

Adarsh Shikshan Prasarak Mandal's
Shri Bapusaheb D.D. Vispute
College of Education, New Panvel
(B.Ed. & M.Ed.)

Affiliated to University of Mumbai
Reaccredited by NAAC, 2nd Cycle B+



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NEW EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES



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Organizes

ONE DAY NATIONAL CONFERENCE



NEW EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES

on

Saturday, 10th May 2025

DIRECTOR OF THE CONFERENCE

Dr. Seema Nivrutti Kamble

Dr. Dayaram Pawar



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देवेन्द्र फडणवीस

मुख्यमंत्री
महाराष्ट्र



मंत्रालय

मुंबई ४०० ०३२

दि. ०२ मे, २०२५

शुभेच्छा

श्री बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन तर्फे नवीन शैक्षणिक धोरण संधी आणि आव्हाने विषयावरील राष्ट्रीय परिषदेचे आयोजन करण्यात आल्याचे समजून आनंद झाला.

केंद्र सरकारने विद्यार्थ्यांचा सर्वांगीण विकास व्हावा या उद्देशाने नवीन शैक्षणिक धोरण आखले आहे. राष्ट्रीय एकात्मता, कौशल्य विकास, नवीन तंत्रज्ञानाला सामोरे जाण्यासाठी आवश्यक असलेली कौशल्ये अशा विविध बाबींचा विचार करून नवीन शैक्षणिक धोरण आखण्यात आले आहे.

नवीन शैक्षणिक धोरणाच्या अंमलबजावणीसाठी विविध प्रकारच्या सुविधा आणि प्रशिक्षणाची गरज आवश्यक आहे. आपल्या महाविद्यालयामार्फत आयोजित केलेल्या परिषदेचा नवीन शैक्षणिक धोरणाच्या बाबतीत सर्व संबंधितांना माहिती होण्यासाठी उपयुक्त ठरेल, असा विश्वास आहे.

श्री बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन तर्फे आयोजित राष्ट्रीय परिषदेला मनःपूर्वक शुभेच्छा!

(देवेन्द्र फडणवीस)

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शुभेच्छा संदेश

आजच्या बदलत्या आणि गतिमान युगात शिक्षणाच्या क्षेत्रात व्यापक परिवर्तनाची गरज अधिक तीव्रतेने जाणवत आहे. ज्ञानाधिष्ठित समाजरचना घडवण्यासाठी 'नवीन शैक्षणिक धोरण २०२० : संधी आणि आव्हाने' या विषयावर आधारित राष्ट्रीय परिसंवादाचे आयोजन हे निश्चितच एक दृष्टीकोन बदलणारे पाऊल आहे. शैक्षणिक धोरणांची अंमलबजावणी ही केवळ शासकीय प्रक्रिया नसून, ती एक सामाजिक चळवळ असावी लागते आणि अशा चळवळीसाठी या प्रकारचे परिसंवाद हे प्रेरणास्थान ठरतात.

आदर्श शैक्षणिक समूह संचलित श्री.बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल व विद्यार्थी कल्याण व बहिःशाल केंद्र, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने दिनांक १० मे २०२५ रोजी आयोजित करण्यात आलेल्या या राष्ट्रीय परिसंवादासाठी मनःपूर्वक अभिनंदन आणि शुभेच्छा व्यक्त करतो.

शिक्षण हे केवळ ज्ञानप्राप्तीचे माध्यम नसून, ते व्यक्तिमत्त्व विकास, नैतिक मूल्यांची जडणघडण आणि समतेच्या भावनेचे बीज रोवणारे एक व्यापक साधन आहे. अशा सखोल विषयावर राष्ट्रीय स्तरावर विचारमंथन होणे, हे आपल्या देशाच्या शैक्षणिक प्रगतीसाठी अत्यंत आवश्यक आहे.

या परिसंवादाचे आयोजन करणाऱ्या आदर्श शैक्षणिक समूहाचे चेअरमन मा. श्री. धनराज विसपुते यांचे तसेच महाविद्यालयाच्या प्राचार्य डॉ. सीमा कांबळे यांचे मी विशेष अभिनंदन करतो. त्यांच्या नेतृत्वाखाली पार पडणारा हा शैक्षणिक उपक्रम निश्चितच गुणवत्तापूर्ण शिक्षणाला चालना देणारा ठरेल, असा मला ठाम विश्वास आहे.

या परिसंवादातून शिक्षण क्षेत्रातील अभ्यासक, प्राध्यापक, संशोधक आणि विद्यार्थी यांना मार्गदर्शन मिळेल व नवीन शैक्षणिक धोरणाच्या प्रभावी अंमलबजावणीसाठी नवे विचार आणि दृष्टिकोन समोर येतील, अशी अपेक्षा आहे.

शैक्षणिक क्षेत्रात नव्या विचारांची मांडणी आणि धोरणात्मक सुसंवाद साधणारा हा उपक्रम अत्यंत यशस्वी व फलदायी ठरो, हीच सदिच्छा...!!!

(चंद्रशेखर बावनकुळे)



रविंद्र चव्हाण

कार्यकारी अध्यक्ष - भारतीय जनता पार्टी, महाराष्ट्र प्रदेश
विधानसभा सदस्य - १४३ डोंबिवली (जि. ठाणे)
माजी मंत्री, महाराष्ट्र राज्य

॥ शुभ संदेश ॥

आदर्श शैक्षणिक समूह संचालित श्री. बापूसाहेब डी. डी. विसपूते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल आणि यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने आयोजित “नवीन शैक्षणिक धोरण २०२०” हे राज्य स्तरावर यशस्वीरित्या राबविण्यासंबंधीचे मार्गदर्शन करण्यासाठी, तसेच यावर विचार मंथन करण्यासाठी “नवीन शैक्षणिक धोरण: संधी आणि आव्हाने” या विषयावर राष्ट्रीय स्तरावरील शिक्षण परिषदेचे दिनांक १० मे २०२५ रोजी पनवेल येथे आयोजन करण्यात येणार आहे हे समजून अत्यंत आनंद झाला.

कोणत्याही राष्ट्राचे भविष्य हे शिक्षण धोरणावर अवलंबून असते. आर्थिक, सामाजिक, सांस्कृतिक विकासाची प्रक्रिया शिक्षणातून उभी राहत असते. शिक्षण हे जीवन परिवर्तनाचे प्रभावी साधन आहे. नवीन शैक्षणिक धोरणात सर्वांना समान शिक्षण, समानता, गुणवत्ता, परवडणारे शिक्षण आणि उत्तरदायित्व या पाच स्तंभांचा विचार केला आहे.

“नवीन शैक्षणिक धोरण: संधी आणि आव्हाने” या विषयावर आपल्या माध्यमातून राष्ट्रीय स्तरावरील शिक्षण परिषदेचे आयोजन महाराष्ट्रातील विद्यार्थी, पालकवर्ग तसेच शिक्षकवर्ग यांना नक्कीच प्रेरक आणि मार्गदर्शक ठरेल.

आपल्या संस्थेचे राष्ट्रीय स्तरावरील शिक्षण परिषदेचे आयोजन हे नवीन शैक्षणिक धोरण २०२० राज्यस्तरावर यशस्वीपणे अंमलबजावणी करण्यासाठी नक्कीच उपयुक्त ठरेल.

आपल्या शैक्षणिक उपक्रमास माझ्या मनःपूर्वक शुभेच्छा.


(रविंद्र चव्हाण)

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I extend my heartfelt congratulations and best wishes to Mr. Dhanraj Vispute, Chairman of Adarsh Group of Institutes, Dr. Seema Kamble, Principal of Shri Bapusaheb D.D. Vispute College of Education, New Panvel, as well as the entire organizing committee and editorial team for their commendable efforts in organizing the National Seminar on "New Education Policy 2020: Opportunities and Challenges" on 10th May 2025, in collaboration with Yashwantrao Chavan Maharashtra Open University, Nashik.

The publication of a research compendium on such a relevant and transformative theme is truly praiseworthy. I am confident that this initiative will foster meaningful academic discourse and encourage further research and reflection in the field of education.

Wishing the seminar and the publication great success, and hoping it leads to new perspectives and innovative solutions for a sustainable and resilient future.

Yours sincerely,

Prof. (Dr.) Medha Vishram Kulkarni,
Member of Parliament (Rajya sabha).



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२९ एप्रिल, २०२५.

शुभेच्छा संदेश

दि.१० मे २०२५ रोजी आदर्श शैक्षणिक समूह संचलित श्री. बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल आणि विद्यार्थी कल्याण व बहिःशाल केंद्र, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने नवीन शैक्षणिक धोरण-२०२० संधी आणि आव्हाने या विषयावर राष्ट्रीय परिसंवादाचे आयोजन करण्यात येत आहे ही या क्षेत्रातील अत्यंत आनंदाची बाब आहे.

शैक्षणिक परिवर्तनाच्या दिशेने महत्त्वपूर्ण वाटचाल करणाऱ्या “नवीन शैक्षणिक धोरण-२०२० संधी आणि आव्हाने” या विषयावरील राष्ट्रीय परिसंवादाचे आयोजन ही काळाची गरज ओळखणारी दूरदृष्टीपूर्ण पावले आहेत. जागतिकीकरणाच्या युगात, वाढत्या स्पर्धेत टिकण्यासाठी आपणही काळाची आव्हाने स्वीकारली पाहिजेत आणि खंबीरपणे त्याला सामोरे गेलो पाहिजे आणि यासाठी शिक्षण क्षेत्रात विविध बदल झाले पाहिजेत. प्रशिक्षणे आणि परिसंवादाच्या माध्यमातून शिक्षणप्रणाली आणि पर्यायाने शिक्षक सक्षम झाले पाहिजेत याच हेतूने आदर्श शैक्षणिक समूह जी पाऊले उचलीत आहे ती प्रशंसनीय आहेत.

शिक्षण क्षेत्रातील नव्या वाटा शोधणाऱ्या आणि देशाच्या शैक्षणिक भविष्यासाठी मार्गदर्शक ठरणाऱ्या या परिसंवादास माझ्या हार्दिक शुभेच्छा !

आदर्श शैक्षणिक समुहाचे चेअरमन, श्री. धनराज विसपुते आणि प्राचार्य डॉ. सीमा कांबळे व त्यांचे सर्व सहकारी यांचे यासाठी विशेष अभिनंदन! अशा स्तुत्य उपक्रमातून शैक्षणिक क्षेत्रास नवसंजीवनी मिळावी, आणि नव्या धोरणाच्या अंमलबजावणीत सकारात्मक विचारमंथन घडावे, हीच अपेक्षा.

परिसंवाद यशस्वी होवो या शुभेच्छा !

C.B. Patil
(चंद्रकांत(दादा) पाटील)

जा.क्र./मंत्री/शालेय शिक्षण/व्हीआयपी/४६४८/२०२५




मंत्री
शालेय शिक्षण
महाराष्ट्र शासन
मंत्रालय, मुंबई ४०० ०३२
www.maharashtra.gov.in
दिनांक : 29 APR 2025

!! शुभेच्छा संदेश !!

आदर्श शैक्षणिक समूह संचलित श्री.बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल आणि विद्यार्थी विकास आणि बहिशाल केंद्र, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने दिनांक १० मे २०२५ रोजी "नवीन शैक्षणिक धोरण २०२० : "संधी आणि आव्हाने" या विषयावर राष्ट्रीय परिसंवादाचे आयोजन करण्यात येत आहे. या स्तुत्य उपक्रमा बद्दल आदर्श शैक्षणिक समूहाचे चेअरमन मा. धनराज विसपुते सर व महाविद्यालयाच्या प्राचार्या डॉ. सीमा कांबळे मॅडम यांचे मनःपूर्वक अभिनंदन!

या परिसंवादाच्या माध्यमातून नव्या शैक्षणिक धोरणावर सखोल चर्चा होऊन विद्यार्थ्यांना व शिक्षकांना मार्गदर्शन होईल, असा विश्वास वाटतो. शैक्षणिक क्षेत्रात सकारात्मक बदल घडवण्यासाठी हा उपक्रम निश्चितच मार्गदर्शक ठरेल. हा परिसंवाद शैक्षणिक क्षेत्राला नव्या दिशा दाखवणारा ठरेल, अशी अपेक्षा आहे

या उपक्रमासाठी माझ्याकडून हार्दिक शुभेच्छा आणि कौतुक! आपल्या यशस्वी आयोजनासाठी सदिच्छा व्यक्त करतो.


(दादाजी भुसे)

डॉ. शैलेंद्र देवळणकर
प्र. शिक्षण संचालक (उच्च शिक्षण)



उच्च शिक्षण संचालनालय,
मध्यवर्ती इमारत, महाराष्ट्र राज्य,
पुणे-४११ ००१.
फोन नं. (०२०) २६१२२१११
Email: director.dhepune@nic.in



Message

I am pleased to note that a National Seminar on the theme “New Education Policy 2020: Opportunities and Challenges” is being organized on 10th May 2025 by Shri Bapusaheb D.D. Vispute College of Education, New Panvel, in collaboration with Yashwantrao Chavan Maharashtra Open University, Nashik.

The New Education Policy 2020 envisions a transformative shift in India's education system, focusing on holistic, inclusive, and multidisciplinary learning. It is heartening to see academic institutions coming together to explore the diverse opportunities and challenges associated with its implementation.

I extend my best wishes for the successful conduct of the seminar and the publication of the research book. I am confident that the deliberations and research contributions will provide valuable insights for educators, policymakers, and stakeholders in the field of education.

Date - 25.04.2025

(Dr.Shailendra Deolankar)
Director (Higher Education)
Maharashtra State, Pune-16.



प्रशांत ठाकूर

— विधानसभा सदस्य —

कार्यालय : ॲम्पायर प्राईड, पहिला मजला, रुपाली सिनेमा समोर, पनवेल - ४१० २०६. (रायगड).

दुरध्वनी : ०२२ २७४६८९३३

फॅक्स नं. : ०२२ २७४५८९३४

मोबा. : ९९२००१७७७७

जावक क्र. : २४८१७/२०२५

दि. २५/०४/२०२५

- : शुभेच्छा संदेश :-

आदर्श शैक्षणिक समूह संचालित श्री.वापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल आणि यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने भारत सरकारच्या दूरदृष्टी व अथक प्रयत्नातून निर्मित नवीन शैक्षणिक धोरण २०२० हे राज्यस्तरावर यशस्वीरित्या गवविण्यासंबंधीचे मार्गदर्शन करण्यासाठी तसेच यावर विचार मंथन करण्यासाठी शनिवार दि. १० मे २०२५ रोजी “नवीन शैक्षणिक धोरण : संधी आणि आव्हाने” या विषयावर राष्ट्रीय स्तरावरील शिक्षण परिषदेचे आयोजन आदर्श शैक्षणिक संकुल, विसपुते महाविद्यालय, पनवेल येथे आयोजित करण्यात आले आहे. ह्या शिक्षण परिषदेच्या संशोधन पुस्तिकेचे प्रकाशन करण्यात येणार असल्याचे समजते.

अशा प्रकारचे शिक्षण परिषदेचे आयोजन करत असल्याबद्दल महाविद्यालयाचे मी मनापासून अभिनंदन करतो.

अशा प्रकारे पनवेल व नवी मुंबई विभागात शैक्षणिक, कला, क्रिडा, सांस्कृतिक, सामाजिक कार्य करणाऱ्या या महाविद्यालयाच्या उज्ज्वल भवितव्यास तसेच शिक्षण परिषदेच्या अनुषंगाने राष्ट्रीय स्तरावर प्रकाशित होणाऱ्या संशोधन पुस्तिकेस माझ्या मनःपूर्वक शुभेच्छा!

आपला,

(प्रशांत ठाकूर)

ऑड. निरंजन वसंत डावखरे

आमदार, विधान परिषद

जावक क्रमांक : 05-2025-2931

आवक क्रमांक : IN-05-2025-3899

दिनांक : ०३ मे २०२५

शुभेच्छा संदेश

"नवीन शैक्षणिक धोरण २०२०: संधी आणि आव्हाने" या विषयावर आदर्श शैक्षणिक समूह संचलित श्री. बापूसाहेब डी.डी. विसपुते शिक्षणशास्त्र महाविद्यालय आणि विद्यार्थी कल्याण आणि बहिःशाल केंद्र, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांच्या संयुक्त विद्यमाने दि. १०/०५/२०२५ रोजी राष्ट्रीय परिसंवादाचे आयोजन करण्यात येत आहे. शिक्षण क्षेत्रात नवचिंतन घडवणाऱ्या अशा परिसंवादांची आज अत्यंत गरज आहे या राष्ट्रीय परिसंवादाचे आयोजन करणारे आदर्श शैक्षणिक समूहाचे चेअरमन मा. श्री. धनराज विसपुते व महाविद्यालयाच्या प्राचार्य डॉ. सीमा कांबळे यांचे मनःपूर्वक अभिनंदन!

कोणत्याही राष्ट्राचे भविष्य हे शिक्षण धोरणावर अवलंबून असते. आर्थिक, सामाजिक, सांस्कृतिक विकासाची प्रक्रिया शिक्षणातून उभी राहत असते. राष्ट्रासाठीचे शिक्षण धोरण हे राष्ट्राच्या भविष्यासाठी विकासाचा एक मार्ग असतो. देशाचे पंतप्रधान मा. नरेंद्रजी मोदी यांच्या नेतृत्वाखाली तब्बल ३४ वर्षांनंतर देशाच्या नवीन शैक्षणिक धोरणाची निर्मिती झाली ते स्वीकारण्याची प्रक्रिया अनेक राज्यांनी केली आहे. महाराष्ट्र शासनाने ह्या नवीन शैक्षणिक धोरणाच्या अंमलबजावणीसाठी पावले टाकण्यास सुरुवात केली आहे. नवीन शैक्षणिक धोरणाचे स्वरूप शैक्षणिक क्षेत्रातील प्रत्येक घटकापर्यंत पोहचणे व त्याची योग्य अंमलबजावणी होणे अत्यंत गरजेचे आहे व यामध्ये सर्व विद्यापीठे, शैक्षणिक संस्था, विद्यार्थी व पालकांचा सक्रीय सहभाग असणे आवश्यक आहे. नवीन शैक्षणिक धोरणाबद्दलची आव्हाने व संधी याबद्दल एक वैचारिक मंथन गरजेचे आहे. राष्ट्रीय शैक्षणिक धोरण २०२० हे केवळ शैक्षणिक दृष्टीकोनातून नव्हे, तर सामाजिक, आर्थिक आणि राष्ट्रीय विकासाच्या व्यापक परिप्रेक्ष्यातून विचार करण्यास प्रवृत्त करणारे आहे. या धोरणाच्या अंमलबजावणीतील संधींचा योग्य उपयोग आणि संभाव्य आव्हानांचा विचार हा अशा परिसंवादांच्या माध्यमातून घडून येतो, ही अत्यंत स्वागतार्ह बाब आहे.

शैक्षणिक क्षेत्रातील दर्जा, समानता आणि नवोपक्रम यासाठी असे मंच म्हणजे प्रेरणास्थान ठरतात. या उपक्रमासाठी माझ्या हार्दिक शुभेच्छा! परिसंवाद यशस्वी ठरो आणि या संवादातून शिक्षणाच्या नव्या वाटा खुल्या होवोत, हीच मनोमन अपेक्षा.

धन्यवाद

आपला

निरंजन वसंत डावखरे



200597



कार्यालयाचा पत्ता : २०९, गौतमदीप सोसायटी, वीर बाजीप्रभू देशपांडे मार्ग, नौपाडा, ठाणे प. ४००६०२. संपर्क : (०२२) २५३० ४० ०५.

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विक्रान्त बाळासाहेब पाटील
आमदार, विधान परिषद, महाराष्ट्र

दि:- 30/04/2025

शुभेच्छापत्र

आदर्श शैक्षणिक समूह संचालित श्री. बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन आणि यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ अंतर्गत विद्यार्थी कल्याण आणि बहिःशाल केंद्र यांच्या संयुक्त विद्यमाने आयोजित करण्यात आलेल्या “नवीन शैक्षणिक धोरण २०२० : संधी आणि आव्हाने” या विषयावरील राष्ट्रीय परीसंवादासाठी हार्दिक शुभेच्छा!

शिक्षण हे कोणत्याही राष्ट्राच्या विकासाचा पाया असते. नवीन शैक्षणिक धोरण २०२० ही केवळ एक शासकीय कृती योजना नसून, ती एक दूरदृष्टीपूर्ण संकल्पना आहे जी ज्ञान, मूल्य, नवकल्पना आणि आत्मनिर्भरतेचा मार्ग मोकळा करते. अशा या परिवर्तनकारी धोरणावर आधारित परीसंवादाच्या माध्यमातून शिक्षण क्षेत्रातील विविध पैलूंवर अभ्यास, चर्चा आणि चिंतन होणे ही काळाची गरज आहे.

हा परीसंवाद ज्ञानवंतांच्या विचारांना एक नवे व्यासपीठ देईल आणि सहभागी मान्यवरांच्या मार्गदर्शनातून अनेक अभ्यासक, शिक्षक आणि विद्यार्थ्यांना नव्या दिशा लाभतील, असा आमचा ठाम विश्वास आहे.

या उपक्रमास उत्तम यश लाभो, आणि तो भविष्यातील शैक्षणिक वाटचालीस एक प्रभावी टप्पा ठरो, हीच ईश्वरचरणी प्रार्थना.

पुन्हा एकदा, कार्यक्रमासाठी मनःपूर्वक शुभेच्छा!!!!

आपला स्नेहांकित,



विक्रान्त बाळासाहेब पाटील
आमदार, विधानपरिषद, महाराष्ट्र.
सरचिटणीस, भाजपा, महाराष्ट्र.



**यशवंतराव चव्हाण
महाराष्ट्र मुक्त विद्यापीठ**

(नॅक मानांकित 'अ' श्रेणी)

ज्ञानगंगोत्री, गंगापूर धरणाजवळ, गोवर्धन, नाशिक- ४२२२२२

दूरध्वनी : कार्यालय (०२५३) २२३०२२८

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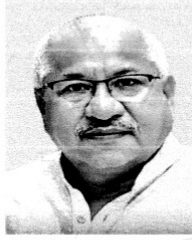
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दिनांक - ०५/०५/२०२५

!! शुभेच्छा संदेश !!

यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठाच्या विद्यार्थी कल्याण व बहिःशाल केंद्र, आणि श्री बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल आयोजित "न्यू एज्युकेशन पॉलिसी २०२० : संधी आणि आव्हाने" या विषयावरील राष्ट्रीय चर्चासत्रासाठी मी प्रथमतः आपल्याला खूप खूप शुभेच्छा देतो व आपल्या सर्वांचे स्वागत करतो.

न्यू एज्युकेशन पॉलिसी २०२० हा एक ऐतिहासिक टप्पा आहे, जो भारतीय शिक्षण क्षेत्रात अनेक महत्त्वपूर्ण बदल घडवून आणेल. या चर्चासत्रात, नवीन धोरणाची प्रभावी अंमलबजावणी, शैक्षणिक क्षेत्रातील संधी आणि आव्हाने यावर सखोल चर्चा होईल, जे विद्यार्थ्यांच्या भविष्याबाबत महत्त्वपूर्ण ठरेल.

या चर्चासत्राद्वारे शिक्षण क्षेत्रात नव्या दृष्टिकोनाने विचार करण्यात येईल आणि सर्व सहभागींच्या ज्ञानवृद्धीसाठी एक उत्तम मंच प्रदान होईल, अशी मला आशा आहे.

सर्व सहभागींना या चर्चासत्रात सहभागी होऊन त्यांचे अनुभव व ज्ञान वाटून घेतांना अधिक विचारवंत, प्रेरणादायक आणि सकारात्मकरित्या सहभागी होण्याची संधी मिळेल, अशी मी अपेक्षा व्यक्त करतो.

आपल्या सर्वांच्या उत्तम कार्यासाठी व पुढील यशासाठी शुभेच्छा.

(प्रा. संजीव सोनवणे)



स्वतंत्र श्रीराज्याभिषेक शके ३५०

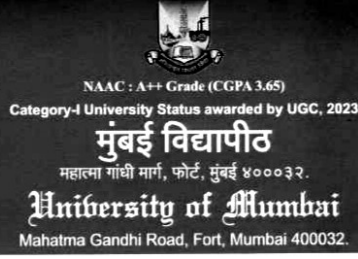
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भारत २०२३ INDIA

प्रा. रविंद्र द. कुलकर्णी
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०५ May, 2025 /
१५ वैशाख/शुक्र, शके १९४७

MESSAGE

I extend my warm wishes to Shri. Bapusaheb D. D. Vispute College of Education, New Panvel, and Yashwantrao Chavan Maharashtra Open University, Nashik, for organizing the National Conference on the theme “**National Education Policy 2020: Opportunities and Challenges**” on 10th May, 2025.

My heartfelt congratulations to Principal Dr. Seema Kamble and Chairman Shri. Dhanraj Vispute for their leadership and commitment to advancing educational discourse. This conference offers the platform to deliberate on the opportunities and challenges posed by the National Education Policy 2020, which is vital for shaping the future of education in India.

I wish the conference great success and fruitful deliberations.


(Prof. Ravindra D. Kulkarni)
Vice Chancellor
University of Mumbai





University of Mumbai



NAAC CYCLE III Accredited A++
(CGPA 3.65)

Prin. Dr. Ajay Murlidhar Bhamare
M.Com., Ph.D

Pro-Vice Chancellor

Message

It gives me immense pleasure to welcome all participants to this National Seminar on "*National Education Policy 2020: Opportunities and Challenges*" organized by Shri. Bapusaheb D.D. Vispute College of Education and YCMOU Nashik. This timely seminar offers a valuable platform to deliberate on the transformative vision of NEP 2020, which aims to reshape India's educational landscape by fostering inclusivity, innovation, and excellence.

The policy presents vast opportunities to strengthen foundational learning, integrate vocational education, and enhance multidisciplinary approaches. At the same time, it also challenges us to address issues of implementation, equity, and capacity building across diverse socio-economic contexts.

I appreciate the efforts of College Management and Dr. Seema Kamble, Principal, Shri. Bapusaheb D.D. Vispute College of Education, and her dedicated team for organizing this important event. I am confident that the insights and discussions emerging from this seminar will contribute meaningfully to the ongoing dialogue and help pave the way forward.

I extend my best wishes for the success of the seminar and look forward to its impactful outcomes.

Warm regards,

(Prin. Dr. Ajay M. Bhamare)

यशवंतराव चव्हाण महाराष्ट्र
मुक्त विद्यापीठ, नाशिक

नेक मानांकित 'अ' श्रेणी
ज्ञानगंगोत्री, गंगापूर धरणाजवळ, गोवर्धन
नाशिक - ४२२ २२२ (महाराष्ट्र) भारत



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विद्यार्थी कल्याण व बहिःशाल केंद्र / Centre for Students Welfare & Extramural Studies

दिनांक . ०५.०५.२०२५



! शुभेच्छा संदेश !

आपणास कळविण्यात अत्यंत आनंद होत आहे की, विद्यार्थी कल्याण व बहिःशाल केंद्र, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिक आणि श्री बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन नवीन पनवेल यांच्या वतीने "न्यू एज्युकेशन पॉलिसी २०२०: संधी आणि आव्हाने" या महत्त्वपूर्ण विषयावर राष्ट्रीय चर्चासत्राचे आयोजन दिनांक १० मे २०२५ रोजी करण्यात आले आहे. या राष्ट्रीय चर्चा क्षेत्रामध्ये मी सर्वांचे मनापासून स्वागत करतो.

या चर्चासत्राद्वारे, भारतातील शिक्षण क्षेत्रातील विविध संधी आणि आव्हाने विश्लेषित केली जातील आणि नवीन शिक्षण धोरणाच्या प्रभावाचा समज निर्माण होईल असा विश्वास आहे.

पुनश्च या राष्ट्रीय चर्चासत्राचे डायरेक्टर म्हणून, मी सर्व सहभागी वक्त्यांना, तज्ञांना आणि उपस्थितांना शुभेच्छा देतो. आपली सहभागिता व चर्चासत्रातील मंथन, विद्यार्थ्यांच्या शैक्षणिक आणि सामाजिक विकासासाठी महत्त्वपूर्ण ठरणार आहे. नवीन राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी यशस्वीरित्या होऊन उच्च शिक्षण सर्वांगीण करण्यासाठी सदर चर्चा उपयुक्त ठरेल असा मला विश्वास आहे.

या चर्चासत्राद्वारे आपल्याला नवी शैक्षणिक दिशा मिळेल आणि आपण सर्वजण एकत्र येऊन शैक्षणिक क्षेत्रातील महत्त्वपूर्ण बदलांवर चर्चा करू, अशी मला आशा आहे.

शुभेच्छा !

(डॉ.दयाराम पवार)

संचालक, विद्यार्थी कल्याण व बहिःशाल केंद्र,
व सहयोगी प्राध्यापक, शिक्षणशास्त्र विद्याशाखा,
यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ नाशिक

Chairman's Message



Shri. Dhanraj D. Vispute

Dear participants.....

It is my privilege to welcome you to this National level conference on NEP 2020: Opportunities and challenges organized by Adarsh Shikshan Prasarak Mandal's Shri Bapusaheb D.D.Vispute college of Education and Centre for Students Welfare and Extramural Studies, Yashwantrao Chavan Maharashtra Open University, Nashik "The New Education Policy is a student centric policy which aims at developing a flexible and integrated structure for students". NEP-2020 is built on the foundational pillars of 'Access, Equity, Quality, Affordability and Accountability' and will focus on the development of core capacities and employability skills of the youth.

The New Education Policy-2020 lays strong foundation for the growth of Higher Education Institutions as the government proposes to establish multi-disciplinary institutions which will provide flexible academic curriculum, allowing study of inter-disciplinary subjects. The government of India under the leadership of Prime Minister Hon. Narendraji Modi has given the New Education Policy to the country after the 34 years long wait and it is a prime responsibility of all Higher Education Institutes to aware all stakeholders for its effective implementation .This conference is an opportunity to have a interaction on different dimension of this policy and strategies for its implementation.

I extend my sincere gratitude to Ministry of Education, Government of India, Department of School Education, Department of Higher and Technical Education, Maharashtra state who have motivated and guided for organizing this conference. I express my special thanks to Yashwantrao Chavan Maharashtra Open University for the collaboration and University of Mumbai for their support in organizing this conference. I appreciate to all who have contributed to its success, especially the conference director, convener, organizing committee, speakers, and all stakeholders. I also appreciate all academicians and research scholars for their contribution in the form of research articles and papers which they have presented and published on this occasion.

I wish you all a productive and enjoyable time at the conference.

Shri. Dhanraj D. Vispute
Chairman,
Adarsh Group of Institutes

Secretary's Message



Mrs. Sangeeta D. Vispute

The National Education Policy 2020 has been introduced in our country as a transformative framework aimed at revamping India's education system and it replaced the 34-year-old education policy of 1986, it focused on bridging gaps in quality, equity, and access to education at all levels. The NEP 2020 will be focusing on inclusive, equitable, and rooted in India's culture while equipping students with 21st-century skills.

This national conference which has been organized to discuss on NEP 2020 its implementation, opportunities as well challenges will definitely provide an opportunity to participants to listen experts who have done an in-depth study of this policy as well it will provide an opportunity to academicians and research scholars to share their research ideas and views related to NEP 2020

I congratulate all who have taken efforts in organizing this national conference and made its useful.

Mrs. Sangeeta D. Vispute
Secretary,
Adarsh Group of Institutes

Message from Director's Desk



Dr. Seema Nivrutti Kamble

It is my immense pleasure to hand over the Peer-Reviewed Indexed Online Journal with the ISSN : 2278–5639, Impact Factor : 8.125 (IFFS) of one day National seminar on the theme New Education Policy 2020: Opportunities and Challenges. I would like to extend my sincere thanks to our management for giving consent to organize the National level seminar and for their kind support as usual for the success of this event. Since last 6 years we are organizing national and international level seminars and conference on current genuine theme which give output and useful result of it.

As we stand at the threshold of a transformative era in education, the New Education Policy (NEP) 2020 emerges as a beacon of change, promising to reshape the landscape of education in our country. The NEP 2020 offers a comprehensive framework aimed at making education more inclusive, flexible, and aligned with the demands of the 21st century. From early childhood care to higher education, the policy envisions a holistic approach to learning that fosters critical thinking, creativity, and life skills. However, with opportunities come challenges—challenges that demand our attention, strategic planning, and collective effort to address effectively.

This seminar brings together esteemed educators, policymakers, and thought leaders to delve into the nuances of the NEP 2020, examining both its potential and the obstacles we must overcome to ensure its successful implementation. It is a platform for meaningful discussions, idea exchange, and collaborations that will pave the way for a brighter future for education in India.

I would like to warmly welcome all the speakers, directors, principals, teachers, educators, research scholars, and UG, PG students, and extend my heartfelt regards for contributing their scholarship to this National Seminar.

I extend my sincere gratitude to the Hon. Director of Higher Education, Dr. Shailendra Devlonkar Sir, Vice-Chancellor of YCMOU, Nashik, Hon. Prof. Sanjeev Sonawane Sir, Hon. Shri.Prakash Pathak Sir, Hon. Shri. Prasham Kolhe Sir and for their support and guidance.

I also thank all the esteemed advisory members, my dear colleagues, and the organizing team of Shri Babusaheb D.D.Vispute College of Education, New Panvel, and Centre for student welfare and Extramural studies, YCMOU Nashik, as well as all the non-

teaching staff for their positive contribution, support, and cooperation in ensuring the success of this event.

I express my sincere gratitude to the Chairman of Adarsh Group of Institutes, Hon. Shri Dhanrajji Vispute Sir, and Secretary Hon. Mrs.Sangeeta Vispute Madam for their invaluable support and cooperation.

I would also like to thank the Convener, Mr. Vinayak Lohar, and Dr. Pritesh Wadhe, the editorial team, and Dr. Rakesh Ramraje for their efforts in bringing this journal into its concrete form.

I hope this seminar ignites thoughtful deliberations and generates actionable insights that can contribute to realizing the vision of NEP 2020. Let us work together to transform challenges into opportunities and create an education system that equips every learner with the skills and knowledge to thrive in an ever-changing world.

Dr. Seema Nivrutti Kamble
Principal & Conference Director
Shri Bapusaheb D.D. Vispute College
of Education, New Panvel

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FIVE FUNDAMENTAL PILLARS OF NEP 2020**Dr. Seema Nivrutti Kamble***Principal,**Shri Bapusaheb D.D. Vispute College of Education, New Panvel*

Abstract:

The National Education Policy (NEP) 2020 marks a historic milestone in the evolution of India's education system, aiming to make learning more holistic, flexible, multidisciplinary, aligned to the needs of the 21st century, and rooted in Indian ethos. Central to NEP 2020 are its Five Fundamental Pillars: Access, Equity, Quality, Affordability, and Accountability. These pillars are designed to guide educational reforms at all levels, from early childhood care to higher education. Access ensures that every child has the opportunity to receive education without barriers. Equity focuses on providing fair and inclusive education, especially to disadvantaged and marginalized groups. Quality emphasizes the development of critical thinking, creativity, and lifelong learning skills. Affordability seeks to reduce the cost of education to make it accessible to all sections of society. Accountability ensures that institutions are responsible for delivering high standards of education. Together, these pillars support the broader vision of creating an education system that contributes directly to transforming India into a global knowledge superpower. This seminar explores each pillar in depth, discussing their significance, implementation strategies, and expected impact on India's socio-economic growth.

Keywords: National Education Policy 2020, Access, Equity, Quality, Affordability, Accountability, Education Reforms, Holistic Development, Inclusive Education, 21st Century Skills, Foundational Literacy and Numeracy, Multidisciplinary Learning, Flexibility in Curriculum, NEP Goals

Introduction:

The National Education Policy (NEP) 2020, introduced by the Government of India, is a visionary framework aimed at transforming the Indian education system to meet the demands of the 21st century. Rooted in the principles of equity, inclusivity, and holistic development, NEP 2020 emphasizes flexibility, creativity, and critical thinking in learning. At the core of this policy lie five fundamental pillars—Access, Equity, Quality, Affordability, and Accountability—which serve as the guiding principles for all reforms in school and higher education. These pillars collectively aim to make education more student-centric, skill-based, and future-ready.

National Education Policy (NEP) 2020:

The National Education Policy 2020 is India's first education policy of the 21st century, announced on 29th July 2020. It replaces the earlier National Policy on Education, 1986, and brings major reforms across all stages of education — from schooling to higher education.

Key Features:

1. **Holistic and Multidisciplinary Education:** Focuses on flexible subject choices, critical

thinking, and broad-based learning across arts, sciences, and vocational subjects.

2. New School Structure (5+3+3+4):

- 5 years foundational (Pre-school to Grade 2)
- 3 years preparatory (Grades 3–5)
- 3 years middle (Grades 6–8)
- 4 years secondary (Grades 9–12)

3. Early Childhood Care and Education (ECCE): Special focus on the 0-6 age group through the new curriculum framework.

4. Foundational Literacy and Numeracy: A key priority for all children by Grade 3.

5. Medium of Instruction: Wherever possible, teaching up to Grade 5 (and preferably till Grade 8) in mother tongue/local language.

6. Higher Education Reforms:

- Flexible entry and exit options in degree programs (e.g., certificate, diploma, degree).
- Setting up of the **Higher Education Commission of India (HECI)**.
- Focus on multidisciplinary colleges and autonomy for institutions.

7. Vocational Education: To be integrated into mainstream education from Grade 6 onwards.

8. Teacher Training and Development: New standards for teacher education and improved professional development programs.

9. Technology in Education: Greater use of technology for better learning, planning, and administration.

10. Assessment Reforms: Shift from rote learning to competency-based assessments.

Vision:

NEP 2020 aims to build an education system rooted in Indian values and traditions, yet geared towards global knowledge and skills, making India a **global knowledge superpower**.

Five Fundamental Pillars of NEP 2020:

- Access
- Equity
- Quality
- Affordability
- Accountability

The **National Education Policy (NEP) 2020** is built on **five fundamental pillars** that aim to reshape and strengthen India's education system. These pillars are:

1. Access:

- Ensuring that quality education is available to every child, regardless of their background.
- Special focus on rural areas, marginalized groups, and gender inclusion.
- Expansion of educational institutions and better infrastructure to increase enrolment and reduce dropouts.

- Role - Ensures that education reaches every child, especially in rural, remote, and marginalized areas.
 - Impact - Helps increase enrolment rates, reduce dropout rates, and makes early childhood care and education widely available.
- 2. Equity**
- Providing fair opportunities to all learners to succeed, especially those from disadvantaged and underrepresented communities.
 - Policies to bridge gaps between different socio-economic groups, ensuring no one is left behind.
 - Role - Strives to provide equal opportunities to all students, regardless of gender, caste, economic status, or disabilities.
 - Impact - Reduces gaps between privileged and underprivileged groups, fostering inclusive growth and social justice.
- 3. Quality**
- Enhancing the standard of education across all levels.
 - Focus on conceptual understanding, creativity, critical thinking, and character building rather than rote memorization.
 - Curriculum reforms to promote skill development, scientific temper, and innovation.
 - Role - Focuses on delivering high-standard education that develops critical thinking, creativity, and problem-solving skills.
 - Impact - Shifts education from rote learning to conceptual understanding and skill-based learning, making students future-ready.
- 4. Affordability**
- Making education affordable for all sections of society.
 - Reducing the financial burden on families by encouraging public investment, scholarships, and affordable private education models.
 - Role - Aims to reduce financial barriers so that all students can afford quality education without excessive costs.
 - Impact - Expands scholarship schemes, improves public education systems, and promotes low-cost high-quality education models.
- 5. Accountability**
- Making schools, colleges, and educational institutions responsible for delivering quality education.
 - Transparent evaluation methods, accreditation, audits, and performance monitoring systems to ensure standards are met.
 - Role- Ensures that all education providers — schools, colleges, universities — are responsible for their performance and outcomes.
 - Impact - Introduces transparent evaluations, regular audits, and strict standards to maintain trust and quality in the system.

Challenges in Implementing the Five Pillars of NEP 2020

1. Access – Challenges

- Infrastructure Gaps: Many rural and remote areas still lack basic school facilities.
- Digital Divide: Online education is growing, but many students don't have internet or devices.
- Socio-economic Barriers: Poverty, child labour, and social restrictions still prevent some children from accessing education.

2. Equity – Challenges

- Social Inequality: Marginalized groups (SC/ST/OBC, minorities, girls) still face discrimination.
- Regional Disparities: Huge differences between urban and rural education standards.
- Special Needs Inclusion: Lack of sufficient resources for children with disabilities.

3. Quality – Challenges

- Teacher Shortages: Lack of trained, skilled, and motivated teachers in many regions.
- Outdated Methods: Some schools still follow rote learning instead of skill-based learning.
- Curriculum Gap: New curriculum reforms take time to be understood and properly implemented.

4. Affordability – Challenges

- High Costs in Private Schools: Private education can be too expensive for middle and lower-income families.
- Insufficient Scholarships: Not enough financial aid schemes or scholarships for needy students.
- Hidden Costs: Uniforms, books, transport, and digital devices also add a burden on families.

5. Accountability – Challenges

- Weak Monitoring Systems: Regular inspections, audits, and evaluations are often missing or poorly done.
- Corruption and Mismanagement: Funds meant for education sometimes do not reach the right places.
- Lack of Transparency: Institutions sometimes hide their real performance from students and parents.

Expected Outcomes of NEP 2020

1. Universal Access to Education

100% Gross Enrolment Ratio (GER) across school and higher education levels by 2030. Increased participation of girls, economically weaker sections, and marginalized groups.

2. Development of 21st Century Skills

Students will gain skills like critical thinking, problem-solving, creativity, communication, and collaboration. Focus on multidisciplinary education preparing students for dynamic job markets.

3. Improvement in Quality of Education

Shift from rote memorization to conceptual understanding. Better student learning outcomes and enhanced teaching quality through trained teachers.

4. Early Childhood Care and Education (ECCE) for All

Strong foundation for children aged 3-6 years through the implementation of a National Curriculum Framework for ECCE. Universal access to pre-primary education.

5. Flexible and Multidisciplinary Higher Education

Students will have multiple exit and entry options (Certificate, Diploma, Degree). Establishment of Multidisciplinary Education and Research Universities (MERUs) of global standards.

6. Promotion of Regional Languages

Education in mother tongue or regional language at least up to Grade 5 (preferably Grade 8). Preservation and promotion of India's diverse languages and cultures.

7. Integration of Vocational Education

Students will be exposed to vocational education from Grade 6 onwards. Skill development will lead to better employment opportunities.

8. Use of Technology in Education

Greater use of digital tools, e-learning, and virtual labs. Creation of a National Educational Technology Forum (NETF) to enhance learning outcomes.

9. Inclusive and Equitable Education System

Special support for economically disadvantaged groups, tribal populations, disabled students, and girls. Reduced disparities in education across regions and communities.

10. Accountable and Transparent Education System

Clear assessment reforms based on competency. Institutions will be regularly accredited and held accountable for educational outcomes.

The NEP 2020 aims to create a student-cantered, flexible, multidisciplinary, and globally competitive education system, while preserving India's rich cultural heritage. It envisions India becoming a global knowledge superpower by 2030 and beyond.

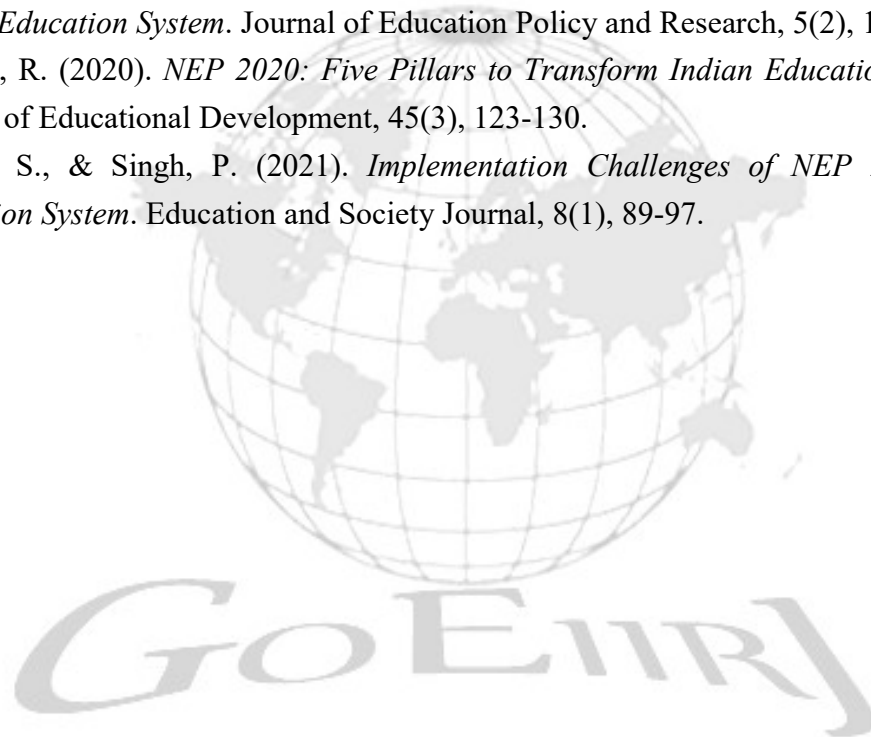
Conclusion

The Five Fundamental Pillars — Access, Equity, Quality, Affordability, and Accountability — form the strong backbone of the National Education Policy 2020. Together, they aim to create a robust, inclusive, and future-ready education system for India. Through these pillars, NEP 2020 envisions an education system that nurtures individual potential, contributes to national development, and positions India as a global knowledge leader. Successful implementation of these principles will require strong commitment, collaboration, and innovation

across all levels of government, society, and educational institutions.

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LEARNER-CENTRIC EDUCATION UNDER NEP 2020**Mr. Vinayak Vishnu Lohar***Assistant Professor***And****Dr. Seema Nivrutti Kamble***Principal**Shri Bapuisaheb D.D. Vispute College of Education, New Panvel*

Abstract

The National Education Policy (NEP) 2020 brings a significant shift in India's education system by focusing on learner-centric education. Moving away from traditional rote-based learning, NEP 2020 emphasizes flexibility, critical thinking, creativity, and holistic development tailored to the needs, interests, and abilities of each student. The policy advocates for a multidisciplinary approach, experiential learning, competency-based education, and the integration of technology to enhance personalized learning experiences. By giving students greater choice in their subjects and promoting active participation, NEP 2020 aims to create independent thinkers, problem solvers, and innovators. Assessment reforms under the policy also shift from memorization to evaluating real understanding and skills. Through learner-centric education, NEP 2020 envisions an education system that nurtures the unique potential of every individual, preparing them for meaningful lives and careers in a rapidly changing world.

Key Words - Learner-Centric Approach, Holistic Development, Multidisciplinary Education, Experiential Learning, Flexibility in Curriculum, Critical Thinking, Skill Development, Competency-Based Education, Personalized Learning, Inclusivity and Equity.

Introduction

The National Education Policy (NEP) 2020 marks a transformational shift in the Indian education system, emphasizing learner-centric education over traditional teacher-led methods. This approach focuses on the needs, interests, abilities, and learning pace of each student. Under NEP 2020, education is made more flexible, inclusive, and holistic, encouraging critical thinking, creativity, and multidisciplinary learning. The policy envisions a system where students are active participants in their learning journey, making education more engaging, relevant, and meaningful for every learner.

Key Highlights and Provisions of NEP 2020:

1. **Early Childhood Care and Education (ECCE):** NEP 2020 emphasizes the importance of early childhood education and aims to provide foundational education to children in the 3-6 age group through Anganwadis and pre-schools.
2. **School Education:** The policy aims to bring a multidisciplinary and holistic approach to school education, with a focus on critical thinking, experiential learning, and reducing the

emphasis on rote memorization. It promotes the use of mother tongue/local language as the medium of instruction until at least Grade 5.

3. **Curricular Reforms:** NEP 2020 proposes a 5+3+3+4 curricular structure, replacing the existing 10+2 system. The new structure includes 12 years of schooling divided into foundational (ages 3-8), preparatory (ages 8-11), middle (ages 11-14), and secondary (ages 14-18) stages. It also encourages a flexible curriculum with a wide range of subjects and promotes vocational education.
4. **Teacher Education:** The policy focuses on enhancing the quality of teachers by introducing a four-year integrated B.Ed. program and a common National Professional Standards for Teachers (NPST) framework. It aims to provide continuous professional development opportunities for teachers throughout their careers.
5. **Higher Education:** NEP 2020 proposes several reforms in higher education, including the establishment of a single regulator, a multidisciplinary approach, flexibility in curriculum, and increased use of technology. It aims to increase the Gross Enrollment Ratio (GER) in higher education and promote research and innovation.
6. **Technology in Education:** The policy recognizes the importance of technology in education and aims to integrate it effectively in teaching and learning processes. It promotes the use of online and digital resources, virtual labs, and e-learning platforms to enhance access and quality of education.
7. **Gender Inclusion:** NEP 2020 emphasizes the importance of gender inclusion and aims to provide equal opportunities for girls and transgender students. It encourages the elimination of gender-based discrimination and the promotion of gender-sensitive education.
8. **Assessment Reforms:** The policy advocates for a shift from a summative assessment system to a more competency-based and formative assessment approach. It aims to reduce the emphasis on board exams and promote holistic evaluation methods.
9. **Research and Development:** NEP 2020 emphasizes the need for increased investment in research and development in the education sector. It promotes the establishment of research institutes, collaboration with international institutions, and the creation of a National Research Foundation (NRF) to foster research and innovation.
10. **Financial Support:** The policy highlights the need for increased public investment in education and recommends the allocation of 6% of India's GDP to education. It also aims to enhance the availability of scholarships, loans, and financial aid for students. Learner-Centric Education under NEP 2020.

The National Education Policy (NEP) 2020 marks a revolutionary shift in the Indian education system. It moves away from the traditional teacher-cantered model and embraces a learner-centric approach, where students are at the heart of the educational experience. The policy recognizes that each learner is unique, and aims to nurture individual potential through flexibility, creativity, and holistic development.

What is Learner-Centric Education?

Learner-centric education is a pedagogical approach that prioritizes the active involvement and agency of students in their learning process. It shifts the focus from the teacher as the primary source of knowledge to the learner as an active participant, encouraging them to take responsibility for their learning journey.

Learner-centric education is a method of teaching that - Prioritizes the needs, interests, and abilities of the learner, Encourages active participation, collaboration, and critical thinking, Focuses on skills, values, and real-world applications instead of rote learning, Gives learners autonomy and flexibility to choose their learning paths.

How NEP 2020 Promotes Learner-Centric Education:

1. **Flexible Curriculum and Choice-Based Learning** - Students can choose subjects across disciplines (arts, science, commerce, vocational) and promotes multidisciplinary and holistic education.
2. **Emphasis on Creativity and Critical Thinking** - Focus on problem-solving, inquiry-based, and experiential learning and reduces textbook dependency and encourages project-based learning.
3. **Competency-Based Assessment** - Assessment will shift from memorization to evaluating conceptual clarity, application, and skills and introduction of Holistic Progress Card that covers academic and non-academic performance.
4. **Use of Technology and Digital Tools** - Tools like DIKSHA, SWAYAM, and Virtual Labs empower self-paced learning and promotes blended learning models.
5. **Role of Teachers as Facilitators** - Teachers guide, mentor, and inspire rather than just deliver lectures and continuous professional development to adopt modern pedagogy.
6. **Vocational and Life Skills Training** - Students learn real-life skills from Grade 6 onwards, including coding, financial literacy, and crafts and bridges the gap between education and employment.

