEP 2020). It aims to examine challenges for vocational education in the Indian context and discusses broader framework for measuring benefits from vocational education. Against the background of the Sustainable Development Goal of Inclusive Vocational Education, this paper highlights policy reforms which can contribute to resilience as well as growth opportunities for vocationally trained workforce.

Key Words: Vocational education and training, NEP 2020, Skills, growth opportunities

1.Introduction

The Planning Commission of India through its Eleventh Five Year Plan highlighted the demographic dividends that India would enjoy until the year 2033. National Education Policy 2020 (NEP 2020) considers Sustainable Development Goal 4 (SDG 4) as one of the guiding principles, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”¹ The World Economic Forum underlined “Need for Alternative Opportunities and Disruptions in Job Markets”.²

This paper discusses the **evolution** of the policy and **challenges** identified by the NEP 2020. The **framework** for “Inclusive Vocational Education” as aspired by NEP 2020 is discussed on the basis of **global studies**. **Non-monetary aspects** which have bearing on job market entry; professional growth and standard of living are discussed in the light of a **primary data** set. Towards the end, the **recommendations** are offered for effective implementation of stated objectives of NEP 2020 in the area of vocation education.

¹ <https://sdgs.un.org/goals/goal4>

² https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

1.1. Evolving Approach of Policy Makers

The D.C. Kothari Commission (1964-66) and National Policy on Education, 1968 felt that it should be possible to divert at least 50 per cent of the students to the vocational stream, reducing the pressure on the universities. The 11th and 12th Five-Year Plans (2007-2012 and 2012-17) promoted Vocational Education & Training (VET) for productive employment to increasing younger population. Efforts were in the direction of providing 'employability at the bottom of the ladder'. The benefits were mainly identified in terms of securing a regular or an ad hoc job assignment. A non-holistic approach towards vocational education and lack of integration with higher/professional education paralyzed growth opportunities for vocationally trained graduates in India.

NEP 2020 has attempted to deal with most of the structural issues not sufficiently addressed by earlier policies. It addresses socio-economic concerns over VET output, an important step in the direction of Inclusive Education. Equitable Quality Education will demand robust institutional infrastructure along with dynamic linkages with the industry and employers. Lifelong learning opportunities will allow the candidates to pursue their interests to a higher level of excellence. Case studies from industrial countries such as Germany, Japan and Netherlands revealed that liberalizing learning opportunities resulted in innovation, competition and economic growth.

1.2 Challenges recognized by the NEP 2020

The NEP 2020 stated that the students of lower academic/school performance are pushed into vocational streams, who further struggle due to limited mobility. The limited opportunities for apprenticeship and on-the-job training reduces their relevance to the industry. Hindrances to vertical progression is a major challenge in the absence of continuous learning process, which makes it unattractive for students with higher aspiration.

1.3 Global Studies, VET and Comprehensive Approach of NEP 2020

Education for the sake of education will sound like a philosophical proposition. Hoeckel Kathrin (1999) stated that vocation education offers employment and work satisfaction as short-term benefits whereas flexibility and mobility are long-term benefits. The World Development Report (2019) indicated that workplace provides an opportunity for prolonged acquisition of skills and future of work depends on the intensity of skills in emerging jobs. The case studies from Australia, Germany, Netherlands, and Switzerland reinforced the crucial role of industry participation and offered useful practices.

Researchers classified benefits to VET into two set of economic parameters namely job related and non-job related. The primary focus of this classification is on labour market entry, livelihood opportunities, mobility across regions and benefits in terms of higher wages.

Entrepreneurship is considered a big opportunity. Communication and Digital skills are identified as essential 21st Century Skills for entry and sustained growth in job market. There are parameters which reflect social benefits such as better standard of living, investment in assets and insurance cover.

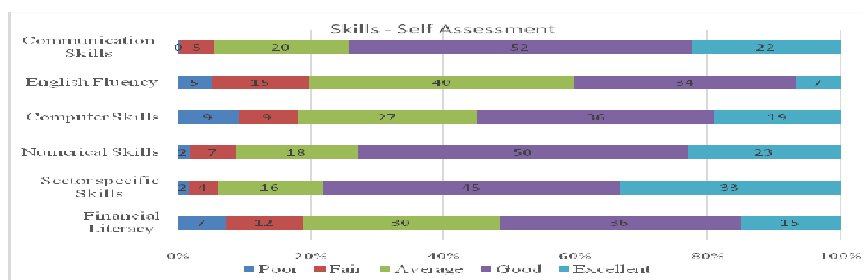
NEP 2020 discourages compartmentalizing vocational and academic education. It offers internship opportunities from Grade 6 to 12, introducing them to different vocations. Open and Distance Learning programs, flexibility to shift across streams, provision of credit bank for recognition of prior learning and entrance exams based on aptitude will encourage competitive environment in VET system. Creation of a National Higher Education Qualification Framework (NHEQF) and syncing it with the National Skills Qualifications Framework (NSQF) shall resolve concerns of integration of vocational education with higher education. Leveraging existing institutions such as ITIs, Polytechnics and Universities and Industrial Units using initiatives such as Skill Labs; it would be possible to improve quality and accessibility of VET. Creating pathways to acquire higher education in the areas of vocational streams will be a remarkable outcome of NEP 2020.

2. Findings from an Empirical Research

Primary data consisted of responses from 200 candidates who are pursuing job after passing Industrial Training Institute (ITI) exam or Diploma in Engineering exam. They are from industrial units in Mumbai Metropolitan Region; either pursuing permanent or contractual jobs. Stratified Random Sampling was used ensuring a mix of candidates from small, medium and large companies. The following section consists of descriptive analysis of the primary data.

2.1 Self-Assessment - Foundation Skills of VET candidates

NEP 2020 frequently mentions of foundation skills such as numerical skills and literacy etc. Global studies mention few more basic skills as covered in the chart below. The respondents were asked to rate themselves on a five-point Likert Scale; 1 being poor and 5 being excellent; for a variety of skills which are relevant for acquiring and sustaining jobs. The scores reflect their self-confidence about skills level.

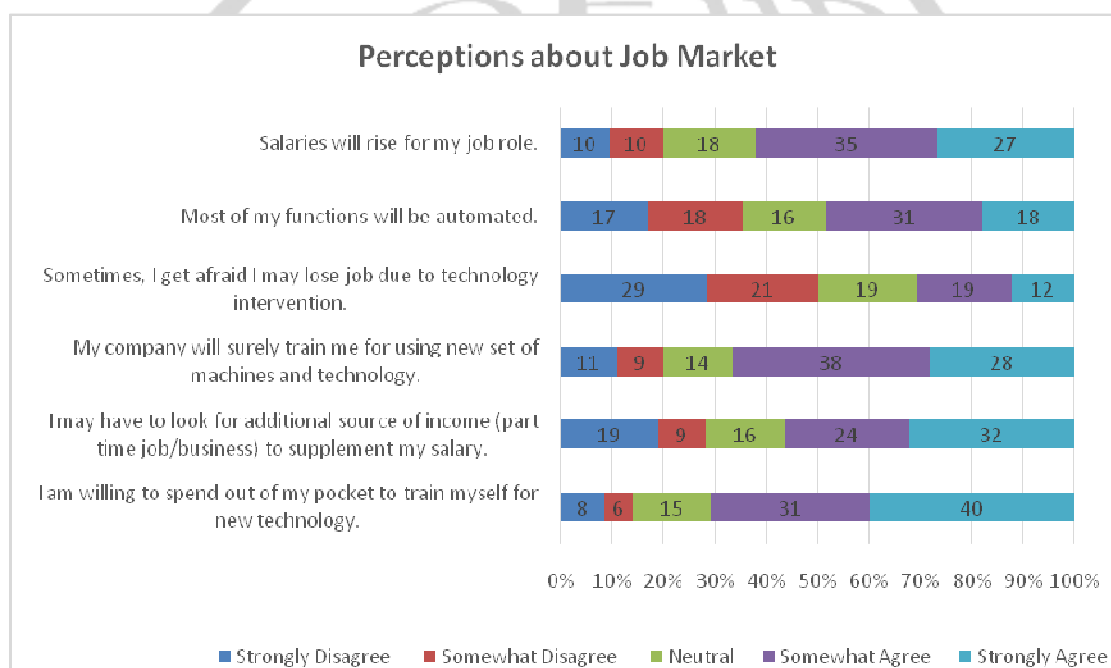


Source: Primary Data

About 74 per cent candidates considered themselves to be good or excellent in interacting with fellow colleagues and other stakeholders. English fluency was observed to be an asset for candidates who are aspiring better career prospects. About 41 per cent candidates seemed to be confident about their fluency in English. Almost 55 per cent of them were replied to be good or excellent at computers. Almost 73 per cent respondents claimed to have high degree of proficiency in arithmetic calculations. Different respondents had different trade specific (such as turner, fitter, etc.) or sector specific (such as automobile, civil, etc.) training and exposure. The response however would be mix effect of aptitude, training and experience altogether. Almost 51 per cent respondents reported to be familiar with various investment opportunities. These skills are more of foundation skills but also get sharpened due to VET and work experience.

2.2 Job Market Perceptions of the respondents

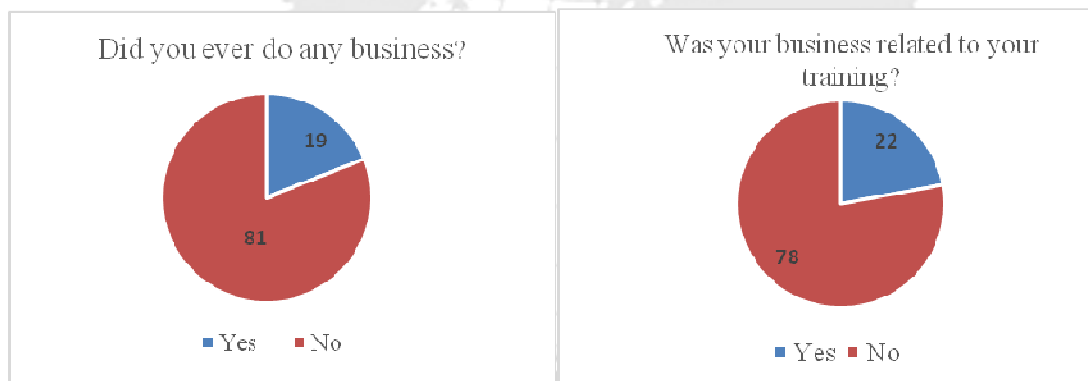
A Likert scale is used for understanding perception of respondents regarding changing job market scenario. The lowest score 1 is given where the respondent “Strongly Disagree” with a given statement and the highest score 5 given for a statement where he/she “Strongly Agree”. Six questions under this section attempt to understand perceptions about job loss, income growth and willingness to spend on upskilling; primarily as an impact of digitization and technology transformation. We can draw some inferences regarding resilience of VET graduates and in turn examine effectiveness of VET based on dissected bar diagrams given below.



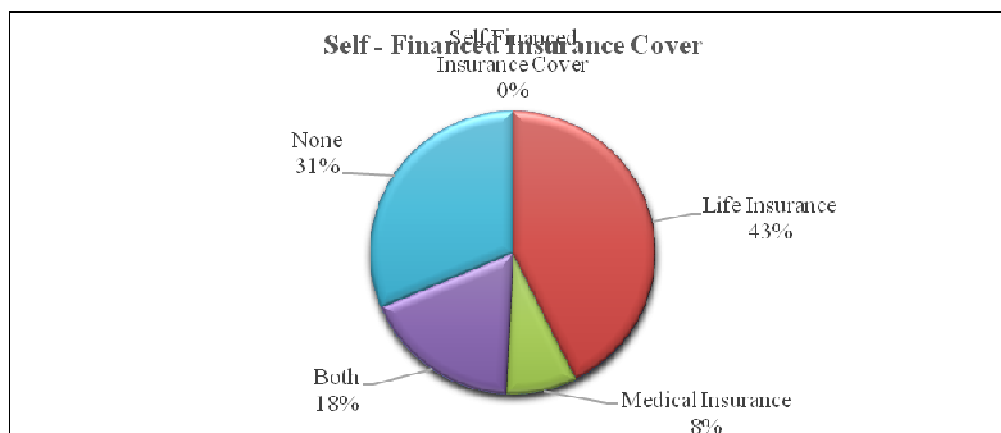
Source: Primary Data

The first question about salary increase reflects whether the respondent considers his/her job role to be crucial and expects salary rise. Second question tries to capture a respondent's understanding of how much part of his work can be automated. About 50 per cent respondents observed to have concerns (fear of job loss or low self-esteem). Fifth question capture a respondent's confidence in his future training being funded by his organization. Around 20 per cent respondents expressed that they would not have such opportunity. The question about additional sources of income reflects two things – first that the respondent did not find his existing salary as sufficient to take care of his requirements and –second that he is actually exploring additional source of income since he is not sure of high prospects of income amidst the technology revolution. Almost 56 per cent agreed to be searching for extra source of income. Almost 71 per cent were ready to spend for their skill upgradation!

2.3 Alternatives for Livelihood and Insurance Protection

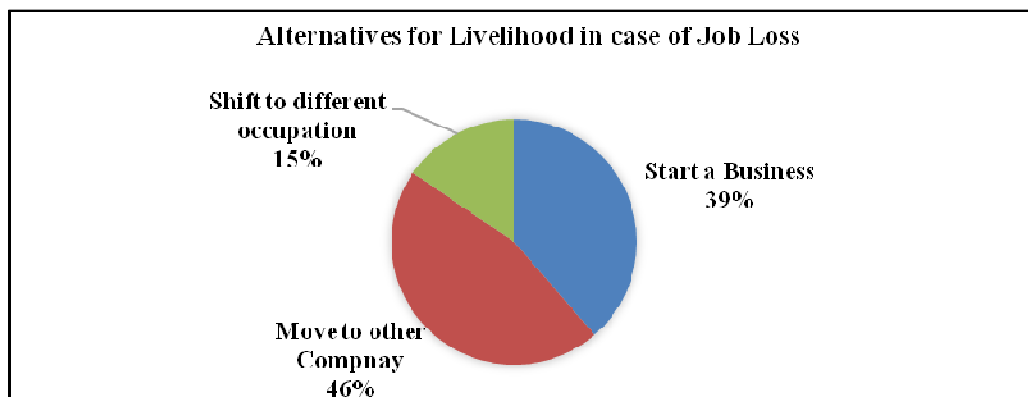


Only a one-fifth sample respondents have had some experience of running an enterprise. This point is important w.r.t. their ability to deal with lockdowns, shifting of industrial clusters geographically or even changes in technology which aim at labour substitution. About 78 per cent candidates having entrepreneurial experience do not relate their vocational training to their business activity.



Source: Primary Data

Almost 31 per cent of the respondents did not have any insurance cover. Out of the candidates having an insurance cover, almost 43 per cent had “Life Insurance” cover and only 8 per cent had “Medical Insurance”.



Source: Primary Data

Almost 46 per cent could think of only searching another job. Around 38 per cent respondents expressed their willingness to explore business opportunities. However, 15 per cent candidates were ready to shift to other occupations.

3.Recommendations for Implementation of NEP 2020

Vocational education helps in building human capital for a growing economy with due consideration to individual interests and capability. Here are a few recommendations for the effective outcomes of NEP 2020.

- **Financial Literacy** – A section of financial literacy in the curriculum will allow VET candidates explore alternatives for wealth creation.
- **Insurance and Social Security** – Considering occupational and workplace hazards, both term life insurance and medical insurance facilities to be encouraged amongst VET candidates. The cover under Employees' State Insurance Act, 1948 (ESIC) may be strictly observed for contractual employees as well as amongst SME units.
- **Entrepreneurship opportunities** – Govt agencies may train and support VET candidates to explore innovation through entrepreneurship.
- **Continuing Education** – Industry Academia Collaboration can be a possible route to ensure effective course for lifelong education. Low interest loans can be made available for skilled professionals under Priority Sector Lending.
- **Incentivizing Corporate** for Training the Vocationally Trained Employees –Greater engagement with industry and private institutions is possible through clear fiscal incentives in terms of tax benefits or mandatory spending under Corporate Social Responsibility expenses.

4.Summary and Conclusion

The scope of vocational education in India is huge yet entangled with its core education system.

The multiplicity of nodal agencies and problem of coordination with the industry sector has limited efficiency of VET. NEP 2020 offers clarity around the intention, direction of change and expected outcomes. However, the success lies in its committed and effective implementation. Benefits of new VET system will need to be assessed in a broader framework of lifelong growth opportunities and higher standard of living for VET graduates. This may hopefully result in breaking of social stigma around vocational education in India.

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CHALLENGES BEFORE NATIONAL EDUCATION POLICY 2020**Bhavana Sutaria-Shah***Pune*

Abstract:

National Education Policy 2020 is a very influential policy for any Indian, if it is understood and implemented in its true spirit. It has addressed all the important avenues of its diverse culture, rich history and a wide scope for the future generations to succeed in their life. A perfect amalgamation of India's spiritual knowledge and the modern technology needs to be drawn for the mentally, physically, emotionally, spiritually, economically, environmentally healthy future generation.

The National Education Policy 2020 envisages India as the leader on world platform. So it is very essential to look at the challenges that can come in the way of implementation of this policy.

My observations while being in a teaching job during last 5 years have been cited in this paper which I think will pose the threats for the effective implementation of policy. The main focus being the teachers, their problems and the whole education system somehow overlooking these issues.

Today's education is student-centric. But we can not forget the fact that the teachers who are driving this student-centric cart, come from a generation, which was totally a teacher-centric one.

There will be innumerable challenges while implementing this policy, but the focus of this paper is the condition of today's teachers and what challenges do they face and how important it is to address their issues in order to implement this policy in true sense.

Introduction:

The main focus of this study is to find how to build the capacity of today's teacher in order to create a future generation which is competent in all aspects of its life.

From the observations I found that the needs of the teachers are not catered to by the overall education system. If the system doesn't know how to address teacher's problems, will the teacher be able to address student's problems in a true sense?

The system should treat teachers as they expect the teachers to treat students in order to achieve the desired output.

In this paper, efforts have been made to cite the vision and mission which is given in National Education Policy 2020 and the challenges it can come across if the teachers themselves are not well empowered.

I hope that this study will change the paradigm of the people of the country to look at the teachers and the overall education system in order to bring about the desired output in our system.

The Literature Review:

Bhagavad Gita:

A philosophical discourse of Lord Krishna to persuade the reluctant Arjuna to fight. In the battle field Arjuna was stuck when he saw his relatives as opponents. To motivate him Lord Krishna preached Bhagavad Gita as a counselling to do his duty while multitude of men stood by waiting Krishna gave education to perform his duty as a prince, as a warrior, as a righteousman to fight against evil and restore peace and order. The central teaching of the Gita can be beautifully summarised in this sentence of Annie Besant: 'It is meant to lift the aspirant of lower levels of renunciation. Where objects are renounced to the mother heights where desires are dead and where the to go dwells in the calm and ceaseless contemplation, while his body and mind are actively employed in discharging the duties that fall to his lot in life.' Gita is the holy grail of life skills and education because it is the essence of all doctrines and philosophies. It is providing the purest knowledge of self-realization.

Bhagavad Gita and life skills in education:

Gita says the real meaning of education is receiving to virtual knowledge but question arise 'what is virtual knowledge?' whenever we see or we feel the universe in diversity and God exists everywhere. True knowledge is that which teach us to see God in each soul.

One of the oldest treasure of India, Bhagwadgita, has an immense ability to equip any generation to fight any kind of problem in life. It is essential not just to teach but also to imbibe the teachings from our ancient scriptures in order to move our country from developing to a developed nation. Here follows some paragraphs from National Education Policy 2020, its aim, vision and mission:

National Education Policy 2020:

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also

researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Methodology:

Being a CBSE teacher, lots of trainings were provided to teachers through various platforms such as Nishtha, Online CBSE training etc. Many of these trainings included giving outline of 21st century skills, NEP, Happy classrooms etc.

The research was carried out in order to see the effectiveness of the trainings conducted and to see what are the challenges in implementation of NEP and give suggestions of effective implementation of the same.

The role as observer was not specified while working at school. So, both the roles were played: an observer as well as a participant.

The observation in studies was integrated with teacher's instructional practice, informal discussions with teachers, overall classroom climate with students etc.

The sample size used in the studies included around 20 teachers from secondary school.

Observations:

1. Sharing of knowledge: Being an English medium International School, efforts are made in school to interact only in English. Teachers are also instructed to interact with each other in English.

Actual scenario: Many of the teachers especially during lunch hours interact with each other in their mother tongue. This leads to sharing of knowledge about each others cultures, food, festivals, the way different festivals are celebrated etc.

This actual scenario is in line with NEP 2020. But unfortunately this practice is not encouraged formally in many of the schools.

1. Creating Happy Classrooms: Teachers undergo many such trainings and try to implement it in their classes. But in classroom scenario it doesn't work out and many a times frustration is observed.

2. Actual scenario: In order to create a happy classroom the teacher plays an important role and it is very essential that the teacher is happy within. Many of the teachers are going through lots of stress. Many are doing the job in order to stay away from the stress at home. In a very professional scenarios of schools, these concerns of teachers are overlooked and teachers are not equipped with a strong heart in order to deliver happy classes.

2. Increasing Competition: Competition between the schools is seen as inevitable. The competition is for getting maximum admissions and for that there is competition for getting good marks between the students. How far is this competition good or bad? This question needs to be addressed in a true sense.

Actual scenario: The school is taking maximum efforts in order to bring out the best from the students, in order to be in line with NEP. Many activities and events are carried out throughout the year for carrying out overall development of the students. But the problem lies in the final goal: “The school has to compete with the neighbouring school or with other schools in the city” and that is seen only through the marks students are achieving in final exams.

This greatly hampers the very idea of education which is meant. No matter what you do throughout the year, ultimately what is going to matter is marks. This brings about discouraging environment especially in higher grades to participate and showcase the unique talents among the students.

The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. (NEP 2020)

This gets hampered.

1. Teachers to be treated as students by the management and the society:

Today’s education is student centric. But we can not forget the fact that the teacher who is doing this role has been through a system that was teacher centric. Ultimately there is no role model as such for today’s teachers in order to deliver the quality of education that is expected from NEP. Teachers should have a voice just like today’s students have. Today’s students are not punished. Teachers are expected to care for them, mould them lovingly. This would be difficult if teachers are not treated in the same way.

NEP says:

The teacher must be at the centre of the fundamental reforms in the education system.

Many a times teachers do not want to do certain things in an educational institute. But as a professional, he or she can not say no or yes. The teacher does not have a voice as such.