Benefits of Learner-Centric Education under NEP 2020

1. **Personalized Learning Experience** - Recognizes that every student learns differently, encourages individual learning styles, interests, and pace and helps students choose subjects based on their passion and strengths.
2. **Focus on Conceptual Understanding** - Moves away from rote learning, encourages deep learning, problem-solving, and critical thinking and prepares students for real-life applications.
3. **Holistic Development** - Promotes the development of cognitive, emotional, social, and ethical skills and includes sports, arts, vocational training, and life skills in the curriculum.
4. **Enhances Communication & Collaboration Skills** - Classroom environments become more interactive and students participate in group projects, presentations, and peer learning.
5. **Better Assessment Practices** - Focus on competency-based assessments rather than memorization, introduction of Holistic Progress Cards (HPC) for a 360-degree evaluation

and regular feedback helps students improve consistently.

6. **Flexible and Inclusive Education** - Students can switch subjects, choose combinations across streams, and exit or re-enter higher education and ensures equity by supporting disadvantaged and diverse learners.
7. **Skill-Based and Vocational Learning** - Introduces practical and vocational skills from an early age (Grade 6 onwards) and prepares students for future careers, entrepreneurship, and self-reliance.
8. **Fosters Innovation and Creativity** - Freedom to explore interests boosts creative thinking and innovation and encourages students to ask questions, experiment, and create.
9. **Technology Integration** - Promotes digital learning, online resources, and self-paced education and bridges the urban-rural education gap using tech platforms like DIKSHA and SWAYAM.
10. **Empowered and Motivated Learners** - When students feel ownership of their learning, they become more motivated, engaged, and confident and builds lifelong learners ready for a dynamic world.

Drawbacks of Learner-Centric Education under NEP 2020

1. **Lack of Trained Teachers** - Many teachers are not yet trained in modern pedagogical methods. Shift from a teacher-led to a facilitator role requires intensive training and mindset change.
2. **Infrastructure Gaps** - Many schools, especially in rural areas, lack resources like smart classrooms, labs, and internet access. Unequal implementation may widen the urban-rural education gap.
3. **Digital Divide** - Online and tech-based learning may exclude students without access to digital devices or the internet and creates inequality among economically weaker students.
4. **Curriculum Overload** - While the curriculum is flexible, managing multiple learning paths for students can be overwhelming for teachers and schools and risk of confusion or inconsistency in learning outcomes.
5. **Assessment Challenges** - Competency-based and formative assessments require continuous observation and feedback, which is time-consuming. Lack of trained evaluators may affect fair and accurate assessments.
6. **Implementation Complexity** - Requires coordination among multiple stakeholders — teachers, students, parents, school management, and policymakers and slow and inconsistent implementation across states and regions.
7. **Risk of Reduced Academic Rigor** - Overemphasis on flexibility may lead to reduced academic discipline in some cases. Students might avoid challenging subjects or concepts, affecting overall growth.
8. **Language Barrier** - Emphasis on mother tongue/regional language as the medium of instruction till Grade 5 may limit English proficiency, especially in competitive environments.

9. **Difficulty in Evaluation and Standardization** - Personalized learning paths make standardized testing and benchmarking more difficult and may affect college admissions and job recruitment processes.
10. **Time and Cost-Intensive** - Implementing learner-centric education requires long-term planning, higher investment, and continuous teacher development.

Challenges Faced by Teachers in Learner-Centric Education (NEP 2020)

1. **Need for Pedagogical Transformation** - Teachers must shift from being knowledge-givers to facilitators. Requires deep understanding of child psychology, activity-based learning and constructivist approaches.
2. **Managing Diverse Learning Styles** - Every student learns at a different pace and in a different way. Teachers struggle to personalize learning for 30–50 students in a class.
3. **Lack of Digital Literacy** - Many teachers are not well-trained in digital tools, e-learning platforms, or online assessments. Technology integration becomes a hurdle, especially in rural areas.
4. **Increased Workload** - Learner-centric methods require: Planning individualized lesson plans, conducting regular assessments, Maintaining Holistic Progress Cards (HPCs). All of this adds to the time burden on teachers.
5. **Assessment Complexity** - Teachers need to assess students beyond academics, including creativity, social skills, emotional growth, and values. Lack of proper assessment tools and training can lead to biased or inaccurate evaluations.
6. **Continuous Professional Development (CPD) Pressure** - NEP emphasizes ongoing teacher training, but time, resources, and motivation for regular up skilling may be lacking. Teachers may feel overwhelmed by changing expectations.
7. **Language Medium Issues** - Teaching in the mother tongue/regional language until Grade 5 may challenge teachers accustomed to English-medium instruction and may also limit exposure to global communication skills.
8. **Inadequate Infrastructure** - Lack of smart classrooms, teaching aids and access to teaching resources and difficult to conduct activity-based learning, group discussions or interactive sessions in poorly equipped schools.
9. **Pressure to Cover Syllabus** - Teachers often feel pressure to complete the syllabus within the academic calendar, which restricts time for interactive or exploratory activities.
10. **Resistance to Change** - Some teachers are resistant to adopting new methods due to: Lack of confidence, Habitual reliance on traditional methods and fear of failure or scrutiny.

Conclusion

The New Education Policy 2020 represents a significant step toward transforming India's education system into a more inclusive, flexible, and student-focused model. By promoting learner-centric education, NEP 2020 empowers students to take charge of their own learning journey, encouraging critical thinking, creativity, and holistic development. This shift from traditional rote-based methods to interactive, experiential, and personalized learning helps in

nurturing not just academically strong individuals, but also responsible, skilled, and socially aware citizens. However, for this vision to succeed, teachers must be well-supported and trained, infrastructure must be strengthened, and equity in access to quality education must be ensured. Learner-centric education under NEP 2020 is not just a policy change—it is a movement toward making learning meaningful, enjoyable, and future-ready for every student in India.

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GOEIIRJ

THE PLACE OF INDUSTRY-INSTITUTE COLLABORATION IN NEP 2020**Prof. Neha Narendra Mhatre***Assistant Professor**Shri Bapusaheb D.D Vispute College of Education, New Panvel.***And****Dr. Seema Nivrutti Kamble***Principal**Shri Bapusaheb D.D Vispute College of Education, New Panvel.*

Abstract

The National Education Policy (NEP) 2020 introduced by the Government of India marks a transformational shift in the education sector, emphasizing the integration of academic learning with industry practices. Industry-institute collaboration has been recognized as a critical pillar to enhance employability, foster innovation, and bridge the skill gap between graduates and market requirements. This collaboration seeks to promote multidisciplinary education, internships, research partnerships, and experiential learning, thereby aligning academic curricula with real-world industry needs. By encouraging stronger partnerships between educational institutions and industries, NEP 2020 aims to develop a skilled workforce, enhance research capabilities, and contribute to the nation's economic growth. This paper explores the strategic importance, implementation mechanisms, and future potential of industry-institute collaboration under the NEP 2020 framework.

Keywords - National Education Policy 2020 (NEP 2020), Industry-Institute Collaboration, Skill Development, Experiential Learning, Multidisciplinary Education, Employability Enhancement, Research and Innovation, Academic-Industry Partnership, Vocational Training, Higher Education Reform

Introduction

The National Education Policy (NEP) 2020, unveiled by the Government of India, marks a transformative shift in the country's approach to education. One of its major focus areas is bridging the gap between academic learning and industry requirements through strong Industry-Institute Collaboration. Recognizing the fast-evolving global economy and the technological advancements driving change across sectors, NEP 2020 emphasizes the need for a dynamic education system that produces job-ready graduates equipped with relevant skills, critical thinking abilities, and entrepreneurial mindsets. Industry-institute collaboration under NEP 2020 is envisioned not just as a supplementary feature but as a core element that fosters experiential learning, research innovation, and employability. This collaboration aims to create a symbiotic relationship where academic institutions can benefit from industry expertise, live projects, and real-world exposure, while industries gain access to fresh talent, research inputs, and innovative solutions to practical challenges. By encouraging partnerships such as internships, apprenticeships, joint research

initiatives, curriculum design participation, and skill development programs, NEP 2020 seeks to make education more holistic, flexible, multidisciplinary, and aligned with the needs of the 21st-century economy. The policy's approach to industry-institute engagement is a strategic move to ensure that India's youth are not only academically proficient but also industry-ready, contributing effectively to national development and global competitiveness.

NEP 2020

The **National Education Policy (NEP) 2020** is India's new education policy, approved by the Union Cabinet on **29th July 2020**, replacing the previous policy of 1986. It aims to transform India's education system to meet the needs of the 21st century, focusing on making education more holistic, flexible, multidisciplinary, and skill-oriented.

Vision of NEP 2020:

To create an education system that contributes to an equitable and vibrant knowledge society, providing high-quality education to all, and positioning India as a global knowledge superpower.

Meaning of Industry-Institute

An Industry-Institute relationship refers to the organized connection between industries (companies, factories, organizations) and educational institutions (colleges, universities, technical schools) to work together for mutual benefit. Industries need skilled graduates who are ready for work, and institutes need real-world exposure for their students and faculty. Thus, industry-institute collaboration helps to make education more practical, ensures better employability of students, promotes research and innovation, and helps industries access trained manpower and new ideas. In short, Industry-Institute collaboration bridges the gap between theoretical education and industrial requirements.

Structure of Industry-Institute

The **structure** of industry-institute collaboration typically involves:

1. Curriculum Development

Industries help in designing or updating academic programs to meet current market needs.

2. Internships and Industrial Training

Students are sent to industries for practical training and internships.

3. Joint Research and Development

Institutions and industries collaborate on research projects, innovation centers, and product development.

4. Faculty Exchange and Development

Faculty members receive industry exposure; industry experts teach or advise students.

5. Skill Development Programs

Short courses, certifications, and workshops in emerging technologies and soft skills.

6. Placement and Career Support

Industries participate in campus placements, offer projects, and guide students on career paths.

7. Establishment of Centres of Excellence

Industries sometimes set up laboratories, R&D centres, or incubation cells inside institutes.

Role of Industry-Institute Collaboration in NEP 2020

The National Education Policy (NEP) 2020 recognizes that strong industry-institute collaboration is essential to make education more skill-oriented, practical, and employment-driven. NEP 2020 emphasizes creating a close link between the academic world and the industrial sector to meet the demands of the 21st-century economy. The main roles of Industry-Institute Collaboration under NEP 2020 are:

1. Curriculum Reform

Industries help in designing flexible, multidisciplinary curricula that include practical skills, emerging technologies (like AI, Machine Learning, Data Science), and soft skills needed in the job market.

2. Skill Development and Employability

Focus on vocational education and skill development from school levels onwards. Industry involvement ensures that students gain hands-on skills through internships, apprenticeships, and training.

3. Internships and Practical Learning

Mandatory internships and practical projects in industries for students at undergraduate levels to enhance their real-world exposure.

4. Research, Innovation, and Entrepreneurship

Industries collaborate with institutions to boost research, set up incubation centres, sponsor innovation labs, and promote startups led by students and faculty.

5. Faculty Training and Industry Exposure

Regular training programs for faculty members by industry experts to keep them updated with the latest industrial practices and technologies.

6. Setting Up Multidisciplinary Institutions

NEP 2020 promotes large multidisciplinary institutions; industries are encouraged to support these institutions by establishing centers of excellence and providing infrastructure, mentorship, and project opportunities.

7. Vocational Education from Early Stages

Industry partnerships help integrate vocational training at the school and college levels, allowing students to earn while they learn.

8. National Skill Qualifications Framework (NSQF)

Industries work with educational institutes to align programs with NSQF levels, ensuring uniform standards of skills and certifications.

9. Bridging the Skill Gap

Collaboration ensures graduates are "future-ready" with critical thinking, problem-solving abilities, and technological competencies demanded by the industry.

10. Contributing to India's Economic Growth

A skilled, innovative workforce directly boosts industries, entrepreneurship, and national productivity, fulfilling the goals of "Atmanirbhar Bharat" (Self-reliant India).

NEP 2020 envisions industry-institute collaboration as the engine to make education more practical, innovative, and job-ready. It connects classrooms to careers, theory to practice, and education to employment.

The Place of Industry-Institute Collaboration in NEP 2020

The National Education Policy (NEP) 2020 marks a major shift in India's approach to education, emphasizing the need for education to be more holistic, multidisciplinary, flexible, and aligned with the needs of the 21st-century economy. One of the key pillars of NEP 2020 is the strong promotion of Industry-Institute Collaboration to bridge the gap between theoretical knowledge and practical, industry-relevant skills.

Importance of Industry-Institute Collaboration in NEP 2020

- **Skill-Oriented Education:**

NEP 2020 stresses moving from rote learning to skill-based education. Industry collaboration ensures students gain real-world skills required for employment.

- **Internships and Practical Exposure:**

NEP 2020 mandates that all higher education institutions must include internships and apprenticeships as part of their curriculum, facilitated by partnerships with industries.

- **Curriculum Design and Updating:**

Industries are encouraged to actively participate in curriculum development to ensure that academic programs are aligned with current and future industry needs.

- **Promotion of Research and Innovation:**

Collaboration between industry and academia is seen as vital for strengthening India's research ecosystem. Joint R&D projects, innovation hubs, and startup incubation centers are to be promoted.

- **Vocational Education Integration:**

NEP 2020 proposes introducing vocational education from as early as Grade 6, with help from local industries, making students industry-ready even before they graduate.

- **Faculty Development and Training:**

Faculty members are expected to undergo industry exposure, keeping them updated with the latest technologies and industrial practices, which can then be transferred to students.

- **Boosting Entrepreneurship:**

Industries are to support entrepreneurship initiatives by mentoring students, providing seed funding for startups, and participating in the development of incubation

centers at educational institutions.

Major Areas of Industry-Institute Collaboration under NEP 2020

Area	Role of Industry
Curriculum and Syllabus Design	Align academic courses with industrial needs
Internships and Apprenticeships	Offer real-world training and projects to students
Research and Development	Co-develop new technologies, sponsor academic research
Faculty Training Programs	Update faculty on latest industry trends and practices
Vocational Education Support	Help integrate job-specific skills into early education
Innovation and Startups	Mentor and fund student-led innovations

Vision of NEP 2020 through Collaboration

- Creation of **multidisciplinary, flexible learning ecosystems**.
- Development of **globally competitive, employable graduates**.
- Strengthening India's position as a **knowledge and innovation hub**.

The industry-Institute Collaboration holds a central place in NEP 2020. It is not just a supportive measure but a critical strategy to reform the education system, make learning more dynamic and relevant, and power India's socio-economic development. This collaboration is vital for producing skilled, adaptable, and innovative individuals ready to meet the challenges of the modern world.

Conclusion

The National Education Policy (NEP) 2020 recognizes that meaningful and structured collaboration between industry and academic institutions is essential for creating a future-ready workforce. By promoting partnerships that integrate practical knowledge with academic learning, NEP 2020 aims to dismantle traditional silos between education and employment sectors, ensuring that students are equipped with both theoretical foundations and real-world skills. Industry-institute collaboration stands as a critical pillar in achieving NEP's broader goals of flexibility, multidisciplinary learning, innovation, and employability. Through mechanisms such as internships, live projects, skill-building workshops, and joint research initiatives, students can gain hands-on experience and insights into current industry trends, while industries can tap into academic research and fresh perspectives.

However, the success of this collaboration depends on proactive engagement from both academia and industry, the creation of supportive policy frameworks, and the fostering of a culture that values continuous learning and adaptability. Moving forward, a strong, sustained partnership between institutions and industries will be crucial in driving India's socio-economic growth, enhancing the global competitiveness of its workforce, and realizing the vision set forth by NEP 2020.

Thus, industry-institute collaboration is not just a recommendation under NEP 2020 — it is

a necessity for building a vibrant, innovative, and prosperous future for India.

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HOLISTICANDMULTIDISCIPLINARYAPPROACHIN NEP 2020**Ms. Nadar Celin Flora***Shri Bapusaheb D. D. Vispute College of Education, New Panvel.*

Abstract

The National Education Policy (NEP) 2020 is a transformative turning point, emphasizing its focus on a holistic and multidisciplinary approach. It focuses on the significance of this new paradigm in prioritizing the uniqueness of each child, progressing their overall well-being, fostering meaningful connections, nurturing responsible adults, cultivating empathy, showcasing the essence of the real world through interactive learning, boosting problem-solving confidence, instilling humanitarian values, driving individual and national growth, motivating self-belief, and ultimately raising national builders capable of navigating the complexities of the 21st century.

Key words – Holistic, Multidisciplinary, Wellbeing

Introduction

Anyone can become anything, if they strive for it. This is possible only through the biggest tool ever made to upgrade and renovate – Education. It is the source of life. It nurtures the children as plants and helps them to flourish in society. Education serves as a beacon of light and ray of hope to the millions stuck in the age-old norms and beliefs. Education is a rain to the barren lands providing livelihood to entire nation. It is the only way to achieve the goal of developed nation. As children are the future of the world, education should shape them into a finest masterpiece to adapt and be the best of themselves.

In 2016, the "India Skills Report" revealed that a significant portion of Indian graduates lacked the skills needed for employability in the global market. The report emphasized the growing importance of soft skills like communication, teamwork, and problem-solving in the job market. To rectify the skill gaps, our country India has done a major change in educational policies to meet the changing demands of the society.

As change is the only factor that remains constant, National Educational Policy 2020 is a turning point in India's history, where the emphasis is given more on skills, unique abilities and talents than academics. There has been a greater drift to quality over quantity of education, overall development over cognitive development, multidisciplinary approach over interdisciplinary approach and so forth. It prioritizes life skills, critical and logical thinking, soft skills through inclusion of multifaceted approach. It empowers the students to become a problem solver and independent thinker. It paves the way to make a student more competent and confident.

National Educational Policy 2020 aims to remove the destructive seeds of previous education system, which created voiceless citizens hampering the society and life of an individual. It further fills the gap of individual with sharp intelligence, wide range of emotions, humanitarian values and a whole packet of revolutionary in all sectors of development.

Drawbacks of the previous education system

India, a land steeped in ancient traditions, rich culture, and deeply ingrained values, proudly claims the birthplace of the brilliant scholar Chanakya, whose strategic acumen guided the magnificent Maurya Empire to its zenith. The indigenous Sushruta education system, with its emphasis on holistic development and practical skills, held the potential to be a powerful engine for national progress and individual empowerment, promising a transformative impact on both society and the individual.

However, the introduction of the British education system during colonial rule marked a significant turning point, the underlying motive behind this imposed transformation becomes chillingly clear through Lord Macaulay's address to the British Parliament on February 2nd, 1835. His words reveal a calculated and cynical strategy to dismantle the very core of India's strength – its deeply rooted spiritual and cultural heritage. Macaulay explicitly stated that India's inherent wealth, high moral values, and the caliber of its people posed an obstacle to British conquest. He proposed replacing India's ancient education system and culture with foreign, English ideals, believing that instilling a sense of inferiority towards their own traditions would erode Indian self-esteem and cultural identity, ultimately leading to their subjugation as a truly dominated nation.

Tragically, even after achieving independence, India's education system largely retained the structural framework laid down by the British, undergoing only superficial changes. The nation grappled with widespread poverty, which presented a formidable challenge in ensuring basic access to schooling for all its children. While significant efforts and numerous supportive regulations have since enabled India to achieve considerable progress in enrolment and access to education, the **quality of education** remains a critical concern. Indian students continue to face immense challenges when competing on a global stage, often finding themselves ill-prepared due to a curriculum that is perceived as insufficiently aligned with the demands of daily life and the rapidly evolving global landscape. This disconnect between the curriculum and practical application raises questions about the effectiveness of the current system in truly empowering the next generation.

While there have been efforts towards reform, the Indian education system often suffers from rigid structures and a resistance to significant change at the grassroots level

1. Focuses on bookish knowledge

The knowledge acquired through primary sources such as textbooks is bookish knowledge. In schools, the introduction of textbooks has hampered the creativity of the students. It restricts the brain to think within limits. Resulting into lack of practical experience. It creates a disillusion about the structure of society because in most of the cases, the students academically smart feels degraded once laying their feet on the ground.

2. Prioritizes rote learning

The earlier education system focused on memorization and repetition rather than understanding and applying concepts. It makes a human being, a machine to repeat the process without learning anything about the concept. An individual loses their imagination and freedom

to think.

3. Lack of extra-curricular activities

Extra-curricular activities shape the individual to the best. It helps the students to explore the skills and find in depth understanding about oneself. It brings out the individuality of the students fostering development. A child merely spends 6 hrs daily in school. But the education system prioritizes in class room learning through lectures. Scholastic subjects are given preferences more than Co-Scholastic subjects resulting into obesity, lack of concentration and stress.

4. Lack of confidence

The Education system was designed to fit everyone in one structure. The uniqueness of the individual is lost in the process. By accumulating theoretical knowledge over direct experience. Students feel difficult to handle the daily life scenarios leading to low self-esteem. They lack confidence in themselves as they are frequently expected and forced to fit in the structure.

5. Purpose less learning

The curriculum in Indian schools and even higher education can feel disconnected from real-life applications and future career paths for many students. Students struggle to see the relevance of subjects or topics, leading to disengagement and a lack of intrinsic motivation. This is exacerbated by a system that often prioritizes marks and grades over genuine comprehension and the development of critical thinking. The pressure to score well in standardized tests can overshadow the joy of learning and the exploration of individual interests.

6. Passive learner

The passive learning environment hinders the development of critical thinking, problem-solving skills, and the ability to articulate one's thoughts effectively. Students become accustomed to simply receiving information rather than actively engaging with it, analyzing it, and forming their own opinions. This can impact their ability to become independent and lifelong learners.

7. Robotic students

Hierarchical classroom structure and a curriculum that doesn't always encourage critical inquiry can sometimes lead to students who are more comfortable following instructions than taking initiative or expressing dissenting opinions constructively. This can hinder the development of future leaders who are capable of innovative thinking and driving positive change.

8. Rat Race

The Education system led to the rat race among student. There are unhealthy competitions because of limited seats and less opportunity. Everyone is competing to get marks without understanding the life's goal and purpose. The pressure to perform well in highly competitive entrance exams can incentivize students to prioritize memorization techniques over genuine understanding and the development of higher-order thinking skills. This can result in graduates who possess a vast amount of information but struggle to adapt to real-world challenges that require innovation and critical analysis.

Significance of Holistic and Multidisciplinary Approach

John Dewey famously suggested that “Education is not preparation for life; education is life itself”. The holistic and multidisciplinary approach in education signifies a paradigm shift from traditional, siloed learning to a more integrated and comprehensive way of understanding the world and oneself. Its significance lies in several key aspects:

1. Prioritizes Uniqueness of a child

NEP 2020 suggests an approach that can cater to diverse interests and learning styles, implicitly acknowledging the uniqueness of each student. The introduction of **multiple entry and exit points** further supports this by allowing students to tailor their educational journey according to their individual needs and aspirations. Eg. The possibility of combining disciplines for study, such as an engineering student learning arts or a humanities student learning science, allows students to pursue their unique combinations of interests.

2. Progresses Overall Well being of a child

NEP 2020 addresses the overall well-being through the inclusion of **credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education**. These areas contribute to a student's social, emotional, and ethical development, which are integral to their overall well-being. Eg. Value-based education includes the development of humanistic, ethical, Constitutional, and universal human values, as well as life-skills. Participation in community service programmes is also considered an integral part of holistic education, contributing to a student's well-being beyond academics.

3. Fostering connections

NEP 2020 highlights fostering connections through **increased faculty and institutional autonomy in setting curricula** which could lead to more personalized interactions, **opportunities for cross-disciplinary and interdisciplinary thinking**, and **greater industry-academic linkages**. Furthermore, **internships with local industry, businesses, artists, crafts persons, etc.** directly foster connections with the wider community and real-world professionals. Eg, Interdisciplinary research, including humanities and social sciences research alongside other fields, encourages connections between different areas of knowledge and the people involved in them.

4. Path to become a responsible adult

Several elements contribute to shaping responsible adults. **Value-based education** explicitly aims to develop ethical and citizenship values. **Community engagement and service** promotes a sense of responsibility towards society. Exposure to the **essence of the real world** through internships provides practical experience and understanding. Eg. The inclusion of citizenship values within value-based education directly aims at developing responsible citizens.

5. Empathy over Sympathy

NEP 2020 focuses on **humanistic values** within value-based education aligns with the development of empathy, which involves understanding and sharing the feelings of others. **Global Citizenship Education (GCED)** also aims to foster understanding and tolerance towards diverse global issues and people. Eg. Learning about global challenges through GCED can encourage

students to understand different perspectives and develop empathy for people facing those challenges.

6. Shows the essence of real world

It directly emphasizes showing the essence of the real world through **opportunities for internships with local industry, businesses, artists, crafts persons, etc.** This hands-on experience allows students to engage with the practical application of their learning and understand real-world scenarios. Eg. A student interning with a local business will gain firsthand experience of the work environment, challenges, and opportunities in that sector.

7. Interactive learning:

It promotes interactive learning through an increased emphasis on **communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking** in pedagogy (paragraph 11.6). These methods actively involve students in the learning process rather than passive reception of information. Eg. Encouraging debates in the classroom fosters critical thinking and active participation from students.

8. Fosters confidence to solve problems:

The emphasis on **research, interdisciplinary thinking, and innovation** through start-up incubation centres and technology development centres will naturally foster confidence in students to tackle complex problems by encouraging critical thinking, exploration, and the development of solutions. Eg. Students working on interdisciplinary research projects will develop problem-solving skills by integrating knowledge from different fields.

9. Inculcation of Humanitarian Values:

The **development of humanistic values** as part of value-based education. This directly addresses the inculcation of humanitarian values, promoting compassion, empathy, and a concern for human welfare. Eg. The focus on universal human values like peace (shanti) and love (prem) within value-based education aims to instill humanitarian principles.

10. Growth of Individual and nation:

The entire premise of a **holistic and multidisciplinary education** is geared towards the growth of both the individual and the nation. By fostering well-rounded individuals with diverse skills and knowledge, and by encouraging research and innovation, the education system aims to contribute to national progress in the 21st century and the fourth industrial revolution. Eg. Equipping students with skills in areas relevant to the fourth industrial revolution, alongside fostering ethical and social responsibility, contributes to both individual success and national development.

11. Motivating students to believe in themselves:

The **flexibility in curriculum and novel and engaging course options**, along with **multiple entry and exit points**, can empower students by giving them more agency over their learning path. This sense of control and the ability to pursue their interests can contribute to increased self-belief and motivation. Furthermore, opportunities for **internships** can provide validation and build confidence through real-world experience. Eg. A student who can choose a

combination of subjects that truly interests them is more likely to be engaged and develop a stronger belief in their abilities.

12. Raising National builders:

Holistic and multidisciplinary education is needed for the education of India **to lead the country into the 21st century and the fourth industrial revolution**. This clearly indicates the intention of raising individuals who can contribute significantly to the nation's progress and development, essentially acting as "national builders." The emphasis on research, innovation, and addressing national challenges like epidemics and pandemics further supports this goal.

Eg. The establishment of MERUs (Multidisciplinary Education and Research Universities) aimed at attaining the highest global standards signifies the intent to cultivate high-caliber individuals who can contribute to national growth and global standing

Conclusion

The National Education Policy 2020 represents a significant and necessary shift towards a holistic and multidisciplinary approach. By prioritizing the unique needs and talents of each student, fostering their overall well-being, encouraging real-world connections, and promoting critical thinking and problem-solving skills, NEP 2020 aims to cultivate well-rounded, confident, and responsible individuals. This paradigm shift has the potential to move beyond the limitations of the past, nurturing not just academically proficient individuals, but also empathetic, engaged citizens and innovative leaders who will drive India's progress in the 21st century and beyond, ultimately transforming them into true "national builders."

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THE ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020

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Abstract:

The National Education Policy (NEP) 2020 of India marks a significant shift in the educational landscape, emphasizing the integration of technology in all aspects of education. A pivotal area of focus is teacher education, where technology is poised to transform teacher preparation, training, and continuous professional development. This paper examines the impact of digital tools and e-learning platforms in teacher training, the challenges associated with their adoption, and the future prospects of technology-driven teacher education. By analysing the policy provisions, key technological interventions and real world applications, this study aims to provide insights into the role of technology in shaping effective, inclusive and adaptive educators.

Keywords: NEP 2020, technology integration, teacher education, professional development

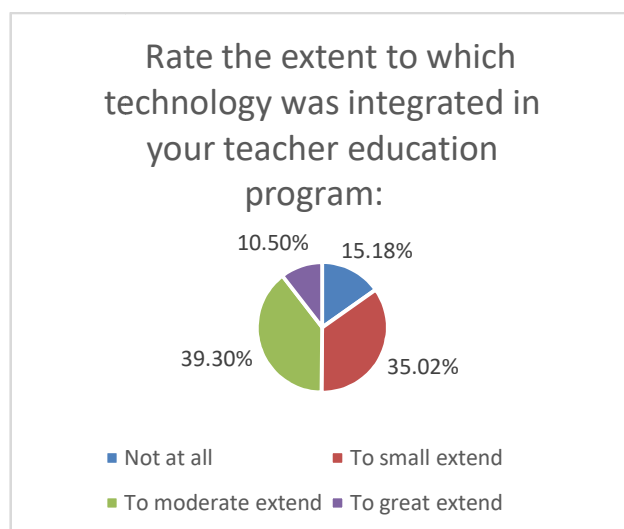
Introduction

The National Education Policy 2020 envisions a holistic, flexible, multidisciplinary education system rooted in Indian ethos. NEP 2020 emphasizes competency-based training, continuous professional development, and the adoption of technology-enhanced learning methodologies. The policy highlights the need for an efficient teacher preparation framework that leverages Information and Communication Technology (ICT) and digital platforms to facilitate innovative teaching and learning practices. One of its key objectives is the integration of technology in education at all levels.

Teacher's education before NEP 2020:

When a survey was conducted regarding use of technology in teacher's education before 2020, it concluded that only minimal to moderate use of technology was done in teacher's education due to which it had impacted their teaching career as well especially during pandemic when teaching was conducted online many teachers were not knowing about conducting online lectures and sharing the worksheets, homework to the students. Till date there are many teachers especially in rural areas who are not at all confident to integrate their classroom lectures with technology.

Due to technological illiteracy they only focus on following traditional teaching learning methods.



Graphical representation showing the integration of technology in teacher education before NEP 2020.

When the survey mentioned above was conducted, 39.30% of the teachers mentioned that moderate use of technology was integrated in their study while 35.02% mentioned that there was least use of technology. 15.18% mentioned that technology was not at all been used while 10.50% teacher's mentioned about use of technology to a greater extend.

This also helps in concluding that many of the teacher education colleges are unable to provide the proper and required facilities to enhance the teaching skill. Hence to overcome all such past situations NEP 2020 brings a revolution in the Teacher's education by integration of technology. Recognizing teachers as the cornerstone of the educational system, NEP 2020 outlines a comprehensive framework for their education and professional development, emphasizing the need for technological integration.

This paper discusses how technology plays a vital role in transforming teacher education by supporting both pre-service and in-service teachers, enhancing instructional practices, and fostering continuous learning.

NEP 2020: Vision for Teacher Education

NEP 2020 recommends major reforms in teacher education with the following key goals:

- Introduction of a four-year integrated B.Ed. degree as the minimum qualification for teaching.
- Establishment of multidisciplinary institutions offering teacher education.
- Revamping Continuous Professional Development (CPD) for teachers.
- Emphasis on blended and online learning.
- Setting up of the National Educational Technology Forum (NETF) to guide technological implementation.

This restructured system places a strong focus on equipping teachers with the skills necessary to use technology effectively in the classroom.

Technological Tools and Platforms in Teacher Education**Online Courses and MOOCs**

Platforms like SWAYAM and NISHTHA offer free, government-sponsored Massive Open Online Courses (MOOCs) for teacher training, enabling access to high-quality content regardless of geographic location.

Learning Management Systems (LMS)

LMS platforms such as DIKSHA provide personalized content, interactive resources, assessment tools, and feedback mechanisms to support teacher learning.

Digital Classrooms and Smart Labs

Virtual classrooms and digital labs facilitate experiential learning and demonstration-based teaching. Teachers are trained to use audio-visual tools, AR/VR, and simulations to improve content delivery.

Artificial Intelligence and Data Analytics

AI-driven analytics help educators track student progress and adapt teaching methods. Teachers are being trained to interpret data and tailor interventions effectively.

Impact of Technology on Pre-Service Teacher Education**Curriculum Enhancement**

The inclusion of ICT modules in teacher education programs ensures that pre-service teachers gain proficiency in using digital tools. The integration of e-portfolios and online practicum logs offers reflective learning experiences.

Accessibility and Inclusivity

Technology bridges the gap for learners in remote areas. Online platforms democratize access to teacher education and enable personalized pacing and support.

Peer Collaboration

Online forums and collaborative tools foster peer interaction, group discussions, and knowledge sharing among student-teachers.

Role of Technology in In-Service Teacher Training**Continuous Professional Development (CPD)**

NEP 2020 envisions that every teacher will undergo at least 50 hours of CPD every year. Online courses make it feasible to meet this goal without compromising classroom responsibilities.

Real-Time Feedback and Mentoring

Digital platforms facilitate ongoing mentoring, coaching, and feedback through virtual interactions and automated assessments.

Personalized Learning Paths

With AI-enabled systems, teachers can pursue self-paced learning journeys tailored to their needs, interests, and subject areas.

Institutional Support and Government Initiatives**National Digital Education Architecture (NDEAR)**

NDEAR provides a unifying digital infrastructure for education, enabling interoperability

and integration of different educational platforms and services.

PM eVIDYA

An umbrella initiative including digital platforms like DIKSHA, TV channels, radio, and podcasts to reach diverse teacher and student populations.

National Educational Technology Forum (NETF)

NETF serves as a platform for the free exchange of ideas on technology use in education, offering guidance on best practices and innovation.

Benefits of Technology in Teacher Education

- **Enhanced Engagement:** Interactive tools make learning more engaging for both teachers and students.
- **Scalability:** Technology allows for training thousands of teachers simultaneously.
- **Cost Efficiency:** Digital content and courses reduce the costs of travel, accommodation, and physical infrastructure.
- **Adaptability:** Teachers can adapt teaching strategies based on learner feedback and data insights.
- **Global Exposure:** Access to international teaching resources broadens teachers' perspectives and practices.

Challenges and Limitations

Digital Divide

Unequal access to devices and internet connectivity remains a major hurdle in rural and underserved areas.

Technological Proficiency

Many teachers, especially older ones, lack the digital literacy needed to effectively use technology in teaching.

Resistance to Change

Cultural inertia and fear of redundancy may lead to reluctance in adopting new technologies.

Quality Control

Ensuring the quality, relevance, and accuracy of online training modules is a continuous challenge.

Case Studies and Best Practices

NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement)

An initiative under SamagraShiksha, NISHTHA has trained over 50 lakh teachers using blended learning formats. It shows the potential of combining traditional methods with technology.

DIKSHA Platform

A government-backed digital infrastructure that allows for uploading, sharing, and accessing teacher training resources. It is widely used for both pre-service and in-service teacher development.

The Road Ahead: Recommendations

- **Infrastructure Development:** Invest in broadband connectivity, especially in rural areas.
- **Digital Literacy:** Introduce compulsory digital competency modules in all teacher training programs.
- **Localized Content:** Develop region-specific, multilingual digital content.
- **Public-Private Partnerships:** Collaborate with ed-tech companies for innovation and scale.
- **Feedback Mechanisms:** Establish feedback loops for improving digital training content based on user input.

Conclusion

The NEP 2020 recognizes the transformative potential of technology in education, especially in shaping the future of teacher education. While significant strides have been made in integrating technology, challenges such as infrastructure gaps and digital literacy must be addressed proactively. The potential is vast, success depends on thoughtful implementation, robust infrastructure, and inclusive access. With sustained efforts, technology can empower teachers to become lifelong learners, innovative educators, and agents of change in the 21st-century classroom. As India moves towards an education system that embraces the digital era, leveraging technology in teacher education will be essential for building competent and future-ready educators.

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TECHNOLOGY INTEGRATION IN TEACHER EDUCATION: A NEP 2020 PERSPECTIVE

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Abstract

The National Education Policy (NEP) 2020 marks a watershed moment in India's educational landscape, envisioning a transformative shift towards technology-driven, multidisciplinary, and inclusive teacher education. With teachers positioned as the cornerstone of quality education, NEP 2020 emphasizes the integration of digital technologies into teacher training to foster innovative pedagogical practices and ensure continuous professional development. This paper explores the scope and implications of technology integration in teacher education within the NEP 2020 framework. It provides a detailed review of current initiatives like DIKSHA, SWAYAM, and NISHTHA; highlights opportunities created by digital interventions; and discusses persistent challenges, including infrastructural deficits, digital literacy gaps, and the urban–rural digital divide. A comprehensive literature review contextualizes the study within global and Indian academic discourse and naturally underscores the importance of this inquiry. The study's objectives are clearly articulated, and a descriptive secondary-data methodology—illustrated via a flowchart—is outlined. Moreover, the paper presents key highlights of NEP 2020 relating to teacher education reforms. The conclusion emphasizes that while technology has immense potential to democratize and elevate teacher education, realizing this vision requires sustained policy commitment, robust infrastructure, and active educator engagement. With strategic implementation, India can achieve its goal of producing future-ready teachers for a knowledge-driven society.

Keywords: NEP 2020, Teacher Education, Technology Integration, Digital Learning, Educational Reforms

Introduction

Teacher quality is universally acknowledged as the most critical factor influencing student learning outcomes (Smitha, 2020). Education has long been recognized as the cornerstone of national development, shaping individuals and societies alike. In India, teacher education holds a particularly pivotal role because teachers are the primary architects of student success and societal transformation. Historically, however, teacher education in India has faced serious challenges: outdated curricula, limited emphasis on hands-on training, minimal integration of technology, and insufficient development of critical thinking skills (Kumari, 2020). These systemic shortcomings have often hindered the preparation of teachers capable of meeting the demands of a rapidly changing world.

Acknowledging these challenges, the Government of India launched the National Education Policy (NEP) 2020, a visionary blueprint aimed at overhauling the country's educational

landscape. The policy stresses that the future of education in India rests heavily on the shoulders of well-trained, motivated, and technologically adept teachers. NEP 2020 envisions moving teacher education into multidisciplinary colleges and universities, introducing a four-year integrated B.Ed. program by 2030 as the minimum requirement for schoolteachers (Smitha, 2020). It also calls for rigorous entrance examinations, continuous professional development, and the shutting down of substandard teacher education institutions.

Technology integration is central to NEP 2020's vision. Recognizing the growing importance of digital literacy, the policy proposes that teachers be equipped not only with content knowledge and pedagogical skills but also with technological competence. Initiatives like DIKSHA, SWAYAM, and NISHTHA have been rolled out to facilitate digital learning and professional development at scale. Furthermore, the establishment of the National Educational Technology Forum (NETF) aims to foster innovation and collaboration in educational technology. Despite these progressive goals, the journey toward effective technology integration in teacher education faces significant obstacles. The urban–rural digital divide remains a major barrier, with many rural areas lacking reliable internet connectivity and digital infrastructure. Additionally, gaps in digital literacy among in-service teachers, resistance to change in institutional cultures, and a general lack of localized, culturally relevant digital content pose serious challenges (Harale, 2023). International experiences offer important lessons. Countries like Finland and Singapore have demonstrated that technology's impact on education is maximized when it is thoughtfully embedded into pedagogy and supported by systemic investment in teacher capacity building (UNESCO, 2019). NEP 2020 reflects these global insights, aiming to cultivate a future-ready teaching workforce that is both technologically and pedagogically proficient.

This study seeks to explore NEP 2020's approach to technology integration within teacher education, review the initiatives already in place, identify existing challenges, and propose strategic pathways for moving forward. As education moves increasingly into digital and blended modes, the success of NEP 2020's vision will depend not just on policies, but on real changes in the practices, mindsets, and environments of teacher-training institutions across India. It is in this dynamic and evolving context that the transformative potential of NEP 2020 must be understood and actualized.

Literature Review

Smitha (2020) contends that NEP 2020 represents a paradigm shift, mandating that high-quality teacher preparation occur within multidisciplinary institutions equipped with digital infrastructure. She highlights DIKSHA and NISHTHA as foundational platforms, yet warns that uneven access and faculty resistance may undermine their impact. Kumari (2020) further documents systemic shortcomings in Indian teacher education—such as rigid curricula, limited hands-on training, and inadequate use of educational technology—and argues that policy reforms must be matched by grassroots capacity building.

Aggarwal (2021) draws on the Technological Pedagogical Content Knowledge (TPACK) framework to assert that meaningful technology integration requires more than device distribution;

it demands synchronized development of content expertise, pedagogical methods, and technological fluency. Complementing this, Sharma and Kaur (2022) examine EdTech initiatives in India and find that while SWAYAM and blended models offer scalable professional development, they often lack localization in regional languages and miss opportunities for contextually relevant case studies.

Internationally, Darling-Hammond et al. (2017) demonstrate that countries like Finland and Singapore have successfully embedded digital competencies throughout pre-service training, resulting in improved instructional quality and teacher self-efficacy. UNESCO (2019) emphasizes institutional support, continuous mentoring, and inclusive design as critical success factors. Collectively, these studies indicate that technology can enhance engagement, enable differentiated instruction, and foster lifelong learning—provided it is integrated within a supportive ecosystem. In India's context, NEP 2020 brings together these insights by advocating for four-year integrated programs, a National Educational Technology Forum, and stringent accreditation norms to phase out substandard providers (Ministry of Education, 2020). However, as Smitha (2020) cautions, without simultaneous reforms in teacher recruitment, assessment, and infrastructure, the envisioned transformation may remain aspirational. Thus, this literature review underscores both the imperative and the complexity of technology integration in teacher education, highlighting the need for systemic readiness, equitable access, and sustained investment.

Objectives of the Study

1. **Analyze** NEP 2020's framework for integrating technology into teacher education.
2. **Review** major digital platforms and initiatives (DIKSHA, SWAYAM, NISHTHA) supporting teacher training.
3. **Identify** key challenges hindering effective technology adoption in teacher education.
4. **Propose** strategic recommendations for optimizing technology integration in teacher-training programs.

Research Methodology

The present study adopts a descriptive and analytical research design, primarily based on secondary data sources. Given the conceptual and policy-driven nature of the research topic, a secondary data approach is appropriate for critically examining the frameworks, reforms, and initiatives highlighted in NEP 2020 concerning technology integration in teacher education. A comprehensive review of official government documents, scholarly articles, international reports, and theoretical frameworks constitutes the core methodology.

The primary source for the analysis is the *National Education Policy 2020* document published by the Ministry of Education, Government of India. This policy serves as the foundational text for understanding the transformative changes proposed in the domain of teacher education, particularly regarding the integration of digital technologies. Peer-reviewed research papers by Smitha (2020) and Kumari (2020) are extensively analyzed to identify the strengths, opportunities, and challenges embedded within the NEP 2020 vision. These studies offer critical insights into both systemic barriers and possibilities for change, making them essential references

for this research.

To further enrich the discussion, additional scholarly contributions from Aggarwal (2021) and Sharma and Kaur (2022) are incorporated. These works provide a more nuanced understanding of digital education trends, the practical realities of teacher training institutions (TTIs), and the evolving expectations from educators in the 21st century. Global reports from UNESCO and empirical models like the TPACK (Technological Pedagogical Content Knowledge) framework by Mishra and Koehler (2009) are used to draw comparisons between India's reform efforts and international best practices.

Thematic content analysis is employed as the core technique to distill key themes from the diverse range of sources. By categorizing information under broad themes—such as policy vision, digital initiatives, infrastructure gaps, digital literacy, and pedagogical transformation—the study identifies both convergences and divergences across national and international perspectives. Comparative analysis is also conducted to position India's efforts within the global context, particularly referencing successful technology integration models from Finland and Singapore. To maintain rigor and objectivity, triangulation of multiple sources is practiced. Insights are cross-verified across government policy documents, academic research, and international standards to enhance the validity of the findings. No primary data collection, such as surveys or interviews, was undertaken, considering the nature and scope of this policy-based study.

A conceptual flowchart is developed to represent the methodology visually, emphasizing a systematic progression from document review to thematic analysis, followed by comparative study and synthesis of findings. This approach ensures that the research is comprehensive, critical, and grounded in credible scholarly discourse. By relying on authoritative and diverse sources, the methodology supports a rich, in-depth exploration of how NEP 2020 envisions technology transforming teacher education in India.

Highlights of NEP 2020 for Teacher Education

The National Education Policy 2020 marks a decisive turning point in India's approach to teacher education, reflecting a commitment to quality, inclusivity, and technology-driven transformation. Recognizing that the effectiveness of an education system is inextricably linked to the quality of its teachers, NEP 2020 envisions the professional preparation of educators as a rigorous and dynamic process. One of the most significant shifts proposed is the establishment of multidisciplinary institutions offering integrated four-year B.Ed. programs, which aim to blend content mastery with strong pedagogical skills. These programs are designed to replace the existing fragmented and inconsistent teacher training ecosystem, ensuring that aspiring teachers receive holistic, research-based education from the outset.

Another transformative aspect of NEP 2020 is the creation of the National Educational Technology Forum (NETF). This independent body is tasked with providing a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration across all levels of education. NETF is envisioned as a critical enabler for building the digital competencies of educators and institutions, ensuring that technology is not an add-on

but an integral part of the educational process.

NEP 2020 also promotes the adoption of blended learning models, recognizing that the future of education lies in the strategic combination of online and face-to-face learning experiences. In the context of teacher education, this means that pre-service and in-service teachers will increasingly engage with digital platforms such as DIKSHA, SWAYAM, and NISHTHA to access training modules, certifications, and professional development resources. By encouraging lifelong learning through digital means, the policy underscores the importance of continual upskilling and adaptability among educators.

Quality assurance and regulation form another pillar of the NEP 2020 reforms. The policy calls for the phasing out of substandard standalone Teacher Education Institutions (TEIs) by 2030 and mandates that all teacher education programs must be conducted within accredited multidisciplinary higher education institutions. The establishment of a single regulatory body, the National Higher Education Regulatory Authority (NHERA), is proposed to ensure uniform standards and to eliminate the proliferation of poorly regulated programs. This move is expected to raise the overall standard of teacher education, fostering greater accountability and innovation. Furthermore, NEP 2020 places a strong emphasis on the inclusion of foundational literacy, critical thinking, ethical reasoning, and digital literacy within the teacher education curriculum. By embedding these 21st-century skills into the training process, the policy prepares future educators to nurture similar competencies among their students. The development of localized digital content in regional languages is another key priority, ensuring that the benefits of technology integration are accessible across India's diverse linguistic landscape.

In sum, NEP 2020 reimagines teacher education as a comprehensive, multidisciplinary, and technologically enriched endeavor. The policy's vision is ambitious, yet grounded in a deep understanding of the systemic weaknesses that have historically plagued teacher preparation in India. By addressing issues of quality, relevance, and equity through a well-structured integration of technology, NEP 2020 lays a strong foundation for creating a new generation of empowered, innovative, and digitally proficient educators who can drive India's educational transformation in the years to come.

Opportunities Presented by Technology Integration

- **Scalability:** Massive online modules can train thousands of teachers concurrently.
- **Flexibility:** Self-paced learning accommodates diverse professional schedules.
- **Resource Diversity:** Multimedia, simulations, and interactive assessments enrich pedagogy.
- **Data-Driven Insights:** Learning analytics enable personalized feedback and targeted support.
- **Global Collaboration:** Virtual communities of practice connect educators across regions.

Challenges in Technology Integration

- **Digital Divide:** Limited internet connectivity and device access in rural and marginalized communities (Kumari, 2020).

- **Digital Literacy Gaps:** Many teachers lack foundational skills to leverage advanced EdTech tools.
- **Infrastructure Deficiencies:** Inadequate smart classrooms and support staff in TTIs.
- **Content Relevance:** One-size-fits-all modules often ignore local curricular needs and languages.
- **Resistance to Change:** Established institutional cultures may impede adoption of new pedagogies.

Conclusion

The National Education Policy 2020 envisions a transformative future for teacher education in India, with technology serving as a crucial catalyst for change. By proposing a systematic overhaul of teacher preparation programs and emphasizing the integration of digital tools, NEP 2020 recognizes the evolving needs of contemporary classrooms and the skills required by educators in the 21st century. The policy's approach is not merely about incorporating devices into learning spaces but about rethinking pedagogy, fostering critical thinking, promoting inclusive education, and preparing teachers to be dynamic facilitators of knowledge.

The integration of technology into teacher education promises multiple opportunities, from democratizing access to high-quality training to enabling personalized and flexible learning paths for educators across diverse contexts. Platforms such as DIKSHA, SWAYAM, and NISHTHA already demonstrate the potential of digital interventions in enhancing professional development. Furthermore, the establishment of institutions like the National Educational Technology Forum signals a long-term commitment to institutionalizing technology adoption across the education sector.

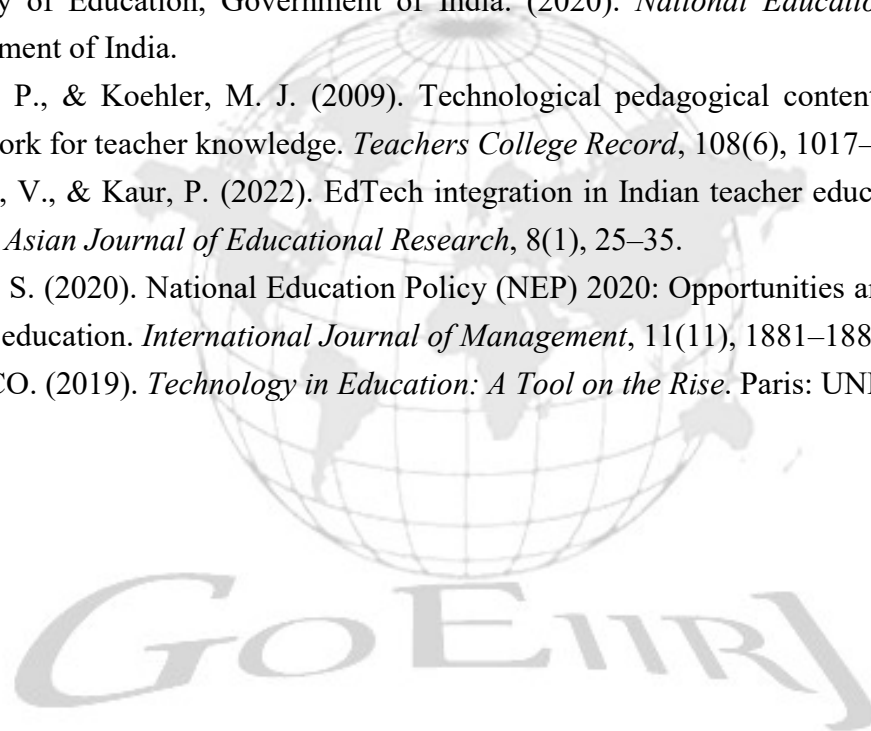
However, realizing the full potential of NEP 2020 requires addressing significant challenges. Bridging the digital divide, especially between urban and rural areas, is critical to ensuring equitable access. Infrastructure development, capacity-building initiatives, localized content creation, and continuous support systems are necessary to empower teachers effectively. Resistance to technological change must be carefully managed through inclusive policies, mentorship, and sustained professional development.

Ultimately, the success of NEP 2020's vision for technology integration in teacher education depends on holistic implementation strategies, backed by strong political will, collaborative stakeholder engagement, and ongoing evaluation. If thoughtfully and inclusively carried out, these reforms have the power to redefine teacher education in India, nurturing a generation of educators who are not only digitally skilled but also committed to fostering creativity, critical thinking, and lifelong learning among their students. Through such transformative efforts, India can move closer to realizing its goal of becoming a vibrant, knowledge-based society in the global arena.

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TRANSFORMATION IN TEACHER EDUCATION UNDER NEP 2020: A PARADIGM SHIFT TOWARDS QUALITY AND HOLISTIC DEVELOPMENT

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Abstract:

The National Education Policy (NEP) 2020 proposes a comprehensive and strategic transformation of the teacher education system in India to ensure better learning outcomes and quality teaching. This paper critically explores the reforms in teacher education under NEP 2020, including the introduction of a four-year integrated B.Ed. program, the shift to multidisciplinary learning, emphasis on continuous professional development, use of technology, and restructuring of teacher education institutions. These reforms aim to professionalize teaching and align it with global standards while incorporating India's traditional knowledge systems. The study identifies the challenges in implementation, such as infrastructural limitations, faculty training, and urban-rural disparities. It concludes with recommendations for successful adoption of NEP's teacher education reforms, emphasizing collaboration among stakeholders and adequate policy support.

Keywords: NEP 2020, teacher education, integrated B.Ed., multidisciplinary learning, professional development

Introduction

Teacher education is central to the effectiveness of any education system. The competence and commitment of teachers play a decisive role in determining the quality of education imparted to learners. Historically, India has faced significant challenges in maintaining uniform standards in teacher preparation due to fragmented and outdated training models. Recognizing this, the National Education Policy 2020 introduces transformative reforms in teacher education aimed at standardizing and improving the quality of teacher preparation across the country.

NEP 2020 envisions a system where teachers are well-equipped, continuously learning, and capable of delivering inclusive, learner-centric education. It proposes a new vision for teacher preparation and development, focusing on holistic education, modern pedagogical techniques, and integration of India's rich heritage and values. The policy also emphasizes ethics, leadership, and accountability, setting a foundation for the future-ready teaching workforce.

Objectives of the Study

This paper aims to:

1. Analyze the key reforms introduced in teacher education under NEP 2020.

2. Examine the objectives and structure of the proposed four-year integrated B.Ed. program.
3. Understand the role of technology and multidisciplinary approaches in teacher education.
4. Identify the implementation challenges and opportunities at various levels.
5. Offer practical recommendations to support the transformation process.

Review of Literature

Numerous studies have pointed out the inconsistencies and deficiencies in teacher education in India. According to the NCTE (2021), a vast majority of teacher education institutions (TEIs) operate as standalone colleges with minimal regulation, resulting in poor quality training. These institutions often lack qualified faculty, infrastructure, and practical exposure for student-teachers.

Sharma & Kumar (2020) highlight the disconnection between theoretical inputs and practical teaching experiences in existing B.Ed. programs. As a result, graduates are often unprepared for the complexities of real classrooms.

The NEP 2020 addresses these long-standing issues by integrating content knowledge with pedagogical training and practical exposure. Bhardwaj (2021) notes that integrated B.Ed. programs tend to produce more competent and confident teachers compared to conventional two-year courses. Additionally, the emphasis on continuous professional development aligns with global best practices.

UNESCO (2022) supports India's shift toward integrated teacher education, stating that such models foster reflective, research-oriented educators who adapt better to evolving classroom environments. The literature collectively supports NEP 2020's rationale for a systematic overhaul in teacher preparation.

Key Reforms in Teacher Education Under NEP 2020

Four-Year Integrated B.Ed. Program

The cornerstone reform proposed in NEP 2020 is the introduction of a four-year integrated B.Ed. degree, which will become the minimum requirement for teaching by 2030. This program will merge subject mastery with pedagogy and practical training, and only multidisciplinary higher education institutions (HEIs) will be allowed to offer it.

This integrated structure aims to eliminate the disjointed nature of existing programs and ensure that prospective teachers are trained in alignment with modern education demands. The course will include fieldwork, internships, school immersion programs, and exposure to inclusive practices.

Multidisciplinary Learning

Teacher education programs will no longer function in academic silos. NEP 2020 promotes the development of multidisciplinary institutions where future teachers are exposed to a diverse array of knowledge domains—arts, humanities, STEM, vocational education, and Indian knowledge systems. This approach nurtures well-rounded educators capable of linking cross-curricular themes and promoting critical thinking.

Continuous Professional Development (CPD)

NEP 2020 makes professional development an ongoing requirement for all in-service teachers. A minimum of 50 hours of CPD per year will be mandatory, focusing on emerging pedagogies, assessment strategies, inclusive education, multilingual education, and technology integration.

These modules will be delivered through hybrid platforms, including face-to-face workshops and digital platforms like DIKSHA and SWAYAM.

Digital Integration

Teachers will be trained to be digitally competent and use technology effectively for planning lessons, delivering content, and assessing learning. The pandemic has highlighted the importance of digital readiness, and NEP 2020 promotes the blended learning model to integrate both in-person and online teaching.

Recruitment and Standards

A Common National Entrance Test for teacher education programs will be administered by the National Testing Agency (NTA). This will ensure a fair, transparent, and merit-based selection process. The National Professional Standards for Teachers (NPST) will define competencies required at each career stage, promoting accountability and growth.

Institutional Reforms

By 2030, all standalone teacher education institutions must either transform into or merge with multidisciplinary institutions. Regulatory mechanisms will be reinforced through bodies like the NCTE and NCERT to ensure quality control.

Opportunities Arising from NEP 2020 Reforms

The policy creates a multitude of opportunities:

- **Improved Teacher Quality:** With integrated and rigorous training, teachers will be better equipped to manage real-life classroom situations.
- **Global Competence:** Curriculum updates and professional development align Indian teacher education with global standards.
- **Promotion of Cultural Identity:** Integration of local languages and Indian Knowledge Systems (IKS) will preserve cultural heritage and foster pride.
- **Increased Motivation:** Teaching will be viewed as a prestigious and professional career, attracting talented individuals.

Challenges in Implementation

Despite its forward-thinking design, NEP 2020 faces various implementation barriers:

- **Infrastructure Deficiency:** Many TEIs, especially in rural India, lack the necessary facilities to run integrated programs.
- **Digital Divide:** Internet connectivity and digital access remain uneven.
- **Resistance to Change:** Faculty and institutions may be reluctant to abandon outdated practices.
- **Coordination Issues:** Implementation requires active collaboration between central and

state governments.

- Financial Constraints: Upgrading institutions, training faculty, and building digital infrastructure will demand significant funding.

Recommendations

To overcome the challenges and ensure successful transformation:

1. Capacity Building: Invest in faculty development programs.
2. Strengthen Infrastructure: Support TEIs in meeting NEP benchmarks.
3. Promote Awareness: Educate stakeholders about NEP benefits.
4. Public-Private Partnerships: Collaborate with NGOs and ed-tech firms.
5. Policy Monitoring: Establish transparent mechanisms for evaluation.

States should also create localized curricular frameworks for teacher education, contextualizing reforms based on regional needs.

Conclusion

The NEP 2020 envisions a historic transformation in the teacher education landscape of India. Through integrated programs, use of technology, and institutional restructuring, it aims to raise the standards of teaching and learning. While the path to implementation is not without hurdles, the policy presents a clear roadmap for making teaching a prestigious, skill-rich, and impactful profession.

With collective efforts from policymakers, institutions, educators, and communities, the vision of NEP 2020 can be realized—ensuring every learner is nurtured by empowered and enlightened teachers.

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PLACE OF DIGITAL LEARNING IN NEP 2020**Bhavana Joshi***Shri Bapusaheb D.D. Vispute College of Education, New Panvel*

Abstract :

The National Education Policy (NEP) 2020 represents a significant reimagining of India's education system, positioning digital learning at the forefront of reform. Emphasizing technology as a driver for broader accessibility, quality enhancement, and lifelong learning, the policy outlines a strategic approach toward integrating digital tools at every educational level. This paper offers a conceptual exploration of the digital initiatives under NEP 2020, highlighting prospects such as individualized learning experiences, increased outreach to underserved communities, advancements in teacher education, and new pathways for continuous learning. Simultaneously, it scrutinizes obstacles like the persistent digital gap, infrastructural shortcomings, online security vulnerabilities, and the necessity for culturally diverse educational content. Drawing insights from governmental reports, scholarly research, and policy reviews, this paper aims to present a balanced view of digital education's transformative potential and the complex realities of its execution. Effective fulfillment of the digital vision demands considerable improvements in technological infrastructure, strategic teacher training programs, multilingual content creation, and stringent data protection measures. Additionally, fostering collaborations between government and private sectors will be critical. The study concludes that while digital learning offers an unprecedented opportunity to revolutionize India's educational fabric, realizing this promise requires thoughtful, inclusive, and sustained action. Through a focus on equitable access and robust infrastructure, digital learning can catalyze the vision of NEP 2020—creating an education system that is adaptive, inclusive, innovative, and competitive on the global stage.

Keywords: E-learning, NEP 2020 Reforms, Technology in Education, Educational Equity, Implementation Challenges

Introduction

Education is the cornerstone of national development and societal progress. In an increasingly interconnected and technologically driven world, digital platforms are transforming traditional modes of learning. Recognizing the pressing need to adapt, India's National Education Policy (NEP) 2020 embeds digital learning as a central theme to modernize education across the country. This study examines the strategic placement of digital learning within NEP 2020, the potential avenues it opens up, and the hurdles it must overcome for full realization.

The Role of Digital Learning in NEP 2020

NEP 2020 envisions the systemic adoption of digital technology to foster a holistic, flexible, and inclusive educational environment. Key measures include:

- **Establishment of the National Educational Technology Forum (NETF):** To guide the

integration of emerging technologies in education.

- **Expansion of e-learning platforms:** Such as SWAYAM, Diksha, and e-PG Pathshala.
- **Promotion of hybrid learning models:** Merging digital and in-person instruction.
- **Prioritizing inclusive access:** Especially for socioeconomically disadvantaged learners through digital initiatives.

The policy asserts that technology should act as a bridge to eliminate social, geographic, and economic inequalities in education.

Opportunities Created by Digital Learning

1. Widening Educational Access

Digital innovations allow educational resources to reach isolated, underserved populations. Platforms like SWAYAM and Diksha are instrumental in democratizing learning opportunities across various regions, irrespective of location.

2. Customization of Learning Pathways

Technologies powered by Artificial Intelligence (AI) enable learning experiences that adapt to the individual pace, preferences, and proficiency levels of students, enhancing engagement and effectiveness.

3. Teacher Upskilling

Online training modules, certifications, and professional development programs are empowering educators with modern pedagogical techniques and digital literacy, vital for the 21st-century classroom.

4. Promotion of Continuous Learning

Through flexible frameworks, NEP 2020 facilitates education beyond formal schooling. Digital ecosystems support skill upgrades, vocational training, and lifelong learning for all age groups.

5. Embracing Educational Innovation

New technologies such as Virtual Reality (VR), Augmented Reality (AR), and interactive simulations are enriching traditional educational models, making learning more immersive and experiential.

Major Challenges Confronting Digital Learning

1. Persistent Digital Inequality

The **National Sample Survey (2017-18)** reveals that internet access in Indian households remains limited, especially in rural areas. Digital disparity continues to be a formidable barrier to universal e-learning.

2. Infrastructure Limitations

Essential utilities such as stable electricity, reliable internet, and affordability of smart devices are lacking in several districts, hindering the effective deployment of digital education.

3. Limited Digital Competency Among Teachers

A substantial proportion of educators lack the necessary skills to utilize digital tools effectively, pointing to the urgent need for comprehensive digital pedagogy training.

4. Scarcity of Multilingual Resources

While NEP advocates for mother-tongue instruction, much of the available digital educational content is predominantly in English, restricting accessibility for many regional learners.

5. Risks to Data Security and Privacy

The migration to digital platforms exposes students and institutions to potential cybersecurity threats, underlining the need for stringent privacy and protection frameworks.

Government Strategies to Enhance Digital Learning

NEP 2020 proposes several interventions to address these barriers:

- **Formation of NETF:** To foster research and innovation in educational technology.
- **Creation of Open Digital Ecosystems:** To allow content interoperability and widespread access.
- **Adoption of Blended Pedagogies:** Offering both online and offline modes for flexibility.
- **Capacity-Building Initiatives:** Introducing mandatory digital training for educators and administrative staff.

Key Digital Initiatives Aligned with NEP 2020

- **SWAYAM:** Free online courses across disciplines, accessible to all.
- **Diksha:** An educational platform for teachers and students with multilingual content.
- **e-Pathshala:** A repository of school-level digital learning material.
- **PM eVidya:** Integration of digital, TV, and radio platforms to reach learners in remote areas.
- **NDEAR (National Digital Education Architecture):** A framework to support decentralized educational ecosystems using digital tools.

Evaluation: Strengths and Weaknesses

Advantages

- Comprehensive vision for technology-driven education.
- Emphasis on inclusivity and universal access.
- Flexibility in learning models.
- Structured efforts to empower teachers.

Limitations

- Heavy reliance on internet infrastructure.
- Potential exclusion of digitally marginalized communities.
- Inadequate emphasis on cybersecurity in current implementation strategies.

Strategic Recommendations

1. Strengthen Rural Connectivity

Expand broadband and mobile internet access in remote areas, subsidize digital devices, and ensure reliable power supply.

2. Focused Teacher Training Programs

Incorporate mandatory courses on digital pedagogy in teacher education, incentivize

adoption, and provide continuous learning opportunities.

3. Promote Localized Educational Content

Invest in the creation and dissemination of educational materials in regional languages and cultural contexts.

4. Fortify Data Security Frameworks

Implement robust cybersecurity measures and train educators and students on safe online practices.

5. Foster Collaborative Ecosystems

Encourage partnerships among governments, technology firms, non-profits, and academic institutions to accelerate innovation and resource mobilization.

Prospective Outlook

The road ahead for digital learning in India is promising yet complex. Advancements like AI-driven tutoring, blockchain credentialing, and fully virtual classrooms will redefine education. However, ongoing efforts to close the digital divide and protect data will determine the depth and reach of this transformation. Adaptive governance and responsive policy measures will be vital to navigate emerging challenges.

Conclusion

Digital education, as envisioned by NEP 2020, has the potential to revolutionize the Indian learning landscape. Its promise lies in making education more accessible, adaptable, and future-oriented. However, this transition demands robust infrastructure development, stakeholder collaboration, extensive teacher empowerment, and stringent cybersecurity practices. Through sustained, inclusive efforts, India can realize an educational future that not only addresses the needs of today's learners but also prepares them to thrive in an increasingly digitalized global environment.

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PLACE OF DIGITAL LEARNING IN NEP 2020**Joshi Adwait Dilip***Shri Bapusaheb D.D. Vispute College of Education, New-Panvel*

Abstract:-

This paper explores the future of digital learning in India through the lens of the National Education Policy (NEP) 2020. NEP 2020 aims to revolutionize the Indian education system by integrating digital technology to enhance accessibility, quality, and equity in education. The policy emphasizes the modernization of education through digital tools, aiming to fill gaps in equity and academics. The paper discusses the challenges and opportunities presented by NEP 2020, highlighting the need for robust infrastructure, continuous teacher training, and addressing the digital divide to ensure inclusive and equitable digital learning environments.

Keywords: Digital learning, NEP2020, Educational Technology, Teacher Training, Digital tools

Introduction:

The National Education Policy (NEP) 2020 places digital learning at the heart of the Indian education system, recognizing its potential to enhance learning, bridge the equity gap, and prepare students for the digital age. The policy emphasizes using technology to create more interactive and personalized learning experiences, improve student outcomes, and promote digital literacy.

Key aspects of NEP 2020 related to digital learning:-**(1) Digital Literacy and Digital Classrooms:**

The policy emphasizes the importance of developing digital literacy and integrating digital classrooms to provide students with access to quality education and prepare them for the digital world.

(2) Equity and Accessibility:

NEP 2020 aims to ensure equitable access to quality education by leveraging digital technologies to reach remote areas and underserved populations.

(3) Technology Integration:

The policy advocates for integrating technology across all levels of education, starting from the primary level, to foster digital fluency and 21st-century skills.

(4) Digital Infrastructure and Content:

NEP 2020 emphasizes the need for robust digital infrastructure, including broadband connectivity and access to digital devices, to support digital learning initiatives.

(5) Open Educational Resources (OER):

The policy promotes the development and dissemination of OER to democratize access to quality educational content and make it more affordable and accessible.

(6) Digital Citizenship:

NEP 2020 recognizes the need to develop digital citizenship among students,

including ethical use of technology and awareness of online safety.

(7) Pilot Studies and Evaluation:

The policy emphasizes the importance of conducting pilot studies to determine the effectiveness of digital/online education and evaluate its impact on student outcomes.

Role of teacher education and digital learning in NEP 2020: -

NEP 2020 emphasizes a significant role for teacher education and digital learning, focusing on equipping teachers with the skills to effectively integrate technology into their teaching practices and foster digital literacy among students. The policy aims to modernize education through digital tools, address equity and academic gaps, and support continuous professional development for teachers.

Teacher training in NEP 2020 related to digital learning: -

The NEP 2020 emphasizes the importance of teacher training in effectively integrating digital learning tools and methodologies. This includes continuous professional development programs focused on digital pedagogy and the use of educational technology. The policy also promotes the use of online and blended learning models, requiring teachers to be equipped with the necessary skills to leverage technology for improved pedagogy.

Advantages of digital learning in NEP 2020: -

Digital learning offers numerous advantages, including accessibility, flexibility, personalized experiences, and cost-effectiveness. It also facilitates collaboration, enhances engagement, and prepares students for the digital workforce.

(1) Accessibility and Flexibility:

Digital learning can be accessed from anywhere with an internet connection, making it ideal for students with disabilities, busy schedules, or those in remote locations. This flexibility allows students to learn at their own pace and convenience.

(2) Personalized Learning:

Digital platforms can adapt to individual learning styles and provide tailored content and pacing, optimizing comprehension and retention.

(3) Enhanced Engagement and Interactivity:

Digital learning uses multimedia elements like videos, simulations, and interactive quizzes to engage students and make learning more dynamic.

(4) Cost-Effectiveness:

Digital learning can reduce reliance on physical materials like textbooks, and minimize transportation and infrastructure costs.

(5) Collaboration and Communication:

Online platforms facilitate collaboration through forums, group projects, and virtual classrooms, fostering peer-to-peer interaction and knowledge sharing.

(6) Instant Feedback and Assessment:

Digital assessments provide immediate feedback, enabling learners to identify areas of improvement and track their progress in real-time.

Disadvantages of digital learning in NEP 2020: -

Digital learning, while offering many benefits, also presents several disadvantages. These include reduced face-to-face interaction, increased distractions, potential for technical issues, and challenges in ensuring equitable access to technology and resources.

1. Reduced Face-to-Face Interaction and Social Isolation:**(a) Lack of Direct Contact:**

Digital learning often lacks the immediacy and spontaneity of in-person interaction, which can be crucial for some learners, especially those who thrive on social engagement.

(b) Difficulty with Hands-On Learning:

Some subjects, particularly those involving practical skills or hands-on experiments, can be challenging to effectively teach in a digital environment.

2. Technical Issues and Accessibility Challenges:**(a) Dependence on Technology:**

Digital learning relies heavily on technology, and technical glitches, slow internet connections, or lack of access to reliable devices can disrupt the learning process.

(b) Digital Divide:

Unequal access to technology and reliable internet connections can create a digital divide, disadvantaging students from low-income or rural areas.

(c) Software and Compatibility Problems:

Issues with software compatibility, glitches in educational apps, or outdated hardware can hinder students' ability to participate effectively.

3. Distractions and Self-Discipline:**(a) Increased Distractions:**

The digital environment can be rife with distractions, including social media, games, and other online content, which can make it difficult for students to focus on their studies.

4. Other Challenges:**(a) Difficulty with Immediate Feedback:**

Getting immediate feedback from instructors or peers can be more challenging in a digital environment, potentially hindering the learning process.

(b) Potential for Cheating:

Digital learning can raise concerns about academic integrity, as it may be easier for students to cheat on exams or assignments.

(c) Extended Screen Time:

Prolonged screen time can lead to eye strain, reduced attention spans, and disrupted sleep patterns, especially for children.

(d) Security Risks:

Digital learning platforms can be vulnerable to cyberattacks and data breaches, which can compromise student privacy and security.

Conclusion: -

In conclusion, digital learning offers immense potential to transform education, but its success hinges on addressing the challenges and ensuring that it is implemented thoughtfully and equitably. By embracing innovation, addressing inequities, and prioritizing quality, digital learning can empower learners for success in the 21st century

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FIVE FOUNDATIONAL PILLARS OF NEP 2020: A CRITICAL ANALYSIS**Mr. Arvind Rajbhar***B.SC, B.Ed., M.Ed. (Appeared)*

Abstract

The National Education Policy (NEP) 2020 is a landmark reform in India's education system, aiming to prepare students for the challenges of the 21st century. At its core, the NEP is anchored on five foundational pillars: Access, Equity, Quality, Affordability, and Accountability. These pillars guide the policy's comprehensive restructuring of education at all levels, from early childhood care to higher education and lifelong learning. This paper explores the meaning, significance, and interrelation of each pillar, critically analyzing how they are expected to transform Indian education. It also examines challenges in implementation and offers insights into achieving these ambitious goals. Through an analytical approach, the paper highlights that while the vision is promising, achieving it will require coordinated efforts among government agencies, educational institutions, teachers, and society at large. The study concludes by emphasizing the need for sustained political will, financial investment, and community participation to realize the full potential of NEP 2020.

Keywords: Access, equity, quality, affordability, accountability

Introduction

The National Education Policy 2020, announced after a gap of 34 years, marks a significant shift in the Indian education system. Recognizing the changing global landscape, technological advancements, and demographic shifts, NEP 2020 aims to make education more holistic, flexible, multidisciplinary, aligned to the needs of the 21st century. The five foundational pillars—Access, Equity, Quality, Affordability, and Accountability—serve as the backbone of the policy, ensuring that education is a means for individual and national development. This paper critically analyzes each of these pillars, evaluating their significance, interconnectedness, and role in the successful realization of the NEP 2020 vision.

1. Access**Definition and Importance**

Access refers to ensuring that every individual, no matter their socioeconomic status, can receive an education. NEP 2020 emphasizes universal access to education from early childhood through Grade 12.

Ways to Improve Access

- Expand educational facilities, particularly in underdeveloped areas.
- Introduce different schooling models for students who have left school.
- Utilize technology to overcome geographic barriers with digital learning tools.

Challenges:

- Infrastructure differences between urban and rural areas.

- Limited online access due to the digital divide.
- Lack of qualified teachers in remote locations.

Future Directions:

To enhance access, focus on targeted policies for marginalized communities and innovative approaches like mobile schools and community learning hubs.

2. Equity**Definition and Importance**

Equity implies that every student, regardless of gender, caste, religion, disability, or region, should have equal opportunities to succeed. NEP 2020 prioritizes inclusion and the reduction of disparities in educational outcomes.

Ways to Increase Equity

- Establish Special Educational Zones in disadvantaged regions.
- Create funds to support girls and transgender students.
- Provide scholarships and financial aid for low-income families.

Challenges

- Persistent social inequalities.
- Resistance to social integration in some communities.
- Limited support for students with disabilities.

Future Directions:

Empowering local governance and conducting awareness programs can help create a more inclusive and equitable educational environment.

3. Quality**Definition and Importance**

Quality education ensures that students acquire critical thinking skills, creativity, and the ability to apply knowledge in real-life contexts. NEP 2020 envisions a shift from rote learning to competency-based learning.

Key Changes Suggested

- Implement a strong foundation in literacy and numeracy.
- Revise curriculum frameworks for schools and teacher training.
- Offer multidisciplinary education and flexible curricula at higher education institutions.
- Emphasize better teacher training and assessment methods.

Challenges

- Overcrowded curriculum centered on exams.
- Quality variance between public and private schools.
- Curriculum often misaligned with job market needs.

Future Directions:

Continuous teacher professional development and the integration of experiential learning methods are crucial for ensuring quality.

4. Affordability

Understanding Affordability and Its Importance

Affordability means that education should not be too expensive for any child or young person. The NEP 2020 aims to make education affordable for everyone, regardless of their financial background.

Policy Measures:

- The government plans to increase spending on education, setting a goal of 6% of the country's GDP.
- New rules will be introduced to control fees in private schools and colleges.
- More scholarships and financial help will be available from the government.

Challenges:

- The cost of private education is rising.
- Many states lack the necessary public funding and infrastructures, like buildings and resources, for education.
- Sometimes, corruption leads to the misuse of subsidies meant to help students.

Future Directions:

Partnerships with private companies and a focus on funding based on performance could make education more affordable while ensuring it remains high-quality.

5. Accountability

Understanding Accountability and Its Significance

Accountability refers to the responsibility of educational institutions, teachers, administrators, and policymakers to deliver quality education and ensure outcomes.

Proposed Mechanisms:

- Schools will be subject to clear and efficient regulations.
- Teachers and schools will undergo performance evaluations to ensure standards are met.
- An Independent State School Standards Authority will be established to oversee education standards.
- The introduction of a National Educational Technology Forum (NETF) will focus on incorporating technology in education.

Challenges:

- Bureaucratic systems often cause delays in making decisions.
- Too much regulation might prevent new and creative ideas from developing.
- There is a lack of clear measures to assess students' learning outcomes.

Future Directions:

Implementing clear, data-driven methods and involving communities can greatly improve accountability in education.

Interconnection of the Five Pillars

Each of the five pillars supports the others:

- Providing Access without ensuring Quality can lead to expansion without meaningful learning.
- Equity guarantees that Access has value for everyone, regardless of their background.
- Affordability supports both Access and Equity by removing financial barriers to education.
- Accountability ensures that Quality, Access, Equity, and Affordability are implemented effectively.

Together, these elements form a foundation for a skilled and fair society.

Challenges in Implementation

Despite the clear vision of NEP 2020, several challenges may hinder progress:

- The difference in political support and administrative capacity among states.
- A shortage of trained educators and staff.
- Resistance to change from institutions and educators.
- Financial constraints, especially in less developed areas.
- The need to balance national directives with local flexibility.

Conclusion

The five foundational pillars of NEP 2020—Access, Equity, Quality, Affordability, and Accountability—form a visionary framework for overhauling India's education system. They collectively aspire to democratize education, make it relevant to global needs, and empower every citizen. However, translating policy into practice requires not just robust planning but also active participation from all stakeholders—governments, educators, parents, and communities. Sustained investment, innovation, and commitment are vital to realize the transformative potential of NEP 2020.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Jamila Merchant***Shri Bapusaheb D.D. Vispute College of Education, New Panvel*

Abstract:

India's National Education Policy (NEP) 2020 sets the stage for a dramatic upgrade in how teachers are prepared, by putting digital innovation at the heart of the learning experience. This paper looks into how technology is reshaping teacher education not as an add-on, but as a powerful tool to reimagine the role of educators in modern classrooms. Through carefully designed digital ecosystems, such as DIKSHA and SWAYAM, teachers are gaining access to flexible, on-demand learning, allowing them to sharpen their skills from virtually anywhere. This transformation is more than just uploading training online; it's about creating a learning culture where instructors continuously evolve, connect, and share. However, this revolution doesn't come without friction. Many educators face tough barriers, such as poor connectivity, lack of digital fluency, or insufficient tools especially in underserved regions. There is also the growing need to create meaningful, region-aware content that resonates with local teaching environments. As NEP 2020 unfolds, the dual nature of this shift its exciting possibilities and the real-world obstacles needs to be understood clearly. This paper explores how a teacher's journey in India is changing through technology, identifies areas of tension and promise, and suggests pathways to build a teaching workforce that is not just tech-aware, but tech-empowered. Ultimately, it argues that digital transformation in teacher education is not about the tools it's about rethinking the entire ecosystem in which teachers learn and grow.

Keywords: National Education Policy, Educator Empowerment, Digital Learning Tools, Technology Integration, Professional Development,

INTRODUCTION

The National Education Policy (NEP) 2020 marks a turning point in India's educational journey not as a routine update, but as a bold recalibration of purpose and practice. Among its many ambitions, one stands out for its transformative potential: the weaving of technology into the core of the learning experience. In this vision, the traditional image of the teacher standing at the front of the classroom gives way to a more dynamic role where educators become designers of learning pathways, using digital learning tools not just for delivery, but for discovery, interaction, and growth. Teacher education, once confined to prescribed syllabi and fixed routines, is now being challenged to evolve into a more fluid, responsive system that empowers educators to adapt, experiment, and thrive in digitally enriched environments. NEP 2020 does not simply advocate the use of technology; it invites a rethinking of how teachers are prepared to engage with learners in a world where knowledge is no longer locked in textbooks, but flows across platforms, languages, and formats.

Opportunities Presented by Technology in Teacher Education

Unlocking Boundless Access to Learning Resources

In the realm of teacher education, technology is not just an accessory—it is an amplifier of access. Through platforms such as **DIKSHA**, **SWAYAM**, and **NISHTHA**, teachers gain unlimited access to a rich reservoir of digital content. These platforms break down barriers of geography and accessibility, offering teachers not only textbook knowledge but also practical insights, case studies, and instructional strategies. What was once available only in physical libraries or distant seminars is now within a teacher's reach with a few clicks, allowing for a broader and more nuanced professional development.

- **Tailored Learning Journeys for Educators**

One of the most powerful promises of technology in teacher education lies in its ability to offer personalized learning experiences. Rather than one-size-fits-all approaches, technology enables educators to engage with content that resonates with their individual needs, preferences, and skill levels. Whether through adaptive learning systems or flexible online modules, teachers are empowered to progress at their own pace, revisit content as needed, and select learning pathways that align with their professional goals. This customization fosters deeper engagement and encourages continuous growth.

- **Building a Culture of Collaboration and Networking**

Technology has redefined the way educators connect, collaborate, and share knowledge. Through virtual learning communities, webinars, and digital forums, teachers can join global conversations, exchange ideas, and work together to solve shared challenges. This virtual connectivity is no longer limited by physical space or time zones, creating a network of professional growth that transcends the traditional walls of classrooms and conference halls. The digital age has opened the door to a collaborative ecosystem where collective wisdom and diverse perspectives enhance the learning experience for both teachers and students alike.

- **Real-Time Feedback and Streamlined Assessments**

One of the hallmarks of a modern, technology-driven education system is the ability to assess and reflect in real time. Digital tools allow for seamless formative assessments, instant quizzes, and interactive exercises that offer immediate feedback. Teachers can track learner progress continuously, adjusting their approach as necessary to address gaps in knowledge or understanding. This shift from static, end-of-term evaluations to ongoing, dynamic assessments ensures that educators can respond to their students' needs more effectively and proactively.

Challenges in Integrating Technology in Teacher Education

- **Bridging the Digital Divide**

While the potential of technology is undeniable, its impact is not uniform across all regions. A significant hurdle lies in the digital divide—where access to the necessary infrastructure, like reliable internet connections and modern devices, is a luxury rather than a standard. For teachers in remote and rural areas, even the most well-designed online programs may seem out of reach. The gap between urban and rural access to digital tools continues to deepen,

creating an uneven playing field for educators across the country.

- **Overcoming Infrastructure Shortcomings**

Even in urban areas, many schools and teacher training centers face a stark reality: outdated or insufficient infrastructure. Inadequate availability of modern teaching tools, like interactive boards, projectors, or even stable internet connections, often hampers the effective use of technology in education. Without the foundational support of physical and digital infrastructure, the integration of technology remains a challenge, limiting its potential to transform teaching practices.

- **Addressing Technological Resistance**

Another significant challenge in the technology adoption process is the resistance to change among educators. Many teachers, particularly those who have been in the profession for a long time, may feel overwhelmed or skeptical about using digital tools. This reluctance can stem from fear of inadequacy, lack of training, or the comfort of traditional methods. Overcoming this resistance requires targeted efforts to build confidence, provide adequate training, and create an environment that encourages experimentation rather than punishing failure.

- **Ensuring Ongoing Professional Development**

In a fast-evolving digital world, the challenge is not just to train teachers once, but to provide continuous, up-to-date professional development. As technology evolves, so must teachers' skills. Without consistent opportunities to learn new tools, methods, and platforms, educators may fall behind in their ability to use technology effectively. Ensuring that professional development is a continuous, flexible process is essential to keep pace with the ever-changing educational landscape.

Strategies for Effective Integration of Technology

- **Building Robust Digital Infrastructure**

For technology to become truly transformative, it must be supported by strong infrastructure. This involves not only ensuring that every educational institution is equipped with reliable internet access and modern devices but also providing technical support and training for both educators and students. A sustainable digital ecosystem requires long-term investments in infrastructure at the institutional level, ensuring that digital tools can be used effectively in the classroom.

- **Comprehensive Digital Literacy Training**

Digital literacy should no longer be seen as an optional skill but as a foundational aspect of a teacher's professional development. The ability to navigate online platforms, create digital content, and assess student learning through digital tools must be integrated into both pre-service and in-service teacher education programs. These programs should be designed to address the varying levels of technological proficiency among teachers and provide training that is both accessible and practical.

- **Policy Support and Collaborative Partnerships**

The success of technology integration in teacher education is not just about individual

efforts; it requires systemic change. Policymakers must create an enabling environment that supports the use of digital tools in classrooms. This includes developing guidelines for content creation, offering incentives for schools to embrace technology, and fostering partnerships between the government, educational institutions, and private tech companies to ensure that the necessary resources are available.

Conclusion

As India moves toward realizing the aspirations of NEP 2020, the integration of technology in teacher education stands as both a monumental opportunity and a complex challenge. While the potential for technology to reshape the landscape of education is immense, it is clear that the successful implementation of these innovations depends on addressing significant barriers. The key lies in ensuring equitable access, building robust infrastructure, offering continuous training, and creating a culture of collaboration. By embracing these strategies, India can harness the full power of technology, not only enhancing the quality of teacher education but also empowering educators to become true facilitators of learning in the digital age.

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RELEVANCE OF INDIAN KNOWLEDGE SYSTEM (IKS) IN NEP 2020**Mr. Hitesh Suthar***VIBGYOR Roots and Rise School, Malad West, Mumbai*

Abstract

Our own country always believes in modifying the belongings or any process in their own way. This modification involves usage of our traditional or prejudicial information available with us. This process of transforming the foreign things into our form is known as the “Traditionalist Approach.” One of such approaches mentioned in the National Educational Policy (NEP) 2020 in India is known as the “Indian Knowledge System (IKS).”

The Indian Knowledge Systems comprise of Jnan, Vignan, and JeevanDarshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat, that were transmitted through textual, oral, and artistic traditions. “Knowledge of India” in this sense includes knowledge from ancient India and its successes and challenges, and a sense of India’s future aspirations specific to education, health, environment and indeed all aspects of life.

Introduction

India is a very rich country in terms of having a vast history of traditional knowledge in the medicinal field, educational area, science, geographical sector and many more. Indian Knowledge application in the educational sector enhances the inculcation of Indian Knowledge in various topics of education so that Indian Knowledge can be disseminated in the new generation. The Indian Knowledge can be verbally transferred to the next generation and preserved in the Indian society.

The Indian Knowledge System (IKS) is formally found in a minor and tribal community of India. This knowledge present with them can be collected and preserved so that it can be widespread in India. This knowledge can be agglomerated by different techniques such as a questionnaire, ethnographic research, historical research, personally experiencing with the tribal people and living with them to revive it. It is also mentioned or described in NEP 2020 that the IKS can be used to teach our students the ethical values, ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, scientific contributions, traditions, indigenous literature, and knowledge, etc., as a part of augmenting their knowledge about these areas.

The NEP 2020 recognizes this rich heritage of ancient and eternal Indian Knowledge and thought as a guiding principle. The Indian knowledge systems of Jnan, Vignan and JeevanDarshan have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted education. So “Knowledge of India” in this sense includes knowledge from ancient India and its success and a sense of India’s future

aspirations specific to education, health, environment and indeed various aspects of life. The Indian knowledge system aims to support and facilitate further research to solve contemporary issues. IKS is based on Vedic literature, Vedas and the Upanishads. Indian knowledge Systems aims to integrate the ancient traditional knowledge of India with the contemporary knowledge system. The implementation of the Indian Knowledge System will not only transform education but also regenerate the Indian psyche and way of life. By infusing fundamental Indian thought, knowledge, tradition, art, skills, craftsmanship, and management into various sectors, India will undergo a philosophical revolution.

Concept of Indian Knowledge System:

Indian Knowledge System (IKS) comprises three words namely: Indian, Knowledge, and System. Indian: It refers to Akhand Bharata i.e. undivided Indian subcontinent. Knowledge: Knowledge refers to unstated knowledge and it lies in the wisdom of knowledge seekers. It is gained by insights into personal experiences, through observations, facing real-life problems, and solving them. System: System means a well-organized methodology and classification scheme used to access a body of knowledge. The classification is based on the need, interest, and capacity of the knowledge seeker so that he may access the inherent knowledge. The IKS is the systematic transfer of ancient and modern knowledge from one generation to another. It covers ancient knowledge from various domains to address current and future challenges. In the view of Kautilya, Education should aim at three outcomes such as, Vidya-Creation of new Knowledge, Vivek - Wisdom to use the right knowledge in right time and place for right purpose, and Vichashaknata – the skill set to get the proper results of knowledge in real life. These outcomes are possible only when the education system is properly balanced with the integration of knowledge and skill in an appropriate manner. In today's education, the organization of knowledge content "what to know" has taken over the best of knowledge seeking "inquiry" i.e. "how to know". The entire Indian Knowledge System has always focused on "how" rather than "what".

Objectives of IKS in Education:

The objectives of IKS in education can be illustrated as follows:

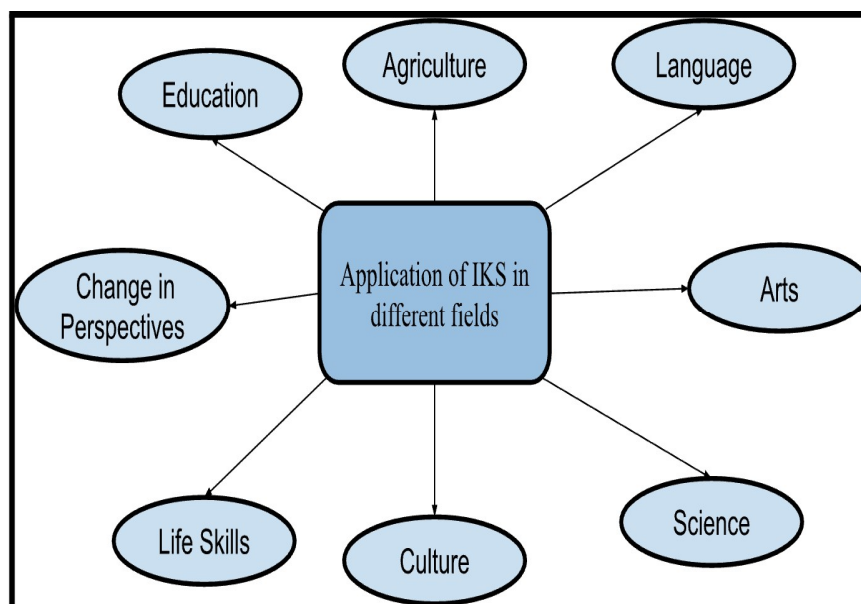
To discuss how the knowledge of India can be integrated with contemporary knowledge systems to address current and emerging challenges of India and the world especially in the areas of health, education, agriculture, environment etc.

To discuss mechanisms for evolving appropriate protocols for IKS studies and methodologies to integrate with research in contemporary knowledge systems in ways that are globally acceptable.

To identify the mechanisms for incentivising the students to perform serious scholarly inter-disciplinary research.

To identify subjects related to IKS which will not only attract Indian students, but also foreign students which will serve the goal of Internationalisation at home.

To find ways to achieve maximum public participation for the development and propagation of IKS.

Application of IKS in Different Fields and Connecting it with the Education**Agricultural Sector**

The traditional knowledge of agriculture will help Indian agriculture to increase their crop production, quality of crops, organic crop production and use of organic fertilisers in the growth of crops. This knowledge helps the Indian farmers to imbibe sustainable agricultural practices, pests and disaster management, the use of traditional and adapting tools, rainfall prediction and local authority participation.

Connecting it with the Education:

- 1) To make the students visit the farm and do various practices related to agriculture.
- 2) To show them different irrigation methods and tools used for the same.
- 3) To demonstrate the morphological difference between organic and chemical fertilisers.
- 4) To make Students practice agriculture and farming through that they appreciate the efforts and hardwork put in by farmers to make food available for the country.
- 5) To sensitise students towards the farmers.

Language

The use of IKS in language scopes has a huge impact on languages. The languages have many dialects and nuances in different parts of India that can be used to transform the traditional knowledge into readily understandable form. The NEP 2020 focuses on instilling the use of **Bilingual Approach** or **Multilingual Approach** in delivering the instructions. The IKS can be used to convert various academic contents, teaching and learning instructions and resources so that it becomes comprehensive to the tribal community.

Connecting it with the Education:

- 1) To make students understand the importance of local dialect and preserve it either in verbal or written form.
- 2) To promulgate the knowledge of IKS through different languages and the mother language

is best suited for preserving IKS.

- 3) To facilitate effective cross-cultural communication and equip students with valuable assets in an interconnected world.
- 4) To make students confident and invigorated enough to communicate their ideas.
- 5) To instill diverse values, skills and attitudes to accept different languages and their historical and cultural importance.

Arts

The different forms of Arts can be expressed through Music, Dance, Drama, Drawing, paintings, Sculpturing, and many more. All these art forms can be transfigured into Indian forms using Indian knowledge and heralded into roots of Indian societies. The Indianised dance, drama and music effectively converse different values, cultures and traditions of India to the new generation. The different forms of Arts are the best way to understand the deeply rooted cultural, educational and historical aspects.

Connecting it with the Education:

- 1) To demonstrate and comprehend guiding principles for VastuShastra, cosmology, philosophy, religious beliefs, and heritage.
- 2) To transfer Indian Cultures and theories through Indian and Classical dance forms.
- 3) To demonstrate the preservation and transmission of IKS knowledge in the performing arts.
- 4) To develop unique and authentic artistic expressions that reflect Indian traditions and values.

Science

The IKS can be applied in science in various ways such as integration of Indigenous knowledge into Science Education, cross-cultural understanding, using traditional knowledge in modern scientific research. It can also enhance learning, foster cultural awareness, and address complex societal issues, especially in areas like environmental protection and sustainable development.

Connecting it with the Education:

- 1) To make students aware about the use of herbal plants in the medicinal field and make new scientific discoveries.
- 2) To foster students about forest management, water conservation, and traditional ways of living in harmony with nature, which can be applied to address environmental challenges like deforestation and climate change.
- 3) To make it more elaborative and relevant for the students by connecting it with traditional scientific knowledge.
- 4) To facilitate collaboration between different fields of knowledge to address complex problems.

Change in Perspectives

Indian Knowledge Systems (IKS) can be applied to shift perspectives by providing different frameworks for understanding and addressing complex global issues. This can lead to a

more holistic, suitable and sustainable approach to various fields like education, health, and environment. By incorporating IKS, individuals can gain a deeper comprehension for their own cultural heritage and develop a stronger sense of identity.

Connecting it with the Education:

- 1) To develop different perspectives in the students like Holistic, Cultural, Sustainable, Societal, Cross-cultural and many more.
- 2) The holistic development of the students helps them shift their focus towards their bright career rather than having monotonous and typecasted job opportunities.
- 3) To make them entrepreneurs and assist them by achieving a great insight to do successful business.

Hurdles to administer IKS in Educational Fields

1. Resistance to Change and Lack of Awareness
2. Resource Constraints and Infrastructure
3. Concerns about Relevance and Modernity
4. Need for Standardized Frameworks and Validation
5. Socioeconomic and Cultural Diversity
6. Need for Interdisciplinary Approaches

Conclusion

Integrating traditional Indian knowledge systems (IKS) into higher education, as advocated by NEP 2020, represents a pioneering step towards creating an education system that is deeply rooted in cultural heritage while being globally relevant. This holistic approach not only respects India's rich and diverse intellectual traditions but also provides a robust framework for fostering critical thinking, ethical reasoning, and sustainable practices among students. The successful integration of IKS in higher education can lead to a more inclusive and multidisciplinary educational environment. It can bridge the gap between modern scientific methodologies and traditional wisdom, fostering innovation and creativity. Moreover, it can enhance the employability of graduates by equipping them with a unique blend of traditional and contemporary knowledge and skills. Despite several challenges, the potential benefits of integrating traditional Indian knowledge systems into higher education are immense. It can lead to the creation of a more culturally aware and ethically grounded generation of learners, capable of contributing to sustainable development and societal well-being. By embracing the vision of NEP 2020, India can pave the way for an education system that not only preserves its rich heritage but also prepares its students for the complexities of the modern world.

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TRANSFORMING STUDENT EVALUATION: ASSESSMENT REFORMS IN THE NATIONAL EDUCATION POLICY 2020

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Abstract

The National Education Policy (NEP) 2020 introduced by the Government of India marks a paradigm shift in the Indian education system, emphasizing the transformation of traditional assessment practices into more holistic, learner-centered, and competency-based approaches. Recognizing that assessment plays a crucial role in shaping the teaching-learning process, NEP 2020 proposes reforms that aim to evaluate not just rote memorization, but the actual learning outcomes, critical thinking, creativity, problem-solving, and application of knowledge. The focus is on assessment for learning rather than assessment of learning. This paper presents a comprehensive analysis of the assessment reforms under NEP 2020, highlighting key features such as competency-based assessment, formative and adaptive evaluation, the use of multidimensional report cards, and the integration of technology-enabled assessments. The establishment of PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as a national assessment center is a strategic initiative to ensure consistency and quality in evaluation practices across all school boards in the country. In addition, the article explores the implications of these reforms at both school and higher education levels, while identifying the challenges posed by infrastructure gaps, teacher preparedness, the digital divide, and socio-economic diversity. It also outlines the critical role of teachers, parents, policymakers, and institutions in facilitating smooth implementation. Through examples of best practices, innovations, and strategic recommendations, the paper underscores the potential of NEP 2020 to revolutionize assessment methods in India. By adopting these reforms, the education system can foster deeper learning, inclusivity, and a stronger alignment with 21st-century skills. However, the success of these reforms will depend on coordinated efforts, continuous monitoring, and sustained capacity-building initiatives.

Keyword: Assessment, NEP 2020, Holistic Education, Competency-Based Learning, Formative Evaluation

Introduction

Assessment has always been a core component of the education system. Traditionally in India, the evaluation system emphasized high-stakes examinations that often-fostered rote learning. With the advent of NEP 2020, a need was felt to realign assessments with the objectives of holistic education. NEP 2020 brings a paradigm shift from summative to formative and competency-based evaluation, ensuring that learning is meaningful, inclusive, and aligned with 21st-century skills.

The Paradigm Shift in Assessment Philosophy

NEP 2020 redefines assessment as a tool for learning rather than merely measuring

learning. It advocates for assessments that are diagnostic and formative, allowing continuous tracking of progress and identifying areas of improvement. This change emphasizes development of higher-order cognitive skills including analysis, critical thinking, and conceptual clarity.

Key Features of Assessment Reforms in NEP 2020

- Competency-Based Assessment: Aligned with learning outcomes, emphasizing what students know and can do.
- Formative Assessment: Continuous tracking of student progress rather than end-of-term exams
- Multidimensional Report Cards: Including self-assessment, peer assessment, and teacher assessment.
- Use of Technology: Adaptive learning platforms, AI-based evaluation systems.
- PARAKH: The National Assessment Centre to ensure uniformity and standardization across India.

Implications for School Education

For schools, NEP 2020 mandates reorientation of assessments to reduce the fear and pressure of exams. It promotes flexible and age-appropriate testing patterns, more practical and application-based questions, and gradual elimination of rote memorization. Teachers are to be trained in designing and evaluating formative assessments. Report cards will now reflect holistic development – academic, emotional, social, and physical growth.

Higher Education and Assessment Reforms

In higher education, NEP 2020 encourages the adoption of Continuous Internal Evaluation (CIE), Project-Based Assessments, and a flexible Choice-Based Credit System (CBCS). Outcome-Based Education (OBE) is promoted to align assessment with the specific skills and competencies expected at the end of each course.

Challenges in Implementation

Despite the progressive outlook, implementation of NEP's assessment reforms faces challenges: inadequate digital infrastructure, lack of teacher training, regional disparities, language diversity, and stakeholder resistance to change.

Role of Stakeholders

Implementation requires collaborative efforts. Teachers must be trained in developing formative and competency-based assessments. Institutions must design inclusive tools. Parents and students must be made aware of the new evaluation standards. Central bodies like NCERT, NTA, SCERTs, and school boards must ensure alignment with NEP 2020 goals.

Best Practices and Innovations

States like Kerala and Delhi have initiated pilot programs involving AI-driven assessment tools and activity-based learning assessments. Private institutions are also experimenting with gamified assessments and experiential learning evaluations, which provide rich and continuous feedback.

Measures for Effective Implementation

- Capacity Building: Continuous professional development programs for teachers.
- Digital Tools: Accessible assessment tools for remote and inclusive evaluation.
- Stakeholder Orientation: Workshops and materials for parents and learners.
- Policy Monitoring: Clear guidelines and regular feedback mechanisms.

Conclusion

Assessment reforms in NEP 2020 present a transformative opportunity to reimagine Indian education. By focusing on competencies, conceptual clarity, and learner-centric methodologies, NEP paves the way for inclusive and impactful education. However, for effective implementation, a synchronized effort involving educators, policymakers, institutions, and communities is vital. With a robust framework and adequate support, India can successfully adopt global best practices in assessment.

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HOLISTIC AND MULTIDISCIPLINARY EDUCATION IN INDIA: A CRITICAL ANALYSIS OF NEP 2020

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Abstract

The National Education Policy (NEP) 2020 represents a major reform in India's educational landscape, placing a strong emphasis on holistic and multidisciplinary education. This paper explores how NEP 2020 envisions an education system that nurtures not just academic excellence but also creativity, critical thinking, emotional intelligence, and ethical values. Using a qualitative analysis of policy documents, academic research, and institutional responses, the study examines the key reforms introduced to make learning more flexible, integrated, and learner-centered. It highlights the opportunities created by the policy, including enhanced employability, global competitiveness, and broader personal development, while also addressing implementation challenges such as infrastructure gaps, faculty preparedness, and regional disparities. The paper concludes that while NEP 2020 sets a progressive direction aligned with global educational trends, its success will depend on effective execution, investment in capacity building, and cultural shifts in educational mindsets. Future research must focus on longitudinal studies to measure the long-term impact of these reforms on students and society.

AIM OF THE STUDY: *This study aims to explore the vision, objectives, and implications of holistic and multidisciplinary education as outlined in the National Education Policy (NEP) 2020, and to assess its potential impact on India's educational landscape. The study follows a qualitative research design based on policy analysis.*

METHODOLOGY: *It involves a comprehensive review of the NEP 2020 document, relevant government reports, academic articles, and expert commentaries to interpret the policy framework and its practical implications.*

Keywords : NEP 2020 (National Education Policy 2020), Flexible Curriculum, Higher Education Reforms, Academic Flexible, Critical Thinking, Experiential Learning, Holistic Education

Key Findings:

Multidisciplinary Education, emphasizes integrated education that nurtures cognitive, emotional, social, physical, and ethical development.

It promotes flexibility in subject choices across streams, encouraging students to combine arts, sciences, and vocational subjects.

The policy calls for the establishment of multidisciplinary institutions and undergraduate programs with multiple entry/exit options.

Focus on critical thinking, creativity, ethics, and experiential learning aims to replace rote-based education.

It highlights the need for teacher training, curriculum reform, and assessment redesign to support this shift.