Then it is obvious that the teacher would do the work not with passion but because it is said by the higher authority. And it would be difficult for the teacher to give a rationale answer to a student who is having a different point of view in class.

1. Increased Pressure in order to finish the jobs:

Whether pressure or force is fruitful for completing a task and achieving NEP results is debatable. Today, teachers have pressure to complete the syllabus, completing co-curricular activities, completing number of trainings as prescribed by CBSE, pressure of getting good marks, pressure of submission of number of documents. Somewhere the teacher is not at peace while doing these chores. There is lack of inner satisfaction or self-motivation while doing these things. The question arises, teacher is doing number of courses. But is she or he getting enough time to ponder over it and actually implement it in real-life?

Just for students, today's education says that do not force or pressurise the students, can it be the thing for teachers as well? There is a motivation other than mere force and pressure to bring out the best from the teacher.

Result and conclusion:

From the above observations, it is clear that NEP 2020 is a very strong document in order to take Indian student to take a giant leap in his or her life. It has a potential to lead the world in true sense. But in order to achieve that the society, the government, the school management needs to address very basic questions of the teachers. If these are overlooked, it would be difficult to change today's education system, which is unfortunately succumb into a pressure of creating students with maximum marks instead of maximum knowledge and wisdom. If we really want to address the malfunctioning in education industry we must focus on the true motivation instead of pressurised motivation on the teachers.

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**A STUDY OF THE AWARENESS OF NEW EDUCATION POLICY (2020) AMONG
THE STUDENT-TEACHERS IN PVDT COLLEGE OF EDUCATION FOR WOMEN,
MUMBAI.**

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Abstract

National Education Policy (2020) draft released from the Government of India, and they gave two months for teachers, teacher educators, principals, and policymakers to submit their perception. The researcher wants to find awareness on National Education Policy (2020) among student-teachers in PVDT College of Education for women, Mumbai. In her study, researcher finds that mainly the awareness level is below average. Researcher finds the awareness according to the variable like first year students, second year students, graduate and post-graduate students. The awareness of the National Education Policy (2020) is not above average. There is a significant difference among student-teachers on awareness on New Education Policy (2020) in this study. Second year student-teachers have more awareness than first year student-teachers. There is no significant difference among student-teachers on awareness on New Education Policy (2020) based on graduation level.

Keywords : Study, Awareness, New education policy (2020), student-teachers, Graduate, Post-graduate student teachers.

Introduction

Education is vital to the achievement of maximum human potential, the development of a just and equal society and the promotion of national development. Providing universal access to quality education is the cornerstone to India's continued rise and global leadership in terms of economic development, social justice and scientific progress, equality, national integration and preservation of culture.

The 21st century's first education strategy which seeks to solve our country's many rising developmental imperatives. This Policy recommends that all facets of the education framework, including its legislation and governance, be updated and redesigned to establish a modern paradigm that is consistent with the aspiring aspirations of education in the 21st century, including SDG4, thus drawing on the values and value systems of India. It is founded on the idea that schooling must improve not only cognitive capacities, but also ethical, mental, and emotional capacities and dispositions, both the "foundational capacities" of literacy and

numeracy and “higher-order” cognitive capacities, such as logical thought and problem solving. Education is vital to the achievement of maximum human potential, the development of a just and equal society and the promotion of national development. Providing universal access to quality education is the cornerstone to India’s continued rise and global leadership in terms of economic development, social justice and scientific progress, equality, national integration and preservation of culture.

The 21st century’s first education strategy which seeks to solve our country’s many rising developmental imperatives. This Policy recommends that all facets of the education framework, including its legislation and governance, be updated and redesigned to establish a modern paradigm that is consistent with the aspiring aspirations of education in the 21st century, including SDG4, thus drawing on the values and value systems of India. It is founded on the idea that schooling must improve not only cognitive capacities, but also ethical, mental, and emotional capacities and dispositions, both the “foundational capacities” of literacy and numeracy and “higher-order” cognitive capacities, such as logical thought and problem solving. From Independence, we have been engaged with the large problems of inequality, Economic development, and Academic Development. The implementation of previous education policies is incomplete. The incomplete program of the National policy on Education 1986, is modified in the year 1992 and complete the mission with full effort.

Statement of the Problem

A Study on the Awareness on New Education Policy (2020) student-teachers in PVDTC College of Education for women, Mumbai.

Objectives of the Study

1. To find out the level of awareness of National Education Policy 2020 among student-teachers of B.Ed. college.
2. To find out the significant difference between the awareness of New Education Policy (2020) between first and second year student-teachers at B.Ed. college.
3. To find out the significant difference between the awareness of New Education Policy (2020) between Graduate and Post-graduate student-teachers at B.Ed. college.

Scope of the Study

The present study aims to find the awareness of New Education policy (2020) among the student-teachers in B.Ed. College. It will help teacher educators, principals, administrators, and policymakers.

Hypothesis of the Study

1. The level of awareness of New Education Policy (2020) among student- teachers is not above average.
2. There is no significant difference between the awareness of New Education Policy (2020) among student-teachers with respect to background variables, such as year of study, level of graduation.

Delimitation of the Study

1. The present study is limited to 180 student-teachers.
2. The study is limited to student-teachers who are studying PVDT college of education for women in Mumbai only.
3. The researcher has used only survey method.
4. The study is limited to English, Hindi and Marathi languages only.

Methodology of the Study

The researcher adopted a survey method to collect data from the population for studying the New Education Policy (2020) awareness among student-teachers of B.Ed. College in Mumbai.

Sample

The student- teachers who are studying in PVDT College of Education for women, Mumbai. considered as a population for the present study. The student-teachers of first year, second year, graduates and post-graduates were selected for the above study. The researcher has adopted purposive sampling technique for collecting data. The sample consists of 180 student-teachers from PVDT College of Education for women, Mumbai.

Tool Used

The researcher prepared the National Educational Policy (2020) awareness tool. The investigator selected multiple-choice type questionnaire as a tool for collecting data in the present study. The device includes 12 items related to National Educational Policy (2020) awareness. The validity and reliability of the device were checked and corrected by the experts.

Data Analysis**Hypothesis 1**

The mean values on the awareness of National Educational Policy (2020) of student-teachers were calculated concerning the variables of the study. The result of the study was presented in the table.

| Variables | Specifications | N | M |
|------------------|----------------------|----|-------|
| Student-teachers | Second year students | 90 | 22.40 |
| | First year students | 90 | 20.10 |

The above table shows that the awareness on National Education Policy (2020), awareness mean values of student-teachers are below 50%. Therefore, the Null hypothesis is accepted. i.e., The awareness of National Education Policy (2020) is not above average.

Hypothesis 2

| Variable | Specification | N | Mean | SD | 't' value | Remark |
|------------------|-----------------------|----|-------|------|-----------|-------------|
| Student-teachers | Second year students. | 90 | 22.40 | 6.89 | 2.09 | Significant |
| | First year students. | 90 | 20.10 | 5.98 | | |

The calculated 't' value is 2.09, which is greater than 1.96 table value of 0.05 level of significance. Hence the hypothesis is rejected. There is a significant difference among student-teachers on awareness of New Education Policy (2020) based on year they studying.

Hypothesis 3

| Variable | Specification | N | Mean | SD | 't' value | Remark |
|------------------|---------------|----|-------|------|-----------|-----------------|
| Student-teachers | Graduate | 90 | 24.32 | 8.45 | 1.91 | Not Significant |
| | Post-graduate | 90 | 26.72 | 8.90 | | |

The calculated 't' value is 1.91, which is lesser than the 1.96 table value of 0.05 level of significance. Hence the Hypothesis is accepted.

There is no significant difference among student-teachers on awareness of New Education Policy (2020) based on graduation level.

Findings

1. The awareness of the National Education Policy (2020) is not above average.
2. There is a significant difference among student-teachers on awareness on New Education Policy (2020) based on year they are studying. Second year student-teachers have more awareness than first year student-teachers.
3. There is no significant difference among student-teachers on awareness on New Education Policy (2020) based on graduation level.

Conclusion

In general, first year student-teachers have low awareness of the New Education Policy (2020). The awareness program must be organized by the state or central Government, at least for student-teachers. In general, first year student-teachers do not have satisfactory intention to know about new development. But it is not correct we must make awareness for, particularly first year student-teachers. Graduate and Post-graduate student-teacher showed at par awareness of the New Education Policy (2020). The government must arrange awareness programs to make aware of the National Education Policy (2020) seriously.

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नवीन राष्ट्रीय शैक्षणिक धोरण २०२० व मूल्यमापन

डॉ. संजय शेडमाके

सहयोगी प्राध्यापक

पी. व्ही. डी. टी. कॉलेज ऑफ एडुकेशन, मुंबई २०

भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण 2020 लागू केले आहे. त्यांतर्गत सरकारने शैक्षणिक धोरणात अनेक मोठे बदल केले आहेत. नवीन राष्ट्रीय शैक्षणिक धोरणाद्वारे भारताला जागतिक ज्ञान महासत्ता बनवणे हा आहे . आता मनुष्यबळ व्यवस्थापन मंत्रालय हे शिक्षण मंत्रालय म्हणून ओळखले जाईल.

5+3+3+4 या शालेय अभ्यासक्रमात शैक्षणिक चौकट विकसित केली जाईल. ज्यामध्ये 3 ते 8 व 8 ते 11, 11 ते 14 आणि 14 ते 18 वर्षे वयोगटातील मुलांना शिक्षण घेता येणार आहे. राष्ट्रीय शैक्षणिक धोरण २०२१ अंमलबजावणी प्रक्रिया जून २०२१पासून प्रगतीवर लक्ष ठेवण्यासाठी शिक्षण मंत्रालयामार्फत सुरु केली गेली महाविद्यालय आणि विद्यापीठ स्तरावर धोरणात्मक बदलांची अंमलबजावणी करण्यावर लक्ष केंद्रित केले गेले. २६ ऑगस्ट २०२१ रोजी मध्य प्रदेशात नवीन राष्ट्रीय शैक्षणिक धोरण लागू करण्यात आले. यावेळी खासदार मुख्यमंत्री शिवराज सिंह चौहान, राज्यपाल मंगूभाई पटेल आणि शिक्षण मंत्री डॉ.मोहन यादव उपस्थित होते. कर्नाटक हे भारतातील पहिले राज्य आहे, जिथे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० पहिल्यांदा लागू करण्यात आले.

२०२० ने शिफारस केलेली नवीन मूल्यांकन रचना कोणती आहे.

नुकत्याच मंजूर झालेल्या राष्ट्रीय शैक्षणिक धोरण (२०२० ने सर्व शाळांमध्ये (सरकारी आणि खाजगी) ग्रेड 3ए 5 आणि 8 मध्ये वार्षिक शालेय परीक्षा प्रस्तावित केल्या आहेत.

मूल्यांकनामध्ये किंवा अध्ययनाच्या मूल्यांकनामध्ये खालील बाबीवर भर देण्यात आला आहे. श्रीवास्तवा यांनी स्पष्ट केले की २०२० मध्ये खालील बाबीवर लक्ष केंद्रित करते. नियमित, रचनात्मक आणि सक्षमता-आधारित मूल्यांकन, शिक्षण आणि विद्यार्थ्यांच्या विकासाचा चालना देणे आणि उच्च-क्रम कौशल्यांची चाचणी करणे (विश्लेषण, बहुविध विचार आणि संकल्पनात्मक स्पष्टता इ.).

मूल्यमापनाचा विचार करताना ३६०-डिग्री फीडबॅक हि संकल्पना विचारात घेतली गेली याला मल्टी सोर्स फीडबॅक किंवा मल्टी सोर्स असेसमेंट म्हणूनही ओळखतात ज्याद्वारे समवयस्क, शिक्षक, पर्यवेक्षक, पालक यांच्याकडून प्रत्याभरण तसेच विद्यार्थ्यांकडून स्वतःचे मूल्यमापन केले जाते.

मूल्यांकनाचा विचार लकरताना कामगिरी आधारित मूल्यांकनाची वैशिष्ट्ये लक्षात घेतली आहे. मूल्यांकनाच्या प्रक्रियेचा विचार करताना मूल्यांकन पोर्टफोलिओ चा विचार केलेला दिसतो. पोर्टफोलिओ मूल्यांकन हा विद्यार्थ्यांच्या कामांचा संग्रह आहे जो तुम्हाला शिकण्यासाठी आवश्यक असलेल्या मानकांशी संबंधित आहे. तुम्हाला काय शिकवले आहे तसेच तुम्ही काय शिकलात हे प्रतिबिंबित करण्यासाठी कामाचा हा संग्रह बऱ्याचदा दीर्घ कालावधीसाठी एकत्रित केला जातो. शिक्षणामध्ये समग्र मूल्यांकनाच्या विचार होतोच. एकत्रित प्रतवारी ही एखाद्या रचनेच्या एकूण गुणवत्तेवर आधारित मूल्यमापन करण्याची पद्धत आहे. ग्लोबल ग्रेडिंग सिंगल-इम्प्रेशन स्कोअरिंग आणि इंप्रेशनसिट ग्रेडिंग म्हणून देखील ओळखले जाते. शैक्षणिक चाचणी सेवेद्वारे विकसित केलेली, महाविद्यालयीन नियुक्ती चाचण्यांसारख्या मोठ्या प्रमाणावरील मूल्यांकनांमध्ये समग्र प्रतवारी वापरली जाते.

कामगिरी मूल्यांकनाची चार वैशिष्ट्ये खालील प्रमाणे सांगता येईल

उत्कृष्ट मूल्यांकन चार प्रमुख वैशिष्ट्ये सामायिक करते

१. स्पष्ट उद्दिष्टे: मूल्यमापन करण्यासाठी विशिष्ट यश अपेक्षांचे स्पष्ट वर्णन प्रदान करणे.
२. लक्ष केंद्रित उद्देश: मूल्यांकन परिणामांचा हेतू वापर स्पष्ट करणे
३. योग्य पद्धतिचा वापर करणे
४. पूर्वाग्रह आणि विकृतीविरहित अचूक मूल्यांकन

कामगिरी-आधारित मूल्यांकनांची काही उदाहरणे कोणती खालील प्रमाणे सांगितली जाते कार्यप्रदर्शन मूल्यमापनाच्या उदाहरणांमध्ये मुक्त प्रश्न संक्षिप्त प्रश्न प्रतिसादात काही वाक्ये लिहिणे. निबंधातील सखोल विश्लेषण विकसित करणे, प्रयोगशाळा तपासणी करणे, विद्यार्थ्यांच्या कामाचा पोर्टफोलिओ तयार करणे आणि मूळ शोधनिबंध पूर्ण करणे यांचा समावेश होतो.

समग्र मूल्यांकन म्हणजे काय –

समग्र मूल्यांकन (ज्याला एकात्मिक मूल्यांकन देखील म्हणतात) विशिष्ट घटकांऐवजी संपूर्ण कार्य क्रियाकलापांच्या मूल्यांकनावर लक्ष केंद्रित करते. सक्षमतेच्या एकाकाचे समग्रपणे मूल्यांकन करताना मूल्यांकन क्रियाकलाप सक्षमतेचे अनेक पैलू एकत्रित करतात.

प्रामाणिक मूल्यांकनांची उदाहरणे काही उदाहरणे सांगता येईल

प्रामाणिक मूल्यांकनामध्ये खालीलपैकी अनेकांचा समावेश असू शकतो :

निरीक्षण.

निबंध.

मुलाखती.

कामगिरी कार्ये.

प्रदर्शने आणि प्रात्यक्षिके.

पोर्टफोलिओ.

जर्नल्स.

शिक्षकांनी तयार केलेल्या चाचण्या –

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 या मध्ये केवळ संख्यात्मक मूल्यमापनाचा विचार केलेला नसून समग्र विकासाचे मूल्यमापन अपेक्षित आहे. विद्यार्थ्यांचा भावात्मक एबोधात्मक व क्रियात्मक कसा विकास झाला का हे तपासणे अपेक्षित आहे

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नवीन शैक्षणिक धोरण व समावेशक शिक्षण

डॉ. के. व्ही. देवरे

सहयोगी प्राध्यापक

पी. व्ही. डी. टी. कॉलेज ऑफ एज्युकेशन,
एस एन डी टी महिला विद्यापीठ, मुंबई -२०

प्रस्तावना -

केंद्रीय मंत्रिमंडळाने नवीन शैक्षणिक धोरण २०२० ला मंजूरी दिली असून ३४ वर्षांनंतर शैक्षणिक धोरणात मूलभूत बदल करण्यात आले आहेत, नर्सरी ते दुसरी पहिला टप्पा, तिसरी ते पाचवी दुसरा टप्पा, तिसरा टप्पा सहावी ते आठवी आणि चौथा टप्पा नववी ते बारावी असे शैक्षणिक टप्पे करताना दहावी बोर्ड रद्द करून बारावी एकाच बोर्ड करण्यात आला आहे. तसेच विधी वैद्यकीय शिक्षण सोडून सर्व उच्चशिक्षण एकाच छताखाली आणण्यात आले आहे आणि शिक्षणाची गुंतवणूक ४.४३ टक्क्यांवरून ६ टक्क्यांपर्यंत वाढविण्यात आली आहे. नव्या शैक्षणिक धोरणात ५+३+३+४ असे सूत्र अंगिकारताना मातृभाषेला महत्त्व देण्यात आले आहे. प्रगतिपुस्तकही बदलणार असून शिक्षकांसोबत विद्यार्थ्यांचे मूल्यमापनही होणार आहे. तसेच मुलांना शिकविताना एकाच भाषेच्या माध्यमातून अध्यापन न करता विविध प्रादेशिक भाषा वापरता येतील. एकाच वेळी वेगवेगळे विषय एकत्रितपणे शिकविता येतील. यामध्ये मेजर आणि मायनर असे विभाजन करण्यात येईल.

विद्यार्थ्यांचे शिक्षणापासून ड्रॉपआवूट होण्याचे प्रमाण कमी करण्यासाठी आवडीचा विषय घेवून पदवी प्राप्त करण्याची मुभा देण्यात आली आहे. देशात ४५ हजार महाविद्यालयांमध्ये ई कोर्सेस आणि व्हच्युअल लॅब आयोजित करण्यात येतील. संशोधन आणि उच्च शिक्षण यासाठी पदवी नंतरचा चार वर्षांचा अभ्यासक्रम असणार आहे. या शिक्षणामध्ये पाचवीपर्यंत केवळ स्थानिक आणि मातृभाषा राहिल. तसेच राष्ट्रीय भाषाही शिकविली जाईल. तर उर्वरित इंग्रजी हा एकच विषय मर्यादित म्हणून शिकविला जाईल. शिक्षणाच्या पहिल्या टप्प्यामध्ये नर्सरीच्या मुलांचे वय चार वर्षे, ज्युनियर केजी पाच वर्षे, सिनियर केजी सहा वर्षे, पहिली सात वर्षे आणि दुसरी आठ वर्षे असा पहिला टप्पा असेल. दुसरा टप्पा तिसरी ते पाचवी, तिसरा टप्पा सहावी 1 आठवी, तर चौथा टप्पा नववी ते बारावी असा राहील. या नवीन शैक्षणिक धोरणामध्ये प्रामुख्याने सर्व शाळांचे स्ट्रक्चर बदलले जाणार आहे. सध्या जिल्हा परिषदेच्या शाळांमध्ये चौथी आणि सातवीपर्यंतचे शिक्षण दिले जाते. या शाळांमध्ये डीएड शिक्षकांची भरती केली जाते आणि पदवीधर एक शिक्षक नेमला जातो. आता प्राथमिक शाळांना आठवीपर्यंतचे वर्ग जोडल्यास शिक्षकांच्या पात्रतेच्या मुद्द्यावरही मोठे बदल होणार आहेत. माध्यमिक शाळांकडून पाचवी आणि आठवीचे वर्ग काढल्यास त्या शिक्षकांचे काय हा मुद्दाही उपस्थित होणार आहे. नव्या शैक्षणिक धोरणाची पुढील वर्षापासून अंमलबजावणी केली जाणार आहे. पुढील वर्षाच्या नववीच्या वर्गाला नवा अभ्यासक्रम असेल. त्यामुळे ही अंमलबजावणीही लगेच सुरू होणार आहे.

• यथायोग्य व सर्वसमावेशक शिक्षण : सर्वासाठी शिक्षण

सामाजिक न्याय आणि समानता साध्य करण्यासाठीचे एकमेव सर्वोत्तम साधन म्हणजे शिक्षण होय. सामाजिक आणि यथायोग्य शिक्षण, हे स्वतःच एक अत्यावश्यक उद्दिष्ट्ये आहे, शिवाय अशा एका सामाजिक आणि न्याय्य समाजाची स्थापना करण्यासाठीदेखील ते आवश्यक आहे, ज्यात प्रत्येक नागरिकाला स्वप्ने पाहण्याची, प्रगती करण्याची आणि राष्ट्राच्या प्रगतीत हातभार लावण्याची संधी मिळेल. भारतीय मुलांना लाभ होणे हे शिक्षण व्यवस्थेचे उद्दिष्ट असणे आवश्यक आहे, म्हणजे कोणत्याही मुलास जन्म किंवा परिस्थितीमुळे शिकण्याची आणि चमक दाखविण्याची संधी गमवावी लागणार नाही. हे धोरण या गोष्टीची पुन्हा एकदा पुष्टी करते की, शालेय शिक्षणामध्ये प्रवेश सहभाग आणि अध्ययन निष्पत्ती मधील सामाजिक श्रेणीची दरी कमी करणे हे शिक्षण क्षेत्रातील सर्व विकास कार्यक्रम एक प्रमुख लक्ष्य असेल.

• दिव्यांग विद्यार्थी

शालेय प्रणालीत दिव्यांग मुलांचा समावेश आणि समान सहभाग सुनिश्चित करणे याला सुद्धा सर्वोच्च प्राधान्य दिले जाईल दिव्यांग विद्यार्थ्यांना पायाभूत स्तरापासून उच्च शिक्षणापर्यंत सामान्य शालेय प्रक्रियेत पूर्णपणे सहभागी होता येईल यासाठी त्यांना सक्षम केले जाईल अपंग व्यक्ती अधिकार कायदा 2016 मध्ये समावेशित शिक्षणाची व्याख्या शिक्षणाची अशी प्रणाली ती जिथे अपंगत्व असलेले आणि नसलेले एकत्रितपणे शिकतात आणि अध्यापन आणि अध्ययनाची पद्धती वेगवेगळ्या प्रकारच्या अपंग विद्यार्थ्यांच्या शिक्षणाच्या गरजांचा विचार करून योग्य रित्या बदललेली असते अशी करण्यात आली आहे हे धोरण RPWD कायदा 2016 पूर्णपणे सुसंगत आहे आणि शाळेसंबंधी या कायद्याच्या सर्व शिफारशींना पूर्ण पाठिंबा देते राष्ट्रीय अभ्यासक्रम आराखडा तयार करताना NCERT च्या राष्ट्रीय संस्थान सारख्या तज्ञ संस्थांशी सल्लामसलत केली जाईल.