INTRODUCTION

Before the introduction of NEP 2020, education in India was largely governed by the National Policy on Education (NPE) 1986 (modified in 1992). The system was characterized by a rigid separation of academic streams (science, commerce, arts), a heavy emphasis on rote memorization, limited focus on creativity or critical thinking, and outdated curricula that often failed to align with modern global needs. Higher education institutions operated mostly within narrow disciplines, and there was little flexibility for students to explore interdisciplinary learning. Moreover, skill development, vocational training, and holistic development were underemphasized, creating a gap between education and employability. India's education system was primarily guided by two major policies: the National Policy on Education (NPE) 1968 and the National Policy on Education (NPE) 1986, which was later modified in 1992. These policies focused on expanding access to education, promoting equity, eradicating illiteracy, and improving the quality of educational institutions. However, over the decades, India's education system became increasingly rigid, exam-centric, and fragmented. Academic streams such as science, commerce, and arts were kept separate with little scope for interdisciplinary learning. Curriculum reforms were slow, leading to outdated content that often did not align with the evolving demands of the 21st-century economy. The focus was heavily placed on rote learning, with limited emphasis on critical thinking, creativity, problem-solving, or practical skill development. Despite significant achievements like increased enrollment rates and expansion of higher education institutions, challenges such as high dropout rates, poor learning outcomes, lack of employability skills among graduates, and infrastructure disparities persisted. Rapid technological changes, globalization, and the need for a knowledge-driven economy highlighted the urgent necessity for comprehensive educational reforms, setting the stage for the formulation of the NEP 2020.

The need for change arose from:

Rapid technological advancements and changing job markets

Globalization and the demand for 21st-century skills like creativity, problem-solving, and emotional intelligence

Poor learning outcomes and low employability rates among graduates

Inequities and barriers in access to quality education

A growing recognition that education must foster the overall development of individuals rather than focus solely on academic achievement

This article aims to explore how NEP 2020 addresses these challenges by promoting a holistic and multidisciplinary educational model. It examines the policy's vision, key reforms, and the potential impacts on India's future educational and socio-economic landscape.

Key Features of Holistic and Multidisciplinary Education in NEP 2020

Curriculum Reforms:- Flexibility, reduced content load, integration of arts, sciences, sports, vocational education.

Pedagogical Changes:- Experiential learning, critical thinking, values, and ethics.

Higher Education Reforms:- Multidisciplinary universities, 4-year undergraduate programs, multiple

Teacher Training:- Emphasis on holistic development of educators.

Assessment Reforms:- Competency-based assessment instead of rote learning.

Implementation Challenges

While NEP 2020 presents a progressive vision for holistic and multidisciplinary education, its successful implementation faces several key challenges:

Infrastructure and Faculty Limitations:

Many institutions, especially in rural and semi-urban areas, lack the necessary infrastructure such as well-equipped labs, libraries, and spaces for arts, sports, and vocational training. Additionally, there is a shortage of trained and diverse faculty capable of delivering interdisciplinary content and experiential learning.

Resistance to Change:

Educational institutions and stakeholders accustomed to traditional, exam-oriented systems may resist the shift towards a more flexible and integrated model. Institutional inertia, fear of uncertainty, and rigid administrative structures can slow down reform efforts.

Training and Orientation Needs:

Teachers and administrators require extensive capacity-building to adapt to the new pedagogical approaches emphasized in NEP 2020. This includes training in experiential learning, competency-based assessment, and multidisciplinary teaching strategies—areas where many currently lack expertise.

Regional and Language Diversity:

India's vast linguistic and cultural diversity poses a challenge in developing inclusive curricula that reflect local contexts while meeting national standards. Translating multidisciplinary content into multiple regional languages and ensuring uniform quality of education across states adds complexity to implementation.

Opportunities and Impact

Opportunities:

Fostering Creativity and Innovation:

By encouraging students to learn across disciplines, NEP 2020 provides opportunities to nurture creative thinking, innovation, and problem-solving skills essential for a dynamic global economy.

Enhanced Employability:

A multidisciplinary education system equips students with diverse skills—technical, analytical, artistic, and interpersonal—making them better prepared for a wide range of career paths and adaptable to changing job markets.

Global Competitiveness:

Aligning India's education system with international standards enables students to compete

more effectively on a global stage, promoting academic mobility and collaboration.

Personal Growth and Well-Being:

Holistic education that integrates ethics, emotional intelligence, physical well-being, and life skills promotes overall personal development and mental health, producing well-rounded individuals.

Innovation in Research and Development:

Multidisciplinary learning fosters new perspectives, encouraging research that cuts across traditional boundaries and leads to more meaningful and impactful innovations.

Impact:**Transformation of Educational Institutions:**

Schools and universities are transitioning towards flexible curricula, offering a wider array of subject choices, interdisciplinary programs, and innovative learning environments.

Societal Advancement:

Graduates with broader skill sets and social awareness can contribute more effectively to sustainable development, nation-building, and community service.

Reduction in Dropout Rates:

With greater flexibility, relevant curricula, and vocational training opportunities, students are more likely to stay engaged in education, thus reducing dropout rates, especially at the secondary and higher education levels.

Promotion of Equity and Inclusion:

By valuing diverse talents and intelligences beyond academic scores, NEP 2020 creates opportunities for students from varied backgrounds to thrive.

Here's a case study section with real-world examples on holistic and multidisciplinary education under NEP 2020:

Case Studies and Real-World Examples

IIT Hyderabad's Flexible Curriculum Initiative:

In response to NEP 2020's call for multidisciplinary education, IIT Hyderabad introduced flexible undergraduate programs allowing students to pursue minor degrees in areas like entrepreneurship, design, public policy, and liberal arts alongside their core engineering courses. This promotes cross-disciplinary learning and better prepares students for diverse career paths.

Delhi University's Four-Year Undergraduate Program (FYUP):

Delhi University reintroduced its Four-Year Undergraduate Program in 2022, aligning with NEP 2020's vision. The new structure offers greater flexibility, multiple entry and exit options, multidisciplinary studies, and an emphasis on research and skill development from the undergraduate level.

Maharashtra's State-Level Implementation:

The state of Maharashtra established a Task Force for NEP 2020 implementation. It mandated universities to offer multidisciplinary programs and recommended creating 'Multidisciplinary Education and Research Universities' (MERUs) to offer broad-based education.

Pilot projects in colleges affiliated with Savitribai Phule Pune University have started rolling out courses combining science, arts, and vocational training.

Ashoka University's Liberal Arts Model:

Although established before NEP 2020, Ashoka University serves as a strong model for the multidisciplinary approach NEP 2020 envisions. It offers an open curriculum where students combine majors and minors across sciences, social sciences, and humanities, showcasing how holistic education fosters critical thinking and leadership.

Discussion

Alignment of NEP 2020's Vision with Ground Realities:

NEP 2020 presents a bold and transformative vision of holistic and multidisciplinary education. It promotes flexibility, creativity, skill development, and personal growth—all critical for modern education. However, aligning this vision with ground realities poses significant challenges.

While elite institutions and some private universities have embraced multidisciplinary learning, many public universities and schools, particularly in rural and semi-urban areas, still struggle with basic infrastructure, trained faculty, and resources. Additionally, the rigid exam-oriented culture and emphasis on traditional degrees continue to dominate in many regions. Language diversity, administrative hurdles, and limited financial support also slow down the full realization of NEP's holistic goals. Thus, while the vision is progressive, on-ground implementation remains uneven and requires sustained policy support, investment, and cultural change.

Comparison with Global Education Models:

Globally, countries like the United States, Canada, and parts of Europe have long promoted holistic and multidisciplinary education. Liberal arts education, major-minor systems, and flexible degree pathways are common features of their systems.

United States:

U.S. universities emphasize broad-based undergraduate education with flexibility in course selection, allowing students to major and minor across disciplines. NEP 2020's vision of multidisciplinary universities and four-year undergraduate degrees mirrors this approach.

European Union (Bologna Process):

The Bologna Process harmonized European higher education, focusing on flexible learning pathways, cross-border mobility, and multidisciplinary competencies. NEP 2020's credit transfer system and multiple entry-exit points reflect similar goals.

Compared to these global models, NEP 2020 is progressive and comprehensive in its vision. However, successful global models also show that implementation takes decades of consistent effort, teacher training, community involvement, and heavy investment in educational infrastructure. India's challenge will be to replicate these successes while adapting them to its unique social, cultural, and economic diversity.

Conclusion

The National Education Policy 2020 marks a historic step toward transforming India's education system by promoting holistic and multidisciplinary learning. It aims to develop well-rounded individuals equipped with critical thinking, creativity, ethical reasoning, and practical skills necessary for the 21st-century world. Our analysis shows that while NEP 2020's vision is comprehensive and aligns with successful global models, several ground realities—such as infrastructural gaps, faculty shortages, resistance to change, and regional disparities—pose major challenges to full implementation.

Recommendations for Successful Implementation:**Infrastructure Development:-**

Prioritize investments in modernizing educational infrastructure across rural and urban regions.

Teacher Training:-

Launch continuous professional development programs to equip teachers for multidisciplinary, student-centered pedagogy.

Policy Flexibility:-

Allow institutions autonomy in curriculum design while ensuring quality and equity standards.

Public Awareness Campaigns:-

Create campaigns to shift societal attitudes from rote-learning to holistic education.

Strengthening State-Level Capacity:-

Provide states with technical and financial support to localize and implement reforms effectively.

Areas for Future Research:

- Long-term impact studies on student outcomes from multidisciplinary education models in India.
- Comparative analyses of NEP 2020 implementation across different states and regions.
- Research on integrating indigenous knowledge systems into holistic education frameworks.
- Examination of industry and employer perceptions of graduates from multidisciplinary programs.

In conclusion, while NEP 2020 sets a strong foundation, the path to realizing its vision requires coordinated efforts, sustained investments, and adaptive strategies to bridge the gap between aspiration and reality.

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BRIDGING URBAN–RURAL GAPS IN TEACHER EDUCATION THROUGH NEP 2020

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Abstract

India's education system faces persistent disparities between urban and rural areas, particularly in the quality and availability of teacher education. The National Education Policy (NEP) 2020 recognizes these gaps and introduces structural reforms to bridge them. This paper examines the ways in which NEP 2020 addresses urban–rural disparities in teacher education. It explores the new regulatory frameworks, teacher training reforms, technology integration, and incentives for rural postings. By focusing on multidisciplinary teacher education, the establishment of integrated Teacher Education Institutes (TEIs), and digital initiatives like the National Educational Technology Forum (NETF), NEP 2020 seeks to ensure that quality teacher training reaches even the remotest parts of the country. The study also highlights challenges such as infrastructure inadequacies, internet access, and social attitudes, which may impede the full realization of these reforms. Through a critical analysis, the paper concludes that sustained financial investment, capacity building, localized implementation strategies, and community engagement are essential for bridging the urban–rural divide in teacher education.

Keywords: NEP 2020, teacher education, urban–rural gap, digital education, teacher training reforms

Introduction

Teacher education forms the backbone of any effective educational system. In India, there has long been a stark divide between urban and rural teacher education opportunities, with urban areas benefiting from better training facilities, resources, and professional development. Rural areas, meanwhile, face a shortage of trained teachers, outdated pedagogical practices, and limited access to professional growth. NEP 2020, a transformative policy document, acknowledges these disparities and proposes comprehensive reforms. This paper analyzes how NEP 2020 seeks to bridge the urban–rural gap in teacher education and what challenges and opportunities lay ahead.

1. The Urban–Rural Divide in Teacher Education

Current Scenario:

- Urban Areas: Availability of reputed Teacher Training Institutes (TTIs), access to workshops, digital resources, and professional development opportunities.
- Rural Areas: Limited teacher education institutions, poor infrastructure, minimal exposure to innovative pedagogy.

Causes:

- Historical neglect of rural education sectors.
- Financial and infrastructural constraints.

- Difficulty in attracting and retaining quality faculty in rural areas.

2. NEP 2020's Vision for Teacher Education

NEP 2020 envisions a complete overhaul of the teacher education system by:

- Making teacher education multidisciplinary.
- Integrating teacher preparation into higher education institutions (HEIs).
- Professionalizing teacher training programs to ensure consistent standards.

Specific objectives include:

- Making a 4-year integrated B.Ed. degree mandatory by 2030.
- Phasing out substandard Teacher Education Institutions (TEIs).
- Creating stronger academic and professional standards through the National Council for Teacher Education (NCTE).

3. Strategies for Bridging the Urban–Rural Gap

A. Establishment of Multidisciplinary Institutions

- Consolidation of smaller TEIs into multidisciplinary universities offering teacher education programs.
- Setting up institutions in underserved rural regions.

B. Technology Integration

- National Educational Technology Forum (NETF) promotes sharing of best practices.
- Online teacher training modules to reach teachers in remote areas.
- Use of SWAYAM and DIKSHA platforms for distance education.

C. Emphasis on Local Context and Multilingual Education

- Teacher training to include pedagogy suited to local socio-cultural contexts.
- Bilingual or multilingual teacher preparation encouraged for rural settings.

D. Incentives for Rural Postings

- NEP suggests providing financial incentives and career advancement opportunities for teachers working in rural and disadvantaged areas.

E. Continuous Professional Development (CPD)

- Mandatory CPD programs with access to online courses, workshops, and peer networks to enhance teacher competencies across regions.

4. Challenges in Implementation

Infrastructure Limitations

- Many rural areas lack reliable internet connectivity, making online training difficult.
- Poor facilities in rural teacher training institutes.

Quality Assurance

- Risk of uneven quality if monitoring mechanisms are weak.
- Ensuring that integrated B.Ed. programs maintain high standards across institutions.

Attracting Talent

- Low incentives and harsh living conditions deter skilled educators from rural postings.

Socio-Cultural Barriers

- Resistance to new teaching methods.
- Language barriers and cultural differences.

5. Case Studies and Examples**Example 1: Digital Learning Initiatives in Rural Karnataka**

- Pilot projects using DIKSHA platform have shown positive results in upgrading teacher skills in remote districts.

Example 2: Rural Teacher Training Initiatives in Bihar

- Integrated B.Ed. colleges set up under state-level initiatives in line with NEP goals.

6. Recommendations**Strengthening Digital Infrastructure**

- Investment in rural broadband networks.
- Provision of low-cost tablets and digital tools for rural educators.

Localized Curriculum

- Developing teacher training curricula that reflect the cultural and linguistic needs of rural communities.

Incentivizing Rural Service

- Comprehensive incentive packages including housing, allowances, and recognition programs.

Public-Private Partnerships

- Collaboration with NGOs and private educational organizations to enhance teacher education outreach.

Monitoring and Evaluation

- Establishing transparent, independent bodies to evaluate teacher education quality across regions.

7. Future Outlook

If NEP 2020 is effectively implemented, India can expect a more balanced educational landscape where students in rural areas are taught by well-trained, motivated teachers. Achieving this vision will also have a positive ripple effect on rural development, economic growth, and national progress. The urban–rural gap in education is not merely a matter of resource distribution; it is a matter of social justice. Teacher education reforms are central to bridging this divide and ensuring that every child, regardless of location, has access to high-quality education.

Conclusion

NEP 2020 provides a comprehensive blueprint for transforming teacher education in India, particularly addressing urban–rural disparities. However, its success will depend on timely execution, adequate funding, strong political commitment, and grassroots-level engagement. Bridging the gap requires seeing rural teacher education not as an auxiliary concern, but as central to India’s broader development goals. A well-prepared teacher workforce across urban and rural India will be the strongest foundation for an equitable, vibrant, and progressive nation.

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BRIDGING THE URBAN-RURAL GAP IN TEACHER EDUCATION THROUGH NEP 2020

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Abstract

The National Education Policy (NEP) 2020 presents a unique opportunity to address the ongoing challenges in teacher education between urban and rural regions in India. In this article the key provisions within NEP 2020 that hold the potential to bridge this gap are discussed in details, focusing on initiatives related to promoting access to quality education, ensuring inclusivity, teacher recruitment, training, professional development, and the leveraging of technology. By analyzing these policy recommendations, this paper explores how their effective implementation can contribute to a more equitable distribution of qualified and motivated teachers, ultimately leading to improved learning outcomes for students in rural areas.

Key words- Challenges in Rural Teacher Education, Recommendations to meet the challenges, Impact of NEP 2020 on Rural Teacher Education

Introduction

The divide between urban and rural India extends to the field of education too, with rural areas often facing significant challenges in access to quality schooling and qualified teachers. This disparity is fueled by factors such as inadequate infrastructure, limited resources, geographical remoteness, and a lack of incentives for teachers to serve in rural schools. Consequently, students in rural areas often lag behind their urban counterparts in terms of learning achievements and future opportunities. The National Education Policy (NEP) 2020, with its ambitious vision for transforming the Indian education system, recognizes the urgency of addressing these regional imbalances. Several key aspects of the policy directly target the issues prevalent in rural teacher education, offering a roadmap for bridging the urban-rural gap and ensuring equitable access to quality education for all. This paper further discusses the challenges and recommendations given by NEP 2020 and its impact on Rural Teacher Education to enhance the overall quality of education of rural areas and thereby to overcome the gap between rural and urban areas in terms of education.

Challenges in Rural Teacher Education : Before discussing out the solutions proposed by NEP 2020, it is crucial to understand the ongoing challenges that hinder teacher education in rural India:

Lack of Qualified Teachers and teacher retention: Rural schools often struggle to attract and retain qualified and trained teachers, particularly in specialized subjects like science, mathematics, and English.

Inadequate Infrastructure and Resources: Teacher training institutions (TEIs) in rural areas may lack adequate infrastructure, including well-equipped classrooms, libraries, and technology, hindering the quality of training.

Lack of teaching resources: Rural areas often suffer limitation in books, learning material and technology making it difficult to provide quality education.

Limited Professional Development Opportunities: Teachers working in rural areas often have limited access to continuous professional development (CPD) programs, leaving them feeling isolated and less equipped with the latest pedagogical approaches.

Lack of Exposure and Innovation: Teachers have fewer opportunities for exposure to innovative teaching practices and collaborations with other institutions.

Socio-economic and Cultural Barriers: Teachers in rural areas may face socio-economic and cultural challenges that impact their effectiveness and motivation.

Digital Divide: Limited internet connectivity and access to digital resources in rural areas pose a significant barrier to technology-enabled teacher education and professional development.

Lack of Parent involvement: Parents in rural areas often don't take interest in their child education making it difficult for the child to be retained in school.

Language barrier: language plays a barrier in education of a child in rural area . A child finds it difficult to understand the language if he is unknown to that language and hence the language becomes a barrier in the learning process of a child.

Poverty and its impact: Poverty in rural areas hinders child education. Due to poverty a child finds it difficult to continue in school and hence drops out from the school.

NEP 2020 offers a comprehensive framework to address these **challenges** through several **key recommendations**:

Strengthening Teacher Recruitment and Deployment: The policy emphasizes transparent and merit-based teacher recruitment processes. It also proposes incentives for teachers to work in rural areas, such as improved service conditions, housing facilities, and career progression opportunities. Furthermore, the policy encourages the sharing of teachers across school complexes to address teacher shortages in specific subjects.

Transforming Pre-Service Teacher Education: NEP 2020 advocates for a shift towards a more holistic and integrated teacher education curriculum. The introduction of the 4-year integrated B.Ed. program, as a dual-major holistic Bachelor's degree, aims to equip future teachers with a deeper understanding of both subject content and pedagogy. Moving teacher education into multidisciplinary colleges and universities by 2030 is expected to enhance the quality and relevance of teacher preparation in all regions, including rural areas.

Emphasis on Continuous Professional Development (CPD): Recognizing the importance of ongoing learning, NEP 2020 mandates at least 50 hours of CPD annually for all teachers. This includes workshops, online modules (like SWAYAM and DIKSHA), and peer learning opportunities, which can be particularly beneficial for teachers in geographically isolated rural areas by providing access to quality resources and training.

Leveraging Technology in Teacher Education: The policy strongly promotes the integration of technology in teaching and learning. This includes the development of e-content in regional languages and the use of digital platforms for teacher training and professional development,

which can help overcome the limitations of physical distance in rural areas. Initiatives like digital classrooms and online resources can enhance access to quality education and training materials for both teachers and teacher educators in rural settings.

Establishing National Professional Standards for Teachers (NPST): The NPST, envisioned in NEP 2020, aims to create a benchmark for teacher quality across the country. This will ensure that all teachers, regardless of their location, meet a certain standard of competence and professionalism, contributing to more equitable learning outcomes.

Mentoring and Support Systems: NEP 2020 proposes the creation of a National Mission for Mentoring, where experienced teachers mentor new teachers. This can provide crucial support and guidance to teachers in rural areas, helping them navigate the challenges of their profession and improve their teaching practices.

Potential Impact of NEP 2020

The provisions within NEP 2020 hold significant promise for bridging the urban-rural gap in teacher education. By focusing on equitable recruitment, quality pre-service training, continuous professional development facilitated by technology, and robust support systems, the policy can contribute to:

Increased Availability of Qualified Teachers in Rural Areas: Incentives and targeted recruitment drives can attract and retain talented teachers in rural schools.

Improved Quality of Teacher Education in Rural TEIs: Integration with multidisciplinary institutions and access to digital resources can enhance the quality of training provided in rural areas.

Enhanced Professional Competence of Rural Teachers: Continuous professional development opportunities can equip teachers in rural areas with the latest pedagogical skills and knowledge.

Reduced Disparities in Student Learning Outcomes: A more equitable distribution of qualified and well-supported teachers can lead to improved learning outcomes for students in rural schools, narrowing the achievement gap.

Community engagement: By engaging the local community in the education process makes it easier for the local people to get employment and hence it leads to a strong bonding with the institution and in turns leads to smooth functioning of the education institutions.

Monitoring and evaluation: Continuous monitoring and evaluation helps in improving the education process by making curtailments in the process as and when required by the recommendation given during the monitoring and evaluation process. However, the successful realization of these goals hinges on effective implementation and adequate resource allocation. Collaborative efforts between the central and state governments, TEIs, local communities, and technology providers will be crucial. Furthermore, context-specific strategies that address the unique challenges of different rural regions will need to be developed and implemented. Continuous monitoring and evaluation of the impact of NEP 2020 on rural teacher education will be essential to ensure its effectiveness and make necessary adjustments along the way.

Conclusion

Bridging the urban-rural gap in teacher education is a critical step towards achieving equitable and quality education for all children in India. NEP 2020 provides a comprehensive framework with several promising initiatives to address the systemic challenges that have historically disadvantaged rural areas. By prioritizing teacher quality through targeted recruitment, transformative training, continuous professional development, and the strategic use of technology, NEP 2020 has the potential to empower teachers in rural India and, in turn, transform the educational landscape for their students, paving the way for a more inclusive and prosperous future.

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PLACE OF DIGITAL LEARNING IN NEP 2020**Rosemary N. Areng***Asha Kiran English Medium School, Paned, Pen, Dist- Raigad*

Abstract:

Digital Education in India is the way forward to learning and gaining knowledge through the means of technology and digital devices. COVID-19 pandemic had briefly disrupted the school – college education system in India. Since the 1st lockdown in March 2020, all the states have responded to the COVID-19 situation with speed and innovation. The existing digital resources were leveraged to maintain continuity in students' education.

Keywords: Digitalization, National Education Policy, ICT, e-learning, Artificial Intelligence.

Introduction:

The word 'Digitization' holds deeper meaning from evolution to adaption; it has diversified to a better and broader space. Digitization has taken a leap in the education sector, and in the last ten years, various methodologies have been introduced and implemented with newer techniques. The technology has remodelled the education sector, and the traditional mode of teaching and learning has moved towards modern methods in India. As a result, the education sector has undergone a massive transformation from various schools, colleges, or higher institutes. As a result, the education sector has undergone a massive transformation from various schools, colleges, or higher institutes.

Objectives: The main objectives for the Digitalization of Education in India.

- To develop tools and resources that are appropriate for supporting educational objectives.
- To create an educational technology model that enhances the current teaching and learning process.
- To establish clear behavioural learning objectives for the classroom.
- To comprehend the goals, tactics organizational structure of education.
- To create curricula that incorporate human values, science and the arts.

Use of ICT in Education:

The use of ICT in teaching and learning has also been emphasised by Indian higher education institution including the UGC, Universities and colleges. To communicate information more effectively, ICT has been widely used in Indian culture and governance since the last decade of the 20th century. ICT has significantly changed the education sector, increasing learning's interactivity, interest, and accessibility.

We can divide the essential tools of modern e-learning systems into two parts :

- a) Hardware (mobile, tablet, laptop etc.)
- b) Software (mail account, Google Drive, Google Form, YouTube etc.)

Process of E-Learning:

Several initiatives have been taken to enable online education in India such as:

- a) **E-Pathshala:** The e-Pathshala portal was introduced to create a resource for instructional

flipbook, audiobooks, films etc. smartphones, laptops, desktop computers and tablets can access the portal's resources, which are available in multiple languages, the app is very small and uses very little memory.

- b) **Swayam:** To provide all citizens, especially those from poor background, with an integrated, platform for online courses at reasonable prices, the government developed Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) in 2017.
- c) **Diksha:** the government unveiled Digital Infrastructure for Knowledge Sharing (DIKSHA) in September 2017. It provides students, teachers and parents with curriculum-based engaging learning materials, and a nationwide portal for school education,
- d) **NISHTHA:** to create modules for online education, the National Initiative for School Heads and Teacher's Holistic Advancement (NISHTHA) launched under the Centrally Sponsored Scheme of Samagra Shiksha Abhiyan in 2019-2020.
- e) **PM e-VIDYA:** To promote and develop digital education in India and to make e-learning more accessible for Indian students and instructors, the government launched the PM e-VIDYA Programme in May 2020. The programme includes creating original digital content for students who are blind or deaf as well as providing radio/podcast and QR digital textbooks to students in classes 1 to 12 via the DIKSHA portal.

Types of Digitalization:

The improvement of learner outcomes is the main objectives of using digital technologies. Innovative and purposeful use of technology is changing how teachers educate students and how students learn in classrooms.

- 1) Interactive smart board
- 2) Digital Textbooks
- 3) Projectors
- 4) Headphones
- 5) Internet connectivity
- 6) Learning Management Systems (LMS)
- 7) Video conferencing

AI in the Education Sector:

Artificial Intelligence (AI) is advancing significantly in the field of education, opening up new possibilities for efficiency, data analysis and individualised learning.

- 1) Personalized education
- 2) Intelligent tutoring technologies
- 3) Automating administrative tasks
- 4) Predictive analytics.

Conclusion:

It is evident that Nep 2020 provides a fresh canvas to paint on and opens up avenues for home-schooling and foreign universities in India. For the new policy to succeed a combination of a

staunch intent to move out of comfortable and facilitate increased involvement of foreign universities and increased literacy levels is a must. The policy also presents a significant opportunity for cooperation between the various industry stakeholders and regulatory authorities and educational institutions. Higher education Institution under NEP 2020 plays an active role in researching disruptive versions of instructional materials course including online courses and assessing their impact on specific areas.

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CHALLENGES FACING BY CLASS TEACHERS IN PREPARING HOLISTIC REPORT OF A STUDENT AS PER NEW EDUCATION POLICY 2020

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Abstract:

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid- 19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system. The National Education Policy (NEP) 2020 is a comprehensive reform of India's education system, aiming to make it more inclusive, equitable, and aligned with 21st-century needs. It was approved by the Union Cabinet on July 29, 2020, and replaces the previous National Policy on Education (NPE) from 1986. A holistic report encompasses the academic, emotional, social, and behavioral development of a student. While it provides a comprehensive picture of student growth, class teachers often face numerous challenges in compiling such reports. This conceptual research article delves into the multifaceted nature of holistic student assessment, identifies key barriers faced by educators, and suggests strategies to overcome these obstacles.

Key words: Challenges, Holistic report, students, Class teachers, New Education Policy 2020

Introduction:

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The paradigm shift in education from purely academic assessment to holistic evaluation aims to foster well-rounded development in learners. Holistic reports are valuable tools that capture a student's progress in cognitive, affective, and psychomotor domains. However, class teachers—being

closest to students—face significant difficulties in compiling such thorough assessments. This paper explores the conceptual challenges involved and suggests improvements.

Understanding Holistic Student Reporting

- Holistic reporting includes:
- Academic Performance
- Emotional and Social Development
- Physical and Creative Skills
- Attitude and Behavior
- Values and Life Skills
- Holistic assessments aim not just to measure outcomes but also to reflect learning processes, relationships, and student self-awareness.

Challenges Faced by Class Teachers

1. Time Constraints

Teachers often have to balance teaching, administrative work, and assessments. Writing detailed, personalized reports for each student becomes an overwhelming task.

2. Subjectivity and Bias

Holistic reporting demands subjective judgments. Personal biases or limited interactions may influence the accuracy and fairness of reports.

3. Lack of Training

Many educators are not adequately trained to assess emotional intelligence, behavioral issues, or interpersonal skills in a structured manner.

4. Inadequate Tools and Formats

Absence of standardized templates or tools for recording observations can lead to inconsistency and confusion in report writing.

5. Limited Parent-Teacher Collaboration

Incomplete data due to minimal interaction with parents or guardians can hinder a well-rounded understanding of the child.

6. Student Diversity and Inclusion Challenges

Assessing students with diverse needs, learning styles, or socio-economic backgrounds holistically adds complexity.

Implications for Teaching and Learning

- The inability to prepare effective holistic reports may:
- Undermine student growth tracking
- Miss early signs of learning difficulties or behavioral issues
- Lead to one-dimensional evaluations
- Affect teacher-parent communication and student support systems

Strategies for Improvement

- Professional Development Workshops: Train teachers in observation, documentation, and

holistic evaluation techniques.

- Use of Digital Portfolios and AI Tools: Enable continuous and evidence-based reporting.
- Collaborative Practices: Involve co-teachers, counselors, and parents in the reporting process.
- Standardized Rubrics and Formats: Provide consistency across assessments.
- Time Management Support: Allocate specific periods for observational note-taking and reporting.

Conclusion

A holistic student report is essential for understanding a learner's full potential. However, for class teachers, producing such reports is fraught with conceptual and practical challenges. Addressing these challenges requires systemic support, teacher training, and collaborative frameworks to make holistic education a reality. The study reveals that class teachers encounter a wide range of challenges in preparing holistic student reports, as mandated by contemporary assessment frameworks such as those aligned with the NEP 2020. These reports require not just academic evaluation but also insights into students' emotional, social, physical, and ethical development. The key issues identified include lack of proper training, time constraints, subjective bias, insufficient collaboration with co-curricular instructors, and inadequate digital tools for systematic documentation. Teachers often feel burdened by administrative responsibilities, limiting their ability to observe and record qualitative aspects of student behaviour and growth effectively. Furthermore, a lack of parental involvement and support compounds the difficulty of forming a well-rounded view of the student's development.

Despite their critical role in shaping student narratives, teachers receive minimal support in terms of standardized guidelines and institutional infrastructure. Consequently, many holistic reports tend to lean heavily on academic performance, undermining the core intent of whole-child assessment.

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शिक्षक शिक्षा संस्थानों में राष्ट्रीय शिक्षा नीति-2020 के कार्यान्वयन में चुनौतियाँ

प्रा. अनिल आबा गुरव

सहायक प्राध्यापक

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सारांश:

राष्ट्रीय शिक्षा नीति (एनईपी) 2020 शिक्षा में एक परिवर्तनकारी युग की शुरुआत करती है, जिसमें एक ऐसे भविष्य की कल्पना की गई है जहाँ सीखना सभी सीमाओं को पार कर जाए और छात्रों का समग्र विकास हो। यह पत्र शिक्षक शिक्षा संस्थानों के भीतर एनईपी 2020 के निहितार्थों की जांच करता है, जो बहु-विषयक शिक्षा, कौशल विकास, परिणाम-आधारित शिक्षा में चुनौतियों और अवसरों पर ध्यान केंद्रित करता है। एकीकृत बी.एड कार्यक्रमों और राष्ट्रीय शिक्षा नीति दृष्टिकोणों के माध्यम से सुगम बहु-विषयक शिक्षा, एक व्यापक सीखने का अनुभव प्रदान करती है, लेकिन इसके लिए सहयोगी पाठ्यक्रम विकास और उन्नत शैक्षणिक कौशल की जरूरत होती है। कौशल विकास पहल का उद्देश्य छात्र शिक्षकों को डिजिटल युग के लिए तैयार करना है, लेकिन प्रौद्योगिकी एकीकरण और मूल्यांकन में चुनौतियों का सामना करना पड़ता है, जैसे-जैसे टीई एल एस इन चुनौतियों का सामना कर रहे हैं, वे नवाचार और अनुकूलन को अपना रहे हैं, शिक्षक शिक्षा में एनईपी 2020 के परिवर्तनकारी दृष्टिकोण को साकार करने के लिए सहयोग और विकास को बढ़ावा दे रहे हैं। शिक्षक शिक्षा संस्थानों के भीतर एनईपी 2020 का कार्यान्वयन जितना विविधतापूर्ण है, उतना ही आकर्षक भी है, जो बहु-विषयक शिक्षण, कौशल विकास, परिणाम-आधारित शिक्षा के क्षेत्र जैसे क्षेत्रों में फैला हुआ है। शिक्षक शिक्षा को नया रूप देने की इस यात्रा में, हम अभिनव समाधान खोजने की प्रक्रिया में हैं, और परंपरा और आधुनिकता के जटिल अंतर्संबंधों का सामना कर रहे हैं। आइए हम उन चुनौतियों का पता लगाएं जो प्रतीक्षा कर रही हैं, उनको उजागर करें जो एनईपी 2020 के रूप में शिक्षक शिक्षा संस्थानों के भीतर परिवर्तन की परिकल्पना करती हैं।

भारतीय ज्ञान प्रणाली

शिक्षा में भारतीय ज्ञान प्रणाली का एकीकरण बहुत बड़ी संभावनाएँ रखता है, लेकिन यह उल्लेखनीय चुनौतियाँ भी प्रस्तुत करता है। इस दृष्टिकोण का उद्देश्य पाठ्यक्रम में पारंपरिक भारतीय मूल्यों, कलाओं, संगीत और दर्शन को शामिल करना है, जिससे अधिक समग्र और सांस्कृतिक रूप से निहित सीखने के अनुभव को बढ़ावा मिलता है। एक रोमांचक संभावना मूल्य एकीकरण है। शिक्षा में करुणा, सम्मान और नैतिक आचरण जैसे भारतीय लोकाचार और मूल्यों को शामिल करने से ऐसे अच्छे व्यक्तित्व का निर्माण हो सकता है, जो समाज में सकारात्मक योगदान देते हैं। यह एकीकरण पारंपरिक ज्ञान और आधुनिक ज्ञान के बीच की खाई को पाटता है, छात्रों को जटिल नैतिक दुविधाओं से निपटने के लिए तैयार करता है। हालाँकि, विविध मूल्यों को एक समावेशी शैक्षिक ढाँचे के साथ जोड़ने के लिए सांस्कृतिक विविधताओं और दृष्टिकोणों पर सावधानीपूर्वक विचार करने की आवश्यकता होती है।

कला एकीकरण एक और रास्ता है जो आशाजनक है। विज्ञान और गणित जैसे विषयों में पारंपरिक भारतीय कला रूपों को एकीकृत करने से रचनात्मकता और आलोचनात्मक सोच बढ़ती है। यह दृष्टिकोण अंतःविषय संबंधों को बढ़ावा देता है और छात्रों को भारत की समृद्ध कलात्मक विरासत की सराहना करने में मदद करता है। फिर भी, यह सुनिश्चित करना कि कला

एकीकरण मुख्य विषयों को प्रभावित किए बिना पाठ्यक्रम में सहजता से बना जाए, एक चुनौती हो सकती है। संगीत और नृत्य रूपों का एकीकरण एक और रोमांचक अवसर प्रस्तुत करता है। शिक्षा में भारतीय शास्त्रीय और लोक संगीत को शामिल करने से संज्ञानात्मक क्षमता, भावनात्मक अभिव्यक्ति और सांस्कृतिक जागरूकता में सुधार हो सकता है। हालाँकि, एक अच्छी तरह से गोल संगीत शिक्षा प्रदान करने के लिए शिक्षकों को भारतीय संगीत परंपराओं की गहरी समझ और उन्हें प्रभावी ढंग से शामिल करने के साधनों की आवश्यकता होती है।

सांस्कृतिक अध्ययन परियोजनाएँ भारत की अलग-अलग विरासत के बारे में सीखने के लिए एक व्यावहारिक दृष्टिकोण प्रदान करती हैं। छात्र ऐसी परियोजनाओं में सहभागी हो सकते हैं जो स्थानीय संस्कृतियों, त्योहारों और ऐतिहासिक घटनाओं का पता लगाती हैं, जो पहचान और अपनेपन की भावना को बढ़ावा देती हैं। चुनौती यह सुनिश्चित करने में है कि ये परियोजनाएँ समावेशी हों और भारतीय संस्कृति की बहुमुखी प्रकृति का सही रूप से प्रतिनिधित्व करें। शिक्षा में भारतीय दर्शन को शामिल करने से आलोचनात्मक नजरिया विकसित होता है और छात्रों को जीवन के गहरे सवालों पर चिंतन करने के लिए प्रोत्साहित किया जाता है। वेदों, उपनिषदों और भगवद गीता जैसे प्राचीन ग्रंथों से अवधारणाओं को पेश करके, छात्र मानव अस्तित्व और नैतिकता पर एक व्यापक दृष्टिकोण विकसित कर सकते हैं। हालाँकि, आधुनिक वैज्ञानिक ज्ञान के साथ दार्शनिक शिक्षाओं को संतुलित करना जटिल हो सकता है।

स्थानीय भाषाओं में पाठ्यक्रम का संचालन करना एक और महत्वपूर्ण पहलू है। क्षेत्रीय भाषाओं में शिक्षण न केवल भाषाई विविधता को संरक्षित करता है बल्कि छात्रों के बीच समझ और लगाव को भी बढ़ाता है। हालाँकि, इसके लिए गुणवत्तापूर्ण शैक्षिक संसाधनों के विकास और क्षेत्रीय भाषाओं में कुशल शिक्षकों के प्रशिक्षण की आवश्यकता है। इसलिए, शिक्षा में भारतीय ज्ञान प्रणाली का एकीकरण सीखने के अनुभवों को समृद्ध करने और सांस्कृतिक समझ को बढ़ावा देने का एक गहरा अवसर प्रदान करता है। मूल्य एकीकरण, कला और संगीत एकीकरण, सांस्कृतिक अध्ययन परियोजनाएँ, भारतीय दर्शन और स्थानीय भाषाओं में पाठ्यक्रम लेन-देन की संभावनाएँ बहुत अधिक हैं। इस दृष्टिकोण के लाभों को पूरी तरह से महसूस करने के लिए विविध मूल्यांकन, पाठ्यक्रम एकीकरण, शिक्षक प्रशिक्षण और संसाधनों से संबंधित चुनौतियों पर काबू पाना आवश्यक है। आधुनिक शैक्षिक लक्ष्यों और भारत की समृद्ध सांस्कृतिक विरासत के संरक्षण के बीच संतुलन पाकर, हम एक अधिक समग्र और सांस्कृतिक रूप से जागरूक शिक्षा प्रणाली बना सकते हैं।

परिणाम आधारित शिक्षा

परिणाम आधारित शिक्षा एक परिवर्तनकारी दृष्टिकोण है जो आशाजनक संभावनाएँ और उल्लेखनीय चुनौतियाँ प्रदान करता है। यह शैक्षिक दर्शन वांछित सीखने के परिणामों को परिभाषित करने और उन परिणामों के साथ संरेखित करने के लिए पाठ्यक्रम, शिक्षण और आकलन को डिजाइन करने पर केंद्रित है, जो छात्रों के समग्र विकास पर ध्यान केंद्रित करता है। परिणाम आधारित शिक्षा में पाठ्यक्रम संरेखण एक महत्वपूर्ण संभावना है। पाठ्यक्रम के साथ सीखने के उद्देश्यों और परिणामों को मैप करके, शिक्षक यह सुनिश्चित कर सकते हैं कि शैक्षिक यात्रा का हर घटक वांछित छात्र सीखने में योगदान देता है। यह दृष्टिकोण शिक्षण सामग्री में सुसंगतता, स्थिरता और प्रासंगिकता को बढ़ावा देता है। हालाँकि, चुनौती पाठ्यक्रम के विभिन्न तत्वों को अकादमिक कठोरता को बनाए रखते हुए सहजता से संरेखित करने में है। परिणाम आधारित शिक्षा में शैक्षणिक दृष्टिकोण पारंपरिक शिक्षक-केंद्रित तरीकों से छात्र-केंद्रित सीखने के अनुभवों में बदल जाता है। यह छात्रों को उनकी शिक्षा में सक्रिय रूप से संलग्न होने, आलोचनात्मक सोच, समस्या-समाधान और सहयोग कौशल को बढ़ाने के लिए सशक्त बनाता है। हालाँकि, छात्र-केंद्रित दृष्टिकोण अपनाने से शिक्षकों के लिए शिक्षण प्रतिमानों और व्यावसायिक विकास में बदलाव की आवश्यकता होती है। आंतरिक मूल्यांकन को परिणाम आधारित शिक्षा सिद्धांतों के साथ जोड़ना एक रोमांचक संभावना है। यहाँ चुनौती ऐसे मूल्यांकन तैयार करना है जो निष्पक्षता और विश्वसनीयता सुनिश्चित करते हुए वांछित परिणामों को प्रामाणिक रूप से मापें। परिणाम आधारित शिक्षा में इंटरशिप कार्यक्रमों को फिर से डिजाइन करना एक और तरीका है। इंटरशिप को सीखने के परिणामों के साथ जोड़कर, छात्रों को व्यावहारिक अनुभव प्राप्त होता है जो सैद्धांतिक सीखने का पूरक होता है। हालाँकि, इंटरशिप के

दौरान गुणवत्तापूर्ण इंटरनेट शिप के अवसर प्राप्त करना, सीखने के परिणामों पर नज़र रखना और चिंतनशील अभ्यास को सुविधाजनक बनाना सावधानीपूर्वक प्रबंधन की आवश्यकता है। समग्र विकास के लिए मूल्यांकन परिणाम आधारित शिक्षा की एक प्रमुख संभावना है।

शैक्षणिक उपलब्धियों से परे, शिक्षक छात्रों के व्यक्तिगत और पारस्परिक कौशल, नैतिकता और मूल्यों का मूल्यांकन करते हैं। यह दृष्टिकोण छात्रों को उनके करियर और व्यक्तिगत जीवन में समग्र सफलता के लिए तैयार करता है। फिर भी, चुनौती ऐसे मूल्यांकन उपकरण विकसित करने में है जो इन गुणों को सटीक रूप से मापें और रचनात्मक प्रतिक्रिया प्रदान करें। परिणाम आधारित शिक्षा में कार्यक्रम के परिणामों के साथ मैपिंग महत्वपूर्ण है। कार्यक्रम के परिणाम एक शैक्षिक कार्यक्रम के व्यापक लक्ष्यों को परिभाषित करते हैं, यह सुनिश्चित करते हुए कि सभी सीखने के अनुभव इन लक्ष्यों में योगदान करते हैं। यह शिक्षा संस्थानों के व्यापक दृष्टिकोण के साथ संरेखित है। हालाँकि, मानचित्रण जटिल हो सकता है, जिसके लिए एक व्यापक और सुसंगत शैक्षिक यात्रा सुनिश्चित करने के लिए संकाय, प्रशासकों और हितधारकों के बीच सहयोग की आवश्यकता होती है।

इस प्रकार, परिणाम-आधारित शिक्षा पाठ्यक्रम संरक्षण, शैक्षणिक दृष्टिकोण, आंतरिक मूल्यांकन, इंटरनेट शिप पुनर्रचना, समग्र मूल्यांकन और कार्यक्रम परिणाम मानचित्रण में परिवर्तनकारी संभावनाएँ प्रस्तुत करती है। इन संभावनाओं को अपनाने से अधिक छात्र-केंद्रित, प्रासंगिक और समग्र शिक्षा हो सकती है। परिणाम आधारित शिक्षा के लाभों का पूरी तरह से दोहन करने के लिए कठोरता बनाए रखना, शिक्षकों को प्रशिक्षित करना, प्रभावी मूल्यांकन तैयार करना और रसद प्रबंधन जैसी चुनौतियों का समाधान किया जाना चाहिए। शैक्षिक आदर्शों और व्यावहारिक कार्यान्वयन के बीच संतुलन बनाकर, संस्थान एक गतिशील और उद्देश्यपूर्ण शिक्षण वातावरण बना सकते हैं।

कौशल विकास

छात्र शिक्षकों के लिए कौशल विकास आधुनिक शिक्षा का एक महत्वपूर्ण पहलू है, जो आशाजनक संभावनाओं और महत्वपूर्ण चुनौतियों दोनों की पेशकश करता है। यह प्रयास भविष्य के शिक्षकों को कौशल के विविध सेट से लैस करने पर केंद्रित है जो पारंपरिक शिक्षण विधियों से परे हैं, जो 21वीं सदी के शिक्षार्थियों की बढ़ती जरूरतों को पूरा करते हैं। छात्र शिक्षकों के बीच तकनीकी कौशल विकसित करने में रोमांचक संभावनाओं में से एक है। शिक्षा में प्रौद्योगिकी के एकीकरण के साथ, शिक्षकों को अपने शिक्षण विधियों को बढ़ाने के लिए डिजिटल उपकरणों और प्लेटफार्मों का उपयोग करने में कुशल होना चाहिए। प्रौद्योगिकी को अपनाने से गतिशील और इंटरैक्टिव कक्षा के अनुभव सक्षम होते हैं। जो छात्रों को डिजिटल युग के लिए तैयार करते हैं। हालाँकि, तकनीकी प्रगति की तीव्र गति के साथ बने रहना और सभी छात्रों के लिए प्रौद्योगिकी तक समान पहुंच सुनिश्चित करना चुनौतीपूर्ण हो सकता है।

प्रमाणपत्र पाठ्यक्रम कौशल विकास के लिए एक मूल्यवान अवसर हैं। एक ऐसा पाठ्यक्रम विकसित करना जो विभिन्न कौशल अंतरालों को प्रभावी ढंग से संबोधित करता हो, जबकि मुख्य पाठ्यक्रम को समायोजित करना एक जटिल कार्य भी हो सकता है। ऐसे पाठ्यक्रम तैयार करना जो अनुभवात्मक शिक्षण और व्यावहारिक प्रयोग पर जोर देते हैं, एक और संभावना है। छात्र शिक्षकों को वास्तविक दुनिया के शिक्षण परिदृश्यों का अनुकरण करने वाले व्यावहारिक अनुभवों से लाभ होता है। यह दृष्टिकोण अनुकूलनशीलता, आलोचनात्मक सोच और समस्या-समाधान कौशल को बढ़ावा देता है, जो अंततः उनके शिक्षण प्रभावशीलता को बढ़ाता है। हालाँकि, इमर्सिव और प्रभावी अनुभवात्मक शिक्षण संधियों को तैयार करने के लिए सावधानीपूर्वक योजना और संसाधन आवंटन की आवश्यकता होती है। छात्र शिक्षकों के कौशल विकास में सॉफ्ट स्किल्स एक महत्वपूर्ण भूमिका निभाते हैं। प्रभावी संचार, सहानुभूति, अनुकूलनशीलता और नेतृत्व कौशल सफल शिक्षकों के लिए आवश्यक गुण हैं। शिक्षक शिक्षा कार्यक्रमों में सॉफ्ट स्किल्स प्रशिक्षण को एकीकृत करने से छात्र शिक्षक समावेशी और पोषण करने वाले कक्षा वातावरण बनाने में सक्षम हो सकते हैं।

अकादमिक कठोरता को बनाए रखते हुए सॉफ्ट और तकनीकी कौशल दोनों के विकास को संतुलित करना एक चुनौती हो सकती है। ऑनलाइन पाठ्यक्रम कौशल वृद्धि के लिए एक लचीला दृष्टिकोण प्रदान करते हैं। छात्र शिक्षक ऑनलाइन

पाठ्यक्रमों में दाखिला ले सकते हैं जो उनकी विशिष्ट आवश्यकताओं को पूरा करते हैं, जिससे उन्हें अपनी गति से सीखने की अनुमति मिलती है। ऑनलाइन पाठ्यक्रम उनके पूरे करियर में निरंतर व्यावसायिक विकास की सुविधा भी देते हैं। हालांकि, ऑनलाइन पाठ्यक्रमों की गुणवत्ता सुनिश्चित करना और उनकी प्रामाणिकता को मान्य करना चुनौतीपूर्ण हो सकता है, क्योंकि ऑनलाइन शिक्षा परिदृश्य विशाल और विविध है। इस प्रकार, छात्र शिक्षकों के लिए कौशल विकास नवीन शिक्षण प्रथाओं और अधिक प्रभावी कक्षा प्रबंधन के द्वार खोलता है। तकनीकी कौशल को आत्मसात करने, सर्टिफिकेट कोर्स करने, अनुभवात्मक शिक्षण अवसरों को डिजाइन करने, फिर भी, तेजी से विकसित हो रहे परिदृश्य में अपडेट रहने, गुणवत्ता बनाए रखने और एक सर्वांगीण कौशल सेट को बढ़ावा देने जैसी चुनौतियों का समाधान करने के लिए शैक्षणिक संस्थानों और नीति निर्माताओं की ओर से समर्पित प्रयासों की आवश्यकता है। पारंपरिक शिक्षण दृष्टिकोणों और आधुनिक कौशल विकास के बीच संतुलन बनाकर, हम छात्र शिक्षकों को समकालीन शिक्षा की गतिशील मांगों के लिए बेहतर ढंग से तैयार कर सकते हैं।

बहुविषयक शिक्षा

बहुविषयक शिक्षा एक अभिनव दृष्टिकोण है जो पारंपरिक विषय सीमाओं के बीच की खाई को पाटने का प्रयास करता है, जिससे छात्रों को विभिन्न अवधारणाओं की समग्र समझ मिलती है। एक रास्ता जिसके माध्यम से इस दृष्टिकोण को साकार किया जाता है वह एकीकृत बी.एड (बैचलर ऑफ एजुकेशन) कार्यक्रम है, जो अधिक व्यापक शिक्षण अनुभव बनाने के लिए विविध विषयों को जोड़ता है। इस दृष्टिकोण में रोमांचक संभावनाएँ और महत्वपूर्ण चुनौतियाँ दोनों हैं। शिक्षा के क्षेत्र में, बहुविषयक शिक्षा -आधारित दृष्टिकोण एक शक्तिशाली उपकरण के रूप में सामने आता है। बहुविषयक शिक्षा, कला, विज्ञान, गणित, इंजीनियरिंग, और प्रौद्योगिकी का एक संक्षिप्त नाम है, जो छात्रों को इन विषयों की परस्पर संबद्धता का पता लगाने के लिए प्रोत्साहित करता है। इन विषयों को एकीकृत करके, छात्र रचनात्मक और अभिनव तरीकों से वास्तविक दुनिया की समस्याओं को हल करने के लिए सुसज्जित होते हैं। हालाँकि, बहुविषयक शिक्षा को लागू करना चुनौतीपूर्ण हो सकता है, क्योंकि इसके लिए शिक्षकों को विभिन्न विषयों में सहयोग करने और क्रॉस-पाठ्यचर्या पाठ योजनाएँ विकसित करने की आवश्यकता होती है। सामुदायिक जुड़ाव बहुविषयक शिक्षा का एक और महत्वपूर्ण पहलू है। कक्षा में सीखने को स्थानीय समुदाय से जोड़ने से छात्रों की समझ बढ़ सकती है कि अवधारणाएँ वास्तविक दुनिया में कैसे लागू होती हैं। यह छात्रों में जिम्मेदारी और सहानुभूति की भावना को बढ़ावा देता है क्योंकि वे अपने शैक्षणिक प्रयासों के माध्यम से समुदाय की जरूरतों को पूरा करते हैं। हालांकि, इसके लिए शिक्षकों, छात्रों और समुदाय के हितधारकों के बीच प्रभावी समन्वय की आवश्यकता होती है।

इस दृष्टिकोण में उन्नत शैक्षणिक कौशल एक महत्वपूर्ण भूमिका निभाते हैं। शिक्षकों को अंतःविषय सीखने को प्रभावी ढंग से सुविधाजनक बनाने के लिए अपने शिक्षण विधियों को अनुकूलित करना चाहिए। इसमें विभिन्न विषयों को जोड़ने वाली आकर्षक गतिविधियाँ बनाना और आलोचनात्मक सोच को प्रोत्साहित करना शामिल है। शिक्षकों को सफल कार्यान्वयन के लिए आवश्यक कौशल और रणनीति हासिल करने में मदद करने के लिए व्यावसायिक विकास के अवसर महत्वपूर्ण हैं। बहुविषयक शिक्षा छात्रों को कई कोणों से विषयों का पता लगाने, उनकी समझ और विश्लेषणात्मक क्षमताओं को गहरा करने के लिए प्रोत्साहित करने में एक शोध प्रतिमान भी अपनाती है। जिज्ञासा और अन्वेषण को बढ़ावा देकर, यह दृष्टिकोण सीखने के लिए आजीवन प्रेम पैदा करता है। हालाँकि, ज्ञान की चौड़ाई और गहराई के बीच संतुलन बनाना एक चुनौती हो सकती है, क्योंकि छात्रों को समग्र दृष्टिकोण बनाए रखते हुए विशेषज्ञता विकसित करने की आवश्यकता होती है। बहुविषयक शिक्षा में मूल्यांकन रणनीतियों को विकसित करने की आवश्यकता है। पारंपरिक परीक्षाएँ छात्रों की परस्पर जुड़ी अवधारणाओं की समझ को सटीक रूप से नहीं दर्शा सकती हैं। वैकल्पिक मूल्यांकन विधियाँ, जैसे कि प्रोजेक्ट-आधारित मूल्यांकन और प्रस्तुतियाँ, छात्रों को उनकी व्यापक समझ और समस्या-समाधान कौशल दिखाने की अनुमति देती हैं। फिर भी, निष्पक्षता और विश्वसनीयता सुनिश्चित करने के लिए इन विधियों को सावधानीपूर्वक डिजाइन और मूल्यांकन की आवश्यकता होती है। इस प्रकार, एकीकृत बी.एड कार्यक्रमों, बहुविषयक शिक्षा -आधारित दृष्टिकोणों, सामुदायिक जुड़ाव, उन्नत शैक्षणिक कौशल, शोध प्रतिमानों और

अभिनव मूल्यांकन रणनीतियों के माध्यम से बहु-विषयक शिक्षा एक गतिशील और समग्र सीखने का अनुभव प्रदान करती है। जबकि यह छात्रों को आधुनिक दुनिया की जटिलताओं के लिए तैयार करने की बहुत बड़ी क्षमता रखता है, शिक्षकों और संस्थानों को इसके लाभों को पूरी तरह से महसूस करने के लिए पाठ्यक्रम विकास, शिक्षक प्रशिक्षण और मूल्यांकन डिजाइन में चुनौतियों को दूर करना चाहिए।

निष्कर्ष

शिक्षा के रोडमैप में, राष्ट्रीय शिक्षा नीति 2020 नवाचार, समावेशन और परिवर्तन की जीवंत कहानी के रूप में उभरती है। जैसा कि हम NEP 2020 द्वारा शिक्षक शिक्षा संस्थानों के क्षेत्र में लाई गई चुनौतियों और संभावनाओं पर विचार करते हैं, हमें याद दिलाया जाता है कि शैक्षिक उत्कृष्टता की ओर यात्रा न तो सीधी रेखा में है और न ही इसमें जटिलताएँ हैं। NEP 2020 द्वारा प्रस्तुत की गई बहुआयामी चुनौतियाँ, जिसमें बहु-विषयक शिक्षा, भारतीय ज्ञान प्रणाली, कौशल विकास, परिणाम-आधारित शिक्षा शामिल हैं, नीति की दूरगामी आकांक्षाओं का प्रमाण हैं। इन चुनौतियों का सामना करते हुए, शिक्षक शिक्षा संस्थानों परंपरा और आधुनिकता के चौराहे पर खड़े हैं, जहाँ अनुकूलन प्रगति की आधारशिला बन जाता है। जैसे-जैसे शिक्षक और संस्थान बहु-विषयक एकीकरण, कौशल विकास के ढाँचे और शैक्षणिक बदलावों से जूझते हैं, वे एक साथ नवाचार और नवीनीकरण की यात्रा पर निकल पड़ते हैं। यह इन चुनौतियों के भीतर है कि विकास, सहयोग और कल्पना के अवसर पनपते हैं।

संदर्भ

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ASSESSMENT REFORMS UNDER NEP 2020 JOURNAL FOR EXPLORATION**Kanchan Joshi***M.Ed. Student***And****Dr. Seema Kamble***Principal**Shri Bapusaheb D. D. Vispute College of Education, New Panvel*

Abstract:

An explicit and innovative education policy is pre-requisite for any country at school and college levels because education leads to economic and social development. Different countries embrace different education systems by taking into account their tradition and culture and adopt different strategies during their life cycle at school and college education levels to make it effective.

In the presented study the researcher tried to understand the reforms suggested by the Education Ministry. In this study the focus is to punctuate the changes that have been brought in under the NEP (National Education Policy). The National Education Policy 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, lineaments the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The Indian education system is witnessing a radical change because of the Government of India's National Education Policy (NEP) 2020. The reform of pupil assessment is among its most important features. NEP 2020 envisions a comprehensive, multifaceted, faculty- grounded assessment frame that moves down from rote memorization and high- stakes examinations. The policy also focuses on the vocational training in both rural and urban India This essay examines the main assessment changes put forth in NEP 2020, along with their pretensions, difficulties in enforcing them, and possible goods on the educational system in India.

Keywords**Preface:**

The journey of students' assessment has gone a long way, passing through oral testing, written testing, public examination, internal and external assessment, continuous and comprehensive evaluation and competency-based assessment. Attempts have been made and are in practice to shift the assessment from content-based assessment to competency-based assessment. Moreover, Indian education's assessment system has long been blamed for prioritizing memorization over appreciation, which results in stress, poor skill development, limited retention, lack of understanding and little or no creativity. NEP 2020 suggests a learner-centric approach to assessment in order to relieve these worries. The emphasis switches to constructive evaluation, ongoing feedback, and assessment of advanced- order capacities like creativity, problem- solving, analysis, real world applicability and critical thinking. The policy also stresses on the value of lessening exam pressure and promoting an environment in the classroom that will foster creativity

and innovation. For this technology is incorporated into the way the evaluation will take place, creating new opportunities for adaptive and customized evaluation techniques.

Pretensions of NEP 2020's Assessment Reforms:

NEP 2020 lists several objects for pupil assessment reform, similar as:

- Making the switch from summative to constructive evaluation- It involves a move from primarily assessing issues to using assessment as a tool for ongoing literacy and enhancement. Here, it is intended to shift the emphasis from rote memorizing to a more comprehensive comprehension of the principles of learning. This involves encouraging learners to go deeper into material, investigate its real-world applications, and understand the guiding concepts. Instead of focusing on a student's ability to repeat facts and information, the NEP 2020 assessment method tries to gauge their understanding and application of knowledge
- Constructive assessments - It gives nonstop feedback, helping scholars identify areas for enhancement and preceptors acclimatize their tutoring consequently. By implementing a continual evaluation system which entails periodically evaluating pupils during the school year so they may show their understanding and development throughout time. This approach focuses on lessening the severe strain associated with onetime, high-stakes tests by distributing assessments across a variety of formats and periods.
- Promoting evaluations by preceptors, peers, and oneself- It provides a comprehensive view of their performance and felicity for creation. preceptors offer perceptivity into educational effectiveness and pedagogical approaches, peers give perspectives on collaboration and cooperation, and the existent's tone- assessment allows for a particular reflection on strengths and areas for development.
- Encouraging 21st- century capacities similar as cooperation, imagination, and dialogue- It involves fostering surroundings where individuals can unite effectively, express creative ideas, and engage in meaningful exchanges. This can be achieved through colorful strategies like design- grounded literacy, design thinking challenges, and promoting open communication channels.
- Lowering test anxiety with frequent faculty- *grounded assessments*- It makes learning further engaging and less inviting, leading to reduced stress and anxiety around examinations which can be achieved reduced emphasis cramming, feting and satisfying achievements and coming up with strategies for managing test anxiety.
- Making sure that assessment procedures are indifferent, inclusive, and accessible -It involves designing assessments that are fair, accessible, and responsive to the different requirements of all learners.

1. Essential Rudiments of Reforms in Assessment Evaluation

- **Grounded on capabilities-**

NEP 2020 promotes tests that measure knowledge operation as opposed to memorization. This entails assessing pupils' abstract knowledge and practical operation.

- The Holistic Progress Card- The policy introduces a 360- degree progress card {Holistic Progress Card (HPC)} in place of traditional report cards which is a comprehensive report that provides a multi-dimensional view of a pupil's growth, development, and performance. tone- evaluation, peer evaluation, schoolteacher feedback, and perceptivity into social, emotional, and cognitive development are all included in this card. It aims to cover both self-evaluation and evaluation by peer, and the advancement of the child in venture-supported and inquiry-based learning, panel games, quiz, group work role plays, portfolios and so.
- Summative versus Constructive Evaluation Constructive assessments — nonstop checks for learning — will be prioritized, but summative assessments will still be used. This guarantees ongoing feedback and prompt action.
- Technology's part- NEP encourages the use of digital tools for data- driven perceptivity, adaptive assessments, and personalized literacy. State- by- state assessments will be formalized and managed by the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) body.

PARAKH is established as a norm-setting body. It will operate under Ministry of Human

Resource Development MHRD that with certain distinct objectives like:

- ❖ Laying down criterion, quality, evaluation code of learners
- ❖ Mentoring the State Achievement Survey and undertaking the National Achievement Survey
- ❖ Auditing achievement of learning outcomes in the country, and
- ❖ Spurring and assisting the school boards to deviate their evaluation design in accordance with National Education Policy 2020

PARAKH will make suggestions to the country's school boards in respect of new assessment patterns as suggested in the new policy and recent research. It will promote the partnership or cooperation between the school boards.

Strategies for perpetration

- Developing preceptors' capability- to carry out faculty- grounded and constructive assessments successfully is known as capacity structure.
- Class alignment- making sure that learning objects and assessment trends line up
- Digital structure- structure online platforms for ongoing assessment and feedback
- Inclusive practices- making sure tests take into account a range of learning styles and backgrounds

Difficulties and Issues

- School teacher Preparedness - A large number of preceptors is not trained in constructive assessment ways.
- Structure Gaps: Poor digital structure, particularly in pastoral regions.
- Inflexibility vs. Standardization: Striking a balance between contextualized literacy and

harmonious assessment norms.

- Early streaming of students into different disciplines.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.
- Opposition to Change - Preceptors, parents, and seminaries may be against doing down with traditional tests.

Possible goods

- Dropped test Anxiety- The stress of board examinations is lessened by ongoing evaluation.
- Advanced literacy issues- Give special attention to abstract clarity and critical thinking.
- Holistic development- A comprehensive assessment of scholars' academic and adulterous development
- Equity in Education - Individual learning requirements are linked and supported with the aid of adaptive assessments.

Final studies

NEP 2020's assessment reforms are an important step in bringing education into line with 21st- century demands. Although there are implementation issues, the intended benefits of these reforms can be achieved with coordinated efforts in teacher training, technological infrastructure, and stakeholder involvement. The long- term advantages could transfigure the Indian educational system into bone that's further inclusive, indifferent, and learner- centered, indeed though perpetration will bear coordinated sweats from stakeholders, preceptors, and lawmakers. There are challenges, no doubt. Strategic measures must be adopted to address precarious issues in order to implement NEP 2020 in higher education successfully. Concentrated, unified and practical effort from the stakeholders is crucial for successful implementation of NEP 2020.

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TRANSFORMATION IN THE TEACHERS ROLE ACCORDING TO NEP 2020: A TRANSFORMATIVE VISION FOR INDIA

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Abstract:

The National Education Policy (NEP) 2020, which presents a transformative vision for teacher education in India, reorients it to the emerging needs of 21st-century learners. This policy positions teachers not only as instructors but as mentors, curriculum developers, and leaders in an ever-active and multi-visible discipline teaching-learning environment. Key under NEP 2020 is merging teacher education with higher education's mainstream flow; by 2030 all programs for teacher preparation should be within multidisciplinary institutions. It highlights continuous professional development as a core dimension of teaching; thereby updated pedagogical methodologies, digital literacy, and lifelong learning are needed. Through the introduction of NPST-National Professional Standards for Teachers," rules regarding teacher training, performance appraisal, and career progression shall be established. It further highlights the integration of technology in instruction, local relevance of curriculum, and building leadership and management skills among teaching personnel. These aspects serve to comprise the professionalization of teaching, improvement of service conditions, and recruitment of the best minds into the profession. With this holistic reform, NEP 2020 aims to arm teachers with competencies, powers, and backing that will enable them to create classrooms that are inclusive, innovative, and ready for the future. This paper takes an inglenook view of these major slices and endeavours to glean how NEP 2020 can metamorphose teacher education into a competent and motivated teaching workforce that will be in ascendancy to educational excellence in India.

Keywords: NEP 2020, Teacher Professional Development, Multidisciplinary Teacher Education, NPST, Educational Technology Integration, Curriculum designers.

Introduction:

The National Education Policy (NEP) 2020 is the first complete education policy of the 21st century in India, made to meet the changing developmental needs of the country in a more digital and linked world. It plans to change India into a top knowledge power by using the nation's strong background of wisdom, culture, and ways of learning (Ministry of Education, 2020). The policy has been framed in four major parts as School Education (Part I), Higher Education (Part II), Other Key Areas of Focus (Part III), and Implementation Strategies (Part IV). The NEP 2020 envisions five fundamental pillars which are accessible, equitable, qualitative, affordable education, and accountability at all levels of education (NCTE ,2020). Part II concentrates on advanced studies, underscoring its significance in development and potential for the individual and society as well as in accordance with the Indian Constitution. It emphasizes the need for affordable, comprehensive, research-intensive higher learning that

enables the cultivation of creativity, thoughtful inquiry, and persistent intellectual engagement.

Moreover, for the optimal execution of the policy, the flow of decisions as well as the use of money must be organized and rational. When India undertakes this remarkable venture of transforming education, overcoming these issues will be vital in turning NEP 2020 into a transformative driver of change for the country.

2. Vision and Philosophy of NEP 2020 in Teacher Education:

As defined in the National Education Policy of 2020, teacher education intends to adjust education pedagogy with respect to the global changes and international shifts. Teachers are not perceived solely as transmitters of information; they now play the roles of knowledge builders, learning facilitators, and community builders (Raina, 2021). The assumption of teachers as the primary change agents towards better educational impacts makes it imperative that educational training and teacher status correspond to this assumption.

The policy's suggestion that teachers be trained through multi-disciplinary, integrated rather than stand-alone study and informed by research is the most fundamental shift proposed. Construct strong foundational knowledge, pedagogical skills, and an understanding of modern educational issues including but not limited to: teaching competence, gender issues, and computers (MHRD, 2020). Value such as empathy, ethics, cooperation, promoting citizenship and awareness of constitutional rights require implementation in teacher education. Other areas of training for personality development: arts and sports, as well as languages, and cognitive skills, complete the holistic development of every prospective teacher (NCTE, 2020).

The future educators' complete nurturing encompasses training in diverse activities such as arts, sports, languages, and mental skills to support all-rounded personality development (NCTE, 2020). This perspective recognizes that motivated and fortitude teachers are indispensable for developing a nation filled with learners who actively engage with their environment and understand the world around them. Thus, teacher education is perceived not as a bureaucratic requirement but as a professional endeavour that demands continuous nurturance, esteem, and creativity.

3. Integration of Teacher Education into Higher Education

A major change as part of the NEP 2020 was the merging of teacher training into multidisciplinary systems of higher learning, as noted by the Ministry of Education in 2020. As published in the NEP journal, it is anticipated that all teaching training will be offered by multi-faceted academic institution by the year 2030.

The purpose of this integration is to solve the problem of standalone colleges which grapple with issues of quality and relevance. Incorporation of teacher education into university systems is associated with policies intended to improve standards and foster interdisciplinary collaboration (Varghese, 2021).

This aims to provide preservice teachers with a variety of disciplines which makes them understand the content, context, and even pedagogy. The environments in which such teachers are trained fosters adaptability, critical and reflective thought.

Furthermore, this integration will improve the large academic community that is often lacking in traditional institutions due to quality, interdisciplinary collaboration, collaborative resources, research opportunities, and teacher training. (MHRD, 2020).

4. Continuous Professional Development and NPST

NEP 2020 highlights the need for continuous professional development (CPD) and recognizes that teachers are a dynamic profession that develops with social and technological change (Saxena, 2021). To support this, the directive provides national professional standards for teachers (NPSTs) who explain expectations for teachers at different stages of their careers. NPST also serves as a benchmark for career advancement, promotion, and accountability (NCTE, 2020). CPD will be available in both individual and digital formats supported on national platforms such as Diksha. Teachers are encouraged to develop practitioners who continuously update their knowledge and skills. Furthermore, the establishment of academic leadership roles under the NPS, mentoring systems and teacher research initiatives continues to make lessons professional, respected, and exhausted career paths. This overall approach guarantees this.

5. Technology Integration in Teacher Education

This technology plays an important role in the vision of NEP 2020, particularly in the areas of teacher preparation and professional development. Political advocates for the integration of digital tools in pedagogy, training, and assessment to improve the scope and quality of education (Kumar & Singh, 2021). These platforms provide teachers across Indian resources, modules, videos and reviews that effectively bridge geographical and institutional gaps (Ministry of Education, 2020). Diksha, for example, offers a wide range of digital content that allows teachers to improve their teaching methods and keep them up to date with the latest educational trends. This includes training to use learning management systems (LMS), smart boards, online reviews, and even artificial intelligence tools. In this way, teachers can create a more engaging and effective learning environment that meets the diverse needs of students. This approach can greatly improve the flexibility, inclusiveness, and scalability of teacher training programs. Blended learning allows teachers to access training materials at their own pace and convenience. This makes professional development more accessible and does not interfere with the curriculum. The guidelines underscore the need to ensure fair access to digital devices and internet services, particularly in rural and in the presence, to prevent existing inequalities from tightening. Teachers are better equipped to adapt to changing educational environments, use innovative teaching methods, and ultimately improve student outcomes. This holistic approach to technology integration highlights the culture of continuous learning and the political commitment to fostering professional growth of educator.

6. Faculty as Curriculum Designers

Key Points:

1. **Flexibility to foster creativity** – The institutions and faculty will have flexibility to create innovative curriculum, teaching/nurturing pedagogies and processes which would

fix the norms for other institutions to follow in regard to the delivery of education. Through this, participants will have active learning and a continuing assessment to reach the program objectives.

2. **Faculty Engagement:** The quality and engagement of faculty members directly impacts the success of colleges and universities. Happy faculty members who are engaged in their work is vital for the progress of students, programs, and the profession.
3. **Autonomy in teaching:** The Faculty will have autonomy over their curriculum and method of teaching to include textbook, design of examinations and assessment. It will also enable creative teaching, research, and service.

Global Trends and NEP 2020:

- Internationally, there is also a movement of increasing teachers' autonomy in designing, implementing, evaluating curriculum in all levels of education.
- The NPE 2020 encourages this vision by stating that Teachers are at the heart of the learning process and are in the best position to make curriculum decisions, thereby professionalising their role in India.

Curriculum Evolution:

The program needs to keep up with the times in terms of the industry. When teachers feel free and capable to, they can make sure that the curriculum remains innovative, current and not obsolete.

NEP is targeting transformation of the Indian education system to world class by 2040 and hence the need for proactive curriculum adjustments.

6. Challenges and Recommendations

Despite its grand plan NEP 2020 has **many challenges** to overcome. These include infrastructure constraints, resistance to change, unequal access to digital resources and shortage of trained faculty in teacher education institutions (Varghese, 2021).

Many standalone teacher training colleges are not equipped and empowered to become multidisciplinary institutions. While digital integration is the goal, **technology and internet access is uneven**, especially in rural and remote areas (Sharma, 2022).

Despite all the efforts India's current teacher education system has many challenges:

- **Theory-Practice gap:** Traditional teacher education programs have limited connection between the theoretical content and the practical needs of student teachers in the classroom. **These programs fail to bridge the theoretical knowledge with the practical skills required by student teachers in real classroom settings.**
- **Irrelevance:** Many teacher training programs don't prepare student teachers for the realities and complexities of the teaching profession hence the disconnect between theory and practice.
- **Outdated curricula:** The existing teacher education curricula promote a "coaching culture" and rote memorization instead of equipping teachers with 21st century skills to support holistic student development.

- **Insufficient practical training:** The duration and quality of practical training in teacher education programs are often inadequate leaving student teachers ill equipped to handle the diverse challenges they face in the classroom.
- **Lack of in-service support:** The current system for in-service teachers is characterized by limited access to quality training and no support for implementing new teaching approaches. Many Institutions don't support teacher professional and educational growth.

These challenges in the existing teacher education system hinder teachers to deliver quality education and support holistic student development hence the need for the comprehensive reform agenda outlined in the NEP 2020.

The implementation of NPST and CPD frameworks also requires **strong monitoring mechanisms** and institutional support. Without adequate funding and clear career incentives, teachers may see professional development as a burden rather than a benefit.

In response to these issues, here are a couple of solutions I would suggest:

Infrastructure: Enhance teacher training colleges and ICT investment.

Encourage Public-Private Cooperation: Work with ed-tech firms to provide custom training services. Professional development courses and workshops on regular basis must be arranged for Teachers.

Faculty Capacity Building: Educate the teacher educators on pedagogical & digital focus areas of NEP. To align with the pedagogical and digital imperatives enunciated in the National Education Policy (NEP

Bridge the Divide: Offer digital devices and content in local language to bridge the gap in digital access in the country.

Monitor and Motivate Transfer: Relate CPD with promotions and rewards to increase motivation.

Teacher representatives should be part of the NEP guidelines and rules-making. This way, practical insights and personal experiences of educators can be integrated into policies so they remain practical and effective to address real-life challenges in classrooms.

Addressing these challenges with sustained commitment will help realize the true potential of NEP 2020 in transforming India's education system.

Conclusion

The National Education Policy 2020 provides an ambitious roadmap to transform teacher education in India. Teachers could also be redefined as mentors, skilled leaders, and lifelong learners, the policy positions educators on a higher pedestal in nation-building.

It holistically offers a combined perspective on integrating teacher education within higher education, setting professional standards, lifelong learning, and digital tools to empower teachers. But these reforms need to be accompanied by realistic implementation plans, policy alignment and continued investment in capacity-building NEP 2020 is not only an educational

reform, but it is a call to action for creating a future-ready, inclusive, and empowered teaching workforce. The educators' role would be a turning point for India as it not only his personal learner and but also the nation's future.

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THE PLACE OF DIGITAL LEARNING IN NEP 2020**Mrs. Trupti Pawar***Assistant Teacher**Ajmera Global School, Borivali West, Mumbai*

Introduction:

India's National Education Policy 2020 (NEP 2020) conveys a transformative move in the country's educational scenery. After 34 years, NEP 2020 introduces an all-inclusive and stretchy framework to make discovering more student-centric, experiential, and wide-ranging. Among the key focus areas of the policy is the combination of digital learning—an expected tool in the 21st-century educational architype. The policy acknowledges the role of digital technologies in democratizing education and linking learning gaps across geographical, economic, and social divides. This article explores the implication, implementation, challenges, and future scope of digital learning in NEP 2020, highlighting how India envisions building a digitally empowered and reasonable educational ecosystem.

1. Concept and Beliefs of NEP 2020 on Digital Learning

NEP 2020 imagines an education system that is rooted in Indian ethos while leveraging progressive innovations in digital technology. The document underlines that technology in education must serve three purposes:

- Expand teaching-learning processes.
- Augment access to education
- Modernize educational management and supervision.

The policy makes it clear that digital learning is not a replacement for traditional classroom learning but a complement. It strengthens the amalgamated learning model, where technology and teachers co-exist to provide supplemented and personalized learning experiences.

2. Key Requirements Connected to Digital Learning in NEP 2020

Numerous sections of the NEP 2020 are committed to the merging of digital tools. Notable provisions include:

2.1 National Educational Technology Forum (NETF)

A key institutional advice, the NETF is an self-directed body proposed under NEP 2020. Its purpose is to:

- Provide a platform for free exchange of ideas on the use of technology to augment learning.
- Construct institutional knowledge repositories.
- Advise central and state governments on digital learning tools and modernizations.

2.2 Online and Digital Education: Ensuring Equitable Use of Technology

Identifying the role of online learning during commotions like the COVID-19 pandemic, NEP 2020 emphasizes:

- Establishment of high-quality digital content in multiple languages
- Enhancement of online assessment tools

- Safeguarding access to devices and connectivity for all students
- Support of blended and hybrid learning models

2.3 DIKSHA (Digital Infrastructure for Knowledge Sharing)

DIKSHA is advocated to be intensified as a national policy for teachers and students to access e-contented, lesson plans, and teaching aids. It serves as a digital fountainhead with multilingual support and convenience features.

2.4 S WAYAM and SWAYAM PRABHA

These platforms are central to NEP's digital education strategy, offering Massive Open Online Courses (MOOCs) for higher education and skill expansion. SWAYAM PRABHA is a group of 32 DTH channels that broadcast educational content, making learning available to remote and countryside areas.

2.5 E-Content in Regional Languages

NEP 2020 highlights the significance of content in regional languages to improve inclusivity and ensure that no student is left behind due to language obstacles.

3. Benefits of Digital Learning in the NEP Framework

3.1 Developing Access and Equity

Digital learning breaks geographical barriers and brings education to remote, tribal, and underserved areas. With digital setup, NEP aims to provide equal opportunities to all learners, irrespective of socio-economic status.

3.2 Individualized Learning

Technology enables adaptive learning platforms that cater to individual learning speeds and styles. It encourages self-paced learning and facilitates remedial instruction for struggling students.

3.3 Teacher Emancipation

Digital platforms supply teachers with continuous professional development through online training programs, lesson plans, and communities of practice. Tools like DIKSHA allow them to learn, share, and collaborate.

3.4 Associating Learning Gaps

Using Simulated Intellect (AI) and Machine Learning (ML), digital platforms can identify learning gaps and provide targeted restrictions. This aligns with NEP's focus on competency-based learning.

3.5 Promoting Multidisciplinary and All-inclusive Education

With a wide range of online courses accessible, students can explore subjects beyond the rigid curricula, permitting multidisciplinary education and lifelong learning

4. Implementation Mechanisms and Proposals

4.1 PM eVidya

Commenced as part of the NEP 2020 enactment strategy, PM eVidya is a inclusive digital learning enterprise that includes:

- DIKSHA portal
- SWAYAM

- Community radio stations
- Special e-content for the visually and hearing impaired.
- Television-based learning through SWAYAM PRABHA channels

4.2 National Digital Education Architecture (NDEAR)

NDEAR feeds a unifying framework for digital infrastructure, standing the interoperability and standardization of digital tools across states and educational institutions.

4.3 Academic Bank of Credits (ABC)

The ABC permits students to earn credits from multiple institutions through online courses, supporting flexible and modular learning pathways.

4.4 VidyaDaan

This is a crowd-sourced platform for educators and institutions to contribute digital content voluntarily, thereby enriching the national pool of educational resources.

5. Challenges in Realizing Digital Learning Goals

5.1 Digital Divide

One of the most significant concerns is the unequal approach to devices, internet, and electricity, especially in rural and low-income areas. NEP's success relies extremely on overwhelming this digital divide.

5.2 Teacher Readiness

Teachers require training and support to effectively use digital tools. Many educators still lack digital literacy, which hinders the potential impact of online education.

5.3 Infrastructure Limitations

Even in urban areas, defective internet connections and lack of proper computer hardware pose disputes. In rural areas, these issues are more pronounced.

5.4 Language and Cultural Barriers

Nevertheless, the policy supports regional language content, much of the recent digital content is in English or Hindi, dropping out a vast non-Hindi-speaking population.

5.5 Student Engagement and Screen Fatigue

Digital learning can often lead to screen fatigue, reduced concentration spans, and lack of relational interaction, impacting social development and combat.

6. Recommendations for Effective Implementation

To fully control the potential of digital learning in line with NEP 2020, the following steps are critical:

6.1 Public-Private Partnerships

Collaborations with ed-tech companies can hasten content development, teacher training, and telecommunications upgrades.

6.2 Focused Investing in Infrastructure

Governments must highlight investment in digital infrastructure including low-cost devices, internet connectivity, and solar-power-driven learning kits for remote areas.

6.3 Capacity Building for Educators

Regular training and certification in digital pedagogy for teachers will ensure they are equipped to deliver quality digital education.

6.4 Inclusive Content Development

Establishing content in multiple languages, available formats, and culturally appropriate contexts will ensure inclusivity.

6.5 Monitoring and Evaluation Frameworks

Establishing vigorous mechanisms to examine digital learning outcomes will help enhance strategies and identify best methods.

7. Case Studies and Success Stories

7.1 Kerala's KITE Initiative

Kerala Infrastructure and Technology for Education (KITE) is a model proposal where ICT has been effectively integrated in schools, even in rural areas, using free software and localized content.

7.2 Andhra Pradesh's Nadu-Nedu Program

The state improved school infrastructure, including digital classrooms, to align with NEP's goals. Students access e-learning through state-wide networks.

7.3 Gujarat's Home Learning Program

Throughout the use of WhatsApp, television, and DIKSHA, Gujarat ensured continuity of learning during the pandemic, reaching even the most marginalized communities.

8. Upcoming Scope of Digital Learning in Indian Education

- The future of digital education, as envisioned by NEP 2020, lies in:
- Crossbreed learning ecosystems combining offline and online modes
- AI-driven tailored learning assistants
- Gamification and Virtual Reality (VR) for immersive learning
- Data-driven educational planning and interventions
- Blockchain-enabled credentialing for simplicity and mobility
- NEP 2020 sets the foundation for these revolutionary interventions by encouraging revolution, springiness, and inclusivity.

Conclusion

The place of digital learning in NEP 2020 is underlying. It is not simply a tool but a transformative agent that can democratize education, bridge erudition gaps, and adoptive lifetime learning. However, the success of this vision depends on inclusive access, capability building, and forceful implementation. With mutual attempts from the government, educators, tech allies, and communities, India can truly reimagine education for the 21st century through the lens of digital emancipation.

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HOLISTIC AND MULTIDISCIPLINARY EDUCATION: A PARADIGM SHIFT IN INDIAN SCHOOLING UNDER NEP 2020

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Abstract

The National Education Policy (NEP 2020) brings a revolutionary shift from the traditional education system to a more advanced, holistic, and multi-disciplinary education system. Our education has its roots in the ancient education system, which lagged behind years ago. It was after the colonial period that the education system took a Topsy turn, and we started adopting the method of rote memorization. The traditional methodologies of research-based teaching methods by the gurus are adopted and suggested by the National Education Policy to inculcate in our teaching methods and bring an improved education system. To cope with the 21st-century era, we need to prepare our youth in such a manner that they are ready to face the real-world challenges. This research paper explores the concept of a practical and theory-based curriculum that brings a paradigm shift from rote learning to a much more practical and advanced learning. This enhanced teaching and learning methodology nurtures creativity, emotional intelligence, critical thinking, and practical skills. The multidisciplinary education concept bridges the gap between the education system that has existed in our curricula for a long time. It breaks the notion of engineering, medical, arts, humanities, etc., that followed a stream-based learning. It opens up a wide concept of teaching and learning where students can choose their own subjects and can gain a degree in their chosen areas. It adds value and an impact on society for a better living.

Keywords: NEP 2020, Holistic Approach, Multidisciplinary Education, Assessment Reform, Teacher Education

Introduction:

The National Policy of Education (NEP) 2020, introduced after thirty-four years of the previous policy, presenting a transformative vision for the Indian Education system. One of the reforms includes holistic and multi-disciplinary education, promoting a flexible, integrated, and learner-centered approach. This focuses on the key areas of a learner's critical thinking, creativity, emotional intelligence, collaboration, and ethical values. On the other hand, multi-disciplinary learning encourages learners to integrate one subject with other subjects by making connections across, thinking out of the box, leaving behind the textbook knowledge, and engaging meaningfully with the real world. The NEP 2020 introduced activity-based learning, a step towards aligning the nation's education system and approaches for a holistic education. Considering the past and present, the education system has its roots in connecting the body, mind, and soul in education by accepting the ancient education methods, fostering the current teaching standards and exploring the real-life lessons for our better tomorrow. The new techniques of

activity-based teaching and learning are now tied to real-life situations. This research paper aims to explore the opportunities and challenges connected with the Holistic and Multi-disciplinary education as envisioned in NEP 2020. It also discusses the Indian education ecosystem to accept this reform and offers practical recommendations for its effective execution.

Opportunities: Why Holistic and Multidisciplinary Approach?

We couldn't imagine our education would take a transformative shift and would give a new shape to reforming the stream-based curriculum by promoting a more inclusive, engaging, and flexible educational experience. This brings a positive transformation in how students learn and grow.

1. **Development of 21st Century Skills:** The development of the nation has opened up the doors for students to move beyond the rigid stream-based learning to a global concept of teaching and learning. This focuses on experiential learning, which will be helpful in developing the essential life skills such as critical thinking, collaboration, creativity, and most importantly, problem-solving.
2. **Freedom of Choice and Interest-Based Learning:** NEP 2020 encourages students to choose subjects across streams- pairing Physics with Music or Mathematics with fine arts- allowing a wide range of learning to align with the interests and passions of the learners.
3. **Whole-Child Development:** Physical Health Education and Mental Education, Moral Values, adds value to the child's overall growth and development, making education more balanced and humanistic, focusing on both IQ and EQ.
4. **Promotion of Innovation and Research:** Multi-disciplinary institutions and flexible curriculum include research-based and inquiry-based learning, fostering an innovative culture, encouraging the students to explore real-world challenges through project-based and inquiry-led learning.
5. **Inclusive and Equitable Learning Environment:** Holistic Education promotes an Inclusive education by bridging the gap among different backgrounds. This allows the students to engage meaningfully and equally in diverse learning experiences. A 'Viksit Bharat' can only be realized when education is free and approachable to all. It is observed that the underprivileged sections of society still struggle to access the quality of education that is required today. Inclusive learning must be made approachable and achievable for everyone, regardless of background, class, or gender. By providing equal opportunities for all, our nation can move toward true development.

It is crucial to extend quality education to rural areas, where young minds are often left behind. These children are the future nation builders, and only when they receive equitable education will Bharat become truly developed.

6. **Strong Foundations for Higher Education Reforms:** The Multi-Disciplinary structure lays the groundwork for the upcoming multi-disciplinary education Universities, suggested in the policy.

"Education is not the filling of a pail, but the lighting of a fire."

NEP 2020 rekindles that fire — inspiring not just smarter individuals, but kinder, wiser, and more connected human beings.

Challenges :

While the vision of Holistic and Multidisciplinary education in NEP 2020 is progressive and inspiring, its practical implementation faces several real-world challenges, especially in the diverse educational landscape of India.

1. **Teacher Preparedness and Training:** It is really challenging when it comes to educators who are accustomed to traditional subject-based teaching methods. There is a need to organize continuous professional development courses or programs to train them in accordance with the inter-disciplinary approaches, activity-based learning, and student-centered pedagogy.
2. **Curriculum and Assessment Reform:** Creating an integrated curriculum requires time, planning, and coordination among the subject experts. The current exam-focused system needs to evolve and assess holistic development rather than looking for grades and judging learners on merit.
3. **Infrastructure and Resource Constraints:** Adequate infrastructure to meet the current standards of education is required. Government buildings, especially in rural areas, need some basic infrastructure, including physical and digital boards, trained teachers and staff, sufficient resources and equipment to support arts, sports, and vocational subjects.
4. **Resistance to Change:** Parents, Educators, and institutions may resist the change due to a deep-rooted belief in traditional streams (Science/Commerce/Arts) and marks-based structure for success and growth.
5. **Balancing Breadth with Depth:** While multidisciplinary education broadens exposure, there is a lack of sufficient knowledge and guidance. Balancing the subject knowledge with broad-based learning is a challenge.
6. **Policy to Practice Gap:** NEP 2020 frameworks to bridge a wide gap in the education system, but lack of funding, clarity and government issues are the real challenge to bring a rapid reform.

To create a more equitable education system, we need to become a workforce capable of overcoming the challenges faced today. There is a wide gap between the living standards of rural and urban. Teacher shortages, inadequate infrastructure, and limited access to technology are common issues, particularly in remote areas.

Findings and Analysis: Holistic and Multidisciplinary Education

Recent survey data analyses in order to gather educator perspectives on the implementation and impact of NEP 2020, with a focus on holistic and multidisciplinary education. On the basis of the questions asked by the teachers teaching in schools and colleges, the data analysis is as follows:

1. **“The concept of holistic education as presented in NEP 2020 effectively addresses the overall development of students.”**

‘A majority (40%) of respondents strongly agreed that NEP 2020 promotes holistic education, while 30% agreed and 30% remained neutral. This indicates a positive reception towards the policy’s emphasis on holistic learning.’

2. **“NEP 2020’s emphasis on multidisciplinary learning bridges subject gaps and fosters critical thinking.”**

‘A recent survey suggests that 70% of the respondents agree, whereas 20% strongly agreed and 10% strongly disagreed that NEP 2020 emphasizes multidisciplinary learning. This indicates that the journey for its implementation and integration is a positive sign, wherein schools are adopting the teaching and learning methods gradually.

3. **‘Current teacher training programs adequately prepare educators for holistic and multidisciplinary teaching.’**

The survey suggests that 40% of the respondents strongly agreed and agreed that continuous training programs prepare educators for holistic and multidisciplinary teaching, while 10% strongly disagreed and other 10% remained neutral. This reflects the need of educator training to prepare teachers to meet the diverse needs of the students.

4. **‘The integration of vocational education into the mainstream curriculum under NEP 2020 is beneficial for students’ future career prospects.’**

The majority (40%) agreed that vocational education is beneficial for the children’s career prospects, whereas 30% strongly agreed, while 20% remained neutral and 10% strongly disagreed. The overall analysis is a positive reception towards the integration of more such vocational courses under NEP 2020.

5. **‘NEP 2020’s focus on experiential learning enhances students’ practical skills and prepares them for real-world challenges.’**

The survey analyzed that 80% of the respondents agreed that the focus of experiential learning connects with a holistic and multidisciplinary approach and prepares learners to face real-world challenges. 10% of the respondents strongly agreed, whereas 10% strongly disagreed. The NEP 2020 initiative enhances students' practical skills and prepares them for tomorrow, is a positive feedback.

6. **‘The introduction of flexibility in subject choices under NEP 2020 will encourage students to take ownership of their learning journey.’**

The majority of 50% agreed with the question asked, while 40% strongly disagreed, whereas 10% of the respondents remained neutral. The results analysis shows that proper teacher training programs and reformation in the curriculum will bring a positive change in the education system and will bring a different outlook for the students to take ownership of their learning journey.

7. **‘Holistic education under NEP 2020 promotes inclusivity by addressing diverse learning needs and backgrounds of students.’**

Out of the respondents surveyed and taken feedback majority, 50%, agreed to the promotion of inclusive education by addressing the needs and backgrounds of students, while 30%

remained neutral and 20% strongly agreed. This encourages the inclusion of curriculum according to the needs of diverse learners and promotes equity and equality in education according to the NEP 2020.

8. **'Schools and colleges have sufficient infrastructure to support the implementation of holistic and multidisciplinary education.'**

In order to answer the question asked, it was analyzed that infrastructure is a basic support system for the implementation of holistic and multidisciplinary education. 50% of the respondents disagreed with the fact that schools and colleges still don't have sufficient infrastructure to support the holistic and multidisciplinary education as per NEP 2020. 20% of the respondents strongly agreed to the question, whereas 20% agreed, and the remaining 10% remained neutral.

9. **'The inclusion of arts, sports, and life skills as part of the curriculum will help students develop a well-rounded personality.'**

The survey has positive feedback, where 50% strongly agreed and 50% agreed that the inclusion of arts, sports, and life skills will help students develop a well-rounded personality.

10. **'The shift to holistic education will require significant changes in assessment methods to evaluate students' overall development.'**

The majority of the respondents (50%) strongly agreed that significant changes are required to shift from the rote-learning methods to practical/project-based learning methods. Students need to be evaluated on the basis of their practical knowledge rather than on a merit basis. 30% of the respondents agreed, and 20% remained neutral.

Suggestions and Recommendations

For the continuous development and for a more equitable and inclusive education, the Ministry of Education needs to implement some suggestions and recommendations.

1. **Continuous Professional Development (CPD):** Teachers' roles are crucial in shaping the future of children. However, education is the foundation of economic growth and social development today. Our future depends on the prosperity of the nation, and educated youth, equipped with innovative ideas, can drive this forward. The emphasis must foster critical thinking, creativity, problem-solving, and applying knowledge to real-world situations.
2. **Curriculum Redesign:** The curriculum needs to be designed in a flexible manner, integrating curricula that allow learners to explore connections between subjects and pursue their interests. Inclusion of the curriculum that promotes a holistic and multidisciplinary approach is a need for the NEP 2020.
3. **Strengthening School Infrastructure:** Necessary infrastructure, such as labs, libraries, sports equipment, music, dance, clubs, and arts facilities, especially in government and rural schools, to support a holistic approach, is required and needs to be provided or upgraded accordingly.
4. **Reform in Assessment Practices:** Assessments were traditionally practised based on rote learning. Assessment needs a shift from rote-based assessment to tools evaluating creativity, collaboration, critical thinking, communication, and emotional well-being.

5. **Parental and Community Involvement:** Continuous awareness sessions need to be conducted in schools and institutions that help parents understand the concept of holistic and multi-disciplinary education. This ensures the move away from focused learning to project-based learning.
6. **Pilot Programs and Feedback Loops:** A Holistic model should be implemented wherein regular checks, feedback from teachers and students, need to be gathered to enhance the teaching and learning methods gradually.

Conclusion:

The National Education Policy 2020 looks forwards to one step ahead and aims to redefine its purpose and process of education in India. It's one of the reflections- Holistic and Multidisciplinary education- reflects a shift from traditional rote-based learning to real, meaningful, practical, and joyful learning experiences. The research survey was conducted where teachers from schools and colleges shared their feedback. It shows a positive impact on the current education system and further shows the desirability to learn and improve in the current education system. Integration of diverse disciplines, encouraging creativity and critical thinking skills, focuses on the overall development of the learners. NEP 2020 aspires to create well-rounded individuals who are not only knowledgeable but also emotionally and socially competent. However, turning this vision into reality needs a lot of effort and refinement in the current education system. Consistent efforts from all the stakeholders- teachers, institutions, policy makers, and parents are required timely. While the opportunities are immense, so are the challenges. Proper training, infrastructure facilities, curriculum reforms, change of mindset are essential features for its successful implementation. If addressed effectively, the policy has the potential to transform India's education system to one that truly empowers every learner to reach their full potential.

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PLACE OF DIGITAL LEARNING IN NEP 2020**Mrs. Kanchan Hemant Ugale***Shri Bapusaheb D.D. Vispute college of Education, New Panvel*

ABSTRACT:

The National Education Policy (NEP) 2020 has laid out a road map to transform the Indian education system, with a focus on holistic development, experiential learning, and the integration of technology. The NEP 2020 recognizes the importance of digital education and has emphasized the need for its integration into the school curriculum. A technology enabled education system will not only enhance the learning experience but also facilitate personalized learning and bridge the digital divide. The NEP 2020 lays emphasis on the use of technology to provide high-quality education to students, irrespective of their geographical location. This policy focuses on transformation in the Indian education system of providing online distance learning (ODL) by keeping in mind needs of learner in education. NEP 2020 focuses on accelerating student enrollment into higher education. Digital learning makes education accessible to all. This policy emphasizes integrating digital technology to improve student outcomes. Nowadays, every field is digitalized and students should get benefit of digitalization in education. This policy brings several benefits to students, making education more effective, engaging, and fruitful. It has a paradigm shift of education from traditional methods to more accessible, engaging, and personalized education. It helps in bridging a gap of students in rural and underprivileged areas by offering equal access to quality resources. It promotes the integration of digital learning to modernize and improve education in India. Diksha , Swayam , and e-content are online platforms which aim to make learning more inclusive, engaging, and interesting. These initiatives ensure that education reaches all segments of society and helps empower students with digital tools. Thus, NEP 2020 marks a significant step towards revolutionizing Indian education through digital inclusion and innovation.

Keywords: Digital literacy, Accessibility, Learning experiences, Student centric approach, inclusivity, Interactive platforms.

Introduction:

Education can be imparted only by a teacher and never by a method man can learn only from a man. -Rabindranath Tagore. The Destiny of Indian education is being shaped in classroom and Society the younger generation of India is acquiring knowledge in schools only. Our future scientist, future engineers, future responsible citizens are being molded in school. Nature has given five senses with which we understand the world around us eyes, ears, nose, tongue and skin with which we learn. For acquiring 100% knowledge we need to give maximum learning experience to the senses. Learners most of the learning occurs by eyes and ears, in this situation audio and video equipments can be most useful to give appropriate learning experience.

In 21st century world is becoming digital so as India. Now a days in our economy is being

digitalized so our education should also be digitalized. NEP 2020 placed digital learning at the heart of the policy. It focuses on access, equity, quality, affordability, accountability. These are five pillars of NEP 2020. The policy recognizes crucial role of digital learning in modernizing education and preparing students for modern digital world. It emphasizes the Integration of Technology across all level of education which enhances learning experience and outcomes.

Key Aspects of Digital Learning in NEP 2020:

1. Digital Literacy:

National education policy 2020 marks significant milestone for the century representing the first major reformer in education sector National Education Policy 2020 in 34 years .It places a strong emphasize on Integration of Technology recognizing its pivot role in fostering holistic development of students. It aims at digital literacy critical thinking and problem-solving skills among students from primary level to higher education. Policy acknowledges the profound impact of technology on society progress and enhances the quality of education. This includes the ability to use computers, software, and other digital devices, including smartphones and tablets. Digital literacy enables students to communicate and collaborate effectively using various digital platforms like email, social media, and video conferencing. Digital literacy is a four component of education which empower students to become critical thinker and active earner. This policy focuses on learner's centric approach. Digital skills are essential for students who are preparing themselves in the digital age and preparing themselves for the future careers. Students are getting prepared for the digital world.

The very important Seven C's involving in digital literacy are critical thinking, creativity, collaboration, information, communication, literacy computer and ICT literacy, cross cultural understanding and career and learning self-reliance. It advocates integration and inclusivity of education into school systems through infrastructure support and curriculum changes, emphasizing on human values like respect empathy and tolerance.

Equitable Access:

National Education Policy 2020 recognize education as a social justice and equality and and so that inclusive education to develop more inclusive society is very important .This policy aims to integrated in inclusive education into school systems through infrastructure support and curriculum changes, emphasizing on human values like respect empathy and tolerance. The policy facilitates the digital divide by ensuring equitable access to digital resources and technology for all students, regardless of their geographical location or socioeconomic background. It provides fair and equal opportunity to all learners regardless of their background.

Enhancing Learning Experience:

Vision of inculcating digital learning in policy is to enhance learning experiences. It provides online platforms and study material .Offers different educational mobile apps radio and television use of ICT tools in education shows shift in traditional education .Online education gives multiple resources of Self learning Materials (SLM) . This student's centric approach will caters the holistic progress of students. This policy gives opportunity of lifelong learning universal

access. Students get more engaged with different online study material students get more engaged with different study materials like projects quiz activities online quizzes Use of digital platform in education makes learning more interesting more engaging. It gives 100% learning experience.

INTERACTIVE TOOLS:

It bridges the barriers between learners and the Holistic development. digital learning gives audio and video experiences. Various online platforms are available for students like Swayam , Diksha and different mooc platforms are available. Education can reach to millions of learners of India through Digital learning . It opens door of education for all age of students at their pace .

KEY INITIATIVES:

1. PM e-VIDYA : "PM e-VIDYA" (Prime Minister e-VIDYA).

IT is an initiative by the Government of India launched under the "One Nation, One Digital Platform" scheme. It was introduced in May 2020 to ensure access to quality education through digital platform, especially during the COVID-19 pandemic.[1]

DIKSHA :

Diksha stands for Digital infrastructure for knowledge sharing it has been formally launched by our honorable vice president of India 5th September 2017[1]. This is online platform which has e-content for students and for teachers as well. It has learning materials according to the school curricular which student as well as teachers can access. Diksha platform create enjoyable classroom experience a student understand concept to revise lessons and to do practice exercises. Parents can also follow the classroom activities and clear the doubts outside school hours. Diksha has mobile app which can be accessed by any Android or iOS user[1] . This app is loaded with engaging study planning material . TV Channels (One Class, One Channel) This is one of the major component of Pm e-Vidya It has learning materials from class 1 to class 12 based on NCERT curriculum. 12 dedicated TV channels for each class.[1][6]

2. SWAYAM AND SWAYAM PRABHA:

Swayam is a program that is initiated by government of India . Three principles of this education policy to achieve access, equity and equality. It has video lectures reading material which can be downloaded self assessment test online discussion for round using audio-video learning materials students can get concept easily. Swayam is available free of cost for the learners however learners wanting a Swayam certificate Swayam is available free of cost for the learners however learners wanting a Swayam certificate should register for the final protect.

ACTIVE LEARNING:

It is blended learning encouraging the mix of traditional classroom teaching with the digital tools for the better running experience[3]. Digital learning is more interactive students get more engaged and find it very interesting. Difficult concepts can be easily understood by getting audio-video experience. This fosters students get engagement in learning through the digital platforms, as they participate actively in online discussions and the interact simultaneously . Digital learning integrate the simple technology like PowerPoint presentations, educational games, online quizzes, assignments, homework.

STUDENTS CENTRIC APPROACH :

NEP 2020 focuses on students holistic development. The students engagement and understanding is most important aspect in education . Digital learning replaces rote learning to experiential and application based learning. It focuses on critical thinking. Now education is not just imparting information.

It is now focusing on students individual learning .NEP 2020 has shifted education approach from teachers centre to student centre . Role of teachers is more of facilitator and motivators who are guiding students in learning process rather than just delivering information. Flexibility of choosing subjects courses during the studies. Account academic Bank of credit allows students to earn degrees by taking courses in different higher education institutions .Interdisciplinary studies enabling students to explore diverse areas of interest NEP2020 recognizes the transformative power of technology and encourage its integration into education for personalized learning in 21st century.

It is very important of digital literacy and digital fluency for the students to thrive in digital age. Digital literacy help students to aim in nurturing them all round and recognizing their need of education which is going beyond academics. Digital learning reaching to the millions of the students those who are unable for formal schooling due to their socio-economic conditions

SUMMARY :

Indian education policy is being changed after 34 years which will make drastic change in Indian education system for its betterment. India has realized the importance of Digital learning and integration of Technology in education especially after co integration of Technology in education especially after COVID- 19 pandemic.

Digital learning is at the heart of NEP 2020. It aims to modernize the education system through digital tools, filling gaps in equity and academics. Key initiatives include expanding digital infrastructure, developing high-quality digital content, and enhancing teacher training for effective technology adoption.