• एकात्मिककरण

शाळा किंवा शालेय संकुल मध्ये अपंग विद्यार्थ्यांचे एकात्मिक करण करण्यासाठी संसाधने पुरवली जातील आवश्यकता असेल तिथे विशेषता गंभीर किंवा अनेक अपंगत्व असलेल्या मुलांसाठी विविध अपंगत्वशी संबंधित प्रशिक्षण घेतलेल्या खास शिक्षकांची भरती केली जाईल आर पी डब्ल्यू डी कायद्यानुसार अपंगत्व असलेल्या सर्व मुलांना कोणत्याही अडथळ्याविना शाळेत प्रवेश करता येईल अशी व्यवस्था केली जाईल अपंगत्व असलेल्या वेगवेगळ्या श्रेणीतील सर्व मुलांच्या गरजा वेगवेगळ्या असतात अपंगत्व असलेल्या सर्व विद्यार्थ्यांना रहिवाशी सुविधा आणि त्यांच्या गरजा पुरविण्यासाठी आणि वर्गात त्यांचा संपूर्ण सहभाग आणि समावेश सुनिश्चित करण्यासाठी आवश्यक यंत्रणा तयार करण्यासाठी शाळा आणि शालेय संकुले काम करतील आणि त्यासाठी त्यांना मदत केली जाईल

• अपंगत्व मुले

अपंगत्व असलेले मुले वर्गामध्ये जास्त सहजतेने सामावली जाण्यासाठी आणि शिक्षक तसेच त्यांच्या बरोबर ती सहभागी होण्यासाठी त्यांना विशेष सहाय्यक डिव्हाइसेस आणि तंत्रज्ञानावर आधारित योग्य टूल्स तसेच पुरेशी आणि भाषिक दृष्ट्या योग्य अध्यापन अध्ययन सामग्री उपलब्ध करून दिली

जाईल, शाळेतील कला-क्रीडा आणि व्यावसायिक शिक्षणासह सर्व उपक्रमांना लागू होईल भारतीय साईन लॅंग्वेज शिकवण्यासाठी आणि भारतीय साईन लॅंग्वेज वापरून इतर मूलभूत विषय शिकविण्यासाठी चांगल्या दर्जाची मॉडेल्स विकसित केले जाईल, अपंगत्व असलेल्या मुलांच्या सुरक्षिततेसाठी पुरेसे लक्ष दिले जाईल.

2016 नुसार मापदंड असलेले अपंगत्व असलेल्या मुलांना नियमित किंवा खास शाळेच्या पर्याय उपलब्ध असेल खास शिक्षण तज्ञांच्या मदतीने संसाधन केंद्रे गंभीर किंवा अनेक प्रकारचे अपंगत्व असलेल्या विद्यार्थ्यांच्या पुनर्वसनासाठी आणि शैक्षणिक गरजांसाठी मदत करतील आणि आवश्यकता असेल त्यानुसार अशा विद्यार्थ्यांसाठी उच्च दर्जाचे होम स्कूलिंग साध्य करण्यासाठी आई-वडिलांना पालकांना सहाय्य करतील शाळेत जाऊन न शकणाऱ्या गंभीर आणि अनेक अपंगत्व असलेल्या मुलांसाठी घरबसल्या शिक्षणाचा पर्याय उपलब्ध असणे सुरुच राहील घरीच शिक्षण घेणाऱ्या मुलांना सामान्य शाळेत शिक्षण घेणाऱ्या इतर कोणत्याही मुलांप्रमाणेच वागवले गेले पाहिजे समता आणि संधीची समानता हे तत्व वापरून घरातील शिक्षणाची कार्यक्षमता आणि परिणामकारकता याचे ऑडिट केले जाईल

ऑडिट नुसार आणि कायदा 2016 वर आधारित घरातील शिक्षणासाठी मार्गदर्शक तत्वे आणि मानके विकसित केली जातील अपंगत्व असलेल्या मुलांच्या शिक्षणाची जबाबदारी सरकारची आहे हे स्पष्ट असले तरी पालकांच्या काळजी घेणाऱ्या साठी तंत्रज्ञानावर आधारित उपाय वापरले जातील आणि पालकांना किंवा काळजी घेणार यांना त्यांच्या मुलांच्या शैक्षणिक गरजांना सक्रियपणे पाठिंबा देण्यासाठी सक्षम करण्याकरता शिकण्याच्या साहित्याचा मोठ्या प्रमाणात प्रसार करण्याला प्राधान्य दिले जाईल.

• उच्च शिक्षणातील समता आणि समावेशकता

चांगल्या दर्जाच्या उच्च शिक्षणासाठी प्रवेश मिळाल्यावर अनेक शक्यतांचे भांडार खुले होते त्यामुळे व्यक्ती आणि समुदाय हे दोन्ही वंचित दृष्ट चक्रातून बाहेर पडू शकतात याच कारणासाठी चांगल्या दर्जाच्या उच्च शिक्षणाच्या संधी सर्व व्यक्तींना उपलब्ध करून देणे हे सर्वोच्च प्राधान्य पैकी एक असले पाहिजे हे धोरण SEDG वर विशेष भर देताना सर्व विद्यार्थ्यांना चांगल्या दर्जाच्या उच्च शिक्षणाला समान प्रवेश मिळेल हे निश्चित करेल शिक्षण व्यवस्थेतून SEDG वगळले जाण्याची अनेक कारणे शाळा आणि उच्चशिक्षण क्षेत्रात समानच आहेत त्यामुळे समानतेचा दृष्टिकोन शाळा आणि उच्चशिक्षण क्षेत्रात सारखाच असला पाहिजे त्याशिवाय शाश्वत सुधारणा सुनिश्चित करण्यासाठी विविध स्तरांमध्ये सातत्य असले पाहिजे यामुळे उच्च शिक्षणात समानता आणि समावेशकता हे उद्दिष्ट साध्य करण्यासाठी आवश्यक असलेली धोरणे शालेय शिक्षणासाठी सुद्धा वापरले पाहिजेत वगळले जाण्याचे काही विशेष घटक केव्हा लक्षणीय रित्या उच्च शिक्षणाच्या बाबतीत जास्त तीव्र आहेत त्यांच्यावर विशिष्ट उपाय काढले पाहिजेत या घटकांमध्ये उच्च शिक्षणातील संधी च्या माहितीचा अभाव उच्च शिक्षण घेण्याची परिस्थिती अपॉर्च्युनिटी कास्ट आर्थिक मर्यादा प्रवेश प्रक्रिया भौगोलिक आणि भाषिक अडथळे अनेक उच्चशिक्षण कार्यक्रमाचे रोजगार मिळवून देण्याची कमी क्षमता आणि विद्यार्थी सहाय्याच्या योग्य प्रणालीचा अभाव यांचा समावेश आहे.

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तालुका- अंबरनाथ जिल्हा - ठाणे

प्रस्तावना

मानवाच्या सर्वांगीण व्यक्तिमत्त्व विकास व राष्ट्राचा विकास हा देशातील गुणवत्तापूर्ण शिक्षणावर अवलंबून असतो. संपूर्ण देशातील प्रत्येक स्तरावरील प्रत्येकाला दर्जेदार शिक्षण उपलब्ध करून देणे महत्वाचे आहे. तरच देशाचा सातत्यपूर्ण विकास होऊन आर्थिक सामाजिक शास्त्रीय प्रगती होईल हे निश्चित. पुढच्या दशकात जगातील सर्वात मोठी युवकांची लोकसंख्या भारतामध्ये असणार आहे आणि या सर्वांना चांगल्या गुणवत्तेचे शिक्षण शिक्षणाच्या संधी पुरविण्याच्या क्षमतेवर देशाचं भवितव्य ठरणार आहे. ज्ञानाच्या बाबतीत जगामध्ये वेगाने बदल होत आहेत. उद्योग व्यवसायाच्या असंख्य संधी नव्याने उपलब्ध होत आहेत. त्याच बरोबर तंत्रज्ञानाच्या क्षेत्रातील वेगाने होत असलेल्या बदलामुळे असंख्य कामे यंत्रे करू लागली आहेत. बहुशाखीय क्षमता असलेल्या कुशल कर्मचाऱ्यांना वाढती मागणी असणार आहे. जागतिक स्तरावर असलेले आव्हाने पेलण्यासाठी वेगळा दृष्टिकोन स्वीकारावा लागणार आहे. वाढत्या रोगराई महामारी संसर्गजन्य रोगांच्या व्यवस्थापनासाठी सज्ज रहावे राहणार लागणार आहे. भारत विकसित देश होण्याकडे जगातील सर्वात मोठ्या तीन अर्थव्यवस्था पैकी एक होत असताना मानसशास्त्रीय आणि कलेची मागणी वाढत आहे. या दृष्टीने शिक्षण क्षेत्रात असंख्य बदल राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये नियोजित आहे. ही वाटचाल करत असताना सर्वांसाठी समावेशक आणि समान गुणवत्तेचे शिक्षण सुनिश्चित करणे आणि सर्वांसाठी निरंतर अध्यापनाच्या शिक्षणाच्या संधींना प्रोत्साहन देणे उच्च दर्जाचे सार्वभौम व एकात्म शिक्षण उपलब्ध करून देणे ते महत्वाचे उद्दिष्ट नवीन राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये समाविष्ट करण्यात आलेले आहेत.

नवीन अध्यापन शास्त्राची आणि अभ्यासक्रमाची पुनर्रचना-पायाभूत स्तर- लहान मुलांच्या मेंदूचा एकंदर विकासापैकी ८५ टक्के हून अधिक विकास वयाच्या सहाव्या वर्षापर्यंत होतो. या वयातच लहान मुलांच्या मेंदूचा निकोप विकास व सुचित वाढ होण्यासाठी गुणवत्ता पूर्ण प्रयत्न व अभ्यासक्रम निश्चित केला जाणार आहे. सद्य परिस्थितीमध्ये सामाजिक आर्थिक दृष्ट्या वंचितपार्श्वभूमी असलेल्या कोट्यावधी लहान मुलांना दर्जेदार प्रारंभिक शिक्षण व संगोपन उपलब्ध नाही. आर्ली चार्ल्डहूड केअर अँड एज्युकेशन -ECCE अर्थातच प्रारंभिक बाल्यावस्थेतील संगोपन व शिक्षण नवीन राष्ट्रीय शैक्षणिक धोरण उपलब्ध करून देणार आहे. त्यामुळे हि मुले आयुष्यभर शैक्षणिक व्यवस्थेत सहभाग घेण्यास सक्षम बनणार आहेत. गुणवत्तापूर्ण बाल्यावस्था पूर्व विकास संगोपन आणि शिक्षणाचे सार्वत्रिकीकरण शक्य तितक्या लवकर उपलब्ध करून दिली जाणार आहे. नवीन शैक्षणिक धोरणा अंतर्गत इयत्ता पहिली मध्ये प्रवेश घेणारे सर्व विद्यार्थी शालेय शिक्षणासाठी तयार असतील.

भारतीय प्राथमिक शालेय शिक्षण अभ्यासक्रमाची वाटचाल-

राष्ट्रीय शैक्षणिक धोरण -१९६८

राष्ट्रीय शैक्षणिक धोरण-१९८६

प्राथमिक शिक्षण अभ्यासक्रम-१९८८

राज्य कृती कार्यक्रम-१९९२

प्राथमिक क्षमताधिष्ठित अभ्यासक्रम-१९९५

राष्ट्रीय अभ्यासक्रम आराखडा-२०००

यशपाल समिती राष्ट्रीय अभ्यासक्रम आराखडा-२००५

राज्य अभ्यासक्रम आराखडा-२०१०

• **राष्ट्रीय शिक्षण धोरण-२०२०**

तत्वे-

१. प्रत्येक विद्यार्थ्याच्या वैशिष्ट्यपूर्ण क्षमता शोधणे ओळखणे आणि त्या विकसित करण्यासाठी प्रयत्न करणे.
२. प्रत्येक विद्यार्थ्यासाठी मूलभूत क्षमता आणि संख्याज्ञान या गोष्टींना इयत्ता ३री पर्यंत सर्वोच्च प्राधान्य देणे.
३. लवचिकता-विद्यार्थ्यांना त्यांच्या अध्ययनाचा मार्ग आणि कार्यक्रम निवडण्याचे स्वतंत्र असेल आणि ते त्यांची प्रतिभा आणि आवडीनुसार आयुष्यात मार्ग निवडू शकतील.
४. ज्ञानाच्या क्षेत्रातील हानिकारक उच्चनीचता आणि त्यांच्यात पडलेले अंतर दूर करणे.
५. बहुआयामी समग्र शिक्षणाचा विकास.
६. संकल्पना समजून घेण्यावर भर.
७. नाविन्यपूर्णतेला प्रोत्साहन देण्यासाठी कल्पकता आणि तार्किक विचाराला प्राधान्य.
८. नैतिक आणि मानवी घटनात्मक मूल्यांचा विकास.
९. अध्यापन आणि अध्यायनात बहुभाषिकत्व आणि भाषा शक्ती यांना प्रोत्साहन.
१०. संवाद, सहकार्य, सामूहिक कार्य आणि लवचिकता या जीवन मूल्यांचा स्वीकार.
११. शिकण्यासाठी सातत्यपूर्ण मूल्यांकन यावर भर.
१२. अध्ययन अध्यापनात तंत्रज्ञानाचा पुरेपूर वापर.
१३. दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ शैक्षणिक नियोजन आणि व्यवस्थापन.
१४. अध्यापन शास्त्र आणि धोरण यात विविधतेबद्दल आणि स्थानिक संदर्भात बदल आदर.
१५. सर्व शैक्षणिक निर्णयांमध्ये पूर्ण समानता आणि सर्वसमावेशकता ही पायाभूत गोष्ट.
१६. प्रारंभिक बाल्य अवस्थेतील संगोपन ते उच्च शिक्षणापर्यंत सर्व पातळ्यांवरील शिक्षणाच्या अभ्यासक्रमात सुसूत्रता.
१७. शिक्षण तज्ज्ञांद्वारे सातत्यपूर्ण संशोधन आणि नियमित मूल्यांकन याद्वारे प्रगतीचा सातत्यपूर्ण आढावा.
१८. गुणवत्तापूर्ण शिक्षण आणि विकासासाठी उत्कृष्ट दर्जाचे संशोधन.
१८. सार्वजनिक शिक्षण व्यवस्थेत लक्षणीय गुंतवणूक.
१९. शिक्षण ही एक सार्वजनिक सेवा आहे. गुणवत्तापूर्ण शिक्षण उपलब्ध असणे हा प्रत्येक बालकाचा मूलभूत हक्क समजला पाहिजे.

पायाभूत शिक्षण उद्दिष्टे-

१. शारीरिक विकास
२. कौशल्यांचा विकास
३. आकलन विकास
४. सामाजिक विकास

५. भावनिक नैतिक विकास
६. सांस्कृतिक कलात्मक विकास
७. संवाद व प्रारंभिक भाषा विकास
८. साक्षरता आणि संख्याज्ञान यांचा विकास करणे ही प्रमुख उद्दिष्टे आहेत.
पायाभूत स्तर वय वर्षे तीन ते आठ असा एकूण पाच वर्षांचा असेल.
हाच तर दोन भागांमध्ये असणार आहे.
अ) अंगणवाडी/ पूर्व प्राथमिक शाळेची तीन वर्षे.
ब) प्राथमिक शाळेची दोन वर्षे इयत्ता पहिली व इयत्ता दुसरी.
अध्यापण प्रकार-लवचिक बहु पैलू बहुस्तरीय खेळांवर आधारित कृती आधारित आणि जिज्ञासा आधारित.
ज्याद्वारे अक्षरे भाषा संख्या मोजणे रंग आकार घरातील आणि मैदानातील खेळ, कोडी, तार्किक विचार, समस्या सोडवणे, चित्ररंगवणे, त्याचबरोबर दृश्य कला, हस्तकला, नाटक, बोलक्या बाहुल्या, संगीत आणि हालचालींचा समावेश आहे.
यामधून मुलांचा सामाजिक क्षमताए संवेदनशीलता चांगली वर्तणूक, सौजन्यशीलता, नैतिकता, वैयक्तिक आणि सार्वजनिक स्वच्छता, सांघिक कार्य आणि सहकार्य यांचा विकास करण्यावर लक्ष केंद्रित केले जाणार आहे.

NCERT द्वारे प्रारंभिक बाल्यावस्था व संगोपन शिक्षणासाठी राष्ट्रीय अभ्यासक्रम आणि शैक्षणिक आराखडा निर्माण केला जाणार असून भारतात हजारो वर्षांपासून विकसित असलेल्या अनेक समृद्ध स्थानिक परंपरांचा देखील यात योग्य प्रकारे समावेश केला जाणार आहे. हा आराखडा पालक आणि बाल्यावस्था पूर्व संगोपन शिक्षण या दोघांसाठी मार्गदर्शक असणार आहे. या वयोगटातील बालकांना इ सी सी इ चा अभ्यासक्रम आणि अध्यापन शास्त्र यांचे विशेष प्रशिक्षण दिलेले शिक्षक असणार आहे. त्यामुळे सामाजिक आर्थिक दृष्ट्या वंचित असलेल्या असंख्य बालकांपर्यंत अधिक उच्च गुणवत्तापूर्ण शिक्षण दिले जाणार आहे. तसेच ECCE च्या सार्वत्रिक उपलब्धतेसाठी अंगणवाडी केंद्रांमध्ये उच्च दर्जाच्या पायाभूत सुविधाए खेळांचे साहित्य आणि प्रशिक्षित अंगणवाडी कर्मचारी व शिक्षक यांचे सशक्तीकरण केले जाणार आहे. अंगणवाडीसाठी ची इमारत या वयातील मुलांसाठी अनुकूल व समृद्ध अध्ययन वातावरण देणारी असणार आहे. या अंतर्गत अंगणवाडी केंद्र ते प्राथमिक शाळा हे संक्रमण सुरळीत सहज व्हावे या दृष्टीने स्थानिक प्राथमिक शाळांतील शिक्षक व विद्यार्थ्यांना भेटण्याचे नियोजन असणार आहे. वय वर्ष ५च्या अगोदर प्रत्येक मूल पूर्व अध्ययन वर्ग किंवा बालवाडी म्हणजेच इयत्ता पहिलीच्या आधी ECCE पात्र शिक्षक असलेल्या वर्गांमध्ये शिकेल. अंगणवाड्यांमध्ये उच्च दर्जाचा प्रारंभिक ECCE शिक्षक वर्ग तयार करण्यासाठी एनसीईआरटी ने विकसित केलेल्या अभ्यासक्रम व शैक्षणिक आराखड्यानुसार सध्याच्या अंगणवाडी सेविका शिक्षकांना प्रशिक्षण दिले जाणार आहे. १०+२ शैक्षणिक पात्रता असणाऱ्या अंगणवाडी सेविकांना सहा महिन्यांचा प्रमाणपत्र कार्यक्रम देण्यात येणार आहे तर याहून कमी शैक्षणिक पात्रता असणाऱ्यांना एक वर्षाचा डिप्लोमा कार्यक्रम देण्यात येणार आहे. - ECCE अभ्यासक्रम आणि शैक्षणिक जबाबदारी MHRD कडे असणार आहे.

ECCEचे नियोजन व अंमलबजावणी मानव संसाधन विकासए महिला व बालविकास (WCD आरोग्य व कुटुंब कल्याण(HFW आणि आदिवासी व्यवहार या मंत्रालयाकडे संयुक्तपणे असणार आहे.

- बाल्यावस्था संगोपन व शिक्षणाचे शालेय शिक्षणात सुरळीतपणे एकात्मिकरण करण्यात सतत मार्गदर्शन करण्यासाठी विशेष संयुक्त कृती गटाची स्थापना केली जाणार आहे.
२. पूर्व अध्ययन स्तर-(इयत्ता ३री, ४थी, ५वी-वयोगट ८ते११)
- पायाभूत स्तरातील खेळ शोध आणि उपक्रमावर आधारित अध्ययन आणि अभ्यासक्रमाच्या शैलीवर विकसित तीन वर्षांचे पूर्व अध्ययन स्तरामध्ये शिक्षण असेल.
- काही सोपा मजकूर असलेल्या पुस्तकांचा तसेच अधिक औपचारिक परंतु संवादात्मक पद्धतीने वर्गात शिकवण्याच्या बाबींचा समावेश करण्यास या स्तरावर सुरुवात केली जाणार आहे.
- वाचन लेखन, बोलणे, शारीरिक शिक्षण, कला, भाषा, विज्ञान आणि गणित यासारख्या विषयांचा भक्कम पाया या स्तरावर तयार केला जाईल.
३. पूर्व माध्यमिक स्तर-(इयत्ता ६वी, ७वी, ८वी-वयोगट ११ते१४)
- पूर्व अध्ययन स्तराच्या अध्ययन आणि अभ्यासक्रमाच्या शैलीवर पुढे विकसित केलेले तीन वर्षांचे शिक्षण या स्तरांमध्ये असेल.
- प्रत्येक विषयातील अधिक अमूर्त संकल्पना शिकण्यासाठी आणि त्याविषयी चर्चा करण्यासाठी विषय शिक्षकांची सुरुवात या टप्प्यावर होणार आहे.
- विद्यार्थी या टप्प्यावर गणित, विज्ञान, कला, सामाजिक शास्त्र आणि मानवशास्त्रासाठी विद्यार्थी तयार करायचे आहेत.
- विशिष्ट विषयांची व विशेष शिक्षकांची ओळख या टप्प्यावर विद्यार्थ्यांना होणार आहे.
- प्रत्येक विषयामधील कार्यात्मक शिक्षणास आणि वेगवेगळ्या विषयांमधील संबंध शोधण्यास प्रोत्साहन आणि विशेष महत्त्व या टप्प्यावर दिले जाणार आहे.
४. माध्यमिक स्तर-(इयत्ता ९वी, १०वी, ११वी, १२वी -वयोगट १४ते१८)
- या स्तरांमध्ये पूर्व माध्यमिक स्तरावरील विषयां भिमुख अध्ययन आणि अभ्यासक्रम शैलीवर चार वर्षांच्या बहुशाखीय अभ्यास समाविष्ट आहे.
- त्यामध्ये अधिक सखोलता, अधिक चिकित्सक विचार करण्याची क्षमता, आयुष्यातील इच्छा-आकांक्षा कडे अधिक लक्ष देण्याची क्षमता, अधिक लवचिकता व विद्यार्थ्यांना विषयाची निवड करता येण्याची क्षमता या बाबी समाविष्ट आहेत.
- या स्तरावर व्यवसायिक किंवा कोणतेही अभ्यासक्रम करण्यासाठी पर्याय उपलब्ध असणार आहेत.
- शिक्षणाचे उद्दिष्ट केवळ आकलनात्मक विकास करणे एवढेच नसून चांगले व्यक्तिमत्त्व घडवणे आणि एकविसाव्या शतकातील प्रमुख कौशल्य आत्मसात असलेल्या समग्र व अष्टपैलू व्यक्तीची निर्मिती करणे हे आहे. ज्ञान हाय गहिरा खजिना आहे आणि शिक्षण एखाद्या व्यक्तीमध्ये आधीपासूनच अस्तित्वात असलेल्या पूर्णत्वाच्या रूपात विज्ञानाची अभिव्यक्ती होण्यास मदत करत असते शिक्षणाचे हे महत्त्वाचे उद्दिष्ट पूर्ण करण्यासाठी अभ्यासक्रम आणि अध्यापन शास्त्राचे सर्व पैलूंमध्ये सुधारना केली जाणार आहेत. पूर्व प्राथमिक शाळेपासून उच्च शिक्षणापर्यंत शिक्षणाच्या प्रत्येक टप्प्यावर एकात्मिकरण आणि समावेशन करण्यासाठी विविध क्षेत्रांमधील विशिष्ट कौशल्य आणि मूल्य निश्चित केली जाणार आहेत शिकवण्याच्या व शिकण्याच्या रंजक पद्धतीने द्वारे ही कौशल्य मूल्ये आत्मसात केली जातील. हे करण्यासाठी सुनिश्चित अभ्यासक्रम आराखडा आणि व्यवहार पद्धती विकसित केल्या जात आहेत. एनसीईआरटी ही संस्था आवश्यक कौशल्य निश्चित करून बालपणीच्या व शालेय शिक्षणाचा राष्ट्रीय अभ्यासक्रमाचा आराखडा मध्ये समाविष्ट करणार आहे. सर्व स्तरावरील अभ्यासक्रम आणि अध्यापनातील

सुधारणांचा मुख्य हेतू म्हणजे खरोखर समज वाढवण्याच्या आणि कसे शिकायचे ते शिकण्याच्या दिशेने व सध्या मोठ्या प्रमाणात अस्तित्वात असलेल्या पाठांतर संस्कृतीच्या शिक्षणापासून शिक्षणव्यवस्थेला दूर नेणे हा आहे.

समारोप -

राष्ट्रीय शिक्षण धोरण २०२० मध्ये भारतीय मुल्यांपासून विकसित केलेली सर्वाना उच्च गुणवत्तेचे शिक्षण उपलब्ध करून देऊन त्याद्वारे भारताला एक जागतिक ज्ञान महासत्ता बनवून भारताचे एका न्याय आणि चैतन्यमय ज्ञान समाजात शाश्वत पणे परिवर्तन करण्यात प्रत्यक्षपणे योगदान देणारी शिक्षण व्यवस्था निर्माण करणे ही दूरदृष्टी आहे. भारतीय असल्याचा सखोल अभिमान विद्यार्थ्यांच्या केवळ विचारांमध्ये नव्हे तर त्यांच्या व्यवहारात, बुद्धीमध्ये, कृतीमध्ये रुजविणे तसेच मानवी हक्क, शाश्वत विकास आणि जीवनमान यांच्याशी जबाबदारीपूर्ण बांधिलकीचे समर्थन करणारे ज्ञान, कौशल्य, मूल्य आणि स्वभाव विकसित करणे ज्यामुळे ते खऱ्या अर्थाने एक वैश्विक नागरिक बनतील असे प्रगल्भ दृष्टिकोन ठेवून राष्ट्रीय शैक्षणिक धोरण निश्चित करण्यात आले आहे.

संदर्भ :-

राष्ट्रीय शिक्षण धोरण २०२०



राष्ट्रीय शैक्षणिक धोरण 2020 – नवी दिशा

श्री. राकेश अशोक रामराजे

सहाय्यक प्राध्यापक

पी. व्ही. डी. टी. कॉलेज ऑफ एज्युकेशन फॉर वूमेन,
चर्चगेट, मुंबई – 20.

सारांश –

21 व्या शतकात समाजातील प्रत्येक क्षेत्रात मोठ्या प्रमाणात बदल होताना दिसतोय. मानवाच्या गरजा काळानुरूप बदलताना दिसतात, राहणीमानाचा दर्जा उंचावलेला दिसतो या सर्व गोष्टींचा विचार करता त्याला साथ लागते शिक्षणाची कारण शिक्षण चांगल्या प्रकारे घेतले तर सहाजिकच व्यक्तीच्या गरजा पूर्ण होण्यास मदत होते शिक्षणामुळे व्यक्तीला चांगला रोजगार प्राप्त होण्यास मदत मिळते, विविध व्यावसायिक कौशल्य आत्मसात केल्यास व त्यावर प्रभुत्व प्राप्त केल्यास रोजगाराच्या संधी मोठ्या प्रमाणात उपलब्ध होण्यास मदत होते व्यक्ती विकासावर समाज विकास आणि समाज विकासावर देशाचा विकास अवलंबून असतो यासाठी व्यक्तीचा विकास शिक्षणाच्या माध्यमातून होणे अपेक्षित असते.

मुख्य संज्ञा – राष्ट्रीय शैक्षणिक धोरण

प्रस्तावना –

शिक्षण कसे असावे ? त्यातून व्यक्तीच्या गरजा व देशाच्या गरजा कशा पूर्ण करता येतील ? हे राष्ट्रीय शैक्षणिक धोरणाच्या माध्यमातून ठरविले जाते व त्यानुसार शिक्षणाचा आकृतिबंध ठरविला जातो.

भारत स्वातंत्र्य झाल्यानंतर देशाचे पहिले राष्ट्रीय शैक्षणिक धोरण 1968 मध्ये आले, त्यानंतर 1986 मध्ये नवीन राष्ट्रीय शैक्षणिक धोरण अमलात आणले गेले. जसा काळ बदलत गेला तशा गरजा अपेक्षा बदलत गेल्या त्यानुसार 1992 मध्ये सरकारने या शैक्षणिक धोरणात थोड्याफार प्रमाणात बदल केला.

सुमारे 34 वर्षांनंतर म्हणजेच 1986 नंतर एकविसाव्या शतकातील पहिले राष्ट्रीय शैक्षणिक धोरण 21 जुलै 2020 रोजी भारत सरकारने स्वीकारले हे राष्ट्रीय शैक्षणिक धोरण चार स्तंभावर आधारित आहे

1. Access
2. Equality
3. Quality
4. Accountability

राष्ट्रीय शैक्षणिक धोरण झरोचे प्रमुख वैज्ञानिक के कस्तुरीरंगन यांच्या अध्यक्षतेखाली नऊ सदस्यीय समितीने तयार केले

या राष्ट्रीय शैक्षणिक धोरणाची वैशिष्ट्ये –

1. राष्ट्रीय शैक्षणिक धोरणात असे स्पष्ट करण्यात आले आहे की मनुष्यबळ विकास मंत्रालयाचे नाव बदलून शिक्षण मंत्रालय हे नाव ठेवण्यात येणार आहे आणि या खात्याच्या मंत्री महोदयांना शिक्षण मंत्री असे संबोधण्यात येणार आहे.
2. शिक्षणाचा आकृतीबंध या राष्ट्रीय शैक्षणिक धोरणात प्रामुख्याने पूर्णतः बदललेला दिसून येतोय.
3. सहावीपासून प्रामुख्याने व्यवसायिक कौशल्य विकसन अभ्यासक्रम विद्यार्थ्यांना घेता येणार आहे.
4. पदवीचे शिक्षण एकूण चार वर्षांचे असणार आहे जेव्हा पदवीला प्रवेश घ्यायचा असेल तेव्हा बोर्ड परीक्षेतील गुणांबरोबरच प्रवेश परीक्षेचे आयोजन केले जाणार आहे आणि त्या अनुषंगाने विविध अभ्यासक्रमांच्या प्रवेश परीक्षा स्वतंत्र प्राधिकरण याद्वारे घेण्यात येणार आहेत.
5. संपूर्ण देशाचा एक सारखाच अभ्यासक्रम ठरविण्यात येणार आहे.

1986 चा राष्ट्रीय शैक्षणिक धोरणाचा आकृतिबंध म्हणजे 10+2+3 अशा स्वरूपाचा होता यामध्ये दहा वर्षे शालेय शिक्षण, दोन वर्षे उच्च माध्यमिक शिक्षण आणि तीन वर्षे पदवी शिक्षण असे स्वरूप ठरविण्यात आले होते. दहा वर्षांमध्ये इयत्ता पहिली ते पाचवी प्राथमिक शिक्षण, सहावी ते दहावी माध्यमिक शिक्षण, अकरावी ते बारावी उच्च माध्यमिक शिक्षण असे विभाजन होते. प्रामुख्याने शाळा पूर्व शिक्षणाचा विचार यामध्ये केला गेला नव्हता, दहावी आणि बारावी दोन बोर्ड होते.

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 नुसार शिक्षणाचा आकृतिबंध 5–3+3+4 असा करण्यात आलेला असून पहिले तीन वर्षे प्रिप्रायमरी शिक्षण, त्यानंतर इयत्ता पहिली व दुसरी अशी पाच वर्षे एक टप्पा, त्यानंतर तिसरी, चौथी, पाचवी हा तीन वर्षांचा दुसरा टप्पा व इयत्ता सहावी, सातवी, आठवी हा तीन वर्षांचा तिसरा टप्पा या दोन्ही टप्प्यावर प्राथमिक स्तर होता तर नववी ते बारावी चार वर्षांचा माध्यमिक स्तर ठरविण्यात आला आहे.

शालेय शिक्षणाची वैशिष्ट्ये

अगोदर सांगितल्याप्रमाणे शिक्षणाचे एकूण चार टप्पे करण्यात आलेला आहे पहिला टप्पा आहे फाऊंडेशन स्केच यामध्ये नवे शैक्षणिक धोरण याप्रमाणे पूर्वप्राथमिकचे तीन वर्षे आणि त्यासोबत पहिली आणि दुसरीचे दोन वर्षे असे गट तयार करण्यात आले. त्यामुळे मुलगा वयाच्या तिसऱ्या वर्षापासूनच शाळेत प्रवेश करतो. संपूर्ण देशातील तीन ते सहा वर्षापर्यंतच्या

सर्व मुलांना एकाच पद्धतीने शिक्षण दिले जाणार आहे. यामध्ये प्रामुख्याने मुलांना संख्याशास्त्राची ओळख करून दिली जाणार आहे. नव्या शैक्षणिक धोरणानुसार पूर्व प्राथमिक शाळांना NCERT चा अभ्यासक्रम लागू करण्यात येणार आहे.

त्यानंतर दुसरी पर्यंत भाषा आणि अंक ज्ञानावर भर दिला जाणार आहे. दुसरा टप्पा आहे तो प्रिपरेटरी स्टेज यामध्ये प्रामुख्याने तीसरी ते पाचवी पर्यंतच्या विद्यार्थ्यांचा विचार केला जाणार आहे. संपूर्ण असा एक गट आहे या गटावर प्रामुख्याने विशेष लक्ष दिले जाणार आहे यामध्ये प्रामुख्याने शिक्षणाचा पाया मजबूत करण्याबरोबरच वाचन, संभाषण, अंक, गणित यांचा समावेश करण्यात आलेला आहे त्यानंतर पुढचा टप्पा येथे मिडल स्टेज सहावी ते आठवीपर्यंतच्या गट आहे. यामध्ये प्रामुख्याने शालेय विषयांची ओळख करून दिली जाणार आहे सहावी पासूनच मुलांना कोडिंग शिकवले जाणार आहे. सहावी ते आठवीच्या वर्गात एकाच वेळी आंतरविद्याशाखीय शिक्षण मुलांना मिळू शकणार आहे. यामध्ये प्रामुख्याने कौशल्यावर आधारित आणि व्यावसायिक शिक्षणावर भर देण्यात आलेला आहे. पुढचा आणि शेवटचा टप्पा सेकंडरी स्टेज हा नऊ ते बारावी या गटाचा असणार आहे. या नव्या शैक्षणिक धोरणानुसार दहावी आणि बारावी बोर्डाचे महत्त्व कमी करण्यात आलेले आहे. नवीन शैक्षणिक धोरणानुसार बारावीचे शिक्षण हे माध्यमिक शिक्षणाला जोडण्यात आलेले आहे. या सेकंडरी स्टेजमध्ये 24 विषय शिकविण्यात येणार आहे.

उच्चशिक्षणाची वैशिष्ट्ये

सध्या विविध अभ्यासक्रमांच्या उच्च शिक्षणावर नियंत्रण करणाऱ्या विविध संस्था आहे. उदाहरणार्थ UGC / NCTE / AICTE होय, परंतु नवीन शैक्षणिक धोरणानुसार या सर्वांचे एकीकरण करू एकच नियामक मंडळ तयार करण्यात येणार आहे. या नियामक मंडळाचे नाव राष्ट्रीय शिक्षण आयोग असे ठेवण्यात येणार आहे. यामुळे प्रामुख्याने एक फायदा होईल तो म्हणजे उच्च शिक्षणावरच एकच नियंत्रण मंडळ असेल आणि महाविद्यालयाची व त्यासोबत विद्यार्थ्यांची होणारी हेळसांड थांबेल. वैद्यकीय आणि कायदा शिक्षण यापासून वेगळे करण्यात आलेले आहे. त्याचबरोबर कृषी शिक्षण पण वेगळे ठेवण्यात आलेले आहे.

नवीन शैक्षणिक धोरणानुसार प्राथमिक शिक्षण हे मातृभाषेतून देण्यात यावे असे सुचविण्यात आले आहे.

नवीन शैक्षणिक धोरणानुसार देशातील सर्व विद्यापीठांना एकच नियम लागू होणार आहे. सगळीकडे शिक्षण पद्धती ही एकाच प्रकारची असणार आहे. नवीन शैक्षणिक धोरणानुसार ज्यांना नोकरीसाठी पदवी घ्यायची आहे अशा विविध लोकांना तीन वर्षांची पदवी अभ्यासक्रम असेल तर ज्यांना त्या क्षेत्रात संशोधन करायचे असेल त्यांना अजून एक वर्ष पदवीचा अभ्यास करावा लागेल म्हणजे 4 वर्ष अभ्यास करावा लागेल. 4 वर्षांचा अभ्यास केल्यानंतर सदर

विद्यार्थ्याला पीएच.डी. ला प्रवेश घेता येईल. नव्या शिक्षण पद्धतीमुळे विद्यार्थ्यांना पदवी पूर्ण न करता पहिल्या किंवा दुसऱ्या वर्षी तरी उत्तीर्ण झाला तरी त्याला प्रमाणपत्र पदविकेचे मिळणार आहे. त्यामुळे विद्यार्थ्याला शिक्षणाचा बाहेर फायदा होईल त्याचबरोबर अकॅडमिक क्रेडिट बँक शैक्षणिक पतपेढी असणार आहे. म्हणजेच एखाद्या विद्यार्थ्याने एखादी पदवी अभ्यासक्रम पूर्ण करताना त्याला अजून एक एखाद्या कोर्स त्यासोबत करायचा असेल तर तो करू शकतो त्यामुळे विद्यार्थ्यांना त्यांच्या आवडीचे विषय निवडण्याची सवलत असेल.

नवे शैक्षणिक धोरणानुसार व्यवसायिक शिक्षणावर कौशल्यावर भर देण्यात आलेला आहे. संशोधनाला प्रोत्साहन देण्यासाठी नॅशनल रिसर्च फाउंडेशनची निर्मिती करण्यात येणार आहे यामुळे संशोधनाने नवनिर्मितीला प्रोत्साहन प्राप्त होईल प्रत्येक उच्च शिक्षण पद्धतीमध्ये संशोधन हे महत्वाचे अंग आहे उच्च शिक्षणाचा दर्जा सुधारायचा असेल तर संशोधन कार्य वारंवार होणे आवश्यक ठरते नॅशनल रिसर्च फाउंडेशन मुळे संशोधनाला गती प्राप्त होईल त्याचबरोबर त्याचा दर्जा सुधारेल

शिक्षणामध्ये तंत्रज्ञानाच्या वापरावर भर दिला जाणार आहे यासाठी नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरमची स्थापना करण्यात येणार आहे नव्या धोरणानुसार तंत्रज्ञानाचा स्वतंत्र विभाग तयार करण्यात येणार आहे एकविसाव्या शतकात तंत्रज्ञानाला फार महत्त्व प्राप्त झाले आहे

एकंदरीत नवीन राष्ट्रीय शैक्षणिक धोरण 2020 याचा विचार केल्यास असे लक्षात येते की या धोरणामध्ये प्रामुख्याने विद्यार्थ्यांची सृजनशीलता, कलाकौशल्य, प्रयोगशील उपक्रम यांना महत्त्व देण्यात आले आहे. विद्यार्थ्यांच्या आवडीकडे, कलेकडे विशेष लक्ष देण्यात आलेले आहे. प्रामुख्याने होणारी शैक्षणिक गळती रोखण्याचा विचार करण्यात आलेला आहे. संशोधनाला प्रोत्साहन देता येईल यासाठी नॅशनल रिसर्च फाउंडेशन हा विभाग तयार करण्यात आला आहे जेणेकरून चांगले दर्जेदार शिक्षण उपलब्ध होईल.

संदर्भसूची –

1. शिक्षण संक्रमण, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण, पुणे
2. <https://www.education.gov.in>
3. <https://www.shikshanmitra.com>

पायाभूत साक्षरता आणि संख्याज्ञान कार्यक्रम

श्री. चंद्रहास लक्ष्मण हिप्परकर

अधिव्याख्याता,

जिल्हा शिक्षण व प्रशिक्षण संस्था, कोल्हापूर

डॉ. विनय दत्तात्रय धोंडगे

प्राध्यापक,

आझाद कॉलेज ऑफ एज्युकेशन, सातारा

प्रस्तावना

केंद्र सरकारने भारताचे नवे राष्ट्रीय शिक्षण धोरण २९ जुलै २०२० रोजी जाहीर केले. १९८६ नंतर जवळपास ३४ वर्षांनी देशाचे नवे शैक्षणिक धोरण जाहीर झाले. या धोरणात सद्यस्थितीतील १०+२ या रचनेऐवजी ५+३+३+४ अशी रचना करण्यात आली आहे. प्रथमच शिक्षणात ३ ते ६ वयोगटाचा म्हणजेच अंगणवाडी, नर्सरी, के.जी. चा समावेश केला आहे. इयत्ता पहिली व दुसरीची दोन वर्षे जोडून पाच वर्षांचा पायाभूत शिक्षणाचा भाग तयार केला आहे. विशेष म्हणजे या धोरणात शिक्षण अधिकाराच्या कायद्याची RTE – 2009 ची व्याप्ती जी सध्या ६ ते १४ अशी ८ वर्षांची आहे, ती वाढवून ३ ते १८ अशी १५ वर्षांची करावी व त्यासाठी घटनादुरुस्ती करावी अशी क्रांतिकारी शिफारस केली आहे. NEP- २०२० मध्ये जी मुख्य ध्येये दिलेली आहेत, त्यामध्ये इयत्ता तिसरी अखेर सर्व विद्यार्थ्यांनी पायाभूत साक्षरता आणि संख्याज्ञान साध्य करण्यासाठी सर्वोच्च प्राधान्य देणे हे एक महत्त्वाचे ध्येय आहे. मुलांच्या शिक्षणासाठी एक तातडीची आणि आवश्यक पूर्व अट म्हणून पायाभूत साक्षरता व संख्याज्ञान यावर विशेष भर दिला आहे.

१. पायाभूत साक्षरता आणि संख्याज्ञान (FLN) संदर्भात NEP- 2020 मधील तरतुदी-

- राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये वर्तमान स्थितीत प्राथमिक शाळेतील सुमारे पाच कोटी पेक्षा जास्त विद्यार्थ्यांना मूलभूत वाचन, मजकूर आकलन तसेच अंकांची बेरीज, वजाबाकी या क्षमता प्राप्त नाहीत असे जाहीर करून खंत व्यक्त केली आहे. पायाभूत साक्षरता आणि संख्याज्ञान संदर्भात राष्ट्रीय शैक्षणिक धोरण २०२० मध्ये भाग एक, प्रकरण दोन मध्ये पुढील तरतुदी स्पष्ट केल्या आहेत.
१. भविष्यातील सर्व शालेय शिक्षण आणि निरंतर शिक्षणासाठी लिहिता वाचता येण्याची आणि संख्यावरील मूलभूत गणिती क्रिया करण्याची क्षमता प्राप्त होणे ही आवश्यक, पायाभूत आणि अनिवार्य पूर्वअट आहे.
 २. सर्व मुलांसाठी पायाभूत साक्षरता आणि संख्याज्ञान या क्षमतांची प्राप्ती ही एक तातडीची राष्ट्रीय मोहीम असेल, यासाठी मानव संसाधन विकास मंत्रालयाद्वारे प्राधान्याने एका राष्ट्रीय पायाभूत आणि संख्याज्ञान अभियानाची स्थापना केली जाईल.
 ३. वंचित क्षेत्रात तसेच विद्यार्थी - शिक्षक गुणोत्तर किंवा निरक्षरतेचा दर उच्च असलेल्या क्षेत्रात सर्वप्रथम शिक्षकांची रिक्त पदे तात्काळ व कालबद्ध पद्धतीने भरली जातील.
 ४. अभ्यासक्रमामध्ये मूलभूत साक्षरता आणि संख्याज्ञान यामध्ये वाचन, लेखन, भाषण, गणन, अंकगणित व गणिती तर्क या क्षेत्रावर अधिक लक्ष दिले जाईल.
 ५. NCERT आणि SCERT या संस्थामार्फत पहिलीच्या विद्यार्थ्यांसाठी तात्पुरत्या स्वरूपाचा तीन महिने कालावधीचा खेळ आधारित 'शाळा तयारी घटकसंच' तयार केला जाईल.
 ६. दीक्षा (The Digital Infrastructure For Knowledge Sharing) या शैक्षणिक मंचावर मूलभूत साक्षरता आणि संख्याज्ञान यासंदर्भात उच्च गुणवत्तेच्या संसाधनांचा राष्ट्रीय ज्ञानस्त्रोत उपलब्ध करून दिला जाईल.
 ७. सद्यस्थितीतील विविध अध्ययन- अडचणीमुळे सार्वत्रिक मूलभूत साक्षरता आणि संख्याज्ञान प्राप्त

करण्याच्या मोहिमेमध्ये शिक्षकांना साहाय्य करण्यासाठी सर्व व्यवहार्य पद्धतींचा शोध घेतला जाईल.