The policy also promotes online and blended learning, digital libraries, and the development of e-content in regional languages. It is expected that this policy will accelerate the students enrollment into higher education and it will make education accessible to all Through the digital platform to all the students those who are unable to continue their schooling or to enable to take their higher education online professional development interventions are also expected from the students quality of education and tries to ensure national goal of education. Online platform are serving students with good knowledge and great opportunities. This online platform enables Indian higher education students to get guidance from experts from abroad. It improves employability in India.

It creates more chances of getting jobs out of India.Digital learning which is going to change Indian education with online measures.

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शैक्षणिक क्षेत्रातील सामाजिक न्याय : डॉ. आंबेडकरांचे दृष्टिकोन आणि एनईपी २०२० मधील
समावेशक शिक्षक प्रशिक्षण

उज्वला दिवे

श्री बापूसाहेब डी डी विसपुते कॉलेज ऑफ एज्युकेशन नवीन पनवेल

सारांश:

भारतीय राज्यघटनेचे शिल्पकार डॉ. बाबासाहेब आंबेडकर यांनी सामाजिक न्याय आणि समानतेसाठी शिक्षण सर्वात प्रभावी साधन मानले. त्यांनी विशेषतः वंचित समाजघटकांसाठी शिक्षणाची समान संधी उपलब्ध होण्याचे समर्थन केले. त्यांचे ध्येय जातीय भेदभाव दूर करून प्रत्येक व्यक्तीला सन्मान आणि आदर मिळवून देणे होते. अलीकडच्या काळात राष्ट्रीय शैक्षणिक धोरण (एनईपी) २०२० ने समावेशक शिक्षण आणि शिक्षक प्रशिक्षणावर भर दिला आहे. हे धोरण शिक्षकांना विविधतेचा आदर आणि समज यासाठी प्रशिक्षित करण्यावर केंद्रित आहे, जेणेकरून सर्व विद्यार्थ्यांसाठी समावेशक शिक्षणसत्र निर्माण करता येईल. या लेखात डॉ. आंबेडकर यांच्या शैक्षणिक सामाजिक न्यायावरील कल्पनांचा आढावा घेतला आहे आणि एनईपी २०२० द्वारे प्रोत्साहित करण्यात आलेल्या समावेशक पद्धतींशी त्यांची सांगड घालण्यात आली आहे. तसेच, समावेशक आणि न्याय्य शिक्षणव्यवस्था निर्माण करण्यासाठी शिक्षक प्रशिक्षण कार्यक्रमांमध्ये होत असलेल्या बदलांचाही आढावा घेतला आहे.

कीवर्ड्स: सामाजिक न्याय, डॉ. बाबासाहेब आंबेडकर, समावेशक शिक्षण, शिक्षक प्रशिक्षण, एनईपी २०२०

प्रस्तावना

समाजात न्याय आणि समानता प्रस्थापित करण्यात शिक्षणाची महत्त्वपूर्ण भूमिका असते. डॉ. आंबेडकर यांनी शिक्षणाला जातीय भेदभाव व सामाजिक विषमतेच्या बेड्या तोडण्यासाठी सर्वात प्रभावी हत्यार मानले. त्यांच्या प्रयत्नांमुळे भारतीय संविधानात शिक्षण आणि समानतेची हमी मिळाली. आज, राष्ट्रीय शैक्षणिक धोरण (एनईपी) २०२० या दृष्टिकोनास पुढे नेत आहे. डॉ. बाबासाहेब आंबेडकरांनी शिक्षणास सामाजिक परिवर्तनाचे शक्तिशाली साधन मानले. त्यांच्या विचारांनुसार, शिक्षक हे समाजातील बदल घडवणारे घटक असावेत. एनईपी २०२० मधील समावेशक शिक्षक प्रशिक्षणाची कल्पना आंबेडकरांच्या दृष्टिकोन आणि शिक्षण धोरणाशी जुळणारी आहे, ज्यात शिक्षकांचे प्रशिक्षण बदल घडवून आणण्यासाठी तयार केले जाते. या प्रशिक्षणातून, शिक्षकांना विविध विद्यार्थ्यांना त्यांच्या गरजा आणि आव्हाने समजून घेण्यास मदत केली जाते.

डॉ. आंबेडकर यांचे शैक्षणिक सामाजिक न्यायावरील दृष्टिकोन

डॉ. आंबेडकर यांच्या मते, वंचित वर्गांचे शिक्षणाव्दारे सक्षमीकरण होईल तेव्हाच सामाजिक न्याय साधता येईल. त्यांचे प्रसिद्ध ब्रीदवाक्य "शिका, संघटित व्हा, संघर्ष करा" शिक्षणाच्या महत्त्वावर भर देतो. त्यांनी पुढील गोष्टींसाठी लढा दिला:

- दलित व वंचित गटांसाठी शिक्षणाची समान संधी.
- शाळा आणि महाविद्यालयांतील जातीय भेदभावाची निर्मूलन.
- गरजू विद्यार्थ्यांसाठी शिष्यवृत्ती आणि आर्थिक मदतीची योजना.
- उच्च शिक्षण आणि व्यावसायिक क्षेत्रांत वंचित समाजघटकांचे प्रतिनिधित्व.

त्यांच्यासाठी शिक्षण फक्त साक्षरता नव्हती, तर आत्मसन्मान, आर्थिक स्वावलंबन आणि राजकीय हक्क मिळविण्याचे साधन होते.

राष्ट्रीय शैक्षणिक धोरण (एनईपी) २०२० आणि समावेशक शिक्षण

एनईपी २०२० शिक्षणातील समावेशनाचे महत्त्व ओळखते. हे धोरण विशेषतः ऐतिहासिकदृष्ट्या वंचित गटांसाठी समान संधी उपलब्ध करून देण्यावर भर देते. धोरणातील मुख्य बाबी:

- सामाजिक आणि आर्थिकदृष्ट्या वंचित गटांतील गळती दर कमी करणे.
 - लिंग समतेची खात्री आणि मुलींच्या शिक्षणाला प्रोत्साहन.
 - दिव्यांग मुलांचे शिक्षण समर्थित करणे.
 - स्थानिक भाषा/मातृभाषेमध्ये अध्यापनासाठी प्रोत्साहन.
 - कमी प्रतिनिधीत्व असलेल्या क्षेत्रांसाठी विशेष शैक्षणिक क्षेत्र तयार करणे.
- एनईपी २०२० डॉ. आंबेडकर यांच्या स्वप्नाला साकार करण्यासाठी वचनबद्ध आहे.

एनईपी २०२० अंतर्गत समावेशक शिक्षक प्रशिक्षण

शिक्षक समावेशक वर्गखोल्या तयार करण्यात कळसूत्री भूमिका बजावतात. एनईपी २०२० शिक्षणामध्ये विविधतेची जाणीव आणि समज वाढविण्यासाठी शिक्षक प्रशिक्षण सुधारण्यावर भर देते. मुख्य सुधारणा:

- जात, लिंग, दिव्यांगत्व आणि सामाजिक-आर्थिक पार्श्वभूमी यांच्याशी संबंधित संवेदनशीलता प्रशिक्षणावर भर.
- समावेशक अध्यापन तंत्र शिकविणारी व्यावसायिक विकास अभ्यासक्रम.
- समावेशक शिक्षण विषय बी.एड अभ्यासक्रमात समाविष्ट करणे.
- बहुभाषिकतेला प्रोत्साहन आणि विद्यार्थ्यांच्या सांस्कृतिक पार्श्वभूमीचा आदर करणे.
- सतत व्यावसायिक विकास आणि चिंतनशील पद्धतींना प्रोत्साहन.

समावेशक शिक्षक तयार केल्याने सहानुभूती वाढेल आणि विविध विद्यार्थ्यांच्या गरजा समजून घेऊन अध्यापनात लवचिकता येईल.

समावेशक शिक्षण साध्य करण्यात येणाऱ्या अडचणी

जरी एनईपी २०२० ने सशक्त चौकट मांडली असली, तरी प्रत्यक्ष अंमलबजावणीत काही अडचणी आहेत:

- ग्रामीण आणि वंचित भागांमध्ये साधनसंपत्तीची कमतरता.
 - शिक्षक व प्रशासकांमध्ये पूर्वग्रह आणि भेदभाव.
 - दिव्यांग समावेशी तत्वांवर पुरेसा भर नसणे.
 - राज्यांमध्ये प्रशिक्षण कार्यक्रमात असमानता.
 - शाळांमध्ये समावेशाच्या स्थितीचे निरीक्षण आणि मूल्यमापन अपुरे.
- ही आव्हाने दूर करणे आवश्यक आहे.

भविष्यासाठी सूचना

समावेशक शिक्षण वास्तवात आणण्यासाठी पुढील उपाययोजना करता येतील:

- सामाजिक न्याय विषयावर अनिवार्य प्रशिक्षण घ्यावे.
- दुर्गम भागांमध्ये कार्यरत शिक्षकांना प्रोत्साहन व सहाय्य द्यावे.
- शाळांमध्ये समावेशन कक्ष स्थापन करावेत.
- शिक्षण प्रक्रियेत समुदायाचा सहभाग वाढवावा.
- समावेशावर काम करणाऱ्या स्वयंसेवी संस्थांशी भागीदारी करावी.

या उपाययोजना प्रभावीपणे राबवल्यास डॉ. आंबेडकरांच्या वारशाचा सन्मान राखत आणि एनईपी २०२० च्या परिवर्तनशील उद्दिष्टांची पूर्तता करत, अधिक न्याय्य व समावेशक शिक्षणव्यवस्था निर्माण करता येईल.

समारोप

डॉ. बाबासाहेब आंबेडकर यांनी वंचित समुदायांच्या सामाजिक न्याय व सक्षमीकरणासाठी शिक्षणाला मूलभूत साधन मानले. शिक्षणात समान संधी देणे, जातीय भेदभाव दूर करणे आणि सन्मानपूर्वक जीवनशैली घडवणे हे त्यांच्या दृष्टिकोनाचे केंद्र होते. राष्ट्रीय शैक्षणिक धोरण (एनईपी) २०२० त्यांची ही परंपरा पुढे नेत आहे. एनईपी २०२० समावेशक शिक्षण, शिक्षक

प्रशिक्षण सुधारणा, लिंग समता, दिव्यांग विद्यार्थ्यांना आधार आणि मातृभाषेत शिक्षणास प्रोत्साहन यावर भर देते. याशिवाय शिक्षकांमध्ये विविधतेविषयी संवेदनशीलता वाढवण्यावर आणि अध्यापन तंत्रज्ञान समाविष्ट करण्यावर लक्ष केंद्रित केले आहे. तरीही साधनसंपत्तीचा अभाव, पूर्वग्रह आणि प्रशिक्षण कार्यक्रमांतील असमानता यांसारख्या अडचणी राहिल्या आहेत. डॉ. आंबेडकर व एनईपी २०२० यांच्या दृष्टीकोनाची पूर्तता करण्यासाठी शिक्षक प्रशिक्षण बळकट करणे, ग्रामीण भागातील प्रोत्साहन, समावेशाचे निरीक्षण आणि समुदाय सहभाग वाढवणे अत्यंत आवश्यक आहे. या उपाययोजनांमुळे भारत अधिक न्याय्य, समतामूलक आणि सन्मानयुक्त समाज निर्माण करण्याच्या दिशेने वाटचाल करू शकेल. डॉ. आंबेडकरांचे "शिका, संघटित व्हा, संघर्ष करा" हे घोषवाक्य आजही तितकेच प्रेरणादायी आहे.

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राष्ट्रीय शैक्षणिक धोरण 2020 : शिक्षक-शिक्षणातील 'क्रांतीकारी बदल'

श्रीम. संगिता अर्जुन ठुबे

श्री. बापूसाहेब डी. डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल.

सारांश :

भारतात सर्वात पहिले राष्ट्रीय शिक्षण धोरण 1968 साली तर दुसरे राष्ट्रीय शिक्षण धोरण 1986 साली राबविण्यात आले, याच धोरणात 1992 साली सुधारणा करण्यात आल्या आणि आज पर्यंत अमलात आणल्या गेल्या. एकविसाव्या शतकातील भारतातील नागरिकांच्या सामाजिक आर्थिक आणि शैक्षणिक गरजा पूर्ण करण्याच्या उद्देशाने नवीन बदल घडविणे आवश्यक आहे. तब्बल 34 वर्षांनंतर आलेले हे नवीन शैक्षणिक धोरण, शिक्षण प्रणाली बदल घडवण्यासाठी गरजेचे आहे. राष्ट्रीय शैक्षणिक धोरण 2020 हे भारताच्या शैक्षणिक व्यवस्थेला नवीन दिशा देणारे व देशाला प्रगतीच्या मार्गावर घेऊन जाण्यासाठी महत्वाचे ठरणार आहे. शिक्षण व्यवस्था ही सामाजिक व्यवस्था आहे. शिक्षण हे समाज परिवर्तनाचे साधन आहे, त्यामुळे समाजातील सर्व घटकांचा समावेश झाला तर ही व्यवस्था त्या त्यांना आपली वाट लागेल व परिणामी शिक्षणाचा दर्जा उंचावण्यास समाजातील घटकांची मदत होईल. या नवीन शैक्षणिक धोरणाने सर्व विद्यार्थ्यांना ते कुठेही असले तरी दर्जेदार शिक्षण व्यवस्था पुरवली जाईल आणि उपेक्षित वंचित व अल्प प्रतिनिधित्व असलेल्या गटांवर विशेष लक्ष केंद्रित केले जाईल.

राष्ट्रीय शिक्षण धोरण-२०२० (NEP-2020) नुसार शैक्षणिक रचना

सध्या, ३ ते ६ वर्षे वयोगटातील मुले १०+२ संरचनेमध्ये समाविष्ट केली जात नाहीत. कारण इयत्ता पहिली वय वर्षे ६ पासून सुरू होते. नवीन ५+३+३+४ संरचनेत, वय वर्षे ३ पासून प्रारंभिक बाल्यावस्था संगोपन आणि शिक्षणाचा (ECCE) मजबूत पायादेखील समाविष्ट केला आहे, ज्याचा उद्देश अधिक चांगले सर्वांगीण शिक्षण, विकास आणि हित यांना चालना देणे हा आहे. या नवीन संरचनेत सर्वांगीण विकासावर भर दिला जाईल. अभ्यासक्रमात व्यावसायिक शिक्षण आणि कौशल्य विकासाचा समावेश केला भाविष्यातील रोजगारासाठी साठी तयार करता येईल, मातृभाषेतून शिक्षणाला प्रोत्साहन दिले जाईल विशेषतः प्रा. स्तरावर ज्यामुळे विद्यार्थ्यांना संकल्पना आर्थिक चांगल्या प्रकार समजतील.

राष्ट्रीय शिक्षण धोरणात शिक्षक शिक्षणाचे महत्त्व :

राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये शिक्षक शिक्षणाचे अत्यंत महत्वाचे स्थान दिले आहे. गुणवत्तापूर्ण शिक्षण देण्यासाठी सक्षम शिक्षकांची गरज आहे . हे प्रशिक्षणाचा चार वर्षे दोन वर्षे व एक वर्ष वृत्तीचे असणार आहे .

शिक्षकांचे महत्त्व :

१) **भावी पिढीचे शिल्पकार** - ज्याप्रमाणे कुंभार मडकी घडवण्यासाठी मातीच्या गोळ्याला आकार देत असतो, त्याप्रमाणे शिक्षकही लहान मुलांच्या क्षमता ओळखून त्यांना मार्गदर्शन करत असतात विद्यार्थ्यांना फक्त पुस्तके ज्ञान न देता तो सांग ती चांगली व्यक्ती व जबाबदार नागरिक बनण्यासाठी शिक्षक प्रयत्नशील असतात.

२) **ज्ञानाचे प्रसारक आणि मार्गदर्शक** - विद्यार्थ्यांना नवीन संकल्पना विचार आणि ज्ञान आत्मसात करण्यासाठी वेळोवेळी मदत करतात त्यांच्यामधील असलेल्या कलागुणांना वाव देण्यासाठी नेहमी प्रोत्सावर मार्गदर्शन करतात.

३) **प्रेरक आणि मार्गदर्शक** - शिक्षक विद्यार्थ्यांसाठी केवळ ज्ञानाचे स्रोत नसतात तर ते त्यांचे प्रयोग प्रेरणास्त्रोत आणि मार्गदर्शक वेळ विद्यार्थ्यांना मार्गदर्शन करण्याची काम शिक्षक करत असतात.

शिक्षक शिक्षणाची गरज :

१) **गुणवत्ता पूर्ण शिक्षण** - शाळेत जर शिक्षक चांगले असते तर विद्यार्थ्यांना गुणवत्ता पूर्ण शिक्षण मिळू शकते शिक्षक शिक्षणामुळे शिक्षकांना प्रभावी अध्यापन पद्धती आणि बालमानसशास्त्राचे ज्ञान मिळते.

- २) बदलत्या शिक्षण पद्धती - शिक्षण क्षेत्रात नेहमीच बदल होत असतात नवीन तंत्रज्ञान आणि अध्यापन पद्धती येत आहेत या बदलांना सामोरे जाण्यासाठी शिक्षकांना नेहमी प्रशिक्षण आणि शिक्षण घेण्याची गरज आहे.
- ३) सर्वांगीण विकास - शिक्षक शिक्षणामुळे शिक्षकांना विद्यार्थ्यांच्या केवळ बौद्धिकच नव्हे तर भावनिक आणि सामाजिक विकासावर भर देण्यासाठी मदत मिळते.
- ४) सर्वसमावेशक शिक्षण - आज-काल सर्व विद्यार्थ्यांना एका शाळेत शिक्षण घेण्यासाठी भर दिला जातो जसे की दिव्यांग विद्यार्थ्यांनाही वर्गातील विद्यार्थ्यांबरोबर शिक्षण घेता येते. यासाठी शिक्षकांना विशेष प्रशिक्षणाची गरज असते.
- ५) व्यावसायिक शिक्षण - विद्यार्थ्यांना फक्त शाळेतील शिक्षण न देता त्यांना व्यावसायिक विकासासाठी संधी उपलब्ध करून दिली जाते ज्यामुळे ते अधिक सक्षम आणि प्रभावशाली बनतात.

राष्ट्रीय शैक्षणिक धोरण 2020 शिक्षकांची नियुक्ती आणि प्रक्रिया :

शिक्षकांचे नियुक्ती आणि प्रक्रियेत अनेक महत्त्वपूर्ण बदल करण्यात आले आहे या बदलांचा उद्देश शिक्षकांची गुणवत्ता सुधारणे शिक्षण प्रक्रिया आणि अधिक प्रभावी करणे, आणि देशभरात शिक्षकांच्या नियुक्तीमध्ये एक समानता आणि ही आहे.

नियुक्ती प्रक्रिया :

शिक्षकांच्या नियुक्तीसाठी आता कठोर पात्रता निकष असतील यामध्ये शिक्षकांनी टीईटी परीक्षा उत्तीर्ण होणं महत्वाचे आहे. शिक्षकाने फक्त टीईटी परीक्षा उत्तीर्ण असणे पुरेसे नसेल तर त्यांना प्रत्यक्ष अध्ययनाचा अनुभव आणि मुलाखत यानुसार शिक्षकांची निवड केली जाईल. त्यामुळे शाळेमध्ये योग्य आणि गुणवत्ता धारक शिक्षकांची निवड सुनिश्चित होईल. स्थानिक भाषेवर प्रभुत्व असणाऱ्या आणि त्याच भागातील सामाजिक सांस्कृतिक परिस्थिती जाण असणाऱ्या शिक्षकांना शक्यतो प्राधान्य दिले जाईल त्यामुळे त्यांच्या भाषेचा उपयोग विद्यार्थ्यांना होईल. शिक्षकांची नियुक्ती करताना तसेच शिक्षकांची बदली करताना पारदर्शक पद्धतीने प्रक्रिया केली जाईल. चार वर्षांचा एकात्मिक बीएड अभ्यासक्रम 2030 पर्यंत शिक्षकांसाठी किमान पात्रता चार वर्षांचा अभ्यास एकात्मिक बीएड शिक्षणाचे या अभ्यासक्रमात शिक्षण आणि विशिष्ट ज्ञान एकाच वेळी दिले जाईल शिक्षकांच्या व्यावसायिक विकास यावर लक्ष केंद्रित करून त्यांच्या आवडीनुसार गरजेनुसार त्यांना प्रशिक्षण निवडण्याची संधी दिली जाईल त्याचप्रमाणे तंत्रज्ञानावर आधारित प्रणाली विकसित करून नवे ओळख नव्याने रुजू होणाऱ्या शिक्षकांसाठी खास ओळख सत्र आयोजित करून त्यांना शाळेच्या वातावरणाशी जुळवून घेण्यासाठी मदत केली जाईल.

राष्ट्रीय शैक्षणिक धोरण 2020 बदलांमुळे शिक्षण प्रणालीवर होणारे परिणाम :

राष्ट्रीय शैक्षणिक धोरणामुळे विद्यार्थ्यांना त्यांच्या आवडीनुसार विषय निवडण्याची संधी मिळेल, एका अभ्यासक्रमातून दुसऱ्या अभ्यासक्रमात जाण्याची मुभा मिळेल. आंतरविद्या शाखेचे शिक्षणाला प्रोत्साहन मिळेल राष्ट्रीय शैक्षणिक धोरणाचा भर हा पुस्तकी ज्ञानावर नसून, विद्यार्थ्यांचा सर्वांगीण विकास होण्यासाठी त्यांना कला, क्रीडा, व्यवसाय क्षेत्र निवडण्यासाठी प्रोत्साहन दिले जाईल प्राथमिक शिक्षण मात्र मातृभाषेतूनच दिले जाईल. निपुण भारत अंतर्गत सर्व विद्यार्थ्यांच्या पायाभूत साक्षरता आणि शिक्षण प्रसारित समाविष्ट केली जाईल लहान वयातच मुलांची चांगली तयारी करून घेता येईल शिक्षणामध्ये तंत्रज्ञाचा वापर करण्यास भर दिला जाईल. ऑनलाइन शिक्षण डिजिटल साहित्य प्रोजेक्टर या आधुनिक शैक्षणिक साधनांचा उपयोग अध्यापन करताना होईल. त्यामुळे शिक्षण अधिक सुलभ आणि प्रभावी शिक्षकांच्या व्यावसायिक शिक्षणावर भर दिला जाईल. प्रशिक्षण आणि जे नवीन पद्धती याबद्दल माहिती मिळेल ज्यामुळे ते अधिक प्रभावीपणे शिकवू शकतील उच्च शिक्षणामध्ये संशोधने नवीन कल्पना यांना प्रोत्साहन देऊन शिक्षण क्षेत्रात सार्वजनिक गुंतवणूक वाढवण्यावर भर दिला जाईल सर्वांसाठी समान आणि परवडणारे शिक्षण मिळेल.

राष्ट्रीय शैक्षणिक धोरण 2020 मुळे विद्यार्थ्यांवर होणारे परिणाम :

विद्यार्थ्यांना अभ्यासक्रम अधिक मनोरंजक आणि व्यावहारिक बनविल्यामुळे विद्यार्थ्यांना शिकण्याची आवड निर्माण होईल. व्यावसायिक शिक्षण आणि कौशल्य यांचा समावेश केल्यामुळे विद्यार्थ्यांना भविष्यात नोकरी आणि उद्योगासाठी अधिक चांगल्या प्रकारे तयारी करता येईल. परीक्षा पद्धती बदलल्यामुळे विद्यार्थ्यांना गुणांचा दबाव येणार नाही, त्यामुळे पाठांतराचा दबाव

कमी होईल स्वतःला आवडणारे विषय निवडण्याची आणि विविध क्षेत्रांमध्ये कौशल्य विकसित करण्याची संधी मिळेल. विद्यार्थ्यांचा आत्मविश्वास वाढेल समाजातील सर्व तळागाळातील विद्यार्थ्यांना समान संधी मिळेल त्यामुळे एकाच ठिकाणी शिकण्याची सर्वांना शिक्षण घेण्यासाठी संधी मिळेल.

शिक्षकांच्या व्यावसायिक जीवनातील सकारात्मक बदल :

कठोर निकष आणि प्रभावी निवड प्रक्रिया मुळे शिक्षण क्षेत्रात उच्च गुणवत्ता धारक शिक्षकांमुळे समाजामध्ये शिक्षकांना महत्त्व आणि आदर प्राप्त होईल.

शिक्षकांना त्यांच्या आवडीनुसार आणि गरजेनुसार व्यावसायिक विकासाची संधी मिळत राहिल. तंत्रज्ञानावर आधारित प्रश्न प्रशिक्षणामुळे ते अधिक अद्यावत राहतील शिक्षकांना केवळ अध्यापनावर लक्ष केंद्रित न करता त्यांच्यावर प्रशासनाच्या कामाचा बोझ कमी झाल्यामुळे त्यांना शिकवण्यावर अधिक लक्ष देता येईल. ग्रामीण भागात काम करण्यासाठी जे शिक्षक उत्सुक आहेत त्यांना ग्रामीण भागात काम करण्याची संधी उपलब्ध करून दिली जाईल. तंत्रज्ञानाच्या वापरामुळे शिक्षकांची नियुक्ती आणि बदली अधिक पारदर्शक होईल, त्यामुळे शिक्षकांमध्ये सकारात्मक आणि समावेशक वातावरणामुळे शिक्षकांना अधिक उत्साहाने काम करता येईल. मुख्याध्यापक विद्यार्थी आणि पालक यांच्यातील संबंध सुधारण्यास मदत होईल. समाजातील लोकांशी शिक्षकांचा संपर्क वाढेल.

नवीन शिक्षण पद्धती जुळवून घेण्याची संधी चार वर्षांचा एकात्मिक बीएड अभ्यासक्रम आणि सततच्या प्रशिक्षणामुळे शिक्षकांना नवीन शिकण्याची संधी मिळेल प्रभावी शिक्षण पद्धती वापरली जाईल. शिक्षकांचा आत्मविश्वास वाढेल आणि शिक्षक अधिक सक्षम आणि प्रशिक्षित असतील, तेव्हा ते अधिक प्रेरणेने शिकवण्याचे कार्य करू शकते. एकंदरीत राष्ट्रीय शैक्षणिक 2020 शिक्षकांच्या व्यावसायिक जीवनात सकारात्मक बदल घडवून आणण्यात आणण्यास मदत करेल, ज्यामुळे शिक्षकांना अधिक समाधानकारक आणि प्रभावीपणे काम करण्याची संधी मिळेल.

शिक्षण क्षेत्रातील आव्हाने :

समानता आणि प्रवेश: आजही आर्थिक, सामाजिक, लिंग आणि जातीवर आधारित शिक्षणामध्ये असमानता दिसून येते. दुर्गम भाग आणि वंचित गटातील विद्यार्थ्यांना दर्जेदार शिक्षण मिळण्यात अडचणी येतात. **शिक्षकांची गुणवत्ता:** प्रशिक्षित आणि योग्य शिक्षकांची कमतरता, शिक्षकांच्या पात्रतेचे निकष आणि अपुरे प्रशिक्षण यामुळे शिक्षणाच्या गुणवत्तेवर परिणाम होतो.

पाठांतर पद्धतीवर भर: बहुतेक शिक्षण प्रणाली ज्ञानाऐवजी गुणांवर अधिक लक्ष केंद्रित करते, ज्यामुळे विद्यार्थ्यांमध्ये केवळ पाठांतर करण्याची आणि तात्पुरता अभ्यास करण्याची सवय लागते.

भाषा आणि अभ्यासक्रम: भारतात अनेक भाषा प्रचलित असल्याने, वेगवेगळ्या भाषांमध्ये शिक्षण देणे, अभ्यासक्रमाची रचना करणे आणि राष्ट्रीय अभ्यासक्रमासोबत प्रादेशिक भाषांचा समन्वय साधणे एक मोठे आव्हान आहे.

विद्यार्थ्यांचे गळतीचे प्रमाण: गरीबी, बालमजुरी आणि पायाभूत सुविधांचा अभाव यांसारख्या कारणांमुळे अनेक विद्यार्थी शिक्षण अर्धवट सोडतात.

शिक्षण आणि नोकरीमधील तफावत: सध्याच्या शिक्षण पद्धतीत आणि नोकरीच्या बाजारात आवश्यक असलेल्या कौशल्यांमध्ये मोठी तफावत आहे.

प्रशासकीय आव्हाने: धोरणांची अंमलबजावणी करताना नोकरशाही आणि लालफीतीसारख्या अडचणी येतात, ज्यामुळे शैक्षणिक उपक्रमांची प्रभावीता कमी होते.

आर्थिक आव्हाने: नवीन धोरणाच्या अंमलबजावणीसाठी मोठ्या प्रमाणात निधीची आवश्यकता आहे, जो सरकारसाठी एक महत्वाचे आव्हान ठरू शकते.

समारोप :

सर्वासाठी शिक्षण: NEP 2020 मध्ये, सामाजिक आणि आर्थिकदृष्ट्या दुर्बल घटकांसह, सर्वांना समान आणि गुणवत्तापूर्ण शिक्षण मिळावे यावर भर दिला आहे. लवचिक शिक्षण: विद्यार्थ्यांना त्यांच्या आवडीनुसार विषय निवडण्याची मुभा देण्यात आली आहे. पारंपरिक शाखांमधील (arts, science, commerce) बंधने कमी केली आहेत. तंत्रज्ञानाचा वापर: शिक्षणामध्ये तंत्रज्ञानाचा प्रभावी वापर करण्यावर जोर दिला आहे, ज्यामुळे शिक्षण अधिक सुलभ आणि मनोरंजक होईल. शिक्षकांचे सक्षमीकरण: शिक्षकांना सतत व्यावसायिक विकासाच्या संधी देणे आणि त्यांना अधिक स्वायत्तता प्रदान करणे हे या धोरणाचे उद्दिष्ट आहे. मूल्यांकन पद्धतीत बदल: विद्यार्थ्यांना केवळ परीक्षेorientated न ठेवता त्यांच्यातील संकल्पना किती स्पष्ट आहेत, त्यांचे व्यावहारिक ज्ञान किती आहे आणि त्यांची विचार करण्याची क्षमता किती आहे यावर लक्ष केंद्रित केले जाईल. बहुभाषिकता: विद्यार्थ्यांना त्यांच्या मातृभाषेतून शिक्षण देणे आणि विविध भाषा शिकण्यास प्रोत्साहित करण्यावर भर दिला आहे. सर्वांगीण विकास: NEP 2020 मध्ये विद्यार्थ्यांचा केवळ बौद्धिक विकास नव्हे, तर सामाजिक, भावनिक आणि शारीरिक विकासही साधला जाईल. एकंदरीत, NEP 2020 हे भारतीय शिक्षण प्रणालीला एक नवीन दिशा देणारे धोरण आहे. जर हे धोरण योग्यरित्या लागू केले गेले, तर भारतातील शिक्षण जागतिक स्तरावर अधिक स्पर्धात्मक आणि प्रभावी होईल.

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राष्ट्रीय शैक्षणिक धोरण 2020 : पायाभूत आधारस्तंभ

मनाली भोईर

श्री. बापूसाहेब डी. डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल.

सारांश

नवीन राष्ट्रीय शिक्षण धोरण 2020 हे भारताच्या शिक्षण क्षेत्रात क्रांतिकारी बदल घडवून आणणारे धोरण आहे. या धोरणाचा मुख्य उद्देश शिक्षणव्यवस्थेचे मूलभूत रूपांतर करणे, ज्ञानाधिष्ठित समाज घडवणे आणि भारताला जागतिक शिक्षण क्षेत्रात अग्रस्थानी नेणे हा आहे. या धोरणाची पायाभूत तत्वे म्हणजे सर्वसमावेशकता, समता, गुणवत्ता, परवडणारी आणि उत्तरदायी शिक्षण प्रणाली तयार करणे होय. या चार प्रमुख खांबांवर आधारलेले हे धोरण विद्यार्थ्यांचे सर्वांगीण विकास, शिक्षणातील लवचिकता आणि स्थानिकतेपासून जागतिकतेकडे वाटचाल घडवून आणते. शिक्षण हे केवळ ज्ञानार्जनाचे साधन न राहता व्यक्तिमत्त्व विकासाचे व देशाच्या प्रगतीचे महत्वाचे माध्यम ठरावे, ही या धोरणामागची मुख्य भावना आहे. राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) हे भारताच्या शिक्षण क्षेत्रातील एक महत्त्वपूर्ण टप्पा आहे. या धोरणाचे उद्दिष्ट असे शिक्षणव्यवस्था उभारणे आहे जी आधुनिकतेला अनुसरून, विद्यार्थ्यांमध्ये चिंतन, सर्जनशीलता आणि नैतिक मूल्ये विकसित करू शकेल. या धोरणाचे चार पायाभूत खांबे – प्रवेशयोग्यता (Access), समावेशिता (Equity), गुणवत्ता (Quality), उत्तरदायित्व (Accountability) – ही धोरणाची मूलभूत मूल्ये आहेत, जी सर्वांना दर्जेदार शिक्षण मिळवून देण्यास प्रतिबद्ध आहेत.

प्रस्तावना:

राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) हे भारताच्या शिक्षण प्रणालीत परिवर्तन घडवणारे एक महत्वाचे पाऊल आहे. हे धोरण प्रवेश, समानता, गुणवत्ता, परवडणारी शिक्षणव्यवस्था आणि उत्तरदायित्व या पाच आधारस्तंभांवर आधारित आहे. २१ व्या शतकातील आव्हाने आणि गरजा लक्षात घेऊन, या धोरणाचा उद्देश भारतातील शिक्षण व्यवस्थेला अधिक समग्र, लवचिक आणि भविष्यवेधी बनवणे आहे. या धोरणामध्ये शालेय शिक्षणापासून उच्च शिक्षणापर्यंत अनेक महत्त्वपूर्ण बदल प्रस्तावित आहेत. पारंपरिक शिक्षण पद्धतीतून पुढे जात, NEP 2020 मध्ये अनुभवात्मक शिक्षण, गंभीर विचार कौशल्ये आणि ज्ञानाच्या उपयोजनावर अधिक भर दिला गेला आहे. तसेच, भारतीय ज्ञान परंपरा आणि मूल्यांना आधुनिक शिक्षणासोबत जोडण्याचा प्रयत्न करण्यात आला आहे, ज्यामुळे विद्यार्थ्यांना त्यांच्या संस्कृती आणि वारशाची जाणीव राहिल आणि ते जागतिक स्तरावर सक्षम नागरिक बनू शकतील. शिक्षण हा कोणत्याही विकसित राष्ट्राचा आधारस्तंभ असतो आणि राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) हे भारताच्या याच आधारस्तंभाला अधिक मजबूत आणि भविष्यवेधी बनवण्याच्या उद्देशाने उचललेले एक महत्वाचे पाऊल आहे. हे धोरण केवळ काही नियमावली किंवा मार्गदर्शक तत्वांचा संच नाही, तर ते शिक्षण क्षेत्रातील एका मोठ्या बदलाचे प्रतीक आहे. शिक्षण सर्वांसाठी उपलब्ध व्हावे (Access), ते न्याय्य आणि समान संधी देणारे असावे (Equity), त्याची गुणवत्ता आंतरराष्ट्रीय स्तरावर टिकणारी असावी (Quality), ते सर्वसामान्यांच्या आवाक्यात असावे (Affordability), आणि शिक्षण प्रणालीत पारदर्शकता आणि जबाबदारी असावी (Accountability) या पंचसूत्रीवर हे धोरण आधारित आहे. २१ व्या शतकातील ज्ञान आधारित अर्थव्यवस्थेच्या गरजा पूर्ण करण्यासाठी आणि भारतीय संस्कृती व मूल्यांना जतन करून, विद्यार्थ्यांना जागतिक नागरिक म्हणून घडवण्यासाठी NEP 2020 एक दूरदृष्टीचा दृष्टिकोन सादर करते.

राष्ट्रीय शैक्षणिक धोरण 2020 ची वैशिष्ट्ये (NEP 2020 Features) -

1. सर्वांगीण आणि बहुआयामी विकासावर भर (Holistic and Multidisciplinary Education) : विद्यार्थ्यांचा सर्वांगीण विकास साधणे हा NEP 2020 चा मुख्य हेतू आहे. शिक्षण केवळ एक विषयापुरते मर्यादित न राहता कला, संगीत, साहित्य, विज्ञान, गणित, खेळ, योग व व्यावसायिक कौशल्ये यांचा समावेश होणार. प्रत्येक विद्यार्थ्याच्या

- संज्ञानात्मक (Cognitive), सामाजिक-भावनात्मक (Socio-emotional), आणि नैतिक विकासावर भर दिला आहे.
- 5+3+3+4 शैक्षणिक रचना (New Academic Structure) : पारंपरिक 10+2 प्रणालीला बदलून 5+3+3+4 या नवीन पद्धतीची रचना करण्यात आली आहे. 5 वर्षे: फाउंडेशनल स्टेज (पूर्व प्राथमिक + इयत्ता 1-2), 3 वर्षे: प्रिपरेटरी स्टेज (इयत्ता 3-5), 3 वर्षे: मिडल स्टेज (इयत्ता 6-8), 4 वर्षे: सेकंडरी स्टेज (इयत्ता 9-12) यामध्ये वय, शिक्षणशास्त्र आणि विद्यार्थ्यांच्या शैक्षणिक गरजांनुसार अभ्यासक्रम आणि शिक्षण पद्धती निश्चित केली आहे.
 - मूलभूत साक्षरता व संख्याज्ञानावर भर (Emphasis on Early Literacy and Numeracy): इयत्ता 3 पर्यंतच्या मुलांना वाचन, लेखन आणि गणिताचे मूलभूत कौशल्य शिकवण्यावर लक्ष. "राष्ट्रीय मूलभूत साक्षरता आणि संख्याज्ञान अभियान (NIPUN Bharat)" सुरू करण्यात आले आहे.
 - बहुभाषिक शिक्षणाला प्रोत्साहन (Promotion of Multilingualism): प्राथमिक स्तरावर शिक्षण मातृभाषेत, प्रादेशिक भाषेत किंवा स्थानिक भाषेत देण्याचा आग्रह. 'तीन भाषांची नीती' (Three Language Formula) पुन्हा सक्रिय केली आहे. यामुळे मुलांमध्ये संप्रेषण कौशल्ये आणि वैविध्याची जाणीव वाढते.
 - कौशल्य आधारित शिक्षणावर भर (Skill Development Focus): केवळ परीक्षांसाठी नाही, तर वास्तव जीवनातील समस्यांना तोंड देण्यासाठी कौशल्य विकासावर भर. व्यावसायिक शिक्षण (Vocational Education) शालेय स्तरापासून सुरू करण्याची योजना. शिकण्याच्या प्रक्रियेत क्रिटिकल थिंकिंग, समस्या सोडवण्याची क्षमता, आणि सर्जनशीलता वाढवण्यावर भर.
 - डिजिटल शिक्षणाचा समावेश (Integration of Technology): डिजिटल साधनांचा वापर वाढवून शिक्षणात नवसंजीवनी. "राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच (NETF)" ची स्थापना. ई-लर्निंग, ऑनलाइन अभ्यासक्रम, व्हर्च्युअल लॅब्स आणि डिजिटल लायब्ररी यांचा वापर वाढवणे.
 - शिक्षकांचे दर्जात्मक प्रशिक्षण (Teacher Training and Empowerment): शिक्षकांना "राष्ट्रनिर्माते" मानले गेले आहे. 4 वर्षांचा समाकलित शिक्षक शिक्षण कार्यक्रम (ITEP): शिक्षकांच्या सतत प्रशिक्षणासाठी व्यावसायिक विकास कार्यक्रम (CPD). उत्कृष्ट शिक्षकांच्या निवडीसाठी कठोर निकष व परीक्षांची रचना.
 - प्रशासनात एकात्मता आणि पारदर्शकता (Single Regulatory Body and Transparency): उच्च शिक्षणासाठी सर्व नियामक संस्था एकत्र करून एकाच केंद्रीय संस्था निर्माण करणे: Higher Education Commission of India (HECI). याद्वारे शैक्षणिक संस्थांमध्ये पारदर्शकता, गुणवत्ता आणि कार्यक्षमता वाढवली जाईल.
 - मूल्यमापन सुधारणा (Reform in Assessment System) : पारंपरिक परीक्षा प्रणाली बदलून सातत्यपूर्ण व सर्वांगीण मूल्यमापन (CCE) सुरू करणे. विद्यार्थ्यांचे फक्त गुणांवर नव्हे तर कौशल्यांवर आधारित मूल्यमापन केले जाईल. उच्च शिक्षणातही परीक्षांच्या स्वरूपात आमूलाग्र बदल.
 - संशोधन आणि नवोपक्रमाला चालना (Promotion of Research and Innovation) : 'राष्ट्रीय संशोधन प्रतिष्ठान (NRF)' ची स्थापना, संशोधनाला प्रोत्साहन देण्यासाठी. विद्यापीठांमध्ये संशोधन संस्कृती वाढवणे आणि नवोपक्रमासाठी स्वतंत्र निधी उपलब्ध करणे.
 - उच्च शिक्षण संस्थांची स्वायत्तता (Autonomy of Higher Educational Institutions) कॉलेज व विद्यापीठांना अधिक शैक्षणिक, प्रशासकीय आणि आर्थिक स्वायत्तता देणे. विविध विषयांच्या मिश्र अभ्यासक्रमांची मुभा.
 - सर्वसमावेशक आणि समतामूलक शिक्षण (Inclusive and Equitable Education) साठी विशेष धोरणे. दिव्यांग विद्यार्थ्यांसाठी 'युनिव्हर्सल ऍक्सेसिबिलिटी' धोरण. लिंग समानतेसाठी 'जेंडर इन्क्लुझिव्ह फंड' स्थापन.
 - जीवनभर शिक्षणाची संकल्पना (Lifelong Learning Concept): व्यक्ती कुठल्याही वयात शिक्षण सुरू करू शकेल यासाठी 'मल्टीपल एंट्री आणि एक्झिट' प्रणाली. शिक्षणाच्या क्षेत्रात सतत प्रगती आणि कौशल्य वृद्धीला प्रोत्साहन.

राष्ट्रीय शैक्षणिक धोरण (NEP) 2020 : चे मुख्य पायाभूत खांब**1. समानता (Equity):**

शिक्षणात कोणताही भेदभाव नसावा. प्रत्येक विद्यार्थ्याला समान संधी मिळायला हवी. लिंग, जात, धर्म, प्रदेश यावर आधारित कोणताही भेद न करता सर्वांना गुणवत्तापूर्ण शिक्षण उपलब्ध करणे. NEP 2020 चा पहिला आणि महत्वाचा आधारस्तंभ म्हणजे शिक्षणात समानता आणणे. याचा अर्थ असा आहे की, प्रत्येक विद्यार्थ्याला, त्याची सामाजिक-आर्थिक पार्श्वभूमी काहीही असो, गुणवत्तापूर्ण शिक्षण मिळवण्याचा समान हक्क असावा.

विश्लेषण: या धोरणांतर्गत, दुर्बल आणि वंचित गटांतील विद्यार्थ्यांवर विशेष लक्ष केंद्रित केले जाईल. यामध्ये लिंगभाव (विशेषतः मुली आणि तृतीयपंथी), सामाजिक-सांस्कृतिक ओळख (जसे की अनुसूचित जाती, जमाती, इतर मागासवर्गीय आणि अल्पसंख्याक), भौगोलिक ओळख (ग्रामीण आणि दुर्गम भाग), तसेच दिव्यांग विद्यार्थ्यांचा समावेश आहे. या गटांना शिक्षणाच्या प्रवाहात आणण्यासाठी आणि त्यांना टिकवून ठेवण्यासाठी विशेष उपाययोजना केल्या जातील.

उदाहरण: दुर्गम भागातील मुलांसाठी शाळांमध्ये आवश्यक सुविधा पुरवणे, आर्थिकदृष्ट्या दुर्बल कुटुंबातील विद्यार्थ्यांना शिष्यवृत्ती योजना लागू करणे, दिव्यांग विद्यार्थ्यांसाठी विशेष शैक्षणिक संसाधने आणि सहाय्यक तंत्रज्ञान उपलब्ध करणे, महिलांसाठी उच्च शिक्षणाला प्रोत्साहन देण्यासाठी विशेष योजना चालवणे.

2. गुणवत्ता (Quality):

शिक्षण उच्च दर्जाचे असावे. विद्यार्थ्यांमध्ये ज्ञान, कौशल्ये आणि क्षमता विकसित व्हाव्यात यावर लक्ष केंद्रित करणे. अभ्यासक्रम, अध्यापन पद्धती आणि मूल्यमापन प्रक्रिया अधिक प्रभावी बनवणे. शिक्षणाची गुणवत्ता सुधारणे हे NEP 2020 चे दुसरे महत्वाचे उद्दिष्ट आहे. याचा अर्थ असा आहे की, शिक्षण केवळ प्रवेशापुरते मर्यादित न राहता, ते अर्थपूर्ण, प्रभावी आणि विद्यार्थ्यांच्या भविष्यासाठी उपयुक्त असावे.

विश्लेषण: या धोरणात, अभ्यासक्रम आणि अध्यापन पद्धतींमध्ये सुधारणा करण्यावर भर दिला जाईल. विद्यार्थ्यांना केवळ पुस्तकी ज्ञान न देता, त्यांच्यात चिकित्सक विचार, सर्जनशीलता आणि समस्या सोडवण्याची क्षमता विकसित केली जाईल. शिक्षकांना नियमित प्रशिक्षण देणे आणि त्यांच्या व्यावसायिक विकासासाठी संधी उपलब्ध करणे यावरही लक्ष केंद्रित केले जाईल.

उदाहरण: अभ्यासक्रमात स्थानिक संदर्भ आणि अनुभवांचा समावेश करणे, विद्यार्थ्यांना प्रकल्प आधारित शिक्षण आणि अनुभवात्मक शिक्षणाच्या संधी देणे, शिक्षकांसाठी सतत व्यावसायिक विकास कार्यक्रम आयोजित करणे, शिक्षणामध्ये तंत्रज्ञानाचा प्रभावी वापर करणे, विद्यार्थ्यांचे नियमित आणि सर्वंकष मूल्यमापन करणे.

3. सर्वांसाठी प्रवेश (Access):

शिक्षणाची संधी सर्वांना उपलब्ध करून देणे, कोणताही विद्यार्थी शिक्षणापासून वंचित राहू नये यावर भर देणे. दुर्गम भागातील आणि सामाजिक-आर्थिकदृष्ट्या मागासलेल्या गटांतील विद्यार्थ्यांपर्यंत शिक्षण पोहोचवणे. शिक्षणाची संधी सर्वांना सहज उपलब्ध व्हावी, हा NEP 2020 चा तिसरा आधारस्तंभ आहे. याचा अर्थ असा आहे की, भौगोलिक अडथळे आणि सामाजिक-आर्थिक परिस्थितीमुळे कोणीही शिक्षणापासून वंचित राहू नये.

विश्लेषण: या धोरणांतर्गत, शाळा आणि उच्च शिक्षण संस्थांची संख्या वाढवणे, शिक्षणामध्ये तंत्रज्ञानाचा वापर करून दूरशिक्षणाला प्रोत्साहन देणे, आणि शाळाबाह्य मुलांना पुन्हा शिक्षण प्रवाहात आणण्यासाठी उपाययोजना करणे यावर भर दिला जाईल.

उदाहरण: प्रत्येक गावामध्ये आणि शहरामध्ये पुरेशा प्रमाणात शाळा उघडणे, ऑनलाइन शिक्षण प्लॅटफॉर्म विकसित करणे, शाळा सोडलेल्या मुलांसाठी विशेष 'ओपन स्कूल' आणि व्यावसायिक शिक्षण केंद्रे स्थापन करणे, वाहतूक आणि इतर सुविधा पुरवून विद्यार्थ्यांसाठी शाळेत येणे सुलभ करणे.

4. परवडणारी क्षमता (Affordability):

शिक्षण सर्वांना परवडणारे असावे. शिक्षणाचा खर्च असा नसावा की गरीब आणि गरजू विद्यार्थ्यांना ते घेणे शक्य होणार नाही. शिक्षणावर पुरेसा सार्वजनिक खर्च करणे आणि खाजगी शिक्षण संस्थांमध्ये शुल्क नियंत्रणासारखे उपाय करणे. शिक्षण सर्व स्तरांवर परवडणारे असावे, हा NEP 2020 चा चौथा महत्वाचा आधारस्तंभ आहे. याचा अर्थ असा आहे की, शिक्षणाचा खर्च विद्यार्थ्यांच्या आणि त्यांच्या कुटुंबांच्या आर्थिक क्षमतेच्या बाहेर नसावा.

विश्लेषण: या धोरणांतर्गत, शिक्षण संस्थांमधील शुल्क नियंत्रणात ठेवण्यावर भर दिला जाईल. आर्थिकदृष्ट्या दुर्बल विद्यार्थ्यांना आर्थिक सहाय्य देण्यासाठी शिष्यवृत्ती योजना आणि शैक्षणिक कर्ज उपलब्ध करून दिले जातील. शिक्षणावर सार्वजनिक गुंतवणुकीत वाढ केली जाईल.

उदाहरण: खाजगी शिक्षण संस्थांच्या शुल्कावर नियंत्रण ठेवण्यासाठी नियम आणि मार्गदर्शक तत्वे तयार करणे, गरीब आणि गरजू विद्यार्थ्यांना शिष्यवृत्ती आणि आर्थिक मदत पुरवणे, शिक्षणासाठी सरकारकडून अधिक निधीची तरतूद करणे.

5. उत्तरदायित्व (Accountability):

शिक्षण प्रणालीतील प्रत्येक स्तरावर जबाबदारी निश्चित करणे. शिक्षक, शाळा, शिक्षण संस्था आणि सरकार या सर्वांना त्यांच्या कामासाठी जबाबदार धरणे. शिक्षण प्रणाली अधिक पारदर्शक आणि उत्तरदायी बनवणे. शिक्षण प्रणालीतील प्रत्येक घटकाचे उत्तरदायित्व निश्चित करणे, हा NEP 2020 चा पाचवा आधारस्तंभ आहे. याचा अर्थ असा आहे की, शिक्षण संस्था, शिक्षक आणि प्रशासकीय यंत्रणा त्यांच्या कार्यासाठी जबाबदार असाव्यात.

विश्लेषण: या धोरणांतर्गत, शिक्षण संस्थांचे नियमित मूल्यांकन आणि मान्यता प्रक्रिया अधिक कठोर आणि पारदर्शक केली जाईल. शिक्षकांच्या कामगिरीचे मूल्यांकन करण्यासाठी वस्तुनिष्ठ मानके तयार केली जातील. शिक्षण प्रणालीतील अनियमितता आणि भ्रष्टाचाराला आळा घालण्यासाठी प्रभावी यंत्रणा विकसित केली जाईल.

उदाहरण: शिक्षण संस्थांसाठी गुणवत्ता मानके निश्चित करणे आणि त्यांचे वेळोवेळी मूल्यांकन करणे, शिक्षकांच्या प्रशिक्षणाची आणि कामगिरीची नियमित तपासणी करणे, शिक्षण विभागातील कामकाजात अधिक पारदर्शकता आणणे, विद्यार्थ्यांच्या शिकण्याच्या निष्कर्षांवर आधारित शिक्षण संस्थांचे मूल्यांकन करणे. या पाच आधारस्तंभांवर आधारित NEP 2020 भारताच्या शिक्षण प्रणालीला अधिक समावेशक, गुणवत्तापूर्ण, सुलभ, परवडणारी आणि उत्तरदायी बनवण्याचे महत्त्वपूर्ण उद्दिष्ट ठेवते.

समारोप

राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) हे शिक्षण क्षेत्रातील एक महत्त्वपूर्ण बदल घडवणारे धोरण आहे आणि त्याचे पायाभूत स्तंभ हे या बदलांचे केंद्रबिंदू आहेत. 'सर्वांसाठी प्रवेश', 'समानता', 'गुणवत्ता', 'परवडणारी क्षमता' आणि 'जबाबदारी' हे पाच आधारस्तंभ एकत्रितपणे एक अशी शिक्षण प्रणाली निर्माण करण्याच्या दिशेने मार्गदर्शन करतात जी सर्वसमावेशक, न्याय्य आणि उच्च दर्जाची असेल.

हे केवळ वैयक्तिक आधारस्तंभ नाहीत, तर ते एकमेकांशी जोडलेले आहेत. एका स्तंभातील यश दुसऱ्याच्या प्रभावी अंमलबजावणीवर अवलंबून असते. उदाहरणार्थ, केवळ प्रवेश सुनिश्चित करणे पुरेसे नाही, तर ते शिक्षण गुणवत्तापूर्ण आणि परवडणारे देखील असावे लागते. NEP 2020 चा उद्देश केवळ विद्यमान त्रुटी दूर करणे नाही, तर भविष्यातील गरजा आणि आव्हाने लक्षात घेऊन शिक्षण प्रणालीला अधिक लवचिक आणि अनुकूल बनवणे आहे. या धोरणाची यशस्वी अंमलबजावणी केंद्र सरकार, राज्य सरकारे, शिक्षण संस्था, शिक्षक, विद्यार्थी आणि पालक यांसारख्या सर्व भागधारकांच्या एकत्रित प्रयत्नांवर अवलंबून असेल. या पायाभूत स्तंभांवर आधारित शिक्षण प्रणालीमुळे प्रत्येक विद्यार्थ्याला त्याची पूर्ण क्षमता विकसित करण्याची संधी मिळेल आणि एक अधिक सशक्त, ज्ञान-आधारित आणि न्याय्य समाज निर्माण होण्यास मदत होईल.

संदर्भ :

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सौ. अनुपमा संजय जगताप

श्री बापूसाहेब डी. डी. विसपुते कॉलेज ऑफ एज्युकेशन न्यू पनवेल, रायगड

सारांश :

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 (एनईपी 2020) हे भारताच्या शैक्षणिक क्षेत्रासाठी एक क्रांतिकारी पाऊल आहे. या धोरणात शिक्षक प्रशिक्षणाच्या बाबतीत तंत्रज्ञानाचा प्रभावी वापर करण्यावर विशेष भर देण्यात आला आहे. शिक्षक हा शिक्षणव्यवस्थेचा कणा मानला जातो आणि त्याच्या क्षमतेत वाढ घडविण्यासाठी तंत्रज्ञान हे एक प्रभावी साधन ठरू शकते. तंत्रज्ञानाच्या सहाय्याने शिक्षकांना नवीन शिक्षणपद्धती, डिजिटल साधनसंपत्ती, ई-लर्निंग प्लॅटफॉर्म, आभासी प्रशिक्षण सत्रे आणि मूल्यांकन साधने उपलब्ध करून दिली जातात. हे साधने शिक्षकांचे व्यावसायिक विकास, अध्यापन कौशल्य, शैक्षणिक सामग्री तयार करण्याची क्षमता आणि विद्यार्थ्यांशी संवाद साधण्याच्या पद्धती सुधारण्यास मदत करतात. एनईपी 2020 मध्ये राष्ट्रीय डिजिटल शिक्षण अधिष्ठान (DIKSHA), स्वयं (SWAYAM), एनसीईआरटी ई-लायब्ररी यांसारख्या डिजिटल उपक्रमांचा समावेश करून शिक्षकांना सातत्यपूर्ण शिक्षण व प्रशिक्षणाची संधी दिली आहे. या संशोधनात शिक्षक प्रशिक्षणात तंत्रज्ञानाचा प्रभाव, त्याचे फायदे, अडचणी आणि उपाययोजना यांचा सविस्तर अभ्यास केला आहे. तंत्रज्ञानाचा प्रभावी वापर केल्यास शिक्षणात गुणवत्ता सुधारता येते, शिक्षक अधिक सक्षम बनतात आणि शिक्षणप्रक्रिया अधिक परिणामकारक होते, हे या अभ्यासातून स्पष्ट होते.

परिचय

राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) हे भारताच्या शिक्षण क्षेत्रात एक ऐतिहासिक पाऊल आहे, जे शिक्षणाच्या सर्व स्तरांवर व्यापक सुधारणा सुचवते. या धोरणात शिक्षक शिक्षण आणि प्रशिक्षणाला विशेष महत्त्व देण्यात आले असून, आधुनिक तंत्रज्ञानाच्या वापराद्वारे शिक्षकांच्या व्यावसायिक विकासाचा चालना देण्यावर भर दिला आहे. 21 व्या शतकातील कौशल्यांची गरज लक्षात घेता, तंत्रज्ञानाचा समावेश केल्याशिवाय गुणवत्तापूर्ण शिक्षण देणे कठीण झाले आहे. NEP 2020 अंतर्गत शिक्षकांना डिजिटल साक्षरता, ऑनलाइन शिक्षण साधने, ई-लर्निंग प्लॅटफॉर्म (जसे की DIKSHA, SWAYAM), आणि स्मार्ट तंत्रज्ञानाचा वापर शिकवण्यात येतो. या धोरणात शिक्षकांनी तंत्रज्ञानाचा उपयोग शिक्षणाची गुणवत्ता वाढवण्यासाठी, मूल्यांकन सुधारण्यासाठी आणि विद्यार्थ्यांच्या सहभागात वृद्धी करण्यासाठी करावा, असा स्पष्ट निर्देश दिला आहे. तंत्रज्ञानाच्या प्रभावी वापरामुळे शिक्षकांचे अध्यापन अधिक सर्जनशील, संवादात्मक आणि विद्यार्थी-केंद्रित होते. त्यामुळे शिक्षकांचे प्रशिक्षण हे केवळ शैक्षणिक विषयांपुरते मर्यादित न राहता, डिजिटल युगाशी सुसंगत असावे लागते.

राष्ट्रीय शिक्षण धोरण, २०२० (एनईपी) शिक्षणात मोठ्या प्रमाणात परिवर्तन घडवून आणण्याची कल्पना करते - "भारतीय नीतिमतेत रुजलेली शिक्षण प्रणाली जी सर्वांना उच्च दर्जाचे शिक्षण देऊन भारताला, म्हणजेच भारताला, शाश्वतपणे समतापूर्ण आणि चैतन्यशील ज्ञान समाजात रूपांतरित करण्यास थेट योगदान देते, ज्यामुळे भारत जागतिक ज्ञान महासत्ता बनतो." एनईपी २०२० प्रवेश, समता, गुणवत्ता, परवडणारीता आणि जबाबदारी या पाच मार्गदर्शक स्तंभांवर आधारित आहे. ते आपल्या तरुणांना वर्तमान आणि भविष्यातील विविध राष्ट्रीय आणि जागतिक आव्हानांना तोंड देण्यासाठी तयार करेल.

राष्ट्रीय शिक्षण धोरण २०२०-

शालेय शिक्षणात, राष्ट्रीय शिक्षण धोरण २०२० या मूलभूत मूल्यांवर आणि तत्वांवर भर देते की शिक्षणाने केवळ संज्ञानात्मक कौशल्ये विकसित केली पाहिजेत, म्हणजेच - साक्षरता आणि संख्याशास्त्राची 'मूलभूत कौशल्ये' आणि समीक्षात्मक विचारसरणी आणि समस्या सोडवणे यासारखी 'उच्च दर्जाची' कौशल्ये - परंतु सामाजिक आणि भावनिक कौशल्ये देखील - ज्यांना 'सॉफ्ट स्किल्स' असेही म्हणतात - ज्यामध्ये सांस्कृतिक जागरूकता आणि सहानुभूती, चिकाटी आणि धैर्य,

टीमवर्क, नेतृत्व, संवाद इत्यादींचा समावेश आहे. धोरणाचे उद्दिष्ट आणि आकांक्षा पूर्व-प्राथमिक शिक्षणाचे सार्वत्रिकीकरण करण्याचे आहे आणि २०२५ पर्यंत प्राथमिक शाळेत आणि त्यापलीकडे सर्वांसाठी मूलभूत साक्षरता/अंकशास्त्र प्राप्त करण्यावर विशेष भर देते. ते शालेय शिक्षणाच्या सर्व स्तरांवर अनेक सुधारणांची शिफारस करते ज्यामध्ये शाळांची गुणवत्ता सुनिश्चित करणे, ३-१८ वयोगटातील मुलांना समाविष्ट करणाऱ्या ५+३+३+४ डिझाइनसह अध्यापनशास्त्रासह अभ्यासक्रमात परिवर्तन, सध्याच्या परीक्षा आणि मूल्यांकन प्रणालीमध्ये सुधारणा, शिक्षक प्रशिक्षण मजबूत करणे आणि शिक्षण नियामक चौकटीची पुनर्रचना करणे यांचा समावेश आहे. शिक्षणात सार्वजनिक गुंतवणूक वाढवणे, तंत्रज्ञानाचा वापर वाढवणे आणि व्यावसायिक आणि प्रौढ शिक्षणावर लक्ष केंद्रित करणे, यासह इतर गोष्टींचा प्रयत्न यात आहे. समग्र, चर्चा आणि विश्लेषण-आधारित शिक्षणासाठी जागा निर्माण करून प्रत्येक विषयातील अभ्यासक्रमाचा भार त्याच्या 'मुख्य आवश्यक' सामग्रीपर्यंत कमी करावा अशी शिफारस यात केली आहे.

२१ व्या शतकातील शिक्षणाच्या महत्वाकांक्षी उद्दिष्टांशी तसेच भारताच्या परंपरा, संस्कृती आणि मूल्यव्यवस्थेशी सुसंगत अशी एक नवीन प्रणाली तयार करण्यासाठी शालेय नियमन आणि प्रशासनासह शिक्षण संरचनेच्या सर्व पैलूंमध्ये सुधारणा आणि सुधारणा करण्याचा प्रस्ताव आहे. ऊर्जावान पाठ्यपुस्तके, शिक्षक आणि विद्यार्थ्यांच्या क्षमता वाढीसाठी उच्च दर्जाचे ई-सामग्री, शिक्षण परिणामांवर आधारित प्रश्न बँक इत्यादींसह अनेक विद्यमान तसेच प्रस्तावित उपक्रमांद्वारे तंत्रज्ञान शिक्षणाशी एकत्रित केले जाईल. धोरणात असेही नमूद केले आहे की देशभरातील प्रत्येक वस्तीत प्राथमिक शाळा स्थापन केल्याने शिक्षणाची उपलब्धता वाढण्यास मदत झाली आहे. तथापि, यामुळे खूप लहान शाळा (कमी विद्यार्थ्यांसह) विकसित झाल्या आहेत ज्यामुळे शिक्षक आणि महत्त्वपूर्ण भौतिक संसाधने तैनात करणे कार्यात्मकदृष्ट्या जटिल बनते. म्हणूनच, धोरण शिफारस करते की अनेक सार्वजनिक शाळा एकत्र आणून एक शाळा संकुल किंवा कार्यक्षम प्रशासनासाठी कोणतीही नाविन्यपूर्ण गट यंत्रणा तयार करता येईल. धोरणात शालेय शिक्षणाच्या सर्व टप्प्यांवर दर्जेदार शिक्षणावर भर देण्यात आला आहे. दर्जेदार शिक्षण हे केवळ जीवन बदलणारे नाही तर एक मानसिकता आणि चारित्र्य निर्माण करणारा अनुभव देखील आहे, जो नागरिकत्वावर सकारात्मक परिणाम करतो. सक्षम विद्यार्थी केवळ देशाच्या वाढत्या विकासात्मक गरजांमध्ये योगदान देत नाहीत तर एक न्याय्य आणि समतापूर्ण समाज निर्माण करण्यात देखील सहभागी होतात.

उच्च शिक्षणात, NEP, 2020 शिक्षणाच्या विविध पैलूंवर मौल्यवान अंतर्दृष्टी आणि शिफारसी प्रदान करते ज्यामध्ये बहु-विद्याशाखीय आणि समग्र शिक्षणाकडे वाटचाल, संस्थात्मक स्वायत्तता, राष्ट्रीय संशोधन प्रतिष्ठानच्या स्थापनेद्वारे दर्जेदार संशोधनाला प्रोत्साहन, शिक्षकांचा सतत व्यावसायिक विकास, तंत्रज्ञानाचे एकीकरण, उच्च शिक्षणाचे आंतरराष्ट्रीयीकरण, प्रशासन आणि नियामक व्यवस्थेची पुनर्रचना, बहु-विद्याशाखीय अभ्यासक्रम, मिश्रित, अध्यापनशास्त्र, वैध विश्वसनीय आणि मिश्रित मूल्यांकन आणि भारतीय भाषांमध्ये सामग्रीची उपलब्धता यांचा समावेश आहे. या धोरणामुळे शिक्षण व्यवस्थेवर दीर्घकालीन सकारात्मक परिणाम होण्याची आणि 'अमृत काल' दरम्यान, पुढील 25 वर्षांत, 2047 मध्ये विकसित भारताकडे जाण्यापूर्वी भारताला कुशल मनुष्यबळाचे जागतिक केंद्र बनविण्याची अपेक्षा आहे. त्याच्या अंमलबजावणीसाठी केंद्र, राज्ये, केंद्रशासित प्रदेश, उच्च शिक्षण संस्था, नियामक संस्था / नियामक संस्था आणि इतर सर्व संबंधित भागधारकांच्या सामूहिक प्रयत्नांची आवश्यकता आहे.

राष्ट्रीय शिक्षण धोरण 2020 - फायदे

1. तंत्रज्ञानाच्या सहाय्याने शिक्षकांना स्वयं-अभ्यास, ऑनलाइन प्रशिक्षण, आणि नवीन शिक्षणतंत्रे शिकण्याची संधी मिळते, ज्यामुळे त्यांचे अध्यापन अधिक प्रभावी होऊन शिक्षकांच्या व्यावसायिक विकासात वाढ होते.
2. डिजिटल साधनांचा वापर करून शिक्षक व्हिड्युअल, ऑडिओ, ॲनिमेशन आधारित अध्यापन करू शकतात, ज्यामुळे संकल्पना अधिक स्पष्ट होतात आणि अध्यापन कौशल्यात सुधारणा होते.
3. DIKSHA, SWAYAM, NISHTHA यांसारख्या प्लॅटफॉर्मस्वरून कुठेही, कधीही प्रशिक्षण घेता येते, त्यामुळे शिक्षण प्रक्रियेतील सातत्य टिकते शिवाय सुलभ मार्गाने प्रशिक्षण घेता येते.

- विद्यार्थ्यांशी संवाद साधण्यासाठी तंत्रज्ञानाच्या मदतीने शिक्षक ऑनलाईन प्रश्नमंजुषा, प्रतिक्रिया फॉर्म, आणि संवाद पेट्या वापरून विद्यार्थ्यांशी संवाद साधू शकतात, ज्यामुळे सहभाग वाढतो.
- शैक्षणिक साहित्याची सुलभ निर्मिती झाल्यामुळे शिक्षक आता प्रेझेंटेशन, व्हिडीओ, डिजिटल नोट्स तयार करून शिक्षण अधिक आकर्षक बनवू शकतात.
- मूल्यांकनामुळे शिक्षक ऑनलाईन टूल्सच्या सहाय्याने विद्यार्थ्यांच्या प्रगतीचा अचूक आढावा घेऊ शकतात.
- तंत्रज्ञानामुळे विशेष गरज असलेल्या विद्यार्थ्यांसाठीही वैयक्तिकरित्या अनुकूल सामग्री तयार करता येते.

राष्ट्रीय शिक्षण धोरण 2020 - तोटे

जरी राष्ट्रीय शिक्षण धोरण 2020 अंतर्गत शिक्षक प्रशिक्षणात तंत्रज्ञानाचा वापर हा परिवर्तनशील ठरला असला, तरी त्यात काही मर्यादा आणि आव्हाने देखील आहेत, ज्या धोरणाच्या अंमलबजावणीत अडथळा निर्माण करतात:

- भारतात अजूनही अनेक शिक्षक ग्रामीण भागात राहतात जिथे इंटरनेट कनेक्टिव्हिटी, डिजिटल साधने (laptops, smartphones) आणि तांत्रिक सुविधांची कमतरता आहे. त्यामुळे सर्व शिक्षकांना समान प्रशिक्षण मिळणे कठीण आहे.
- अनेक शिक्षकांना तंत्रज्ञान वापरण्याचा अनुभव कमी असल्याने त्यांना डिजिटल प्लॅटफॉर्मचा प्रभावी वापर करता येत नाही. यामुळे प्रशिक्षणाची गुणवत्ता कमी होते.
- ऑनलाईन प्रशिक्षण ही बहुतेक वेळा स्वयं-शिक्षण पद्धतीने दिली जाते. सर्व शिक्षक हे स्वयंशिक्षणासाठी प्रेरित नसतात, ज्यामुळे संपूर्ण प्रशिक्षणाचा परिणाम कमी होतो.
- डिजिटल प्रशिक्षणामध्ये शिक्षक व प्रशिक्षक यांच्यात थेट संवाद कमी असतो. यामुळे प्रश्न सोडवणे, सल्ला घेणे आणि अनुभव शेअर करणे अशक्य होते.
- दिव्यांग, आदिवासी, किंवा आर्थिकदृष्ट्या दुर्बल घटकांतील शिक्षकांना डिजिटल शिक्षण सुलभपणे मिळत नाही, ज्यामुळे ही धोरणे सर्वसमावेशक ठरत नाहीत.

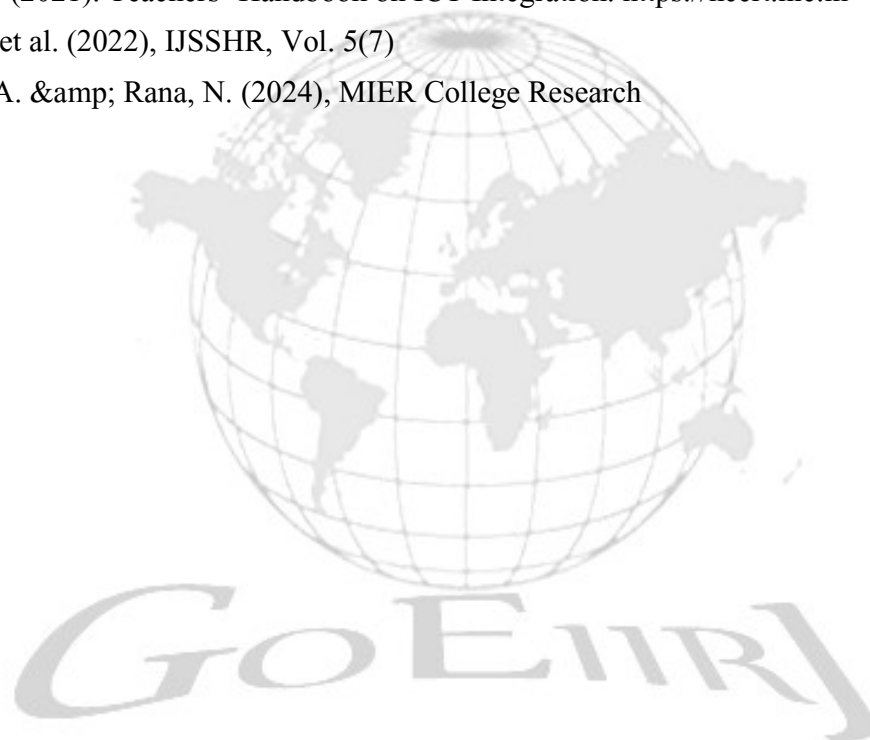
निष्कर्ष

राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) अंतर्गत शिक्षक प्रशिक्षणात तंत्रज्ञानाचा वापर ही एक आधुनिक, गरजेची आणि परिणामकारक शैक्षणिक दिशा मानली जात आहे. डिजिटल प्लॅटफॉर्म, स्वयं-अध्ययन आणि आभासी प्रशिक्षण सत्रांमुळे शिक्षकांना स्वतःच्या गतीने आणि सोयीने शिकण्याची संधी प्राप्त झाली आहे. DIKSHA, SWAYAM, NISHTHA यांसारख्या उपक्रमांमुळे भारतातील हजारो शिक्षकांचा व्यावसायिक विकास (Professional Development) सुलभ झाला आहे (Ministry of Education, 2020; NCERT, 2021). तथापि, यामध्ये काही अडचणी देखील आढळतात – जसे की डिजिटल साधनांची असमान उपलब्धता, तांत्रिक साक्षरतेचा अभाव, आणि गुणवत्तेच्या एकसंधतेचा अभाव (UNESCO, 2021). त्यामुळे तंत्रज्ञानाचा वापर करताना सर्वसमावेशक, प्रशिक्षकाभिमुख आणि गुणवत्तापूर्ण धोरणात्मक योजना राबवणे आवश्यक आहे. एकंदरितपणे पाहता, तंत्रज्ञानाचा योग्य वापर केल्यास शिक्षक अधिक सक्षम, सर्जनशील व प्रभावी बनतात आणि शिक्षण प्रणाली अधिक गुणवत्तापूर्ण, प्रवेशयोग्य व विद्यार्थीकेंद्रित होऊ शकते. त्यामुळे भविष्यातील शिक्षक प्रशिक्षण कार्यक्रमांसाठी तंत्रज्ञान व अध्यापन यांचे सशक्तीकरण करणे हे अत्यावश्यक ठरते.

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FIVE FUNDAMENTAL PILLARS OF NEP 2020**Farheen Rafique Shaikh***M.Ed. Students**Shri Bhausaheb D.D. Vispute College of Education, New Panvel*

Abstract:

NEP refers to a comprehensive policy framework for education in India. It was introduced to modernize the education system and make it more inclusive and future-ready. The National Educational Policy (NEP) 2020 Brings a big and important change to how education works in India. At the heart of this new policy are five pillars or we can say five key ideas: making education available to everyone (Access), treating all students impartially (Equity), Providing fine-quality education (Quality), making education affordable for all (Affordability), and making sure schools management and teachers are responsible for results (Accountability). This paper looks closely at what each of these five pillars means, how they are connected to each other, and how they can help to improve education across the country at each level. By studying these pillars carefully, the paper also suggests a new way to look at them together – showing how these five pillars can collaborate and work as team to make India's Education system more fair, strong, accessible and successful for everyone.

Keywords: National Education Policy, Five Pillars of NEP**INTRODUCTION**

Education plays a key role in building a strong country. It shapes how people think, how cultures grow, and how economies develop. In India, the National Education Policy (NEP) 2020 brings a major change by moving away from old ways of teaching or we can say by old chalk and duster teaching method to new emerging and necessary learning and instead promoting a more complete, flexible, and multi-skill approach to learning. At the core of NEP 2020 are five important ideas: Access, Equity, Quality, Affordability, and Accountability. These pillars aim to make sure that education is open to everyone, is fair, is of good quality, is affordable, and that schools and teachers are responsible for delivering results. This paper looks closely at each of these five pillars, their importance, and how they can work together to improve education in India. It also suggests a new way of thinking about how these pillars can be connected and used better when planning and applying education policies. This paper says that to make the most of what NEP 2020 promises, we need a clear and connected way of bringing together Access, Equity, Quality, Affordability, and Accountability.

Literature Review

Earlier education policies, like the National Policy on Education (1986) and the Right to Education Act (2009), tried to improve specific parts of the education system, like making education compulsory and boosting literacy rates. However, many experts felt that these efforts were scattered and didn't focus enough on things like maintaining quality, ensuring fairness for all students, and building a system that would last for the future.

The NEP 2020 tries to fix these gaps by giving a bigger, more complete vision that follows the best ideas from around the world while also keeping India's own needs in mind. Researchers have pointed out that it's not enough to simply provide access to education — it's important to make sure that access is meaningful, with good quality teaching and a strong focus on fairness

Problem Statement

NEP 2020 gives us a strong plan for improving education. However, not much research has been done to clearly show how the five main pillars — Access, Equity, Quality, Affordability, and Accountability — actually work together, instead of being treated as separate ideas.

This paper believes that to truly achieve what NEP 2020 promises, we need a clear and connected way of bringing all five pillars together into one strong model.

A Deep Look into the Five Main Pillars

1. Access:

Making sure that every child, young person, and adult can get an education, no matter where they live or what their background is means removing all the barriers that stop people from learning. It is based on the belief that education is a basic right for everyone, not a privilege for a few. This idea says that no one should be left out of school because of where they were born, where they live (city, village, remote areas), their financial situation, their gender, their caste, their religion, or any physical or mental disability they might have. Whether a person is rich or poor, lives in a big city like Mumbai or a small village in Maharashtra, education should reach them.

Example: In different parts of country, the State Board education system ensures students from both urban and rural areas receive similar quality education. To support children from villages, tribal areas, and poor backgrounds, the government provides scholarships, mid-day meals, and free textbooks to help them attend and stay in school.

2. Equity:

Equity means giving everyone a fair chance to succeed by helping those who have faced difficulties in the past because of their caste, gender, disability, or financial situation. It's about understanding that not everyone starts at the same place, so extra support is needed to level the playing field. Under the **National Education Policy (NEP) 2020**, several initiatives and programs are designed to support students from disadvantaged backgrounds through scholarships and financial aid. Here are some scholarships and financial support schemes that align with the goals of **equity** in education:

Examples: PM CARES: Provides support and scholarships to children orphaned by COVID-19, Pre-Matric Scholarships: Aids students in Class 9-10 from economically weaker sections, Post-Matric Scholarships for Minorities: Supports minority students in post-secondary education, National Merit-cum-Means: Helps low-income students in technical and professional courses, UGC Scholarships: Offers scholarships for marginalized students, including girls, KVPY: Provides fellowships for disadvantaged students in science and technology, Swayam Scholarships: Supports economically disadvantaged students for online courses.

3. Quality

Quality Education isn't just about passing exams — it's about shaping students to be well-rounded, creative thinkers who are prepared for the world ahead. It combines strong academic learning with emotional, social, and practical skills, ensuring that students become not only knowledgeable but also capable of solving real-world problems.

Examples: Changing the curriculum to make learning more balanced and flexible (5+3+3+4), Providing better training for teachers, Focusing on teaching in the local language or mother tongue.

4. Affordability

Affordability in education means making sure that everyone, no matter their financial background, can access quality education without worrying about high costs.

Examples: Fee Regulation: Keeping school and college fees in check so that they are affordable for all students, including those from low-income families, Public Funding for Higher Education: Government funding for universities and colleges so that tuition fees remain lower, making higher education more accessible, Promotion of Open Educational Resources: Encouraging free online courses and materials so students don't have to spend money on textbooks or private lessons.

5. Accountability

Accountability in education means making sure that schools, teachers, and education officials are responsible for providing quality education and meeting their goals.

Examples: Regular Audits: Checking if schools and colleges are using their resources properly and meeting educational standards, Transparent Accreditation Processes: Ensuring that schools and universities are properly accredited and regularly reviewed to maintain high standards, Student Feedback Systems: Allowing students to give feedback on their learning experience, which helps improvement.

Discussion: Implications for Implementation

Policy Alignment: The policies from both the central and state governments need to work together smoothly, making sure they focus on all five pillars—Access, Equity, Quality, Affordability, and Accountability.

Teacher Training: Teachers need training not just on how to teach, but also on how to include and support all students, no matter their background or needs.

Technology Integration: Digital platforms should be used to make education affordable, easy to access, and accountable, ensuring that every student can benefit from online learning.

Monitoring Systems: We need systems to track progress in all areas—access, quality, equity, and more—not just the number of students enrolled. This helps ensure that all goals are being met.

CONCLUSION

The five pillars of NEP 2020 -Access, Equity, Quality, Affordability, and Accountability are key to transforming education in India. To make this vision a reality, these pillars should work together as one system, not separate goals.

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ASSESSMENT REFORM UNDER NEP 2020**Ms. Saraswathi Naidu***M.Ed. Student**Shri Bapusaheb D.D. Vispute College of Education, New Panvel.*

Abstract

The National Education Policy (NEP) 2020 marks a landmark shift in India's educational landscape. Among its many progressive reforms, the transformation of the assessment system stands out as a critical pillar aimed at moving away from rote learning toward competency-based education. Traditional assessment models, heavily reliant on memory-based examinations, have often failed to measure critical thinking, creativity, and problem-solving skills. NEP 2020 proposes a more holistic, formative, and multidimensional system of evaluation, emphasizing regular assessment of both scholastic and co-scholastic areas. This paper explores the theoretical foundations, policy provisions, implementation challenges, and best practices associated with the assessment reforms proposed under NEP 2020. It critically examines how these reforms intend to foster better learning outcomes, enhance teacher capacities, and prepare students for a complex, interconnected world. Moreover, the paper suggests strategic interventions for effective rollout, highlighting the need for systemic transformation across all levels of education. Emphasis is laid on the development of 360-degree progress cards, competency-based evaluations, integration of technology, and the importance of localized innovations tailored to India's diverse educational contexts. Ultimately, the success of assessment reforms will depend on sustained efforts from policymakers, educators, parents, and communities to foster an ecosystem of continuous and comprehensive learning.

Keywords: NEP 2020, Assessment Reform, Competency-Based Learning, Holistic Development, Formative Assessment

Introduction

Education systems globally have been undergoing transformative changes to meet the demands of the 21st century. In India, the NEP 2020 provides a comprehensive blueprint for educational reform across all stages of learning. Recognizing the centrality of assessments in shaping educational outcomes, NEP 2020 proposes significant overhauls to traditional examination systems. The reform emphasizes reducing the pressure of high-stakes testing, making assessments more formative and diagnostic, and ensuring that students develop not just cognitive skills but also social, emotional, and ethical capacities. This paper discusses the need, scope, challenges, and future prospects of assessment reforms under NEP 2020.

The Need for Assessment Reforms in India**Traditional Examination System**

For decades, India's education system has heavily emphasized rote memorization. Summative assessments, particularly the Board Examinations for classes 10 and 12, became the main indicators of a student's ability, determining higher education and career prospects. This

system overlooked critical aspects such as analytical thinking, creativity, collaboration, and problem-solving abilities.

Skill Gaps and Global Benchmarks

International assessments such as PISA (Programme for International Student Assessment) revealed that Indian students lagged in problem-solving and applied knowledge competencies. Bridging this gap requires assessments that focus on skills beyond textbook knowledge.

Equity and Inclusivity

Conventional exams often disadvantage students from marginalized backgrounds, emphasizing the need for fairer, context-sensitive assessments that account for diverse learning needs and environments.

Key Provisions for Assessment Reform under NEP 2020

Shift from Summative to Formative Assessment

NEP 2020 advocates for regular formative assessments that provide constant feedback to students and teachers. These assessments are diagnostic in nature, helping identify learning gaps early.

360-Degree Holistic Progress Card

One of the most revolutionary proposals is the 360-degree progress card that evaluates academic competencies along with life skills, values, and health and wellness indicators. Peer reviews and self-assessments will supplement teacher evaluations.

Redefining Board Examinations

Board exams will be redesigned to be easier, testing primarily core capacities rather than memorized facts. Students will be allowed to take board exams twice a year to improve performance.

Competency-Based Learning

Assessments will evaluate students' understanding of core concepts, application of knowledge in real-life situations, and development of key skills.

Integration of Technology

Technological platforms will assist in personalized learning and assessment, including adaptive assessments, real-time feedback, and AI-based performance analysis.

Implementation Challenges

Teacher Preparedness

Teachers must be adequately trained to design and interpret formative assessments. Shifting their mindset from traditional grading to competency-based evaluation will require intensive professional development.

Infrastructure and Resource Constraints

Many schools, especially in rural India, lack the digital infrastructure needed for technology-enabled assessments.

Standardization versus Flexibility

Balancing the need for standardized assessments to ensure comparability with flexibility

for local context-based innovations poses a significant challenge.

Resistance to Change

Parents, students, and educators accustomed to the old system may initially resist new forms of assessments.

Best Practices and Global Comparisons

Finland's Formative Assessments

Finland's education system, often cited as the world's best, emphasizes formative assessments, teacher autonomy, and student-centered learning. Lessons can be drawn for India, particularly in empowering teachers and minimizing high-stakes testing.

Singapore's Holistic Assessment System

Singapore's schools use a range of assessments, including project-based evaluations, presentations, and reflective journals, which can be models for India's new assessment formats.

India's Pilot Initiatives

Several states in India, such as Delhi and Maharashtra, have initiated competency-based assessment pilots that could inform nationwide implementation strategies.

Case Studies

The Delhi Government's Happiness Curriculum

Assessment under the Happiness Curriculum includes reflective practices and self-assessment, focusing on students' emotional and social well-being rather than purely academic achievements.

Vidya Bhawan Society, Udaipur

This progressive educational initiative has implemented continuous assessment methods where teachers and students collaborate to set learning goals and evaluate progress.

Strategies for Effective Implementation

Capacity Building of Teachers

Investing in continuous professional development focused on assessment literacy is essential. Teachers must be adept at designing, administering, and interpreting diverse forms of assessments.

Development of Contextualized Assessment Tools

Assessment tools should respect linguistic, cultural, and socio-economic diversity while maintaining high learning standards.

Community and Parental Involvement

Building awareness among parents and community members about the purpose and methods of new assessment systems will foster greater acceptance.

Technological Support

Creating affordable, accessible platforms that support teachers and students with assessment resources, analytics, and feedback systems is critical.

Monitoring and Evaluation

Robust mechanisms must be set up to monitor the effectiveness of assessment reforms and

make necessary adjustments based on empirical data.

Effective Assessment Practices

Purpose of an effective assessment practices.

1. Measure learning outcomes
2. Identify learning gaps
3. Foster critical thinking and creativity
4. Align with learning objectives
5. Ensure reliability and validity
6. Incorporate diverse assessment tools
7. Provide constructive feedback
8. Emphasize both process and Outcomes

Types of Assessments in CBSE

1. Formative Assessment

- Continuous and diagnostic
- Examples: quizzes, class activities, discussions

2. Summative Assessment

- Periodic assessments-Every Wednesday of the week- (4 PA's 20/30 Marks each)
- Term-end exams as per the CBSE Guidelines.

3. Co-scholastic Assessment

- Holistic development focus
- Examples: arts, sports, life skills

Peer and self-assessment

Project-based learning evaluations

Rubrics for objective grading

4. Case Studies/Best Practices

- Example 1: Integrating formative assessments to boost participation
- Example 2: Using peer assessment for collaborative projects

Pre- primary and Primary Level

Play-Based Assessment

- Using structured or unstructured play to assess learning.
- **Examples:**
 - 1.Role-playing activities to gauge language skills.
 - 2.Block building to assess problem-solving abilities.

Art and Craft Activities

- **Purpose:** Evaluates creativity, fine motor skills, and understanding of concepts.
Inter -Disciplinary and Multi-Disciplinary approaches
- **Examples:**
 1. Drawing shapes to assess geometric knowledge.

2. Craft projects to assess comprehension of a theme (e.g., seasons, festivals).

Storytelling and Dramatization

- **Purpose:** Assesses comprehension, communication, and imagination.
- **Techniques:**
 1. Ask children to retell or act out stories.
 2. Use puppets or props for interactive storytelling.

Oral Questioning

- **Definition:** Using Structured open-ended or direct questions to assess understanding. (On regular basis)
- **Examples:**
 1. “What do you think will happen next in the story?”
 2. “Can you describe this picture?”

Peer and Group Activities

- **Purpose:** Fosters collaboration and assesses social skills.
- **Examples:**
 1. Group puzzles to gauge teamwork and logical reasoning.
 2. Pair discussions to evaluate listening and speaking abilities.

Portfolio Assessment

- **Definition:** Collection of a child’s work over time.
- **Contents:**
 1. Drawings, written samples, photos of activities, and teacher notes.

Informal and Fun Assessments

- **Examples:**
 1. Circle time discussions for verbal skills.(To nurture Social & emotional skills)
 2. “Show and Tell” sessions to enhance confidence and expression.

Student-Centric Approach in NEP 2020

One of the hallmark shifts proposed under NEP 2020 is moving toward a truly student-centric model of education and assessment. In this model, assessments are designed around individual learning styles, progress rates, and interests. It recognizes that every child has unique strengths and areas for growth, thus encouraging personalized learning trajectories. The goal is to make students active participants in their own learning journeys through self-assessment and reflective practices.

Future Outlook: The Evolution of Assessments by 2040

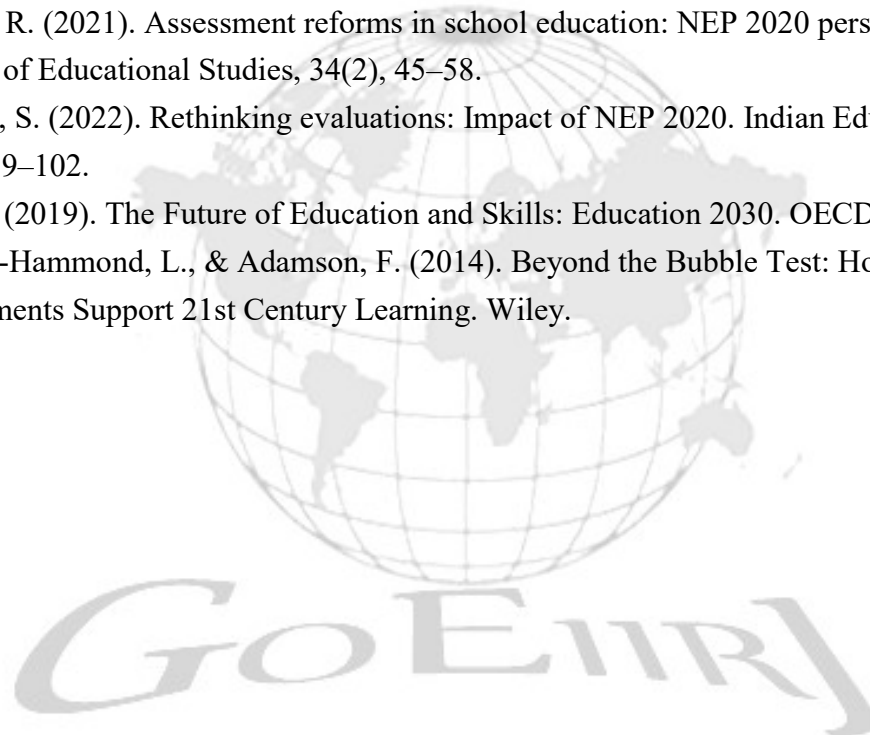
Looking ahead, the vision is for assessments in India to become seamless, integrated, and largely invisible processes that naturally emerge from day-to-day learning activities. Technologies such as AI-driven personalized assessments, gamification of evaluations, real-time analytics dashboards for teachers, and the use of virtual/augmented reality simulations will become commonplace. By 2040, the hope is to establish an education system where examinations are not events but experiences that validate and celebrate lifelong learning.

Conclusion

Assessment reform under NEP 2020 presents a bold and progressive shift towards a more humane, inclusive, and effective education system. By focusing on formative, competency-based, and holistic assessments, NEP 2020 aims to nurture critical thinkers, innovative problem solvers, and responsible citizens. The success of these reforms, however, depends on a sustained, collaborative effort involving all stakeholders. As India embarks on this ambitious journey, it must ensure that assessment truly becomes a tool for learning rather than a mere mechanism for grading.

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FIVE FOUNDATIONAL PILLARS OF NEP 2020**Mrs. Neha Erfan Shaikh***M.Ed. Student**Shri Bapusaheb D.D.Vispute College Of Education, New Panvel*

Abstract :-

The paper discusses result of five foundational pillars of NEP 2020 which develops that An effort to create a better education system in every way .The New Education policy (NEP) 2020 is a comprehensive framework introduced by the Government of India to transform the country's education system . Replacing the earlier policy of 1986., NEP 2020 aims to make education more holistic , flexible, multidisciplinary, aligned to the the needs of the 21st century , and rooted in india culture and values. Key highlights include the restructuring of school education from a 10+2 system to 5+3+3+4 model, emphasis on early childhood care and education (ECCE) introduction of multilingualism and mother tongue / local language as the medium of instruction at least till Grade 5, and focus on foundational literacy and numeracy. New education policy focuses on quality of education and support free and compulsory education . In this Era ,Providing quality of education .It should focuses on developing skill and encourage critical thinking . it encourages to E- learning and practice based problem solving , experimental learning . NEP 2020 has made education very specially for working students those who having financial issues and working for family . This policy making balance between public and private school . It focuses on both public and private school to held equitable balance.

Keywords : Accountability, Quality, Implement, development, marginalized, Affordability

Introduction :-

Education means a knowledge and thinking which traits a character . Education and knowledge are closely connected . Education is a powerful means to bring about social changes. The main aims of education is maintaining human dignity, equity, freedom and justice in our social affairs. Education is a fundamental right which has been given to us by the constitution of our country India . every child has the right to get education and achieve his / her birth success. Indian makes a lot of efforts to make that education better and that is why our country also implements policies for the development of this country. After 1986, keeping the 21st century in mind, India implemented the new education policy 2020 which was implemented in the whole of India on 29th July 2020 . The main aims india have to an education equitable access to the highest quality education for all learners and address to many growing development al imperatives of our country. There are five foundational pillars of NEP 2020. 1) Access 2) equity 3) Quality 4) Affordability 5) Accountability

Literature Review :

The new education policy focuses on five foundational pillars who makes India a strong nation. These pillars the guides the policy's vision to change India's education system . Every

child get opportunity to free and compulsory education. **Access** :- The policy is universal accessible which aims to provide equal access for all children .the education is very important to survive for all in 21st century .Not only New education policy provide equitable access education for but the quality of of education .there is no discrimination . It gives free and compulsory education for children .no matter irrespective of their gender , not matter of their location , no matter of their creed and caste but the access quality of education . Ensuring that education is available to all children and learners, regardless of background 2020 promote open school system and alternative learning pathways To cater to dropout those who missed the formal education. The policy advocate the path of technology In education to overcome barriers of distance accessibility . Ensure that quality learning resources reached every students.

Equity :- New educational policy emphasizes education for all and compulsory . The main aims of second pillar Equity which means equityl. Equity is making sure that every child no matter of their background get the fair chance at quality education. Every child provide equitable education with their own choice . New education policy focuses on to break the barriers of languages, and without discrimination all students get opportunity to learn, to write with their own choice . There is no need to criticize the caste , creed , gender and location. Even providing support for marginalized groups and promoting support inclusive education Curriculum that celebrates diversity and teaches respect for all cultures, languages and traditions. Expansion of scholarship for economically weaker sections. Fees waivers and support schemes for marginalized students at all levels of education .Language support for children from non- dominant language communities. Strengthening of online education and distance learning options to reach students who cannot attend schools easily.

Quality :- New Educational policy focuses on Quality of education . NEP 2020 has given more emphasis on the quality of education. Quality has given importance in education from pre-primary level to higher education level . Whether it is about technology or curriculum whether it is about girls education or backward classes this policy is capable for every work . Instead of policy on an education that increases creativity , problem solving abilities , communication skills , team work , innovation , thinking capabilities , learning mastery in curriculum across field , social economical awareness. Shift from learning to critical thinking, creativity, and problem Teacher to undergo continuous professional development. NEP 2020 has focuses on exam redesigned to test application of knowledge , not just memory.only high- performing universities and colleges will be allowed to operate.

Affordability :-In our country every child wants to get education whether he is rich or poor . If he is unable to get education due to financial issues at home, then our country has made many ways for him or her so that the child not deprived of his or her. Education is accessible to make affordable for all . The aims to ensure that all students regardless of their social or economic background have access to quality education . NEP 2020 has given opportunity to child free education .It is given support to those who having Aged of 3- 18 which is getting free & compulsory education .The need for substantial investment in public education. Increased public

investment in education has financial support and scholarship for underprivileged and disadvantage groups. It reduction in costs of education by integrating vocational education local language digital learning resources.

Accountability :- The policy emphasizes shifting the focus iNEP2020 accountability means ensuring that everyone involved in the education system – Teachers , college, universities, administrators , and even government is responsible for providing quality education. The main aims of NEP 2020 is giving responsibility to empower by students to encourage and control over their learning. This policy focuses the importance of professional development and support for teacher. This policy making balance between public and private school .They are held equally equitable . School and higher education must maintain transparency in admission and operation and finances and outcomes . New regulatory bodies like the state School standards Authority (SSSA) and the higher education commission of India (HECI) will oversee education institutions to make sure they meet set quality standards.

Conclusion :

New education policy 2020 and their five foundational pillars which given Access , Equity Quality, Affordability and Accountability. Collectively aim to create an inclusive , high quality , and dynamic education system. By ensuring wider access , promoting equal opportunities for all, enhancing the overall quality of education, making it affordable, and holding institutions accountable, the policy envision building a strong and self- reliant notion. These pillars work in synergy to prepare students for future, foster innovation , and uphold India's rich cultural heritage while advancing towards a knowledge – driven economy . NEP 2020 thus sets a progressive roadmap for transforming education into a tool of empowerment and national development.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Mrs. Rohini G. Jadhav***M.Ed. Student**Shri Bapusaheb D.D.Vispute College of Education, New Panvel*

Abstract

The National Education Policy (NEP) 2020 brings major changes to education in India, focusing on how technology can improve teacher education. This paper explains how technology is used to train teachers, making education better, more modern, and accessible to everyone. NEP 2020 suggests using online platforms, blended learning, virtual labs, and digital libraries to help teachers learn new skills. It also talks about the creation of the National Educational Technology Forum (NETF) to guide the use of technology. Challenges like lack of internet access, need for training, and resistance to new methods are discussed. Solutions are suggested to overcome these problems. This paper shows that technology plays a very important role in preparing teachers for the future.

Keywords: Teacher Education, NEP 2020, Educational Technology, Professional Development, Digital Learning

Introduction

Teacher education is one of the most important parts of building a strong education system. Teachers are often called the backbone of a country's education sector because they directly impact how students learn and grow. Realizing this, the Government of India introduced the National Education Policy (NEP) 2020 to bring new ideas and improvements to the entire education system. One of the most important changes suggested by NEP 2020 is the strong use of technology to improve teacher education. The policy recognizes that teachers need to keep learning throughout their careers and that technology can make this possible in an easy and effective way. Technology has the power to make learning more flexible, more accessible, and more interesting for teachers at all stages of their careers.

NEP 2020 shows a new vision for teacher education in India. It says that by 2030, all teacher education programs must be of high quality, with a focus on developing strong teaching skills, understanding of subjects, and practical classroom practices. The policy talks about creating a four-year integrated B.Ed. degree as the standard requirement for teachers. Besides, it highlights that teachers must engage in continuous professional development. Technology is seen as a major tool to support these goals. The idea is not just to teach teachers once and leave them, but to keep updating their skills and knowledge throughout their working lives. This can happen best when technology is used properly in training, teaching, assessment, and professional development programs.

Technology offers many ways to improve teacher education. One of the main ways is through online learning platforms. These platforms allow teachers to attend courses and workshops from anywhere at any time. For example, SWAYAM and DIKSHA are two major platforms

launched by the Government of India. On these platforms, teachers can enroll in free or low-cost courses on various subjects, learn new teaching methods, and even earn certificates. Massive Open Online Courses (MOOCs) have also become popular in recent years. They allow teachers to learn from top universities and experts across the world without leaving their hometowns. This flexibility helps teachers from even remote areas to access the best quality education.

Another important use of technology is blended learning. Blended learning combines online education with traditional face-to-face learning. Teachers can learn theoretical parts online, while practical parts can be completed in classrooms or during teaching practice. This approach makes learning more flexible and suits teachers who are working and studying at the same time. For example, a teacher may attend online classes on new teaching techniques during evenings and apply these methods in their classrooms the next day. Blended learning also reduces travel and accommodation costs, making it more affordable.

Virtual laboratories and simulations are also becoming important tools in teacher education. Not all teacher training institutions have access to fully equipped science labs or technology centers. Virtual labs allow trainee teachers to practice experiments and understand scientific concepts without needing a physical lab. Simulations can also be used to create real-life classroom scenarios. Teachers can learn how to manage different classroom situations, such as handling a noisy class or teaching students with different learning needs. Practicing through simulations builds confidence and improves classroom management skills.

Digital libraries and online resource centers are helping teachers to access books, journals, research papers, lesson plans, and videos easily. Earlier, teachers had to depend on physical libraries, which were not always well stocked. Now, with a smartphone or laptop and internet connection, a teacher can access thousands of teaching resources from anywhere. The Government of India has developed the National Digital Library, which contains millions of resources in many Indian languages. Teachers can use these resources to prepare better lessons, understand new teaching methods, and stay updated with the latest developments in education.

NEP 2020 also talks about creating the National Educational Technology Forum (NETF). This forum is expected to play a major role in promoting the use of technology in education. It will provide advice on how to use new technologies for improving teacher education and school education. It will share best practices, research findings, and help institutions adopt the right technologies. By setting up NETF, the government aims to create a culture of using technology smartly and effectively in teacher education.

The use of technology in teacher education has many benefits. One big advantage is accessibility. Teachers who live in remote or rural areas often find it hard to attend good training programs because of distance, time, and cost. With online courses and digital learning platforms, teachers can access world-class education without leaving their homes. Another benefit is flexibility. Teachers can learn at their own pace and at times that suit them. They do not have to leave their jobs or families to attend training sessions. Continuous professional development is another advantage. Earlier, teachers had to wait for government workshops to update their skills.

Now, they can enroll in online courses anytime they feel the need to learn something new. Technology also helps teachers develop better digital skills, which are becoming necessary in modern classrooms. Using smartboards, digital quizzes, and online homework tools are now common practices, and teachers must be skilled in these areas. Finally, using online resources and training programs can also be more cost-effective than traditional methods.

However, despite these benefits, there are also some major challenges. One big problem is the digital divide. Not all teachers have good internet access or digital devices like smartphones, tablets, or laptops. Teachers in rural areas often struggle with poor connectivity, making it hard for them to attend online programs. Another problem is the lack of training in using digital tools. Many teachers, especially those who have been working for many years, are not comfortable using new technologies. They may know how to teach well in a classroom, but using an online platform or creating digital content may be very difficult for them without proper training. Resistance to change is also a major issue. Some teachers feel more comfortable with traditional chalk-and-talk methods and are hesitant to shift to online or blended learning models. The quality of online content can also be a concern. Not all online courses are well designed or relevant to teachers' needs. Sometimes, the material is outdated or too theoretical, without showing how to apply it in real classrooms. Language barriers add another layer of difficulty. Many digital platforms and resources are available mainly in English, while many teachers are more comfortable learning in their local languages.

To overcome these challenges, certain solutions must be adopted. First, there is a need to improve infrastructure, especially in rural and remote areas. The government and private organizations should work together to provide affordable internet services and devices to teachers. Without good connectivity and equipment, digital learning will not reach everyone equally. Secondly, regular and practical training programs should be organized for teachers to help them use digital tools confidently. Training should not only focus on using technology but also on how to integrate it into everyday teaching. Creating digital content in regional languages is also very important. This will make online education more inclusive and easier for teachers from different linguistic backgrounds. Support systems like online help centers or local resource persons can guide teachers when they face technical issues. Motivating teachers through rewards, recognition, and career benefits can encourage more teachers to take part in digital learning programs. If teachers are properly supported and encouraged, they will be more willing to adopt technology in their teaching practices.