८. सर्व स्तरातल्या विद्यार्थ्यांसाठी भारतीय आणि स्थानिक भाषांमध्ये रंजक आणि प्रेरणादायी बालसाहित्य विकसित करण्यात येईल.
९. पौष्टीक आहारासोबतच विद्यार्थ्यांचे पोषण आणि आरोग्य यावर लक्ष दिले जाईल.

२. 'निपुण भारत' अभियान -

(National Initiative for proficiency in Reading with Understanding and Numeracy)

राष्ट्रीय शैक्षणिक धोरण 2020 नुसार, प्राथमिक स्तरावर सन २०२६-२७ पर्यंत मुलभूत भाषिक व गणितीय कौशल्य प्राप्त करण्यास सर्वोच्च प्राधान्य देण्यात आले आहे. वय वर्षे ३ ते ९ वयोगटातील सर्व विद्यार्थ्यांना मुलभूत साक्षरता व संख्याज्ञान प्राप्त करण्यासाठी एक राष्ट्रीय अभियान राबवून त्याची अंमलबजावणी करणे आवश्यक होते. त्यासाठी भारत सरकारने 'समग्र शिक्षा' मध्ये 'निपुण भारत' अंतर्गत प्रत्येक विद्यार्थ्याने इयत्ता तिसरीपर्यंत मुलभूत साक्षरता व संख्याज्ञान सन २०२६-२७ पर्यंत प्राप्त करण्याचे लक्ष्य निर्धारित केले आहे.

'निपुण भारत' अभियानाची उद्दिष्टे -

१. खेळ, शोध आणि कृती आधारित अध्यापन शास्त्राची विद्यार्थ्यांच्या दैनंदिन जीवनाशी आणि त्यांच्या घरातील भाषेशी जोडणी करून सर्वसमावेशक वर्ग वातावरण तयार करणे.
२. शाश्वत वाचन आणि लेखन कौशल्य यांचे आकलन असणारे स्वयंप्रेरित, स्वतंत्र आणि कृतिशील वाचक व लेखक बनण्यासाठी मुलांना प्रवृत्त करणे.
३. संख्या मापन आणि आकार या क्षेत्रातील तर्क समजून घेण्यासाठी संख्याज्ञान आणि अवकाशीय कौशल्यांच्या आकलनाद्वारे स्वतंत्रपणे समस्या सोडवण्यासाठी सक्षम बनवणे.
४. मुलांना परिचित, घरातील, मातृभाषेत उच्च गुणवत्तेच्या आणि सांस्कृतिक दृष्ट्या प्रतिसाद देणाऱ्या अध्यापन साहित्याची उपलब्धता आणि त्याचा प्रभावी वापर याची सुनिश्चित करणे.
५. शिक्षक, मुख्याध्यापक, शिक्षणातील साधन व्यक्ती आणि शिक्षण प्रशासक यांच्या सातत्यपूर्ण क्षमता संवर्धनावर लक्ष केंद्रित करणे.
६. आजीवन शिक्षणाचा पाया मजबूत होण्यासाठी शिक्षक, पालक, विद्यार्थी आणि समाज इत्यादी भागधारकांशी सक्रियपणे गुंतवणूक ठेवणे.
७. पोर्टफोलिओ, गट आणि एकत्रित काम प्रकल्प, प्रश्नमंजुषा, नाट्यीकरण, खेळ, तोंडी सादरीकरण, छोट्या चाचण्या इत्यादीद्वारे विद्यार्थ्यांच्या अध्ययनाचे मूल्यांकन, अध्ययनासाठी मूल्यांकन आणि मूल्यांकनातून अध्ययनासाठी अध्ययनाची सुनिश्चिती करणे.
८. सर्व विद्यार्थ्यांच्या अध्ययन स्तराचा मागोवा घेण्याची निश्चिती करणे.

निपुण भारत अंतर्गत निर्धारित लक्ष्य -

या अभियानांतर्गत ३ ते ९ वर्षे वयोगटातील सर्व विद्यार्थ्यांसाठी सन २०२६-२७ पर्यंत पुढील किमान शैक्षणिक लक्ष्य निर्धारित करण्यात आली आहेत.

| विषय | बालवाटिका | इयत्ता पहिली | इयत्ता दुसरी | इयत्ता तिसरी |
|------|---|--|--|---|
| भाषा | अक्षरांची आणि ध्वनींची ओळख. कमीत कमी दोन अक्षरी जोडाक्षरविरहित शब्दांचे वाचन. | अपरिचित उताऱ्यातील चार/पाच जोडाक्षरविरहित शब्द असलेल्या छोट्या वाक्यांचे समजपूर्वक वाचन. चित्रे काढणे. | प्रतिमिनिट ३० ते ४५ शब्दांचे समजपूर्वक वाचन. विरामचिन्हे, नामदर्शक व कृतिदर्शक शब्द ओळखणे, छोटी छोटी वाक्य लिहिणे. | प्रतिमिनिट कमीत कमी ६० शब्दांचे समजपूर्वक वाचन. विरामचिन्हांचा योग्य वापर करून व्याकरणदृष्ट्या अचूक वाक्य लिहिणे. |
| गणित | १० पर्यंतचे अंक ओळखणे व वाचणे. | ९९ पर्यंतच्या संख्यांचे वाचन, लेखन, साधी बेरीज वजाबाकी करणे. | ९९९ पर्यंतच्या संख्यांचे वाचन, लेखन व ९९ संख्यापर्यंतची वजाबाकी करणे. | ९९९९ पर्यंतच्या संख्यांचे वाचन, लेखन व साधी गुणाकाराची उदाहरणे सोडवणे. |

३. पायाभूत भाषिक साक्षरता -

पायाभूत भाषिक साक्षरता हा बालकाचा भविष्यकालीन संपूर्ण शिक्षणाचा व त्याच्या व्यक्तिमत्त्व विकासाचा खरा पाया आहे. यूनेस्कोने पायाभूत भाषिक साक्षरतेला 'मूलभूत मानवी अधिकार' आणि 'आयुष्यभराच्या शिक्षणाचा आधार' असे संबोधले आहे.

'विद्यार्थ्याला त्याच्या शालेय जीवनापासून ते पुढे आयुष्यभर ज्ञान प्राप्त करण्याची मूलभूत क्षमता म्हणजे पायाभूत भाषिक साक्षरता होय.'

३ ते ९ वर्षे वयोगटातील विद्यार्थ्यांचा प्रारंभिक भाषा विकास होण्यासाठी मातृभाषेमध्ये मौखिक भाषा ज्ञान, समजपूर्वक ऐकणे व त्याचे आकलन, मुद्रणशास्त्र व उच्चारशास्त्र यांच्या विकासाची जाणीव व लेखन कौशल्याचा विकास होणे गरजेचे आहे. भाषिक कौशल्ये प्राप्त होण्यासाठी भाषेचे पूर्वज्ञान महत्त्वाचे आहे. ज्या विद्यार्थ्यांचा मातृभाषेचा पाया मजबूत असतो, ते इतर भाषा अधिक सहजपणे शिकू शकतात.

पायाभूत भाषिक साक्षरतेचे घटक -

१. **मौखिक भाषा विकास** - यामध्ये लक्षपूर्वक ऐकणे, समजून घेणे, मौखिक शब्दसंग्रह आणि संवादाचा समावेश होतो. मौखिक भाषेचा विकास अत्यंत महत्त्वाचा आहे.
२. **विसांकेतीकरण (Decoding)** - मुलांच्या दृष्टीने प्रत्येक अक्षर हे चित्रच असते. ती ध्वनिचिन्हे असतात या चिन्हांना विशिष्ट ध्वनीत व्यक्त करणे म्हणजे विसांकेतीकरण होय. यामध्ये उच्चार शास्त्राची जाणीव, शब्दांची लय व ध्वनीची जाणीव या बाबींचा योग्य वापर होणे आवश्यक आहे.
३. **सांकेतिक भाषा / लिपी समजून घेणे** - यामध्ये छापील मजकूर यांचे आकलन करण्याची क्षमता, अक्षरांचे ज्ञान, सांकेतिक भाषा, लिपी समजून घेणे, शब्द ओळखणे महत्त्वाचे आहे.
४. **शब्द संग्रह** - यामध्ये मौखिक शब्द संग्रह, वाचन / लेखन शब्दसंग्रह व शब्दांच्या विविध अर्थछटा महत्त्वाच्या आहेत.
५. **वाचन व आकलन** - यामध्ये मजकुराचे वाचन करून अर्थ समजून घेणे, माहिती प्राप्त करणे व मजकुराचे स्पष्टीकरण करणे महत्त्वाचे आहे.
६. **वाचनातील ओघवतेपणा** - यामध्ये आशयानुसार योग्य आरोह-अवरोह यांचा उपयोग करून वाचने, मजकूर

अचूकपणे व लयबद्ध वाचने , अभिव्यक्ती व आकलन होणे महत्त्वाचे आहे.

७. **लेखन** - अक्षरे व शब्दांच्या लेखनाबरोबरच स्व-अभिव्यक्ती, विचारांची अभिव्यक्ती, भावनांची अभिव्यक्ती, चिंतन इत्यादीचा यामध्ये समावेश होतो.
८. **आकलन**- छापील मजकूर, पुस्तके यामुळे आकलन कौशल्य विकसित होण्यास मदत होते.
९. **वाचन संस्कृती / वाचनाकडे कल** - यामध्ये विविध प्रकारची पुस्तके व इतर वाचन साहित्य वाचण्याकडे कल असणे महत्त्वाचे आहे.

४. पायाभूत गणितीय साक्षरता –

‘पायाभूत गणितीय साक्षरता म्हणजे दैनंदिन जीवनातील समस्या सोडविण्यासाठी गणितीय संकल्पनांचा उपयोग व कारणमीमांसा करण्याची क्षमता होय.’

‘संख्याज्ञान व संख्यावरील क्रिया तसेच गणितीय माहितीचा वापर करणे व अर्थ लावणे आणि ती माहिती संप्रेषित करणे यालाच पायाभूत गणितीय साक्षरता असे म्हणतात.

पायाभूत गणितीय साक्षरतेचे घटक –

१. **संख्यापूर्व संबोध** - वस्तू मोजणे तसेच संख्यांची समज विकसित होण्यापूर्वी मुलांमध्ये वर्गीकरण, क्रमबद्धता, एकास एक सांगती या क्षमतांचा विकास होणे गरजेचे आहे.
२. **संख्या व त्यावरील क्रिया** – दशमान पद्धतीचा वापर, संख्येवरील क्रियावर प्रभुत्व संपादन करणे, संख्यांचे वाचन, अंकात व अक्षरात संख्यांचे लेखन, संख्यांची तुलना व त्यांच्यावर केल्या जाणाऱ्या बेरीज, वजाबाकी, गुणाकार व भागाकार या मूलभूत क्रियांचा समावेश होतो.
३. **आकार आणि अवकाशीय संबोध यांचे आकलन** - विविध आकार, अवकाश, मापन, स्थान, दिशा, गती इत्यादीचा समावेश यामध्ये होतो.
४. **गणितीय संवाद** -गणितातील चिन्हे, प्रतिके, आकृत्या, आलेख इत्यादीचा वापर करून एकमेकांकडून माहितीचे आदानप्रदान व परस्परांशी संवाद साधण्याची प्रक्रिया महत्त्वाची आहे.
५. **आकृतिबंध** - आकृतिबंध हा गणिताच्या अभ्यासातील महत्त्वाचा घटक आहे. नवीन आकृतिबंध तयार करणे, आकृतिबंधाची रचना व वर्णन, आकृतिबंध ओळखणे, आकृतिबंधाचा विस्तार या बाबींचा यामध्ये समावेश होतो.
६. **मापन** – यामध्ये लांबी, वजन, आकारमान, तापमान इत्यादी राशींच्या मापनाशी संबंधित कृतींचा समावेश होतो.

५. पायाभूत साक्षरता व संख्याज्ञानासाठी (FLN) अध्ययन - अध्यापन प्रक्रिया-

अध्ययन-अध्यापन प्रक्रिया प्रभावी व परिणामकारक होण्यासाठी शिक्षक, मुख्याध्यापक, पालक, समाज, पर्यवेक्षीय यंत्रणेतील सर्व घटक तसेच शाळा व्यवस्थापन समिती यांची भूमिका महत्त्वाची आहे.

१. NEP २०२० मध्ये सांगितल्यानुसार चित्रे, खेळणी, गोष्टी तसेच मुलांचे अनुभवविश्व या सर्वांचा एकत्रितरित्या अध्यापनात उपयोग करावा.
२. स्थानिक स्तरावर विद्यार्थ्यांनी, पालकांनी, शिक्षकांनी स्वतः तयार केलेल्या साधनांचा अध्यापनात उपयोग करावा.
३. अध्ययन अध्यापनाचे नियोजन विद्यार्थ्यांच्या गरजा व अभिरुची नुसार असावे म्हणजेच विद्यार्थी केंद्रित असावे.

४. वर्गातील सर्व विद्यार्थ्यांना व्यक्त होण्याची अधिक संधी मिळेल अशा कृतीची निवड करावी.
 ५. मुलांना वर्गात बोलण्याची, चर्चा करण्याची, स्वतःचे विचार मांडण्याची संधी द्यावी.
 ६. विविध प्रकारचे वाचन साहित्य हाताळण्याची, त्यांच्याशी आंतरक्रिया साधण्याची संधी विद्यार्थ्यांना द्यावी.
 ७. शाळेमध्ये, वर्गामध्ये वाचन कोपरा तयार करावा, विद्यार्थ्यांकडून स्व लिखित कविता, चार्ट लेखन करून घ्यावे.
 ८. अध्यापनातील विविध विषयांची कलाविषयासोबत सांगड घालावी.
 ९. शाळेत सामाजिक वातावरण निर्माण करावे यासाठी समाजातील लोकांची ओळख होण्यासाठी शाळेने समाजात वावरावे.
 १०. आनंददायी कृतीयुक्त खेळासाठी पारंपारिक खेळांचा उपयोग करावा.
 ११. मुलांना गोष्ट सांगायी तसेच विद्यार्थ्यांना गोष्ट सांगण्यास प्रेरणा द्यावी, गाणे म्हणणे, नवीन गाणी, बालगीते यांचा अध्यापनात वापर करावा.
 १२. पाने, फुले, शिंपले यांचा वापर करून अक्षरे, आकार, शब्द यांचे दृढीकरण करावे.
 १३. विद्यार्थ्यांच्या बरोबर अनौपचारिक गप्पा माराव्यात.
 १४. विद्यार्थ्यांना कृतीसाठी बसविताना भौमितिक आकारातील रचनांचा उपयोग करावा. दशक सुट्टे यांचे अध्यापन करताना काड्यांचा वापर करावा.
 १५. नोटा आणि नाणी यांचा वापर करून व्यवहार ज्ञानाची ओळख करून द्यावी. काडीपेटी, खोके यांचा वापर करून भौमितिक आकार शिकवावेत.
 १६. दगड, बिया यांचा वापर करून पटीत संख्या कशा वाढतात याचे अध्यापन करावे.
 १७. धूळपाटी, मैदान यांचा वापर करून सरळ रेषा, तिरप्या रेषा, भौमितिक आकार यांची ओळख करून द्यावी.
 १८. हिशोब शिकवण्यासाठी बाजार, प्रत्यक्ष दुकानातील व्यवहार यांची ओळख करून द्यावी.
 १९. बालकांच्या बोलीभाषेचा वापर करून बालकांना बोलते करावे.
 २०. सोपी, सुटसुटीत, छोटी वाक्ये असलेली भाषा वापरावी.
 २१. भाषा पेटी व गणित पेटीतील अध्ययन साहित्याचा प्रभावी व परिणामकारक वापर करावा.
 २२. अध्यापनात ICT चा वापर, शॉर्ट फिल्म, व्हिडिओ, ऑडिओ क्लिप, संगणक, प्रोजेक्टर, अशा नव्या साधनांचा प्रभावी वापर करावा.
 २३. दोरीवर सरळ रेषेत चालणे, नागमोडी चालणे, वर्तुळाकार चालणे यासारख्या कृती घ्याव्यात.
 २४. वर्गामध्ये खेळाचे साहित्य मुलांना सहज घेता येईल अशा ठिकाणी ठेवावे.
 २५. निरोप सांगणे, सूचना ऐकणे, त्या सूचना पुन्हा त्यांच्या भाषेत सांगून त्याची पुनरावृत्ती करणे अशा कृती करून घेणे.
- ६. पायाभूत साक्षरता आणि संख्याज्ञान(FLN) अभियानामध्ये पालकांची भूमिका -**
पायाभूत साक्षरता आणि संख्याज्ञान अभियानामध्येह पालकांची भूमिका महत्त्वाची आहे.
१. पालकांनी आपल्या घरी काही सोप्या कृती करणे, लेबल वाचणे, वर्तमानपत्रातील, नोटांवरील, कॅलेंडरवरील शब्द वाचन करणे यासारख्या कृती कराव्यात.
 २. पुस्तके वाचणे, खेळ खेळणे, गाणी व कविता म्हणणे, आवाजात योग्य चढ उतारासह गोष्टी सांगणे व मुलाबरोबर संवाद साधणे या बाबी पालकांनी करणे आवश्यक आहे.
 ३. उपलब्ध छापील साहित्य, त्याचबरोबर शिकण्याचे अन्य साहित्य प्राप्त करून पालकांनी विद्यार्थ्यांचा सराव करून घ्यावा.

४. ज्या पालकांच्याकडे अंतरजाल (इंटरनेट) सुविधा उपलब्ध आहे, अशा पालकांनी भ्रमणध्वनीवर शैक्षणिक ॲप डाऊनलोड करून मुलांना अध्ययनासाठी मदत करावी.
५. पाठ्यपुस्तकामध्ये उपलब्ध असलेले क्यूआर कोड स्कॅनिंग करून आपल्या पाल्यांचा अभ्यास घ्यावा तसेच त्यांना मदत करावी.
६. राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद (NCERT) व राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद (SCERT) यांच्या द्वारा उपलब्ध करून दिलेली युट्युब वरील दृक-श्राव्य साधने मुलांना उपलब्ध करून द्यावीत.
७. तसेच पालकांनी प्रसारमाध्यमे, दूरदर्शन, रेडिओ या वरील शैक्षणिक कार्यक्रम व दूरध्वनीद्वारे परस्पर संपर्क यांचा वापर करावा.
८. विद्यार्थ्यांमध्ये वाचन, आकलन, लेखन व संख्याज्ञान, संख्या आकलन सुधारावे यासाठी पालकांनी गावातील सुशिक्षित व्यक्तींची मदत घ्यावी.
९. विविध शैक्षणिक ॲपचा उपयोग करून ओघवते वाचन करण्याची क्षमता विद्यार्थ्यांमध्ये विकसित करावी.
१०. पालकांनी घरी नियमितपणे मुलांच्या बरोबर विविध भाषिक व गणितीय कृती कराव्यात.

समारोप

प्राथमिक शिक्षणात श्रवण, संभाषण, वाचन, लेखन ही भाषिक साक्षरता ठरविली आहे. त्यासाठी विद्यार्थ्यांना अंकांची व अक्षरांची ओळख होणे, त्यानंतर अंक व अक्षरे लिहिता येणे, काना, मात्रा, वेलांटी, ऊकार, सोपे शब्द, जोडशब्द, लहान वाक्ये असे करत करत वाचन, लेखन ही भाषिक साक्षरतेची मूळ संकल्पना आहे. पायाभूत गणितीय साक्षरता यामध्ये गणना करण्याची क्षमता, संख्यांची ओळख, कार्यकारण संबंध, तुलना, तर्क, अंदाज, अवकाशीय क्षमता, गणितीय विचारशैली, दैनंदिन अनुभवातील समाविष्ट गणित यांचा समावेश होतो.

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प्रस्तावना:

शिक्षणामूळे माणूस घडवण्याचे महान कार्य घडून येते. ज्या कार्यातून समाजक्रांती घडून येते परीवर्तन घडून येते असे कार्य म्हणजे शिक्षण होय. जो पर्यंत बूद्धी आणि शरीराच्या अवयवांना योग्य व्यायाम दिला जाणार नाही तो पर्यंत कोणताही विकास होवू शकणार नाही असा विकास हा एकांगी स्वरूपाचा ठरतो. म्हणून मानवाचा सर्वांगीन विकास घडून येण्यासाठी मानव कल्याणाचे वेगवेगळ्या सामाजिक दृष्टीकोणांचा व प्रश्नांना अनुसरून विकास घडून आणावा लागतो. महात्मा गांधी हरीजन मासिकात दिनांक २.२.१९४७ मध्ये प्रकाशित मासिकात लीहीतात की, साक्षरता आणि विद्वत्ता यामूळे माणूस माणूस बनत नाही. तर खर्या जीवनाकररीता घेतलेल्या शिक्षणामूळे तो माणूस बनतो. ते पूढे देशाच्या सरकारने प्रौढ मताधिकाबरोबर किंवा त्याअगोदर विश्वशिक्षणाचीही व्यवस्था करायला हवी. शिक्षण केवळ पुस्तकीच असले पाहिजे असाही आग्रह नसावा. पुस्तके हे मदतनिसाचे काम करू शकतात. देशात इंग्रजी शिक्षणाने आपल्या मनाची उपासमार केली आहे आणि शूर नागरिकांचे कर्तव्य बजावण्याकरीता त्याने आपल्याला कधीही तयार केले नाही. देशाला अशा समृद्ध ज्ञानाची आज आवश्यकता आहे की, ज्यातून अभिमान वाटेल असा प्रमाणिकपणा, चारीत्र्य, मूल्य, नैसर्गिक शिक्षण, कौशल्य, जोपासना, उत्साह, संशोधन, श्रमाधिष्ठित व्यवस्था निर्माणीकरण, स्वावलंबी जीवन, "सा विद्याः या विमुक्तये" याचा उलगडा करणारे असेल आणि नागरीकत्वाचा अर्थ सहज कळू शकेल असे शिक्षण येत्या काळात मिळणे गरजेचे वाटते. म्हणून या संशोधनाचा उद्देश आसा आहे की, महात्मा जोतिबा फूले, महात्मा गांधी, विनोबा भावे, पांडुरंग शास्त्री आठवले यांच्या शिक्षण व सामाजिक कार्याचा आढावा घेणे.

मानवाच्या, समाज सेवेकरीता व उपयोगाचे अशा प्रकारच्या ज्ञान शिक्षणाचा समावेश असलेल्या शिक्षणाची गरज आहे. विमुक्तीचा या ठिकाणी असा अर्थ आहे की, सर्व प्रकारच्या पारतंत्र्यातून मुक्तता व सद्यस्थितीतील सत्तेच्या गुलामगिरी आणि मानवाच्या वाढलेल्या कृत्रिम गरजा यापासूनची मुक्तता. आदर्शांच्या प्राप्ती करिता आणि महात्मा फूले यांच्या विचारातिल स्वातंत्र्य, समता, बंधूता, न्याय, वंचितांना शिक्षण आदि गूणांचा सम्मुख असलेल्या शिक्षणाची आजघडीला आवश्यकता आहे. अशा गोष्टींचा समावेश नवीन शैक्षणिक धोरणात असणे अपेक्षित आहे. आत्तापर्यंत पश्चिमेकडील विचारसरणीचाच सद्यःकालीन शिक्षणात समावेश असल्यामुळे इंग्रजांच्या विचारांचा पगडा अजून तसाच असतांना दिसतो. त्यात कालपरत्वे बदल होणे गरजेचे आहे.

एक वाक्य आपण या ठिकाणी घेवू की, मी माणूस आहे. या वाक्याचा विचार करता शिक्षणातून "माणूस" तयार होणे हे मानवीय दृष्टीकोनातून गरजेचे आहे. परंतु यातिल माणूस शब्द गहाळ होवून फक्त मी हा शब्दच उरलेला दिसून येतो आहे. इतक्या प्रमाणात मानवाच्या कृत्रिम गरजा आणि हव्यास वाढला आहे त्यामुळे नैसर्गिक साधनसंपत्ती धोक्यात येत पृथ्वीवर अगणित विपत्ति प्रकोप, निर्माण होवून मानव्य संकल्पना डबघाईस येतांना दिसत आहे. म्हणून महात्मा गांधी म्हणतात की निसर्गाकडे वळा,

खेड्याकडे चला, हि पृथ्वी सर्वांची गरज भागवू शकते परंतु कृणा एकाची हाव भागवू शकत नाही,आज जगात याच प्रवृत्तीचा हाहाकार झाला आहे.त्यामूळे संख्यात्मक शिक्षण वाढले परंतु जीवनशिक्षणाचा अभाव दिसून येतो.विनोबा म्हणायचे आपल्या आसपासच्या वस्तू पारखायची शक्ती म्हणजे विज्ञान; आणि आत्मज्ञानपूर्वक संयम करायला येणे,म्हणजे अध्यात्म.

योग उद्योग आणि सहयोग शरीर मन, बूद्धी चित्ताचं प्रशिक्षण होणं गरजेचेच आहे.आज विज्ञानाच्या अफाट पसारयानं जीवनाच्या अंगोपांगांना भरकटलेपणा येतोय, Gveed आणि Need ह्याचं भान हरपलं. बेभान होवून आज जग सैरावैरा धावतानं दिसत आहे.यात फक्त मी आणि माझे या विचारधारेचं लोक आपणाला जिकडे तिकडे दिसत आहे.समाजातील "इदं न मम" लूप्त होत आहे.शिक्षणाच्या वाटा मळालेल्या ,जीवनध्येय यशस्वी न होता उदासीन दिसत आहे. भ्रष्टाचारी, दूकानदारी पद्धतीमूळे शिक्षण व्यवस्था कोलमडीस येत आहे. (१)अशा स्थितीत मूळ शिक्षणाचा बेस चूकत आहे.अशा ठिकाणी बेसिक शिक्षणाची आवश्यकता कशी बाळगणार? (२) पाया त्रीकोणि इमारत चौकोनी कशी उभी राहणार ? बी - बाभळिचे तिथे अंब्याची अपेक्षा करणे चूकीचे.अशी आजच्या शिक्षणाची आवस्था होवून बसली आहे.अशा स्थितीत बेसिक शिक्षण गांधीनी सांगितले प्रमाणे मूलउद्योगि शिक्षण खूप गरजेचे आहे.यातून जीवनध्येय मिळेल असे शिक्षण देता येवू शकते. (३) आजच्या शिक्षणातून बूद्धजीवी व श्रमजीवी असा भेद समाजात निर्माण केलेला आहे.उद्योगहीन शिक्षण पेन- कागदावरचं शिक्षण श्रम,शेती उद्योगाला नगण्यस्थान,मनवाव्यतिरीकत अनेक प्राणी,किटक त्यांचही शिक्षण चालू असतं ते शाळाशिवाय त्यांनाही आरोग्य, भूक असे विषय असतात.त्यांचं व्यवस्थापन ते नीट करतात.गूरा ढोरांना औषधी वनस्पतिंचं ज्ञान आहे.कूत्रा याने काही अपचनीय आन्न सेवन केले तर तो वनस्पती खावून उलटीद्वारे काढून टाकतो. कधी उपवास करतो.आजच्या शिक्षण संस्था शिक्षणाच्या नावाखाली करोडो रुपये लूबाडतांना दिसतात.गरीब अपंग यांना शिक्षणापासून वंचित ठेवतात ,त्यांचे आर्थिक शोषण करतो.यामूळे शिक्षणातून नीतिमत्ता हरवत आहे. तिथे मूल्य प्रस्थापित करण्याची आशा कशी करायची? येथे विनोबांनी सांगितलेल्या गीताईची आठवण होते. गीताई मरणासन्न वा मृत व्यक्तीसाठी वाचायची नाहि तर ती दैनंदिन पठण,चिंतन करण्यासाठीचा तो एक जीवनग्रंथ आहे. (४)शिक्षणाची कळी खूलायला हातभार लागणारा गीताई हा ग्रंथ आहे.स्वंयमूल्यमापन ते शिक्षक, शासन समाज यांनी करायचे तेव्हा शिक्षण कळी खूलायला अनूकूल वातावरण निर्माण होईल.याठीकाणी विनोबा व महात्मा फूले (५) यांच्या शिक्षणविषयक विचारांचा उपयोग शिक्षकांचे प्रशिक्षण अथवा प्रशिक्षित शिक्षक २०२० च्या शिक्षण धोरणात विचारात घेतलेले दिसून येतांना दिसते.गीताईचे १६ व्या अध्यायाचे वाचन करतांना आपले असे लक्षात येईल की,जीवनाच्या अंतिम टप्प्यावर हाताची चार बोटं स्वतःकडे निर्देशित करतात आणि स्वयंमूल्यमापन करायला प्रवृत्त करतात. वयाच्या सत्तर -पंच्याहत्तरात आपण काय मिळवले नि किती गमावले याचा गीताई हिशोब विचारते; मग लक्षात येते की, आपण ६० वर्षे गीताई बाळगली की,अभ्यासली? यामूळे विनोबा आपल्याला देह आणि आत्म्याच्या विभेदिकरणाचा आग्रह करतात.ते प्राथमिक शिक्षणापासूनच कर्म-भक्ती-ज्ञान याचा समावेश शिक्षण परीपाठात असावा असे सतत म्हणायचे. नव्या जगाला निर्मितीकरीता शिक्षण ही नवीन पद्धतिचे पाहीजे (५) शिक्षणाचा व ज्ञानाचा मुलभूत विचार अनादि असतो,तो नवा नसतो.पण मधून मधून तो विचार मंद पडत जातो व नव्या युगाबरोबर नव्या रुपात त्याला प्रकाशित करावे लागते.असे केले म्हणजे ती एक नवीन वस्तू बनते.बूद्धी,हृदय,हात याचा समन्वय साधून शिक्षण मिळाले तर शिक्षण नैसर्गिक रित्या झिरपते.(६) या प्रमाणे ते नित्य नवे शिक्षण नई तालीम म्हणून महात्मा गांधीनी वर्धा येथे १९३७ पासून शिक्षण देण्यास सूरुवात केली. त्यामूळे आपल्याला आताच्या शिक्षण धोरणात थोडा का होइना तसा बदल सूचवला गेलेला दिसून येतो.

सन २००२ मधील ८६ व्या घटनादुरुस्तीने मूलभूत अधिकारांच्या कलम २१-ए अंतर्गत शिक्षणाला अंमलबजावणीचा हक्क बनविला गेला. ६ ते १४ वयोगटातील सर्व मुलांना प्राथमिक शिक्षण देण्यासाठी राईट टू एज्युकेशन आरटीई २००९ लागू करण्यात आलेले आपणास दिसून येते.(७)परंतु येथेही मोठमोठ्या शिक्षण संस्था मधून आरटीई शिक्षण घेण्यास पालकांचा ओढा वाढलेला आहेत.आरटीईमधून आपल्या पाल्याचा नामांकित संस्थेत प्रवेश मिळावा म्हणून एक वर्षाची फीस संस्थाचालकांना अनधीकृतपणे रक्कम देतात यामुळे येथेही भ्रष्टाचार वाढत आहे .आणि सरकारी स्तरावर ही प्रवेश प्रक्रिया राबवितांना उदासीनता दिसून येत आहे अशी कितीतरी भ्रष्टाचार झाल्याची उदाहरणे वर्तमानपत्रांमधून वाचायला मिळतात.यामुळे या शिक्षण उद्दिष्टाला खो मिळाल्याचे समजून येते. वर्डस्वर्थ ने म्हणटले आहे की,कमावण्यात आणि खर्चण्यात आम्ही आपल्या शक्तीचा क्षय करीत असतो.(८) तसा पालक आपल्या पाल्यासाठी वाटेल तो खर्च करत आपल्या शक्ती खर्च करण्यात घालवतांना दिसत आहे.पालकांना वाटते आपण जे कमावतो ते आपल्या मूलांसाठीच आहे.त्यामुळे शिक्षणावर खर्च केला तर काय हरकत आहे.“भारताला जागतिक ज्ञान महासत्ता” बनविणे हे नवीन राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतिम उद्दीष्ट आहे.ईसोचे अध्यक्ष के कस्तूरीरंगन यांच्या अध्यक्षतेखाली अभ्यास करून हे धोरण समोर येते आहे.त्यातून प्राथमिक ,माध्यमिक आणि पदवी पदव्युत्तर व संशोधन शिक्षणातील बदल होणे गरजेचे होते ते पूढील काळात चालणा देणारे ठरतील असा आशावाद करायला हरकत नसावी.

पण यातून केवळ ज्ञानालाच प्राधान्य न देता समाजाला उपयुक्त शिक्षण जे की कौशल्य प्राप्त सदुपयोग करून रोजगाराचा मार्ग सुखर बनला जावा,समाजातिल बूद्धीजीवी आणि श्रमजीवी यांची दरी कमी होत समन्वयातून विनोबांजीच्या गीताई विचारा प्रमाणे , कर्म भक्ती ज्ञान असा क्रम लक्षात घेवून संख्यात्मक शिक्षणा ऐवजी गुणात्मक शिक्षण विस्तार होणे अपेक्षित आहे.कारण १९९० नंतर खाजगी क्षेत्रात शिक्षण संस्था दर्जेदार शिक्षण देण्यात अपयशी झालेल्या दिसून येतात.बौद्धिक सर्जनशीलतेत संवर्धन होण्याऐवजी गुणात्मक दर्जा घसरत आहे.भारतात भाषा शिक्षण शिकविण्याचे माध्यम सार्वत्रिक नव्हते,तांत्रिक,व्यावसायिक शिक्षणाचा प्रसार प्रचार हवा तसा झालेला नसल्याचे दिसते, सरकारच्या अँटोनाॅमस योजनेला प्रतिसद मिळत नसल्याचे दिसते तर ग्रामीण शहरी असमानतेत वाढ झालेली दिसून येते.

केंद्र व राज्य यात शिक्षणाच्या बाबत समन्वय दिसून येत नाही शिक्षण प्रादेशिक भाषामधून देणे महत्वाचे असतांना ते होतांना दिसत नाही.(९) तर नवीन शिक्षण धोरणातून किमान असा विचार होईल असे वाटायला हरकत नाही .शिक्षणाचे महत्त्व राष्ट्रबांधणीत असून सक्षम भारत घडवण्यासाठी सर्वांचेच लक्ष व इतर शिक्षणाबरोबर प्रौढ शिक्षण वाढविणे हे राष्ट्रासमोरील आव्हान आहे याकडे लक्ष वेधले जाणे गरजेचे वाटते.शिक्षण हे वैज्ञानिक पद्धतिने दिले जावे.

श्रीमदभगवद्गीता तत्वज्ञानाधारित जीवनलक्षी ध्येय घेवून पांडुरंग शास्त्री आठवले यांनी आपल्या जीवन काळात मूल्याधारित शिक्षणावर भर दिला.अध्ययनाच्या पद्धति कशा असायला हव्यात हे त्यांनी उभा केलेली अध्यात्मवादी स्वाध्याय चळवळीतून दाखवून दिले.त्यांच्या संपर्कात येणाऱ्या सर्व जातिधार्माच्या लाखों लोकांतिल केवळ सदगूण ओळखून आत्मगौरव उभा करत प्रत्येकाला प्रेरीत केले.गीतेतिल सर्वस्य चाहं हृदिसन्निविष्टोः हा श्लोक घेवून, स्वाध्यायान्माः प्रमदः असा ज्ञान - कर्म-भक्तीच्या माध्यमातून हजारों सूसंस्कारी बालसंस्कार केंद्र, यूवा DBT केंद्र,स्वाध्याय केंद्र ,मानरह केंद्र, महिलाकेंद्र, युवतिकेंद्र, अमृतालयम, योगेश्वरभावकृषि, मत्स्यगंधा, वृक्ष, मंदिर, योगेश्वरभावसौरभ, भावनिर्झर, हिरामंदिर, तत्वज्ञान विद्यापीठ,भक्तफेरी,त्रीकाल संध्या आदि लोकोपयोगी शिक्षण पद्धति ने योगेश्वर भगवान देवाला केंद्रास्थानी ठेवून माणूस उभा करण्याचे प्रयोग केले. आणि त्यामाध्यमातून

लोकशिक्षणातिल दूरदृष्टी आधुनिक जगाला दिली.स्वतः प्राचीन गुरू -शिष्य तपोवन परंपरेवर आधारित शिक्षण व्यवस्थेचा प्रयोग करुन संस्कृत, वेद-उपनिषेद, भगवद्गीता, कालीदास काव्ये या विषयावर ९ वर्षे प्रभूत्व मिळऊन, पदार्थ विज्ञान, साहित्य, तत्वज्ञान,इंग्रजी भाषा शिकले. (११)"जननी जन्मभूमि स्वर्गादपी गरीयसि "मानत अमेरीकेला स्थायिक न होता येथे भारतभूमितल्या व कालंतराने देश विदेशात स्वाध्याय कार्याची वैदिक ध्वज पताका कूर्वातंम विश्वं आर्यम हा जयघोष करत अवघाची संसार सूखाचा करीन, वसूंधैव कूटूंबकम या ज्ञानेश्वर महाराजांच्या व वैदिक विश्वविचार प्रमाणे भरतिय संस्कृती, देशविदेशात नावलौकीक केली.कायदा,शिक्षण ,राजकीय व्यवस्था यातून जे भेद समाजातून जावू शकले नाही ते भेद पांडुरंग शास्त्री यांनी दैवी संबध समजावून दूर करता समाजात सांस्कृतिक जीवनमूल्य उभी केली. त्यामूळे त्यांना भारत सरकारचा पद्मश्री पुरस्कार, Upliftment of human life साठी दिला जाणारा मानाचा रेमन मॅगसेसे अवार्ड, progressiv in riligion साठी जगमान्य टॅम्पलटेन पुरस्काराने गौरविण्यात आले आहे.यावरून पांडुरंग शास्त्री यांच्या कार्याची माहिती होते.

निष्कर्षः

- १) जागतिक ज्ञान महासत्ता होत असतांना केवळ ज्ञानात वाढ होणार नाही तर कौशल्याधारीत ज्ञान कक्षा वाढतिल व रोजगाराच्या संधी नव्या २०२० राष्ट्रीय शिक्षण धोरणातून निर्माण होण्यास चालना मिळण्यास वाव मिळतो.
- २) समाजात श्रमजीवी व बूद्धीजीवी वर्गात समन्वय साधून येण्यास मदत होईल
- ३) केंद्र व राज्य सरकार मधे शिक्षणक्षेत्रातिल तरतूदिमूळे ऐक्य निर्माण होण्यास मदत होईल.
- ४) प्रादेशिक भाषामधून शिक्षण दिले जाण्यामूळे शिक्षणातिल प्रादेशिक असमतोल कमी होईल .
- ५) देशासमोरील प्रौढ शिक्षणाचे आव्हान कायम आहे असे वाटते.
- ६) मताधिक्य संख्यात्मकते सोबत गूणात्मक दर्जा वाढविणे महत्त्वाचे आहे.
- ७) ज्ञानाधारीत शिक्षण व्यवस्थे सोबत श्रमाधारीत शिक्षण व्यवस्थेला चालना मिळेल असा आशावाद यातूननिर्माण होईल अशी आशा वाटते.
- ८) महात्मा गांधी,विनोबा भावे ,महात्मा जोतिबा फूले यांच्या विचारांचा प्रभाव २०२० शिक्षण धोरणावर असल्याचे दिसून येते.
- ९) नैसर्गिक शिक्षणास प्रोत्साहन देत शिक्षण व्यवस्थेत बदल केल्यास कृतिशिक्षणाला ३H गांधी तत्वाने शिक्षण प्रणालीचा सदूपयोग करत शिक्षण देता येणे शक्य होवू शकते.
- १०) पांडुरंगशास्त्री यांच्या स्वाध्याय कार्यामूळे आज भारतात व भारताबाहेर श्रीमद्भगवद्गीतेचे विचार अंगीकारुन एक कृतिशिल समाजव्यवस्था उभी होवू पाहत आहे.असे शिक्षण मिळणे गरजेचे आहे.कायदा,शिक्षण ,राजकीय व्यवस्था यातून जे भेद समाजातून जावू शकले नाही ते भेद पांडुरंग शास्त्री यांनी दैवी संबध समजावून समाजात सांस्कृतिक जीवनमूल्य उभी केली.

संदर्भः

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पायाभूत साक्षरता आणि संख्याज्ञान अभियान : प्राथमिक शाळेतील विद्यार्थ्यांच्या शिक्षणासाठी एकात्मिक उपक्रम

श्री. खंदारे रविंद्र सिध्देश्वर

संशोधक विद्यार्थी

संशोधन केंद्र – सौ. निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय,
भोर जि. पुणे

प्रस्तावना :-

शालेय शिक्षण हे मुलांच्या भावी आयुष्यासाठी महत्वाचे आहे. पायाभूत शिक्षण हे विद्यार्थ्यांच्या भावी शिक्षणाचा पाया आहे. मुलांनी शालेय शिक्षणामध्ये जर समजपुर्वक वाचन, लेखन व आवश्यक त्या गणिती क्रिया शिकल्या नाहीत तर उच्च प्राथमिक शिक्षण घेणे त्यांना अडचणीचे ठरेल. म्हणून इ. 3 री नंतर समजपुर्वक वाचन, लेखन व मुलभूत गणिती क्रिया आत्मसात करताना अनेक समस्यांना सामोरे जावे लागेल.

राष्ट्रीय शैक्षणिक धोरण 2020 नुसार 2025 पर्यंत प्राथमिक शाळा आणि त्यापुढील पायाभूत साक्षरता आणि संख्यात्मकता प्राप्त करणे ही सर्वोच्च सार्वत्रिक प्राथमिकता आहे. राष्ट्रीय शैक्षणिक धोरण –2020 मध्ये मुलांच्या शिकण्यासाठी एक तातडीची आणि आवश्यक पूर्वअट म्हणून पायाभूत साक्षरता व संख्याज्ञान यांवर विशेष भर दिला आहे, कारण तोच मुलांच्या शिक्षणाचा मुख्य पाया आहे आणि भविष्यातील शिक्षणासाठी ती अनिवार्य अशी बाब आहे. सद्यःस्थितीत याबाबतचे चित्र फारसे समाधानकारक नसल्याचे विविध सर्वेक्षणांनी दाखवून दिले आहे. सर्वच मुलांना गुणवत्तापूर्ण शिक्षण देण्यासाठी आपण सारे कटिबद्ध असताना आणि आजवर राष्ट्रीय आणि राज्य पातळीवरून अनेक वैशिष्ट्यपूर्ण प्रयत्न झाले असतानादेखील काही मुले मागे राहिल्याचे दिसून येत आहे म्हणून सर्वांना सोबत घेऊन गुणवत्तेच्या दिशेने जाण्यासाठी निपुण भारत ही मोहीम राबविण्यात येत आहे.

पायाभूत साक्षरता आणि संख्याज्ञान सर्वांसाठी सहज साध्य होईल, यासाठी योग्य वातावरण निर्मिती करणे, जेणेकरून इयत्ता तिसरीपर्यंतचे प्रत्येक मूल सन २०२६-२७ पर्यंत वाचन, लेखन आणि गणित यांतील मूलभूत क्षमता प्राप्त करेल. यासाठी निपुण भारत ही योजना पूर्वप्राथमिक ते इयत्ता तिसरीपर्यंतच्या मुलांवर लक्ष केंद्रित करित आहे. इयत्ता तिसरीतील जी मुले या अपेक्षित क्षमता प्राप्त करू शकणार नाहीत, त्या मुलांकडे इयत्ता पाचवीपर्यंत विशेष लक्ष दिले जाणार आहे. मुलांना पायाभूत क्षमता प्राप्त झाल्या की, पुढील शिकणे सुलभ व्हायला मदत होते, कारण एकदा मूल वाचायला शिकले की, पुढे ते आपोआप शिकण्यासाठी वाचायला लागेल. तसेच गणितातील संख्या, आकार, मापन या बाबी समजून घेतल्यानंतर दैनंदिन व्यवहारातील बाबी तार्किक पद्धतीने समजून घेऊ शकेल.

पायाभूत साक्षरता म्हणजे काय?

पायाभूत साक्षरता म्हणजे कोणत्याही भाषेत मौखिक पद्धतीने अभिव्यक्त होता येणे, भाषेतील लिखित मजकूर वाचता येणे या संदर्भात आवश्यक मूलभूत कौशल्यांचा समावेश होय.

पायाभूत साक्षरता आणि संख्याज्ञान : गरज:

आज शिक्षणाच्या गुणवत्तेचा विचार केल्यास राष्ट्रीय स्तरावरील विविध प्रकारच्या सर्वेक्षणाचा संदर्भ घेतल्यास असे दिसून येते की आज देशासमोर बालकांच्या शिक्षणाच्या संदर्भात बऱ्याच समस्या आहेत. जसे

1. विद्यार्थ्यांचा अध्ययनस्तर कमी आहे.
2. इयत्तानिहाय अपेक्षित व प्रत्यक्ष भाषिक गणितीय कौशल्यात फार मोठी तफावत इ. समस्या म्हणजे भविष्याच्या दृष्टीने धोक्याची घंटा आहे.
3. देशातील प्रत्येक बालक हे उद्याचे भविष्य आहे. त्या प्रत्येक बालकाला स्वयंपूर्ण, आत्मनिर्भर, स्वावलंबी व यशस्वी जीवन जगण्यासाठी मूलभूत भाषिक गणितीय कौशल्ये आत्मसात करणे आवश्यक आहे. प्राथमिक स्तरावर शिक्षणाच्या आजच्या बालकाला क्षमतेवर व सर्वांगीण विकासावर त्याच्या जीवनाची यशस्वीता व खऱ्या अर्थाने देशाची प्रगती अवलंबून आहे. त्यामुळे देशाच्या विकासाच्या दृष्टीने आज शिक्षण व्यवस्थेने या बाबींकडे प्राधान्याने व गांभीर्याने लक्ष देण्यासाठी पावले उचलली आहेत.
4. पायाभूत साक्षरता हा मुलांच्या भविष्यातील सर्व शिक्षणाचा आधार आहे. आकलनयुक्त वाचन, लेखन आणि मूलभूत गणितीय क्रिया करण्याचे कौशल्य संपादित केले तर इयत्ता तिसरी नंतर असलेल्या अभ्यासक्रमातील गुंतागुंत सोडविण्यास मूल समर्थ होईल.
5. दैनंदिन जीवनात भाषा विषयाला अनन्यसाधारण महत्व आहे. भाषेशिवाय मानवी जीवन अपूर्ण आहे. पायाभूत भाषिक विकासांमुळे विद्यार्थ्यांचा अध्ययन स्तर उंचावतो. त्यांची आकलन क्षमता वाढते आणि परिणामी तो इतर सर्व विषयांचे अध्ययन चांगल्या रितीने करू शकतो. अपेक्षित अध्ययन निष्पत्ती साध्य होण्यास मदत होते.

पायाभूत साक्षरता आणि संख्याज्ञान : महत्व :

भविष्यातील सर्व शालेय शिक्षण पूर्णत्वाला जाणे आणि निरंतर शिक्षणासाठी लिहिता वाचता येणे महत्वाचे आहे. त्याचबरोबर गणिताचा विचार केला तर संख्यावरील मूलभूत क्रिया करणे महत्वाचे आहे. या क्षमता सर्व विद्यार्थ्यांना प्राप्त होणे ही वर्तमान परिस्थितीत अत्यंत आवश्यक गोष्ट आहे. पायाभूत साक्षरता आणि संख्याज्ञान प्राप्त असलेले कोणतेही मूल पुढील शिक्षणात प्रगती करू शकते. या प्रगतीवर मुलांचा सर्वांगीण विकास अवलंबून असतो. म्हणजेच संपूर्ण शालेय शिक्षणाची गुणवत्ता ही पायाभूत साक्षरता व गणितीय कौशल्यांवर आधारित आहे. त्यादृष्टीने विचार करण्याची आवश्यकता आहे.

पायाभूत साक्षरता आणि संख्याज्ञान अभियानाचे उद्दीष्ट :-

1. कला, क्रीडा यांच्या आधारे समावेशित वर्ग वातावरणाची सुनिश्चिती करणे आणि मुलांच्या बोलीभाषेचा स्वीकार करणे.
2. मुलांनी स्वतःहून वाचावे, लिहावे यांसाठी प्रेरित करणे.
3. निरंतर अध्ययनाचा मजबूत पाया तयार करण्यासाठी सक्रियरीत्या शिक्षक, पालक, विद्यार्थी, समाज या सर्वांच्या संपर्कात राहणे.
4. मुलांना संख्याज्ञान, मापन आणि आकार या क्षेत्रांतील बाबी समजून घेण्यास सक्षम बनविणे.
5. मुलांना त्यांच्या मातृभाषेतील/बोलीभाषेतील शैक्षणिक साहित्य उपलब्ध करून देणे.
6. शिक्षक, मुख्याध्यापक आणि पर्यवेक्षकीय यंत्रणा यांच्या क्षमतांचे संवर्धन करणे.
7. सर्व विद्यार्थ्यांच्या अध्ययन स्तराचा मागोवा घेणे.

विकासात्मक उद्देश :-

राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये मुलांच्या एकात्मिक विकासावर भर दिला आहे. शारीरिक, बौद्धिक, भावनिक, सामाजिक विकास, साक्षरता आणि संख्याज्ञान विकास, संबोधात्मक विकास यासारखे विद्यार्थी विकासाची वेगवेगळी क्षेत्रे सांगितली आहेत. या विकासाची 3 विकासात्मक ध्येये सांगितली आहेत.

1. आरोग्य आणि कल्याण—HW— बालकांचे आरोग्य आणि स्वास्थ्यविकास साधणे.
 2. प्रभावी संप्रेषक— EC— बालकाचा प्रभावी संवादक म्हणून विकास करणे.
 3. सहभागी अध्ययनार्थी— IL— एक सहभागी अध्ययनार्थी म्हणून बालकांचा विकास करणे.
- शिक्षणप्रक्रियेतून विद्यार्थी कसे घडावेत हे या तीन ध्येयांमधून योग्य रीतीने सांगितले आहे. यामधून प्रत्येक विद्यार्थ्याचा सर्वकष विकास अपेक्षित आहे.

पूर्वप्राथमिक स्तरापासून मुलांचे योग्य सामाजिकीकरण, आरोग्यदायी सवयींचा विकास, वैयक्तिक आणि सामूहिक खेळातील सहभाग व कारक कौशल्यांचा विकास या सर्व मुख्य कौशल्यांचा यात समावेश आहे. तसेच निर्णयक्षमता, समस्या निराकरण, स्व-जाणीवेचा विकास या एकविसाव्या शतकातील जीवन कौशल्यांचाही यामध्ये समावेश आहे. मुलांनी प्रभावी संवादक या भूमिकेतून भाषेचा समजपूर्वक उपयोग करावा. पुस्तकांशी मैत्री करून वाचनसंस्कृती विकसित करावी तसेच सर्जनात्मक लेखनशैली जोपासावी, या गोष्टी अपेक्षित आहेत. भोवतालच्या परिस्थितीशी समन्वय साधून सतत शिकत राहणारा विद्यार्थी यामधून विकसित व्हावा, असे निपुण भारत मोहिमेचे ध्येय आहे. ही विकासात्मक ध्येये साध्य होण्यासाठी बालवाटिका स्तरापासून इयत्ता तिसरीपर्यंतच्या अध्ययननिष्पत्ती या मोहिमेने निश्चित केल्या आहेत.

पायाभूत साक्षरता- समाविष्ट घटक :-

- (१) मौखिक भाषाविकास : वाचन आणि लेखन कौशल्यांसाठी मौखिक भाषाविकास खूप महत्त्वाचा आहे. यामध्ये लक्षपूर्वक ऐकणे, समजून घेणे, मौखिक शब्दसंग्रह आणि संवादाचा समावेश होतो. या स्तरावरील मुलांसोबत सतत बोलत राहणे, श्रवणाचे अधिकाधिक अनुभव त्यांना देणे, त्यांचे ऐकून घेणे, छोट्या गोष्टी, बडबडगीते ऐकविणे या व अशा बाबींमुळे मुलांचा मौखिक भाषाविकास वेगाने होतो. मूल शाळेत येते, तेव्हा त्याच्याकडे त्याच्या घरातील परिसरातील अनुभवांचा खूप मोठा खजिना असतो, जो दुर्लक्षित करून चालणार नाही. यासाठी त्याच्या बोलीभाषेचा स्वीकार करून त्याला बोलते करायला हवे.
- (२) विसांकेतीकरण (Decoding) मुलांच्या दृष्टीने प्रत्येक अक्षर हे एक चित्रच असते. ती ध्वनिचिन्हे असतात. या चिन्हांना विशिष्ट ध्वनीत व्यक्त करणे म्हणजे विसांकेतीकरण (Decoding). मुलांमध्ये ध्वनीची जाण निर्माण व्हावी, यासाठी अक्षर आणि ध्वनीतील सहसंबंध लक्षात आणून देणे, योग्य उच्चारणांची सवय लावणे गरजेचे आहे. वाचनपूर्व तयारीमध्ये या बाबींचा विचार करायला हवा.
- (३) समजपूर्वक वाचन: अचूक प्रवाही वाचन मुलांची मजकुराबद्दलची समज वाढवते. यामध्ये आशयानुसार योग्य आरोह-अवरोह यांचा उपयोग करून मुलांना वाचता येणे, योग्य आकलन होणे, तर्कसंगत विचार करायला शिकणे अभिप्रेत आहे. यासाठी वयोगटानुसार मुलांना वाचन साहित्य उपलब्ध करून देणे, तसेच छापील साहित्याची ओळख वाढविणे आवश्यक आहे. आकर्षक ग्रंथालय विकसित करणे गरजेचे आहे. परिचित, अपरिचित उताऱ्यावर प्रश्न विचारणे, उताऱ्याला शीर्षक सुचविणे तसेच सहभागी वाचन घेणे या कृती समजपूर्वक वाचनासाठी पूरक ठरतात.
- (४) लेखन :- अक्षर आणि शब्दांच्या लेखना सोबतच स्व-अभिव्यक्तीसाठी लेखनही यात समाविष्ट आहे. भाषा हे संवादाचे तसेच अभिव्यक्तीचे प्रभावी माध्यम आहे म्हणून त्यासाठी अधिकाधिक संधी मुलांना देणे गरजेचे आहे. मुलांना त्यांच्या रोजच्या अनुभव विश्वातील काही शब्द आपण दिले, तर मुले त्यावर कविता व छोटी गोष्ट तयार करतात. मुलांच्या भाषाविकासात वाचन, लेखन आणि बोलणे या कृती एकमेकांना परस्पर पूरक ठरतात.
- (५) शब्दसंग्रह :- शब्द आणि शब्द अर्थाच्या विस्तृत श्रेणीचे ज्ञान विकसित करणे. हे केवळ शब्दांच्या व्याख्या शिकण्यापुरते नाही. शब्दसंग्रह संदर्भांमध्ये विकसित केल्यास, मुले योग्य संदर्भांमध्ये शब्द वापरण्यास शिकतात. या डोमेनमध्ये मौखिक शब्दसंग्रह, वाचन/लेखन शब्दसंग्रह आणि शब्दांचे रूपात्मक विश्लेषण यांचा समावेश होतो.
- (६) ध्वनीबाबत जाणीव जागृती :- भाषेच्या ध्वनी संरचनेची समज निर्माण करणे समाविष्ट

- आहे. बोलल्या जाणाऱ्या भाषेतील ध्वनी लक्षात घेण्याची, विचार करण्याची आणि शब्दांची क्षमता जी शेवटी भाषेच्या प्रतीक प्रणालीशी जोडली जाऊ शकते. या डोमेनमध्ये शब्द जागरूकता, यमक जागरूकता आणि शब्दांमधील आवाजांची जाणीव या कौशल्यांचा समावेश आहे जे त्यांच्या भाषेशी अर्थपूर्ण प्रतिबद्धतेतून उद्भवले पाहिजे.
- (7) ध्वनी लिपी परिचय :- मुलांनी साक्षरतेची औपचारिक शिकवण सुरू करण्यापूर्वी त्यांना लिपीविषयीची समज आवश्यक आहे. भाषेतील ध्वनींना मूर्त स्वरूपात दिलेल्या खुणांचा म्हणजेच भाषेच्या लिपीचा परिचय असणे हे भाषा विकासातील एक महत्वाची पायरी आहे. ध्वनीनुसार अक्षर शब्द ओळख ही क्षमता प्राप्त झाल्यावर वाचन व लेखन सुलभ होत असते.
- (8) वाचन ओघ :- अचूकता, वेग (स्वयंचलितता), अभिव्यक्ती, आणि आकलनासह मजकूर वाचण्याच्या क्षमतेचा संदर्भ देते ज्यामुळे मुलांना मजकूरातून अर्थ काढता येतो. अनेक मुले अक्षरे ओळखतात पण एक-एक करून ते कष्टपूर्वक वाचतात. यामुळे काय वाचले जात आहे हे समजून घेण्याच्या प्रक्रियेत अडथळा येतो. संशोधन असे सांगते की, वाचन हे प्रवाहीपणाला एक वाक्य समजून घेण्याच्या आकलनाशी जोडते, मुलांना ते सुमारे 12 सेकंदात डीकोड करता आले पाहिजे. हे वाचन कार्यक्षमतेचे परिमाणात्मक मॉडेल बनवते ज्यामध्ये एक साधा आणि पारदर्शक मॉनिटरिंग इंडिकेटर आहे.
- (9) वाचन संस्कृती / वाचनाकडे कल :- विविध प्रकारच्या पुस्तके आणि इतर वाचन सामग्रीसह व्यस्त राहण्याची प्रेरणा समाविष्ट आहे. मुलांना चांगल्या साहित्याची प्रशंसा करता आली पाहिजे आणि त्यांना माहितीपूर्ण पद्धतीने प्रतिसाद देण्यास सक्षम असले पाहिजे. अगदी आश्चर्यकारकपणे लहान मुले देखील पुस्तके हाताळण्यात स्वारस्य दाखवून, चित्रे बघून आणि वाचन करण्याचा प्रयत्न करून हे प्रदर्शित करतात. वाचन संस्कृती विकसित करण्यासाठी कुटुंब, समाज आणि शाळा यांचा सहभाग महत्वाचा आहे. वाचनाची संस्कृती नंतरच्या काळात जबाबदार नागरिकांसाठी लोकशाही मूल्ये आणि वैयक्तिक सामाजिक संबंधांना प्रोत्साहन देते.

भाषेप्रमाणेच गणितातील संख्याज्ञानाबाबतच्या मूलभूत क्षमता प्राप्त झाल्या, तर मूल दैनंदिन व्यवहारातील गणित समजून घेऊ शकेल. यामध्ये संख्यांची ओळख संख्यांवरील क्रिया (बेरीज, वजाबाकी, गुणाकार व भागाकार) आकार आणि स्थान यांविषयीची समज वाढविणे अपेक्षित आहे. मुलांमध्ये गणितीय संप्रेषणाबाबतची समज येण्यासाठी भाषेतील कौशल्ये उपयोगी ठरणार आहेत. भाषा आणि गणितातील या पायाभूत क्षमता इयत्ता तिसरीपर्यंत मुलांनी प्राप्त केल्या, तर त्यांचे पुढील शिकणे सोपे होईल.

पायाभूत संख्याज्ञान– संकल्पना

दैनंदिन जीवनातील समस्या सोडविण्यासाठी गणितीय संकल्पनांचा उपयोग व कारणमीमांसा करण्याची क्षमता म्हणजे पायाभूत संख्याज्ञान होय. वस्तू अचूक मोजता येणे, संख्यांची समज, संख्येचे संख्यापण, मूलभूत क्रियांचा समस्या निराकरणासाठी उपयोग, गणितीय विचार करता येणे या मुख्य बाबींचा समावेश पायाभूत संख्याज्ञानात केला आहे. पायाभूत संख्याज्ञान प्राप्त केलेल्या विद्यार्थ्यांमध्ये खालील क्षमता, कौशल्ये दिसून येतील.

- ❖ संख्यांचे अचूक वाचन व लेखन करतो.
- ❖ बेरीज, वजाबाकी, गुणाकार, भागाकार या मूलभूत क्रियांचा वापर करून दैनंदिन जीवनातील समस्या सोडवितो.
- ❖ गणित अचूक करतो, चुका ओळखून अचूक उत्तर शोधण्याचा प्रयत्न करतो.
- ❖ दैनंदिन जीवनात तर्काचा वापर करतो.
- ❖ गणितीय दृष्टिकोनाचा अवलंब करून तार्किकदृष्ट्या योग्य निर्णय घेतो व त्यामागची कारणमीमांसा सांगतो.

तार्किक विचार व कारणमीमांसा या क्षमतांचा विकास करण्यासाठी पायाभूत संख्याज्ञानावर विद्यार्थ्यांनी प्रभुत्व मिळविणे गरजेचे आहे. संख्यांची योग्य समज, संख्यांवरील चार मूलभूत क्रियांचा अचूक वापर इत्यादी बाबी जीवनाचा अविभाज्य भाग आहेत, त्याचबरोबर भविष्यातील किंवा पुढील शिक्षणाचा पाया आहेत आणि म्हणूनच प्राथमिक गणिताच्या पुढील सात घटकांचा विचार करणे क्रमप्राप्त ठरते :

- (१) **संख्यापूर्व संबोध :-** वस्तू मोजणे तसेच संख्यांची समज विकसित होण्यापूर्वी मुलांमध्ये वर्गीकरण, क्रमबद्धता, एकास एक संगती यांसारख्या क्षमतांचा विकास होणे गरजेचे असते, यांनाच संख्यापूर्व संबोध असे म्हणतात.
- (२) **संख्या व त्यावरील क्रिया:-** संख्यांचे वाचन, अंकात व अक्षरात संख्यांचे लेखन संख्यांची तुलना व संख्यांवर केल्या जाणाऱ्या बेरीज, वजाबाकी, गुणाकार व भागाकार या चार मूलभूत क्रियांचा समावेश या घटकात होतो.
- (३) **आकार आणि अवकाशीय संबोध यांचे आकलन:** विविध आकार, अवकाश, मापन, स्थान, दिशा, गती इत्यादींचा समावेश असणारा व आपण ज्या जगात वावरतो त्याचे वर्णन व वर्गीकरण करण्यासाठी आवश्यक व उपयुक्त असणारा हा घटक आहे.
- (४) **गणितीय संप्रेषण / संवाद :** गणितातील चिन्हे, प्रतिके, आकृत्या, आलेख इत्यादींचा वापर करून एकमेकांकडून माहितीचे आदानप्रदान व परस्परांशी संवाद साधण्याची प्रक्रिया म्हणजे गणित संप्रेषण.
- (५) **माहितीचे व्यवस्थापन :** माहितीचा प्रचंड विस्फोट हे एकविसाव्या शतकाचे व्यवच्छेदक

लक्षण आहे आणि म्हणूनच माहितीचे संकलन व माहितीच्या व्यवस्थापनाशी संबंधित क्षमतांचा विकास होणे आवश्यक आहे.

- (६) **आकृतिबंध** : आकृतिबंध हा गणिताच्या अभ्यासातील महत्वाचा घटक आहे. रोजच्या जीवनात व गणितात विविध प्रकारचे आकृतिबंध आढळतात. नवीन आकृतिबंध तयार करणे, आकृतिबंधाची रचना व वर्णन, आकृतिबंध ओळखणे, आकृतिबंधाचा विस्तार या बाबींचा समावेश या घटकात होतो.
- (७) **मापन** : मापन हा मानवी जीवनाचा अविभाज्य भाग आहे. लांबी, वजन, आकारमान तापमान इत्यादी राशींच्या मापनाशी संबंधित कृती तर मुले नेहमीच करीत असतात.

पायाभूत साक्षरता आणि संख्याज्ञान मध्ये शाळा व शिक्षक यांची भूमिका :-

शालेय वातावरण रम्य असावे. मुलांना शाळेची गोडी वाटावी. त्यांना शाळेमध्ये आनंदाने येण्यास उद्युक्त करेल असे शालेय वातावरण असावे. शाळा हे बालकाला स्वतःचे दुसरे घर आहे, असे वाटले पाहिजे. शिक्षकांची भूमिका ही सुलभक आणि स्रोतकर्ता अशा दोन्ही प्रकारची असावी. शिक्षकांनी बालकांना कोणत्या कृती कराव्यात याचे बंधन घालू नये. बालकाच्या बोलीभाषेचा स्वीकार करावा. शाळा आणि शिक्षक या दोघांनीही बालकांना कोणतीही बंधने घालू नयेत. त्यांचा मुक्तपणे विकास होईल यावर भर देणारे वातावरण शाळेतील शिक्षकांनी तयार करावे.

पायाभूत भाषिक विकास :-

1. अध्यापन करण्यासाठी कला, क्रीडा ICT आणि कथाकथन यांचे एकात्मिकरण करणारी अध्यापन पद्धती असावी.
2. मुलांना गोष्ट सांगावी. काही दिवसांनी पुन्हा तीच गोष्ट सांगण्यास त्यांना उद्युक्त करावे.
3. गोष्टींची चित्रे क्रमाने लावायला सांगावे.
4. गोष्टीवर आधारित चित्रे मुलांनी स्वतः काढावी.
5. गाणी म्हणणे, नवीन गाणी, बालगीते यांचा वापर करावा.
6. ओल्या मातीचा चिखल, मळलेले पीठ घेऊन, मुलांना त्यापासून काय बनवायचे, काय करायचे ते बनवू द्यावे.
7. पाने, फुले, शिंपले यांचा वापर करून अक्षरे, आकार, शब्द यांचे दृढीकरण करावे.
8. बोलीभाषेतील गीते गाण्यास संधी द्यावी, प्रोत्साहन द्यावे.
9. स्वतः गीत तयार करण्यास प्रेरित करावे.
10. सुरुवातीला विविध आकार, नंतर अक्षरे, शब्द, शब्दांकडून वाक्याकडे यावे. यासाठी नावीन्यपूर्ण कृती, शब्दकार्ड, वाक्यकार्ड यांचा वापर करावा.

11. अनौपचारिक गप्पा मारणे हे या वयोगटांमध्ये मुलांना शिकविण्यासाठी फार महत्वाचे असते आणि यामध्ये बालकांना शेत रस्ता, गाव, घर, मित्र, पदार्थ, प्रसंग, घराचा परिसर या सर्वांचे त्यांच्या भाषेत वर्णन करण्याची संधी द्यावी. त्यांना बोलते करावे.
12. निरोप सांगणे, सूचना ऐकणे, त्या सूचना पुन्हा त्यांच्या भाषेत सांगून त्याची पुनरावृत्ती करणे अशा कृती मुलांकडून करून घ्याव्यात.
13. 6 ते 9 या वयोगटातील मुलांना विविध प्रसंगांचे त्यांच्या बोलीभाषेत वर्णन करण्यास लेखन करण्यास उद्युक्त करावे. त्यांनी स्वतःच्या भाषेत छोट्या छोट्या गोष्टी लिहाव्यात. त्यावर आधारित चित्रे काढावीत, यासाठी सुद्धा संधी द्यावी.
14. आपण मुलांना ज्या गोष्टी सांगू त्या प्राण्यांच्या, पक्ष्यांच्या व त्यांच्या भावविश्वाशी संबंधित अशा असाव्यात.
15. गोष्टी सांगत असताना आवाजात चढउतार व उच्चारात स्पष्टता असावी.
16. शिकविताना पपेट्स, बोलक्या बाहुल्या यांचासुद्धा वापर करता येईल.

पायाभूत गणिती विकास :-

1. गणितामध्ये वर्गीकरण करता येणे (जसे ३-३ चे गट बनवा), वस्तूंची क्रमवारी लावता येणे (जसे : पहिला, दुसरा, तिसरा.....) एकास एक संगती, संख्या ओळख (यासाठी धूळपाटीवर लेखन करणे.) यांचे अध्यापन होणे, यांची माहिती होणे फार गरजेचे आहे.
2. यासाठी २ टाळ्या वाजवा ४ उड्या मारा, ५ मण्यांची माळ बनवा, ८ फुले माळेत ओवा अशा कृती घेणे.
3. कृतीसाठी विद्यार्थ्यांना बसविताना भौमितिक आकारातील रचनांचा उपयोग करावा. जसे : त्रिकोण, चौकोन, वर्तुळाकार रचना. पिठापासून अंक बनविणे.
4. दशक, सुट्टे यांचे अध्यापन काड्यांचा वापर करून शिकविणे.
5. नोटा आणि नाणी यांचा वापर करून व्यवहारज्ञानाची ओळख करून देणे.
6. काडेपेटी, खोके यांचा वापर करून भौमितिक आकार शिकविणे.
7. दगड, बिया यांचा वापर करून पटीत संख्या कशा वाढतात, कशा कमी होतात ते शिकविणे आणि अनौपचारिक पद्धतीने पाढ्यांची ओळख करून देणे.
8. धूळपाटी, मैदान यांचा वापर करून सरळ रेषा, तिरप्या रेषा, भौमितिक आकार यांची ओळख करून देणे.
9. हिशोब शिकविण्यासाठी बाजार, प्रत्यक्ष दुकानातील व्यवहार यांची ओळख करून देणे.
10. परसबाग बनविणे व त्यातून परिसर अभ्यासातील घटकांसह या झाडाला टोमॅटो किती? मिरच्या किती? यांसारख्या प्रश्नांमधून गणिती क्रियांचे दृढीकरण करणे.

शालेय वर्ग वातावरण :-

1. वर्गामधील वातावरण हे प्रसन्न आणि खेळीमेळीचे असावे.
2. वर्गात भरपूर प्रकाश असावा.
3. हवा खेळती असावी.
4. वर्गात, वर्गाबाहेर, मैदानावर खेळ कृती घेता येईल असे साहित्य उपलब्ध असावे.
5. बालकांचे गट पाडण्यात यावे. सर्वांना संधी मिळावी.
6. अध्यापन करीत असताना मुलांना मूर्ताकडून अमूर्ताकडे न्यावे.
7. मुलांना सूचनांचे पालन करणे, खेळण्यांची वाटणी करायला शिकणे, एकोप्याने खेळणे, इतर मुलांशी मैत्री करणे हे अवगत करण्यास प्रोत्साहन द्यावे.
8. योग्य कृतींचे प्रबलन व्हावे, प्रोत्साहन मिळावे.
9. बालकांवर हे करू नको ते करू नको या प्रकारची बंधने नसावीत.
10. बालकांच्या बोली भाषेचा स्वीकार करावा.
11. मुलांच्या नकळत त्यांना धान्य, मणी, दगड, शिंपले, फुले, पाने, दोरी, रंग, रांगोळी, चित्र, परिसरातील वस्तू यांचा वापर करून संकल्पना शिकविण्यात याव्यात.
12. कृतींमध्ये नावीन्यता असावी.
13. वर्गरचनेमध्ये वैविध्य असावे.
14. दोरीवर सरळ रेषेत चालणे, नागमोडी चालणे, वर्तुळाकार चालणे यांसारख्या कृती घ्याव्यात.
15. मुलांना विविध गीते ऐकण्याची उपयुक्त असे व्हिडिओ पाहण्याची सोय असावी. दूरदर्शन संच, साधने यांचा वापर करावा. आवश्यक वाटेल त्या ठिकाणी विद्यार्थ्यांना उपयुक्त असे शैक्षणिक
16. भरपूर खेळाचे साहित्य उपलब्ध असावे.
17. साहित्य हे मुलांना सहज घेता येईल, अशा ठिकाणी ठेवलेले असावे.
18. व्हिडिओज दाखविण्यात यावेत.
19. चित्रयुक्त गोष्टींची पुस्तके असावीत.

समारोप :-

भाषिक आणि गणितीय साक्षरता हा शिक्षण अर्थपूर्ण करणारा आणि अत्यावश्यक भाग असल्याने या संदर्भात शिक्षक, पालक आणि समाज यांच्यात ही साक्षरतेची संकल्पना रुजविण्यासाठी सातत्याने प्रशिक्षणे देऊन शिक्षणप्रवाहातील नवे बदल अवगत करण्याचे काम शिक्षक प्रशिक्षणातील मातृसंस्था असलेल्या राज्य शैक्षणिक संशोधन व प्रशिक्षण संस्था आणि जिल्हा शिक्षण व प्रशिक्षण संस्था उत्साहाने आणि कल्पकतेने करीत आहेत. त्यासाठी विविध

भाषांमधील तज्ज्ञ व्यक्तींचे मार्गदर्शन, भाषा विकास मंडळाचे मार्गदर्शन, साहित्य अकादमी सोबत चर्चासत्रे, कृती संशोधने, राज्य सरकारच्या भाषिक धोरणांची प्रभावी अंमलबजावणी असे अनेक उपाय त्यांच्या मार्फत केले जात आहेत. प्रत्यक्ष किंवा आभासी पद्धतीने शिक्षकांना प्रशिक्षणे, त्यांना संशोधनासाठी मदत व प्रोत्साहन, अधिकार्यांचे सक्षमीकरण, शिक्षक व विद्यार्थी यांच्यासाठी कथा, कविता लेखन स्पर्धा, साहित्य संमेलने अशा उपक्रमांतून भाषिक साक्षरता वाढविणे व ती दर्जेदार करणे अखंड सुरु असते.

आयसर किंवा अगस्त्य फाऊंडेशन यांसारख्या संस्थांच्या सहकार्याने प्रत्यक्ष किंवा आभासी गणिती कार्यशाळा, गणितातील अप्रगत विद्यार्थ्यांना प्रगतीच्या मार्गावर आणण्यासाठी पुनर्भरण कार्यक्रम, स्वाध्यायपुस्तिका, न्यास फाऊंडेशनच्या मदतीने गणिताचे सक्षमीकरणदेखील सुरु असते. या संस्थांमधील सर्व अधिकारी आपल्या क्षमता आणि कल्पकता पणाला लावून शिक्षण दर्जेदार व्हावे यासाठी तन मन धन ओतून कार्यरत आहेत. यांच्या जोडीला मान्यवर साहित्यिक, गणितामधील संशोधक, भाषा आणि गणितामध्ये मोलाचे काम करणाऱ्या संस्थांचे प्रतिनिधी यांचा प्रशिक्षक म्हणून समावेश झाला, तर ते शिक्षक सक्षमीकरणासाठी जास्त उपयुक्त ठरेल; ज्या द्वारे विद्यार्थी विकासाला एक वेगळा आयाम मिळेल.

विद्यार्थ्यांचे शैक्षणिक, सामाजिक, भावनिक, बौद्धिक उन्नयन करून त्यांचे व्यक्तिमत्त्व समृद्ध करण्यासाठी आणि देशाचे स्थैर्य आणि प्रगती यासाठी भाषिक आणि गणितीय साक्षरतेला पर्याय नाही.

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उच्चतर शिक्षा में राष्ट्रीय शिक्षा नीति का योगदान

अंकिता अखिलेश पाण्डेय

शोधार्थी

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सारांश

राष्ट्रीय शिक्षा नीति में 21वीं सदी के 20 वें साल में भारत में नई शिक्षा नीति आई है। भारत में सर्वप्रथम 1968 में नई शिक्षा नीति बनाई गई थी उसके बाद 1986 में बनाई गई जिसके बाद नई शिक्षा नीति को 1992 में संशोधित किया गया। लगभग 34 साल बाद 2021 में पुनः नई शिक्षा नीति को लेकर अहम बदलाव किए गए हैं।

जिसमें शिक्षा संबंधित बहुत से नियमों में बदलाव किया गया है। वही हाल ही में मानव संसाधन प्रबंधन मंत्रालय ने शिक्षा नीति में बदलाव के साथ-साथ अपने मंत्रालय का नाम भी बदल दिया है, मानव संसाधन प्रबंधन मंत्रालय को अब शिक्षा मंत्रालय के नाम से जाना जाएगा।

मूलशब्द :- राष्ट्रीय शिक्षा नीति, नई शिक्षा नीति।

प्रस्तावना

केंद्रीय मानव संसाधन विकास मंत्रालय द्वारा जारी की गई नई शिक्षा नीति के अंतर्गत स्कूली शिक्षा में बड़े बदलाव किए गए हैं। नई शिक्षा नीति में 10+2 के फॉर्मेट को पूरी तरह खत्म कर दिया गया है। अब इसे 10+2 से बांटकर 5+3+3+4 फॉर्मेट में ढाला गया है। इसका मतलब है कि अब स्कूल के पहले 5 साल में प्री-प्राइमरी स्कूल के 3 साल और कक्षा 1 और कक्षा 2 सहित फाउंडेशन स्टेज शामिल होंगे। फिर अगले 3 साल को (कक्षा 3 से 5) की तैयारी के चरण में विभाजित किया जाएगा। इसके बाद में 3 साल मध्य चरण (कक्षा 6 से 8) और माध्यमिक अवस्था के 4 वर्ष (कक्षा 9 से 12)। इसके अलावा स्कूल में कला, वाणिज्य, विज्ञान स्ट्रीम का कोई कठोर पालन नहीं होगा, छात्र अब जो भी पाठ्यक्रम चाहे वह ले सकते हैं।

उच्चतर शिक्षा के अनुभवजन्य क्षेत्रों में प्रवेश के लिए अपार संभावनाओं के द्वारा खोले जा सकता है जो व्यक्तियों और साथ ही साथ समुदायों को भी प्रतिकूल परिस्थितियों के रक्षक से निकाल सकता है। इसी कारण सभी के लिए उच्चतर गुणवत्ता युक्त शिक्षा के अवसर उपलब्ध कराना हमारी सर्वोत्तम प्राथमिकताओं में होना चाहिए। यह नीति SEDG पर विशेष जोर देते हुए सभी छात्रों तक गुणवत्तापूर्ण शिक्षा की समान पहुंच सुनिश्चित करती है। डायनेमिक्स और शिक्षा प्रणाली से SEDG के बाहर हो जाने से जुड़े बहुत सारे कारण भी विद्यालयी शिक्षा प्रणाली और उच्चतर शिक्षा प्रणाली में समान है। इसीलिए विद्यालय शिक्षा और उच्च शिक्षा के क्षेत्र में समता, समानता और समावेश से जुड़े दृष्टिकोण एक समान होने चाहिए और इसके साथ ही साथ स्थाई सुधार सुनिश्चित करने के लिए इससे जुड़े सभी चरणों में निरंतरता होनी चाहिए। अतः उच्चतर शिक्षा में समता, समानता और समावेशन के लक्ष्यों को पूरा करने के लिए आवश्यक नीतिगत फलों को स्कूली शिक्षा के लिए भी देखा जाना चाहिए। इन समूहों के बाहर हो जाने से जुड़े कई पहलू हैं जो स्वयं में कारण और प्रभाव दोनों हैं और उच्चतर शिक्षा में विशेष रूप से जुड़े हुए हैं या फिर उच्चतर शिक्षा के क्षेत्र में इनकी जड़ें बहुत गहरी हैं। इन्हें

उच्चतर शिक्षा में विशेष रूप से दूर किया जाना चाहिए और इसके अंतर्गत उच्चतर शिक्षा के अवसरों की जानकारी का अभाव उच्चतर शिक्षा ग्रहण करने के दौरान के समय में शामिल आर्थिक अवसरों की हानि, आर्थिक बाधाएं, प्रवेश प्रक्रिया, भौगोलिक बाधाएं, भाषाई अवरोध, बहुत अधिक उच्चतर शिक्षा कार्यक्रमों की सीमित रोजगार क्षमता और निर्धारित विद्यार्थियों के लिए उपयुक्त सहायता तंत्र की कमी से जुड़ी चुनौतियों को शामिल किया जाना चाहिए।

सरकारों और उच्चतर शिक्षण संस्थाओं द्वारा उच्चतर शिक्षा विशिष्ट अपनाए जाने वाले कुछ अतिरिक्त कदम

- ★ सरकार द्वारा उठाए जाने वाले कदम
 - SEDG को शिक्षा के लिए समुचित सरकार निधि का निर्धारण।
 - उच्चतर GER तथा SEDG के लिए स्पष्ट लक्ष्यों का निर्धारण।
 - उच्चतर शिक्षण संस्थाओं की प्रवेश प्रक्रिया में जेंडर संतुलन को बढ़ावा देना।
 - विकास की ओर उन्मुख जिलों में उच्चतर गुणवत्ता युक्त उच्चतर शिक्षण संस्था बनाकर और बड़ी संख्या में SEDG के लिए हुए विशेष शिक्षा क्षेत्र बनाकर पहुंच को सुधारना।
 - उच्चतर गुणवत्ता युक्त ऐसे उच्चतर शिक्षण संस्थाओं का निर्माण और विकास करना जो भारतीय भाषाओं में या द्विभाषी रूप से शिक्षण कराएं।
 - सार्वजनिक और निजी दोनों ही तरह के उच्चतर शिक्षण संस्थाओं में SEDG को अधिक वित्तीय सहायता और छात्रवृत्ति प्रदान करना।
 - SEDG के बीच उच्चतर शिक्षा के अवसरों और छात्रवृत्ति से जुड़ी जागरूकता के लिए प्रचार प्रसार करना।
 - बेहतर भागीदारी और सीखने के परिणामों के लिए प्रौद्योगिकी का निर्माण और विकास।
- ★ सभी उच्चतर शिक्षा संस्थान द्वारा उठाए जाने वाले कदम
 - उच्चतर शिक्षा प्राप्त करने से जुड़ी लागत और इस दौरान हुई आर्थिक अवसरों की हानि को कम करना।
 - सामाजिक, आर्थिक रूप से वंचित छात्रों को अधिक वित्तीय सहायता और छात्रवृत्ति प्रदान करना।
 - उच्चतर शिक्षा के अवसर और छात्रवृत्ति से जुड़ी जागरूकता के लिए प्रचार प्रसार करना।
 - प्रवेश प्रक्रिया को अधिक समावेशी बनाना पाठ्यक्रम को अधिक समावेशी बनाना।
 - उच्चतर शिक्षा कार्यक्रमों को अधिक रोजगार परक बनाना भारतीय भाषाओं और द्विभाषी रूप से पढ़ाए जाने वाले अधिक डिग्री पाठ्यक्रम विकसित करना।
 - यह सुनिश्चित करना कि सभी संबंधित और अन्य बुनियादी सुविधाएं व्हीलचेयर सुलभ और दिव्यांगजनों के अनुकूल हो।
 - वंचित शैक्षिक पृष्ठभूमि से आने वाले विद्यार्थियों के लिए ब्रिज कोर्स निर्मित करना।
 - ऐसे सभी विद्यार्थियों को उपयुक्त सालाना और परामर्श कार्यक्रमों के जरिए सामाजिक, भावनात्मक और आकर दैनिक सहायता और सलाह प्रदान करना।
 - पाठ्यक्रम सहित उच्चतर शिक्षण संस्थाओं के सभी पहलुओं द्वारा सकाय सदस्य परवाह परामर्श दाताओं और विद्यार्थियों को जेंडर और जेंडर पहचान के प्रति संवेदनशील और समावेशित करना।

- भेदभाव और उत्पीड़न के खिलाफ बने सभी नियमों को सख्ती से लागू करना।
- SEDG से बढ़ती भागीदारी को सुनिश्चित करने से जुड़ी विशिष्ट योजनाओं को शामिल करते संस्थागत विकास योजनाओं का निर्माण करना, जिनमें उपरोक्त बिंदु शामिल हो लेकिन इन्हीं तक सीमित न हो।

नई शिक्षा नीति में उच्च शिक्षा में कई अहम बदलाव

बारहवीं के बाद अब जो विद्यार्थी कॉलेज जाएंगे, ऐसे में संभव है कि वो विद्यार्थी पुराने स्नातक और स्नातकोत्तर पाठ्यक्रम के हिसाब से ही दाखिला पाएंगे। दरअसल, नई शिक्षा नीति के हिसाब से अब स्नातक में छात्र चार साल का कोर्स पढ़ेंगे, जिसमें बीच में कोर्स को छोड़ने की गुंजाइश भी दी गई है। छात्र अगर कोर्स बीच में ही छोड़ देते हैं, तो उनको ड्रापआउट घोषित नहीं किया जाएगा। नई शिक्षा नीति में छात्र स्नातक में चार साल का पाठ्यक्रम पढ़ेंगे। इसमें भी विकल्प दिया गया है। जो विद्यार्थी ग्रेजुएशन के बाद नौकरी करना चाहते हैं एवं हायर एजुकेशन में नहीं जाना चाहते, उनके लिए तीन साल की डिग्री रखी गई है। वहीं, शोध में जाने वाले विद्यार्थियों के लिए चार साल की डिग्री रखी गई है।

चार साल का स्नातक करने वाले विद्यार्थी एक साल में स्नातकोत्तर कर पाएंगे। अगर कोई छात्र इंजीनियरिंग कोर्स को दो साल में ही छोड़ देता है, तो उसे डिप्लोमा प्रदान किया जाएगा। पांच साल का संयुक्त ग्रेजुएट-मास्टर कोर्स लाया जाएगा। अगर चार साल के डिग्री कोर्स में कोई विद्यार्थी पहले साल में ही कॉलेज छोड़ देता है, तो उसे प्रमाणपत्र मिलेगा।

जबकि दूसरे साल के बाद एडवांस प्रमाणपत्र और तीसरे साल के बाद छोड़ने पर स्नातक प्रमाणपत्र मिलेगा। अगर विद्यार्थी पूरे चार साल पढ़ेगा तो चार साल बाद की डिग्री उसे शोध के साथ मिलेगी। इसी तरह से स्नातकोत्तर में तीन तरह के विकल्प होंगे। जिन्होंने तीन साल का स्नातक कोर्स किया है उनके लिए दो साल का स्नातकोत्तर होगा। दूसरा- चार साल के स्नातक कोर्स करने वाले विद्यार्थियों के लिए एक साल का एम.ए. होगा। तीसरा- पांच साल का इंटीग्रेटेड प्रोग्राम होगा जिसमें स्नातक और स्नातकोत्तर दोनों एक साथ हो जाए।

नई शिक्षा नीति में 10वीं बोर्ड की परीक्षा और MPhil को बंद कर दिया गया है। विद्यार्थी स्नातक के साथ बीच में अन्य कोर्स भी कर सकते हैं। उच्चतर शिक्षा नीति में 2035 तक ग्रॉस एनरोलमेंट रेशियो 50 फीसदी हो जाएगा। वहीं नई शिक्षा नीति के तहत कोई छात्र 1 वर्ष के बीच में अगर कोई दूसरा कोर्स करना चाहे तो पहले कोर्स से सीमित समय के लिए ब्रेक लेकर वे दूसरे कोर्स कर सकता है।

उच्चतर शिक्षा में भी कई सुधार किए गए हैं सुधारों में ग्रेडेड अकेडमिक, एडमिनिस्ट्रेटिव और फाइनेंशियल ऑटोनॉमी आदि शामिल हैं। इसके अलावा क्षेत्रीय भाषाओं में ई-कोर्स शुरू किए जाएंगे। वर्चुअल लैब्स विकसित किए जाएंगे। एक नेशनल एजुकेशन साइंटिफिक फोरम (NETF) शुरू किया जाएगा। यह सभी नियम सरकारी, निजी, डिम्ड सभी संस्थानों के लिए समान होंगे।

नई शिक्षा नीति के दौरान हो रहे उच्चतर शिक्षा में बदलाव को देखते हुए भविष्य में छात्रों के लिए बहुत सारे नए नियम बन रहे हैं। उन सभी नियमों के तहत छात्रों को कई फायदे प्राप्त होंगे। 10वीं की बोर्ड की परीक्षाओं को खत्म करने के बाद छात्रों के ऊपर पढ़ाई का कम दबाव बनेगा और वह नई चीजें और अपनी रचनात्मक को ज्यादा बढ़ावा देकर कुछ नया सीख पाएंगे। छात्रों को कई सालों में स्नातक व स्नातकोत्तर करने में समय भी ज्यादा लगता था वह अब कम होगा वह कम उम्र में ही

अपनी ज्यादा से ज्यादा डिग्रियां प्राप्त कर सकेंगे।

निष्कर्ष

सीखने के लिए वह अपने कार्य को आगे बढ़ाने के लिए कई सारे राह मिलेंगी। जरूरी नहीं कि वह केवल एक शिक्षा प्राप्त करके उसी के पीछे दौड़ते रहे अगर उन्हें चाहिए तो वह अपनी शिक्षा अलग-अलग विषयों में भी जाकर कर सकते हैं। सरकार अब एक ही साथ साथ दो 2 डिग्री देने के लिए यह मान्यता दे रही है, तो इस प्रकार से उच्चतम शिक्षा में नई शिक्षा नीति के तहत जितने भी बदलाव आ रहे हैं वह सारे नियम छात्रों के लिए बहुत ही लाभदायक होंगे।

संदर्भ सूची

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