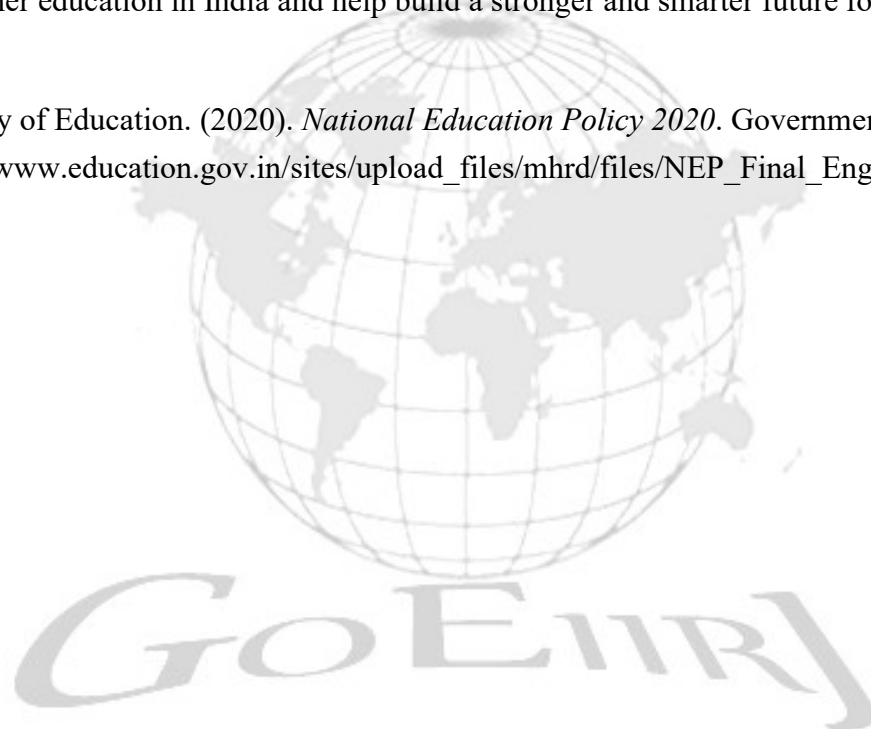
Overall, NEP 2020 marks a major shift in how teacher education is viewed in India. It rightly identifies that teachers must keep learning and updating their skills to meet the needs of modern learners. Technology is the best tool to make this continuous learning possible. By using online platforms, blended learning, virtual labs, and digital libraries, teachers can improve their knowledge and teaching methods. Institutions like the NETF can guide the use of technology in a proper way. However, to truly benefit from technology, we must address the challenges related to infrastructure, training, and content quality. It is important to remember that technology is a tool,

not a replacement for good teaching. Good teachers with good technology will create the best learning experiences for students. Therefore, investing in both technology and teacher development is necessary.

In conclusion, the role of technology in teacher education under NEP 2020 is extremely important. It opens new opportunities for teachers to learn, grow, and teach better. Technology can make teacher education more accessible, flexible, and effective. But to achieve the full potential, the government, educational institutions, and teachers must work together. Proper infrastructure, good training, quality content, and support systems are essential to make technology integration successful. NEP 2020 offers a strong foundation, and with the right efforts, technology can truly transform teacher education in India and help build a stronger and smarter future for our students.

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EMPHASIZING LANGUAGE PROFICIENCY IN TEACHER TRAINING- THE NEP 2020 APPROACH

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Abstract

Language skills in teacher education have been prioritized by The NEP 2020. It acknowledges the significant role of teachers in promoting multilingualism and using language as a learning tool. Teachers need to be proficient in a minimum of two languages, including regional languages, as per the policy. It promotes the use of one's mother tongue or local languages as the medium of instruction, particularly in the initial grades. The major features of the NEP 2020 are Mother Tongue/Regional Language as Medium of Instruction (home language of the child or regional language as the medium of instruction up to at least Grade 5, preferably up to Grade 8.), Three-Language Formula with Flexibility (a common Indian language (such as Hindi) or English, and a modern Indian language or a foreign language.), Multilingualism and Language Education, Teacher Training and Development, utilization of online mediums such as SWAYAM and DIKSHA for up-skilling the teachers through ongoing learning programs, in order to promote Indian languages through various means, with special emphasis on Sanskrit and Other Classical Languages.

Key words: NEP 2020, multilingualism, teachers, training, language

Introduction

The NEP 2020 promotes the Promotion of Indian Languages, Arts, and Culture. India is a treasure of cultures, evolved over a period of thousands of years and expressed through the medium of arts, literary works, customs, traditions, linguistic forms, artefacts, heritage structures, and so on. Crores of individuals across the globe enjoy, benefit from, and participate in this cultural richness on a daily basis, in the form of traveling to India for tourism, enjoying Indian hospitality, buying India's handicrafts and handmade fabrics, reading India's classical literature, doing yoga and meditation, drawing inspiration from Indian philosophy, joining India's distinct festivals, enjoying India's varied music and art, and watching Indian movies, among many others. It is this natural and cultural richness that really makes India, "Incredible India", according to India's slogan of tourism. Preserving and promoting India's cultural richness should be of utmost importance for India, since it is actually of great significance for India's identity and economy. The advancement of Indian culture and arts is significant, not just for the country but even for the individual.

Cultural awareness and expression are some of the key competencies regarded as essential to be developed in children, in an effort to equip them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through creating a good sense and understanding of their own cultural history, arts, languages, and traditions that children can

establish a good cultural identity and self-esteem. Cultural awareness and expression are therefore significant contributors both to individual and to societal well-being. Arts constitute a significant medium for transmitting culture. The arts - apart from consolidating cultural identity, consciousness, and elevating societies - are known to promote cognitive and creative capacities in people and enhance individual happiness. Individual happiness/well-being, cognitive growth, and cultural identity are significant reasons why Indian arts of all types need to be provided to students at all levels of education, beginning with early childhood care and education. Language, naturally, is irrevocably tied to art and culture. Languages 'see' the world differently, and the structure of a language, thus, determines a native speaker's view of experience.

Specifically, languages shape the manner in which individuals of a particular culture speak to others, including to family members, authority figures, peers, and strangers, and shape the tone of conversation. The tone, sense of experience, and familiarity of interactions between speakers of a common language are a reflection and document of a culture. Culture is, therefore, contained within our languages. Art, as literature, plays, music, film, etc. cannot be comprehensively enjoyed without language. In order to safeguard and advance culture, one has to safeguard and advance a culture's languages. Sadly, Indian languages have not been given their rightful attention and care, with the nation losing more than 220 languages in the past 50 years alone. 197 Indian languages have been identified as 'endangered' by UNESCO. Many unscripted languages are especially at risk of extinction.

When older members of a tribe or community speaking these languages die out, these languages tend to disappear with them; far too frequently, no joint efforts or initiatives are made to document or retain these rich language/expression(s) of culture. Additionally, even Indian languages which are not officially on such lists, like the 22 languages of the Eighth Schedule of the Constitution of India, are struggling with extreme challenges on a multitude of fronts. Instruction and acquisition of Indian languages must be incorporated with school and higher education at all levels. For languages to continue being dynamic and current, there should be a continuous flow of high-quality learning and print materials in these languages such as textbooks, workbooks, videos, plays, poems, novels, magazines, etc.

Languages should also have regular official additions to their vocabularies and dictionaries, made available publicly, so that the latest issues and concepts can be meaningfully discussed in these languages. Facilitating such learning material, print material, and translations of significant material from world languages, and continually revising vocabularies, are performed by other nations globally for English, French, German, Hebrew, Korean, and Japanese languages. India has been lagging behind in creating such learning and print materials and dictionaries to keep its languages best, lively and up-to-date with integrity. Moreover, there has also been a serious shortage of language teaching professionals in India, though measures have been taken in different ways. Language teaching also needs to be upgraded to be more experiential and to be based on the capacity to speak and communicate in the language rather than on the literature, vocabulary, and grammar of the language. Languages need to be utilized more intensively for conversation and for

teaching-learning.

Various projects to encourage languages, arts, and culture in school-going children include increased focus on music, arts, and crafts across all grades of school; early introduction of the three-language formula to encourage multilingualism; instruction in the home/local language wherever feasible; more experiential learning of language; appointment of exceptional local artists, writers, craftspeople, and other professionals as master teachers in different subjects of local specialization; proper incorporation of traditional Indian knowledge including tribal and other local wisdom throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, wherever applicable; and much greater curriculum flexibility, particularly in secondary schools and in higher education, so that students may select the optimum mix between courses for themselves to fashion their own creative, artistic, cultural, and scholastic pathways. In order to facilitate the most important latter initiatives, several additional steps will be implemented simultaneously at the higher education level and beyond. To begin with, in order to create and instruct many of the courses of the aforementioned type, a great team of teachers and faculty will need to be created. Imprints of strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be established and nurtured throughout the country, and degrees such as 4-year B.Ed.

Dual degrees will be established in these areas. These programmes and departments will, in specific, assist to build a massive cadre of quality language teachers - and teachers of art, music, philosophy and writing - who will be required across the nation to implement this Policy. The NRF will finance quality research across all these fields. There will be excellent local artists and craftspeople employed as guest faculty for encouraging local music, art, languages, and handicrafts, and so that students appreciate the culture and local knowledge within which they live. Each college and university of higher learning as well as every school or group of schools shall strive to maintain Artist(s)-in-Residence to acquaint students with art, creativity, and the abundance of the surrounding region/country.

Additional higher education programmes, will employ the mother tongue/local language as medium of instruction, and/or provide programmes bilingually, to make higher education more accessible, and to enhance the strength, usage, and vibrancy of Indian languages. Four-year B.Ed. dual degree programs that are being provided bilingually will also assist, e.g. in the training of cadres of science and mathematics teachers to instruct science bilingually in schools throughout the country. High-quality programs and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design in the higher education system will also be established. To maintain and disseminate its art and culture, create high-grade material in different Indian languages, preserve artefacts, create highly qualified personnel to curate and operate museums and heritage or tourist destinations, thus also substantially enhancing the tourism sector. The Policy acknowledges that knowledge of the rich diversity of India must be imbibed firsthand by the learners. This would involve incorporating simple activities, such as students' tours to other regions of the country, which will not only

promote tourism but also result in learning and appreciation of diversity, culture, traditions and knowledge of other regions of India. In this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where students will be sent from schools to learn about these places and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of enhancing their knowledge about these regions. Developing such programmes and degrees in the higher education sector, in the arts, languages, and humanities as a whole, will also be accompanied by increased high-quality employment opportunities that can utilize these qualifications effectively. Already, there are hundreds of Academies, museums, art galleries, and heritage sites in urgent need of trained personnel for their efficient operation. Since positions get filled with appropriately qualified persons, and more artefacts are obtained and preserved, other museums, including virtual museums/e-museums, galleries, and sites of heritage will add to the preservation of our heritage as well as India's tourism sector. India will also earnestly enhance its translation and interpretation work in order to provide high-quality learning material and other key written and verbal content to the people in multiple Indian and international languages. To this end, an Indian Institute of Translation and Interpretation (IITI) will be set up. Such an institution would be truly contributing a significant service to the nation, hiring many multilingual subject and language specialists, as well as translation and interpretation experts, which would ensure the enhancement of all Indian languages. Extensive use of technology will be made by the IITI for its task of translation and interpretation.

The IITI could expand organically over time, and be located in several places to allow for collaborations with other research units as demand and the number of qualified applicants increase. Because of its extensive and relevant contributions and work in all kinds of genres and topics, and because of its cultural relevance as well as the fact that it is a scientific language, Sanskrit will instead be mainstreamed with robust levels in school life - as among the language streams in the three-language formula as well - along with higher educational institutions. It will be taught not in a vacuum, but in engaging and creative ways, and linked to other modern and related subjects like mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Therefore, in harmony with the rest of this policy, Sanskrit Universities too will transition to becoming big multidisciplinary institutions of higher learning. Departments of Sanskrit that carry out teaching and excellent interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be set up/strengthened throughout the new multidisciplinary higher education system. Sanskrit will become an integral part of a holistic multidisciplinary higher education if a student so desires. Sanskrit teachers in large numbers will be professionalized throughout the nation in mission mode through the provision of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit. India will also increase its institutes and universities learning all classical languages and literature, with best efforts towards collecting, preserving, translating, and researching the tens of thousands of manuscripts yet to get their just due. Sanskrit and all Indian language departments and institutes throughout the nation will be greatly enhanced, with proper training provided to massive new batches of students to learn, specifically, the huge amounts of manuscripts and their relationships

with other subjects. Traditional language institutions will focus on being absorbed by universities without surrendering autonomy so that scholars will be able to work there and students likewise could be taught as part of rich and thorough inter-disciplinary courses. Universities in languages will transform into interdisciplinary institutions, toward the same aim; where necessary, they would be able also to provide B.Ed. comprehensive degrees both in education as well as in a language in order to educate splendid language educators for that language. In addition, the establishment of a new institution for Languages is also proposed. National Institute (or Institutes) of Pali, Persian and Prakrit will also be founded within a campus of a university. The same will be done for institutes and universities researching Indian arts, art history, and Indology. Research for seminal work in all these fields will be funded by the NRF. All Indian languages, and the respective arts and culture thereof, will be preserved through a web-based platform/portal/wiki, so that the endangered and all Indian languages, and their respective rich local arts and culture can be saved. The platform will have videos, dictionaries, recordings, etc., of individuals (particularly elderly individuals) speaking the language, narrating stories, reciting poems, and enacting plays, folk songs and dances, and so on. Individuals from all over the country will be encouraged to make contributions towards such efforts by posting appropriate content onto these platforms/portals/wikis. Universities and their research groups will collaborate with one another and with communities all over the country towards making such platforms richer. Such preservation activities, and the related research initiatives, e.g., in history, archaeology, linguistics, etc., will be supported by the NRF.

Scholarships for individuals of all ages to learn Indian Languages, Arts, and Culture from local masters and/or within the higher education system will be instituted. Indian languages can be promoted only if they are spoken on a regular basis and if they are used for learning and teaching. Incentives like awards for excellent poetry and prose in Indian languages across categories will be set to make sure that lively poetry, novels, nonfiction works, textbooks, journalism, and other writings exist in all Indian languages. Indian language proficiency will become a part of qualification criteria for all employment opportunities. Conclusion: The success of any policy is based on implementation.

Conclusion

Such an implementation will call for several initiatives and steps, which will need to be initiated by several organizations in a coordinated fashion. Hence, the working of this Policy will be headed by different entities such as MHRD, CABE, Union and State Governments, Ministries related to education, State Departments of School Education, Boards, NTA, regulatory institutions of school and higher education, NCERT, SCERTs, schools, and HEIs with timelines and review plan to ensure that the policy is administered in its intent and spirit, through planning harmonization and coordination across all such institutions involved in education.

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THE INFLUENCE OF WORK-LIFE BALANCE PROGRAMS ON TEACHER SATISFACTION AND PERFORMANCE

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Abstract:

In today's dynamic educational environment, teachers encounter growing challenges, ranging from curriculum changes to administrative responsibilities, alongside managing their personal lives. To address these challenges, work-life balance (WLB) programs have gained prominence as essential strategies aimed at improving teachers' professional effectiveness and personal fulfilment. This study examines the effects of various WLB initiatives—such as flexible work arrangements, mental health services, family support measures, and wellness programs—on teacher satisfaction and job performance. Employing a mixed-methods approach, survey data from 300 educators across different educational levels were analysed, supplemented by qualitative interviews with school administrators. Results reveal a significant positive relationship between the presence of WLB programs and enhanced teacher satisfaction, lower rates of burnout, and improved performance indicators like student engagement and achievement. Schools with strong WLB initiatives also reported better teacher retention and increased institutional loyalty. Nonetheless, the study identifies challenges, including uneven implementation and financial limitations. Practical recommendations are offered for policymakers and school leaders to integrate sustainable WLB strategies to create healthier educational workplaces. The research underscores that prioritizing teachers' work-life balance not only benefits the educators themselves but also enriches the educational experience for students, strengthening the overall learning ecosystem. Thus, supporting teacher well-being must become a central element of future educational reforms.

Keywords : Work-Life Balance, Teacher Satisfaction, Teacher Performance, Educational Institutions, Burnout Prevention, Teacher Retention, Wellness Programs, Flexible Work Arrangements

Introduction

The teaching profession is globally recognized for its social value and impact, yet it remains among the most stressful careers. Educators are frequently tasked with balancing instructional duties, administrative work, student mentorship, and extracurricular responsibilities—often extending beyond formal working hours. These pressures highlight the critical need for work-life balance (WLB) support. As a response, many educational institutions have started to implement WLB programs to better support their teachers. This paper investigates how such initiatives influence teacher satisfaction and performance, emphasizing the need for strategic integration of well-being practices within the educational sector.

Literature Review

Understanding Work-Life Balance in Education

Work-life balance is defined as maintaining a healthy distribution of time and energy between professional responsibilities and personal life. For educators, achieving WLB is crucial to preserving mental health, job satisfaction, and overall teaching effectiveness. According to Greenhaus and Beutell (1985), unresolved conflicts between work and personal roles can significantly increase stress levels and diminish job engagement.

Teacher Satisfaction and Effectiveness

Teacher satisfaction encompasses emotional well-being, a sense of achievement, and professional fulfilment. Performance outcomes are reflected in student engagement, academic results, and the overall school environment. Research, including that of Day and Gu (2007), has consistently shown that satisfied teachers are more effective in the classroom and more committed to their institutions.

Types of Work-Life Balance Programs

Educational institutions have implemented various programs aimed at improving WLB, including:

- Flexible working hours and remote teaching options
- Mental health support services
- On-site childcare facilities
- Professional development leave
- Wellness and stress management initiatives

The effectiveness of these programs often depends on school leadership commitment and cultural acceptance within the institution.

Research Methodology

A mixed-methods design was adopted for this study:

- **Quantitative Analysis:** A structured survey was administered to 300 teachers from 50 educational institutions, gathering data on their perceptions of WLB support, job satisfaction, and performance levels.
- **Qualitative Insights:** Semi-structured interviews were conducted with 15 school administrators and 30 teachers to provide deeper context and understanding of the data..

Results and Analysis

Work-Life Balance and Teacher Satisfaction

Findings revealed that teachers who had access to WLB programs exhibited satisfaction levels approximately 35% higher than their counterparts without such support. Key drivers included flexibility in work schedules, availability of mental health resources, and proactive administrative support.

Example:

At School, implementing a "Wellness Wednesday" policy-allowing early release for self-care activities-reduced reported stress levels by 20% within six months.

Improved Teacher Performance

Teachers with better work-life balance demonstrated higher energy levels, creativity in lesson delivery, and lower absenteeism. Students of these teachers also showed higher engagement and better academic outcomes.

Increased Retention Rates

Schools offering comprehensive WLB initiatives retained around 90% of their teaching staff over five years, compared to only 65% in institutions without such programs.

Barriers to Implementation

Despite proven benefits, several barriers were noted:

- Financial constraints limiting program offerings
- Resistance from traditionally-minded administrators
- Lack of awareness among teachers about available WLB options

Moreover, systemic challenges like tight academic calendars and high parental expectations further complicated WLB implementation.

Discussion

The study reinforces that WLB programs are crucial for promoting teacher satisfaction and high performance. Institutions that invest in teacher well-being build more resilient, engaged, and loyal workforces.

Theoretical Framework

The results align with Herzberg's Two-Factor Theory, distinguishing hygiene factors (such as working conditions) from motivators (such as professional recognition). WLB initiatives primarily serve as hygiene factors, preventing dissatisfaction and indirectly enhancing motivation.

Practical Implications

- **Policy Development:** Schools should formalize work-life balance policies.
- **Resource Prioritization:** Budgets must allocate funds for teacher well-being programs.
- **Training Programs:** Educators and administrators must be sensitized to recognize and address burnout symptoms.

Recommendations

1. **Institutionalize Work-Life Balance Policies:** Educational authorities should mandate WLB frameworks for all institutions.
2. **Flexible Working Arrangements:** Schools should provide options like staggered hours and occasional remote work.
3. **On-Site Wellness Facilities:** Investment in gyms, meditation rooms, and counseling services within school premises should be encouraged.
4. **Family-Friendly Policies:** Institutions must support teachers through family assistance programs such as childcare facilities.
5. **Continuous Evaluation:** Regular feedback mechanisms (e.g., bi-annual surveys) must be established to assess and refine WLB initiatives.

Conclusion

Work-life balance initiatives play a pivotal role in improving teacher satisfaction and performance. When educators are supported both professionally and personally, they deliver better academic outcomes, contribute positively to school culture, and exhibit stronger commitment to their institutions. As the educational landscape evolves, ensuring teacher well-being through sustainable WLB programs must become a strategic priority. Long-term educational success hinges not only on curriculum reforms and student-centred policies but equally on valuing and investing in teachers' holistic well-being.

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THE FIVE FOUNDATIONAL PILLARS OF NEP 2020: A TRANSFORMATIVE APPROACH TO INDIAN EDUCATION

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Abstract: -

This abstract aims to explore each of these pillars in detail, examining their significance and potential impact on the Indian education landscape. The analysis includes their role in shaping pre-primary, primary, secondary, and higher secondary education, highlighting the structural and pedagogical changes envisioned in the policy. By focusing on these five pillars, NEP 2020 aspires to transform India into a global knowledge superpower, nurturing learners who are not only well-informed but also morally grounded and socially responsible.

Introduction

The **National Education Policy (NEP) 2020** emphasizes a holistic, flexible and multidisciplinary education system that aligns with the needs of the 21st century. It moves beyond rote learning, focusing on critical thinking, creativity, and the overall development of learners. Central to NEP 2020 are five foundational pillars: **Access, Equity, Quality, Affordability, and Accountability**. These pillars are designed to guide policy implementation at all levels of education, from early childhood to higher education. They reflect the core objectives of democratizing education, ensuring inclusivity, enhancing academic standards, and fostering innovation and lifelong learning.

1. Access

Access refers to ensuring that every child, regardless of their socio-economic background, has the opportunity to attend and complete school. It is the foundation of an inclusive education system.

- ❖ **Pre-primary & Primary:** Expansion of **Early Childhood Care and Education (ECCE)** through Anganwadis and stand-alone pre-schools integrated with schools.
- ❖ **Secondary:** Universalization of school education (Grade 1–12) by 2030.
- ❖ **Higher Education:** Aiming for **Gross Enrolment Ratio (GER)** in higher education to reach 50% by 2035.

Implementation Mechanisms

- ❖ School mapping, targeted schemes for marginalized communities.
- ❖ Use of technology for remote areas.
- ❖ Open and Distance Learning (ODL)

2. Equity

Equity ensures fair treatment, opportunities, and advancement for all, while striving to identify and eliminate barriers that prevent full participation.

- ❖ Special attention to **Socially and Economically Disadvantaged Groups (SEDGs)**

including girls, SC/ST/OBCs, and children with disabilities.

- ❖ **Gender Inclusion Fund** and special education zones.

Pre-Primary to Higher Secondary Impacts

- ❖ Scholarships, hostel facilities, and inclusive curriculum design.
- ❖ Teacher training to handle diverse classrooms.
- ❖ Encouraging instructions in local language to reduce linguistic barriers and enhance comprehension.

3. Quality

Quality education equips learners with the skills, knowledge, values, and attitude needed for personal and societal progress.

- ❖ **Foundational Literacy and Numeracy (FLN)** mission for all children by Grade 3.
- ❖ Shift to **competency-based learning** and **reduction in curriculum content** to promote conceptual understanding.

Structural Changes

- ❖ Introduction of **5+3+3+4 structure** replacing the traditional 10+2 system.
- ❖ Emphasis on multilingualism, critical thinking, and experiential learning.
- ❖ Use of tech-driven learning tools and assessments.

4. Affordability

Affordability relates to minimizing the financial burden on families to ensure education is accessible to all, particularly the underprivileged.

- ❖ Free and compulsory education extended to age 3–18.
- ❖ Increased public investment in education: **6% of GDP** target.
- ❖ Financial aid, fee waivers, and support for private-public partnerships.

Across Education Levels

- ❖ **Pre-primary to Primary:** Expansion of government-funded ECCE centres.
- ❖ **Secondary:** Affordable school infrastructure in underserved regions.
- ❖ **Higher Education:** National Scholarship Portal, interest-free loans, and low-cost digital access.

5. Accountability

Accountability ensures transparency and responsibility in the functioning of educational institutions, policymakers, and educators.

- ❖ Separation of roles between **policy making, regulation, operations, and academic standard-setting**.
- ❖ Creation of independent bodies like **State School Standards Authority (SSSA)** and **National Educational Technology Forum (NETF)**.

Monitoring and Evaluation

- ❖ Periodic **learning outcome assessments**.
- ❖ Improved teacher recruitment, performance appraisal, and professional development.
- ❖ School Complexes for collaborative administration and sharing of resources.

Conclusion

NEP 2020 stands as a visionary policy that seeks to redefine the contours of the Indian education system. Its foundational pillars—**Access, Equity, Quality, Affordability, and Accountability**—are not merely policy jargon, but actionable principles aimed at ensuring a more inclusive, dynamic, and future-ready educational framework. By prioritizing **universal access**, the policy addresses structural disparities and brings previously marginalized communities into the fold. Through **equity-focused initiatives**, it ensures that no child is left behind, regardless of background or ability. The emphasis on **quality** learning reorients the system from rote memorization to meaningful, skills-based education. With **affordability** as a core goal, NEP 2020 recognizes education as a public good and a fundamental right, not a privilege. Finally, by embedding **accountability**, it fosters a culture of responsibility, transparency, and continuous improvement. The impact of these pillars is profound across all levels—starting from the nurturing stage of ECCE to the advanced realms of higher education. If implemented in letter and spirit, NEP 2020 has the potential to empower generations of learners, strengthen the nation's human capital, and position India as a knowledge leader in the global arena.

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व्यावसायिक शिक्षण व ग्रामीण शहरी शिक्षक शिक्षणाच्या दरीचे संधीसाधन : राष्ट्रीय शिक्षण धोरण 2020.

श्रीम. दिपाली योगेश भगत

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सारांश

राष्ट्रीय शैक्षणिक धोरण २०२० हे भारतीय शिक्षण क्षेत्रातील आवश्यक बदलांसाठी मार्गदर्शक असणारे धोरण आहे. या धोरणानुसार शिक्षणाचे महत्त्व अधिक विस्तृतपणे सांगितले आहे. तसेच शिक्षण क्षेत्रामध्ये कराव्या लागणाऱ्या सुधारणांचा ही उहापोह केलेला आहे. आणखी महत्त्वाचे म्हणजे शहरी व ग्रामीण भागातील शिक्षक शिक्षणाची दरी कमी करण्यासाठी काही धोरणात्मक उपाययोजना ही सुचवलेल्या आहेत. विद्यार्थ्यांचा सर्वांगीण विकास हे उद्दिष्ट राष्ट्रीय शैक्षणिक धोरण 2020 चे असल्याकारणाने त्यानुसार शिक्षकांनाही योग्य मार्गदर्शन मिळणे गरजेचे आहे. त्यानुसार कराव्या लागणाऱ्या उपाययोजनांचा सखोल अभ्यास यात केला गेला आहे. राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) हे भारतीय शिक्षण क्षेत्रातील आवश्यक बदलांचे मार्गदर्शक आहे. शिक्षणाच्या क्षेत्रातील या धोरणाने केवळ शैक्षणिक पातळी सुधारण्यावर भर दिला नाही, तर ते शिक्षण अधिक रोजगारक्षम, सर्वसमावेशक आणि तंत्रज्ञानाधिष्ठित बनवण्याचा प्रयत्न करते.

प्रमुख शब्द : NEP 2020, तंत्रज्ञानाधिष्ठित, व्यावसायिक शिक्षण, रोजगारक्षम, सर्वसमावेशक.

प्रस्तावना

स्वातंत्र्यप्राप्तीनंतर प्रथमच देशाच्या प्रगतीस पूरक अशा शैक्षणिक धोरणाची गरज भासल्यावर ती राष्ट्रीय शिक्षण धोरण 1986 ने पूर्ण केले परंतु हे धोरण ज्ञानाधिष्ठित होते. साक्षरतेचे प्रमाण वाढण्यास मदत झाली, पण बदलत्या काळाप्रमाणे शिक्षण क्षेत्रातील नवीन समस्यांना सामोरे जाण्यासाठी शैक्षणिक धोरणात बदल करण्याची गरज भासू लागली आणि याचे परिवर्तन झाले ते म्हणजे अधिक कार्यक्षम, सर्वसमावेशक आणि लवचिक अशा राष्ट्रीय शिक्षण धोरण 2020 मध्ये. यात शिक्षणाच्या सर्व क्षेत्रांचा व पैलूंचा सखोल अभ्यास करून परिणामकारक असे शैक्षणिक धोरण बनवले गेले यात मुख्यत्वे व्यावसायिक शिक्षणावर अधिक भर देण्यात आला व मुख्य म्हणजे ग्रामीण व शहरी शिक्षक शिक्षणातील दरी दूर करण्यासाठी विशेष प्रयत्न केले गेले याचा प्रत्येक अधिक कार्यशाली, बळकट व रोजगारक्षम पिढी घडवण्यात येणार आहे. प्रथमच आलेले राष्ट्रीय शैक्षणिक धोरण 1986 हे ज्ञानावर आधारित होते यात (10+2+3) अशी रचना असल्याने त्यात प्राथमिक शिक्षणावर अधिक जोर दिला गेला होता. 21 व्या शतकातील आव्हानांना सामोरे जाण्याची क्षमता प्राप्त करून देणारे समग्र व लवचिक असे राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये (5+3+3+4) अशा रचनेत आपणसमोर आले. भारतीय शिक्षण पद्धती अनेक दशके विविध समस्यांना तोंड देत आहे. शिक्षण आणि उद्योगांमधील तफावत, ग्रामीण आणि शहरी भागांमधील असमतोल, तसेच शिक्षक शिक्षणातील गुणवत्तेतील फरक यासारख्या समस्या भारतीय शिक्षण व्यवस्थेला परिपूर्णतेकडे वाटचाल करत असताना अडचणींचा सामना करायला लावत आहेत. राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) यामध्ये याच समस्यांवर सखोल पद्धतीने आणि दीर्घकालीन उपाययोजना दिल्या आहेत. विशेषतः, शिक्षणाच्या क्षेत्रात नव्या व सुधारित दृष्टिकोनातून व्यावसायिक शिक्षण व शिक्षक शिक्षणाच्या दरीचे संधीसाधन करण्यासाठी महत्त्वाचे प्रयत्न केले गेले आहेत. व्यावसायिक शिक्षण क्षेत्राला मुख्य प्रवाहात आणण्याच्या विचारांवर आणि शिक्षक शिक्षणाच्या क्षेत्रातील गुणवत्ता सुधारण्याच्या उद्दिष्टावर धोरण विशेष लक्ष केंद्रित करते. यामुळे भारतीय शिक्षण पद्धती अधिक समकालीन, रोजगारक्षम, आणि समावेशक होईल, अशी अपेक्षा आहे. या संशोधनाचा मुख्य उद्देश्य NEP 2020 च्या धोरणात्मक उपाययोजना आणि त्यांच्या अंमलबजावणीच्या दृष्टीने एकसखोल विश्लेषण करणे आहे.

उद्दिष्टे (Objectives):

1. व्यावसायिक शिक्षणाला मुख्य प्रवाहात आणणे आणि रोजगारक्षम शिक्षण प्रदान करणे.

2. विद्यार्थ्यांना प्रत्यक्ष कामाच्या अनुभवावर आधारित शिक्षण देणे, ज्यामुळे त्यांना त्यांच्या भविष्यात रोजगार मिळवण्यास मदत होईल.
3. ग्रामीण व शहरी भागातील शिक्षक प्रशिक्षणात असमानता कमी करणे.
4. शिक्षक प्रशिक्षणामध्ये गुणवत्ता व पारदर्शकता वाढवणे, जेणेकरून शिक्षक अधिक प्रभावीपणे शिक्षण देऊ शकतील.
5. शिक्षकांसाठी तंत्रज्ञानाचा प्रभावी वापर सुनिश्चित करणे, जेणेकरून ते विद्यार्थ्यांसोबत अधिक योग्य आणि वेगवान पद्धतीने संवाद साधू शकतील.
6. २०२५ पर्यंत व्यवसायिक शिक्षणात ५०% विद्यार्थ्यांचा सहभाग साधणे, आणि त्यासाठी सक्षम धोरणात्मक योजना राबवणे.
7. ग्रामीण भागातील शिक्षकांना प्रशिक्षणाच्या सर्व संधी उपलब्ध करून देणे.
8. शिक्षकांना तंत्रज्ञानावर आधारित व कृतियुक्त प्रशिक्षण देण्यावर भर देणे.
9. संशोधनाच्या संधी निर्माण करणे.
10. शिक्षण क्षेत्रातील मुख्यतः ग्रामीण भागातील शिक्षकांमध्ये पर्यायाने विद्यार्थ्यांमध्ये आत्मविश्वास वाढीस लावणे.

संशोधन पद्धती (Research Methodology):

या शोधप्रबंधासाठी विविध द्वितीयक स्रोतांचा वापर करण्यात आलेला आहे. यात सरकारी धोरणपत्रके, शैक्षणिक संशोधन पत्रके, राष्ट्रीय व आंतरराष्ट्रीय शैक्षणिक अहवाल, आणि विविध शैक्षणिक वेब पोर्टल्स यांचा समावेश आहे. तुलनात्मक आणि गुणात्मक संशोधन पद्धतींचा वापर करून, शिक्षण क्षेत्रातील सुधारणा आणि अंमलबजावणीच्या प्रक्रियांचा सखोल अभ्यास करण्यात आलेला आहे. अशा प्रकारे, या प्रबंधामध्ये विश्लेषणात्मक पद्धतींचा वापर करून NEP 2020 च्या सुसंगततेची, व्यावसायिक शिक्षणाच्या क्षेत्रातील सुधारणांची, तसेच शिक्षक शिक्षणातली दरी कमी करण्यासाठीच्या धोरणात्मक उपायांची सखोल विश्लेषणे केली गेली आहेत. या अभ्यासामध्ये यशस्वी अंमलबजावणीसाठी लागणारी मुख्य शिफारशी आणि त्याच्याशी संबंधित असणाऱ्या क्षेत्रांवर प्रकाश टाकला गेला आहे.

व्यावसायिक शिक्षण (Professional Education):

व्यावसायिक शिक्षण म्हणजे असे शिक्षण ज्यात विद्यार्थ्यांना विशिष्ट व्यवसायाचे किंवा त्यावर आधारित कौशल्यांचे शिक्षण देण्यावर भर असतो, यामध्ये प्रत्यक्ष अनुभव व कामावर भर दिला जातो. विद्यार्थ्यांच्या रोजगार मिळवण्याची क्षमता वाढते. 2025 पर्यंत किमान 50 टक्के विद्यार्थ्यांना शालेय व उच्च शिक्षणा अंतर्गत व्यावसायिक शिक्षण देण्याचे ध्येय या राष्ट्रीय शैक्षणिक धोरणांतर्गत ठरवले आहे. यासाठी व्यावसायिक शिक्षण अतिशय महत्त्वपूर्ण आहे. हे शिक्षण विद्यार्थ्यांना रोजगाराच्या संधी उपलब्ध करून देते जेणेकरून त्यांनी शिकलेली कौशल्ये रोजगार क्षेत्रात त्यांना प्रत्यक्ष वापरता येतात. 2020 च्या शैक्षणिक धोरणात व्यावसायिकता ही इयत्ता सहावी पासूनच अंतर्भूत केलेली आपणास आढळते. व्यावसायिक शिक्षणामुळे विद्यार्थ्यांना जीवनासाठी आवश्यक कौशल्य शिकता येतील आणि उद्योग क्षेत्राशी संबंधित प्रत्यक्ष अनुभव मिळवता येईल. NEP 2020 च्या अंतर्गत प्रत्येक विद्यार्थ्याला किमान एक कौशल्य शिकण्यासाठी प्रयत्न करावा लागणार आहे. हे शिक्षण तांत्रिक कौशल्य व्यवसाय प्रशिक्षण तसेच उद्योगासोबत संवाद साधण्याचे कौशल्य समाविष्ट करत आहे.

व्यावसायिक शिक्षणाची गरज:

पंचवार्षिक योजनेअंतर्गत (2012 ते 2017) औपचारिक व्यावसायिक शिक्षण घेतलेल्या 19 ते 24 वयोगटाच्या भारतीय कामगारांचे प्रमाण पाच टक्क्यांपेक्षाही कमी होते. त्या तुलनेत अमेरिका व जर्मनी सारख्या देशांचे प्रमाण 80 टक्क्यांपेक्षा जास्त आहे. यावरून आपणास व्यावसायिक शिक्षणाची गरज लक्षात येते. 1986 चे शिक्षण धोरण हे ज्ञानाधिष्ठित होते तर राष्ट्रीय शिक्षण धोरण 2020 हे कौशल्याधिष्ठित आहे. त्यामुळे यात कौशल्ये आत्मसात करण्यावर अधिक भर देण्यात आलेला आहे, जेणेकरून विद्यार्थी कौशल्यांच्या माध्यमातून भविष्यातील बेरोजगारीचा प्रश्न सोडवू शकतील आणि अधिक आत्मविश्वास विद्यार्थ्यांमध्ये निर्माण होईल. व्यावसायिक शिक्षण म्हणजे अशा प्रकारचे शिक्षण जे विद्यार्थ्यांना त्यांच्या

भविष्यातील नोकऱ्यांसाठी आवश्यक तांत्रिक आणि व्यावसायिक कौशल्ये प्रदान करते. NEP 2020 ने व्यवसायिक शिक्षणास मुख्य प्रवाहात आणण्याचे महत्त्व व्यक्त केले आहे. भारतात विविध उद्योग आहेत, परंतु त्या उद्योगांना योग्य आणि कौशल्यपूर्ण कामगारांची आवश्यकता आहे. यासाठी व्यवसायिक शिक्षण महत्त्वपूर्ण आहे. हे शिक्षण विद्यार्थ्यांना नोकरीसाठी तयार करते, जेणेकरून त्यांनी शिकलेली कौशल्ये रोजगार क्षेत्रात प्रत्यक्ष वापरता येतात. NEP 2020 मध्ये व्यवसायिक शिक्षणाला मुख्य धारेचे शिक्षण बनवण्याचे ध्येय ठेवले आहे. यामुळे, विद्यार्थ्यांना शालेय आणि महाविद्यालयीन स्तरावर व्यवसायिक शिक्षणाचा समान दर्जा मिळेल.

धोरणानुसार उपाययोजना:

NEP 2020 च्या माध्यमातून भारतातील शिक्षण पद्धतीत व्यवसायिक शिक्षण मध्ये एक व्यापक बदल घडवण्याची योजना आहे. या धोरणात व्यवसायिक शिक्षणाचे महत्त्व ठरवून त्याचा समावेश शालेय आणि उच्च शिक्षणाच्या स्तरावर केला आहे. तसेच, राष्ट्रीय कौशल्य विकास योजने अंतर्गत विद्यार्थ्यांना उद्योगांसाठी योग्य कौशल्य शिक्षण प्रदान करण्याचे उद्दिष्ट आहे. यामध्ये स्मार्ट क्लासरूम्स, ऑनलाइन शिक्षण पद्धती, आणि प्रशिक्षणासाठी इंटर्नशिप व स्टार्टअप्स यांचा समावेश आहे. व्यावसायिक शिक्षणाचा उद्दिष्ट उद्योग-शिक्षण एकीकरण साधणे आहे, ज्यामुळे विद्यार्थ्यांना विविध उद्योगांमध्ये काम करण्याची संधी मिळेल. यामुळे, विद्यार्थ्यांना त्यांच्या कार्यक्षेत्राबद्दल सखोल माहिती मिळेल आणि त्यांची नोकरीसाठी तयारी अधिक प्रभावी होईल. यासाठी प्रशिक्षण केंद्रे आणि इंडस्ट्री पार्टनरशिप सुरू केली जात आहेत. या धोरणात संशोधनावर अधिक भर देण्यात आला आहे. ज्यामुळे देशाला भेडसावणाऱ्या समस्यांचे निराकरण करणारी पिढी तयार होईल. जसे की पर्यावरणीय समस्या, दूषित पाण्याची समस्या इत्यादि.

ग्रामीण व शहरी भागातील शिक्षक शिक्षणाची गरज :

ग्रामीण व शहरी दोन्ही ठिकाणच्या शिक्षणाचे महत्त्व विशिष्ट आहे, पण तेथील सामाजिक, आर्थिक आणि सांस्कृतिक परिस्थितीमुळे काही वेगळ्या गरजा निर्माण होतात. जसे की ग्रामीण भागामध्ये गुणवत्तापूर्ण शिक्षण, आदर्श आणि प्रेरणा यांचा अभाव, स्थानिक भाषेचे आणि संस्कृतीचे जतन, समुदाय आणि शाळेचा समन्वय साधने तसेच शिक्षकांवर येणाऱ्या अतिरिक्त जबाबदारीला सामोरे जाणे, तंत्रज्ञानाचा अभाव अशा अनेक समस्यांना तोंड द्यावे लागते. तर शहरांमध्ये विशेष गरजा असणारे विद्यार्थी, स्पर्धात्मक वातावरण व अद्ययावत ज्ञान, तसेच बहुसंस्कृतिक वातावरण व पालकांच्या सहभागाची उदासीनता इत्यादी समस्यांना तोंड द्यावे लागते या सगळ्या गरजा लक्षात घेऊन ग्रामीण व शहरी भागातील शिक्षक शिक्षणाची दरी कमी करण्यासाठी त्यावर विविध उपाय योजले आहेत. ग्रामीण आणि शहरी भागातील शिक्षक शिक्षणाच्या गरजा जरी वेगळ्या असल्या तरी काही क्षेत्राबाबत त्यात साम्य आढळून येते कारण दोन्हींचे अंतिम उद्दिष्ट हे विद्यार्थ्यांचा सर्वांगीण विकास करणे हे आहे. त्यामुळे ग्रामीण व शहरी शिक्षक शिक्षणाच्या गरजा लक्षात घेता त्यांच्यावर योग्य ती उपाययोजना केल्यास त्यातील ही दरी आपण नक्कीच कमी करू शकतो. गुणवत्तापूर्ण शिक्षण, अध्यापन कौशल्यांचे महत्त्व, बालमानसशास्त्र आणि विद्यार्थ्यांच्या गरजांची समज, नवीन शैक्षणिक पद्धती आणि तंत्रज्ञानाचा वापर, सतत व्यावसायिक विकास, प्रेरणा आणि बांधिलकी, मूल्याधिष्ठित शिक्षण, सहकार्य आणि संवाद कौशल्य अशा अनेक क्षेत्रांमध्ये चांगल्या प्रकारे प्रशिक्षणाचे उपक्रम राबवून तसेच त्यांच्या गरजा लक्षात घेऊन शहरी व ग्रामीण शिक्षक शिक्षणातील दरी कमी करता येऊ शकते. परंतु या गरजांची पूर्तता करण्यासाठी वापरण्यात येणाऱ्या पद्धती आणि त्यामधील प्राधान्यक्रम हा मात्र त्या भागातील विशिष्ट सामाजिक आर्थिक आणि सांस्कृतिक परिस्थितीनुसार बदलू शकतो.

NEP 2020 अंतर्गत शिक्षक शिक्षणाच्या सुधारणा करण्यासाठी विविध उपाययोजना सुचवण्यात आल्या आहेत. यामध्ये डिजिटल शिक्षण, ऑनलाइन शालेय प्लेटफॉर्म, आणि स्मार्ट क्लासरूम्स यांचा समावेश करण्यात आला आहे. यामुळे, ग्रामीण भागातील शिक्षकांना ना शिक्षणाचे नवीन साधन मिळतील, आणि त्यांना स्मार्ट तंत्रज्ञानाचा वापर करून, अधिक प्रभावी शिक्षण देण्याची क्षमता मिळेल. शिक्षणात तंत्रज्ञानाच्या प्रभावी वापरामुळे ग्रामीण भागांतील शिक्षक जास्त सुसज्ज होतील. यामध्ये, शिक्षकांच्या क्षमता निर्माणासाठी प्रशिक्षण कार्यक्रम आयोजित केले जात आहेत, तसेच ग्रामीण भागांतील शिक्षकांना

ऑनलाईन प्रशिक्षण देऊन त्यांचे शिक्षण अधिक सक्षम बनवले जात आहे. NEP 2020 मध्ये, शिक्षक प्रशिक्षणाच्या माध्यमातून समावेशकता आणि साक्षरतेचा स्तर सुधारण्याच्या दिशेने योजनांची रचना केली आहे.

अपेक्षित परिणाम:

शिक्षक शिक्षणातील दरी कमी होण्याचे परिणाम म्हणजे शिक्षणाच्या गुणवत्ता सुधारणे. शिक्षक अधिक समर्पित आणि प्रशिक्षित होण्यामुळे ग्रामीण विद्यार्थ्यांना अधिक चांगले शिक्षण मिळू शकेल. यामुळे एकसारखी गुणवत्तापूर्ण शिक्षण पद्धती शहरी आणि ग्रामीण भागांत लागू होईल. यामुळे, ग्रामीण विद्यार्थ्यांना शिक्षणाच्या गुणवत्ता संबंधित समान संधी मिळतील, आणि ते शिक्षणाच्या सखोलतेवर अधिक प्रभावीपणे काम करू शकतील. ग्रामीण आणि शहरी भागातील शिक्षक शिक्षणाचे अनेक सकारात्मक आणि दूरगामी परिणाम दिसून येतात हे परिणाम शिक्षकांवरच नव्हे तर विद्यार्थी, शाळा आणि संपूर्ण समाजावरही चांगला प्रभाव टाकतात. शिक्षक शिक्षणाच्या कार्यक्रमांमुळे शिक्षकांच्या ज्ञानात आणि कौशल्यात वाढ होते, विद्यार्थ्यांच्या शैक्षणिक निष्कर्षांमध्ये सुधारणा होतात, शाळेतील वातावरणात सकारात्मक बदल होतात, तसेच शिक्षकांची प्रेरणा टिकून राहण्याचे प्रमाण वाढते, समुदाय आणि शाळेतील संबंध सुधारतात, ग्रामीण भागातील शिक्षणाच्या गुणवत्तेत वाढ होते, विद्यार्थ्यांसाठीच्या संधीची उपलब्धता निर्माण होते. त्यामुळे राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये ग्रामीण व शहरी शिक्षक शिक्षणाला महत्त्व दिले आहे. प्रभावी शिक्षक शिक्षणामुळे शिक्षणाच्या गुणवत्तेत वाढ होऊन एक सशक्त व प्रगतिशील समाज निर्माण होतो.

निष्कर्ष :

NEP 2020 च्या प्रभावी अंमलबजावणीमुळे भारताच्या शिक्षण क्षेत्रात मोठे बदल घडू शकतात. व्यावसायिक शिक्षण व शिक्षक शिक्षणाच्या सुधारणांमुळे, भारताच्या शिक्षण पद्धतीला समाजासाठी योग्य, रोजगारक्षम, सर्वसमावेशक आणि तंत्रज्ञानासोबत समकालीन बनवता येईल. विशेषतः, शहरी आणि ग्रामीण शिक्षणातील दरी कमी करणे, आणि व्यवसायिक शिक्षणास मुख्य प्रवाहात आणणे ही दोन महत्त्वाची धोरणे भारताच्या भविष्याचे स्वरूप बदलू शकतात. या धोरणांचा प्रभावी अंमलबजावणी केल्यास, भारत जागतिक स्तरावर एक शक्तिशाली शैक्षणिक व आर्थिक शक्ती म्हणून उभा राहू शकेल.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Sayma Akil Mirajkar***Shri Bapusaheb D.D. Vispute College of Education, New Panvel, Raigad*

Abstract

The National Education Policy (NEP) 2020 has brought a paradigm shift in the Indian education system by emphasizing holistic, multidisciplinary, and technology-integrated education. Among its key reforms, the integration of technology in teacher education stands out as a transformative move. This paper explores the role of technology in enhancing teacher training and professional development in alignment with NEP 2020. It delves into digital platforms, online learning modules, blended learning models, and ICT tools that are reshaping the teacher preparation landscape. The study draws insights from existing literature, policy documents, and current practices in Indian teacher education institutions. It examines how initiatives like SWAYAM, DIKSHA, NISHTHA, and virtual labs support pre-service and in-service teacher training. The research highlights both the opportunities and challenges posed by technological integration, such as accessibility, digital literacy, and infrastructure gaps. It also discusses the importance of continuous professional development and assessment through technology. The paper concludes by recommending strategies for effective implementation and sustainable use of technology in teacher education. Overall, the study emphasizes the potential of technology to democratize, personalize, and modernize teacher education, thereby fulfilling the goals of NEP 2020.

Keywords: NEP 2020, Teacher Education, Educational Technology, Professional Development, Digital Learning.

Introduction

The National Education Policy (NEP) 2020 envisions a shift toward a more inclusive, accessible and technology-driven education system in India. The policy emphasizes the use of technology in education to improve learning outcomes, enhance teacher training, and ensure lifelong learning opportunities for students and educators.

As part of this vision, NEP 2020 acknowledges the critical role of teachers in shaping the future of education and calls for a comprehensive reform of teacher education, focusing on continuous professional development and the integration of technology. Traditional teacher education in India has often been criticized for its reliance on outdated pedagogical methods, limited access to professional development resources, and a lack of flexibility in training models. With the advent of digital technologies, there is now an opportunity to reshape teacher education by providing teachers with modern tools, resources, and learning environments.

NEP 2020 recognizes the potential of technology to transform teacher education by offering new, innovative ways to develop teaching competencies, improve access to training, and provide personalized learning experiences. This paper explores how the integration of technology in teacher education, as envisioned by NEP 2020, can address the challenges faced by the

education system and contribute to the professional growth of educators. The paper examines existing initiatives and programs that are leveraging technology in teacher training and assesses the opportunities and barriers associated with the widespread adoption of digital tools in education.

Literature Review

The literature on teacher education under NEP 2020 highlights the increasing reliance on digital technologies to meet the evolving needs of educators. Central to this discussion are five foundational concepts—NEP 2020, Teacher Education, Educational Technology, Professional Development, and Digital Learning.

NEP 2020 is widely discussed as a transformative policy framework. According to KPMG and NITI Aayog (2020), it envisions the integration of technology not just in content delivery but in teacher empowerment and evaluation. Scholars emphasize that NEP 2020 serves as a guiding roadmap for technology-enabled teaching and learning in India.

Teacher Education is evolving from a static, pre-service model to a dynamic, lifelong learning process. According to Singh (2021), NEP 2020 emphasizes experiential learning, practice-based training, and the use of digital tools to make teacher education more relevant and effective. The inclusion of blended learning models is reshaping how teachers are prepared and supported throughout their careers.

Educational Technology is at the heart of this transformation. Mishra and Koehler's (2006) TPACK framework demonstrates how technology must be integrated with pedagogical and content knowledge. In India, platforms like DIKSHA and SWAYAM are prime examples of how educational technology is used to improve teacher competencies, as outlined by Sharma (2021).

Professional Development is no longer viewed as an isolated event but as a continuous journey. The literature, including work by Rao (2020), notes the role of digital platforms in offering modular, flexible, and on-demand training. This helps teachers stay current with pedagogy, technology, and content.

Digital Learning has expanded access to teacher education. According to UNESCO (2020), online and hybrid models are crucial in democratizing education and reaching teachers in remote and underserved areas. The success of programs like NISHTHA and PM eVIDYA confirms the potential of digital learning to make teacher education more inclusive.

Conclusion

The integration of technology in teacher education, as envisioned by NEP 2020, holds immense potential to revolutionize the way teachers are trained and supported throughout their careers. While several innovative initiatives are already in motion, their effectiveness depends on robust infrastructure, policy coherence, and the willingness of stakeholders to embrace change. Addressing the challenges of accessibility, digital literacy, and capacity building is essential for the successful realization of NEP 2020's goals.

With a strategic and inclusive approach, technology can bridge gaps, enrich pedagogical practices, and ultimately elevate the quality of education in India.

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LEARNER-CENTRIC EDUCATION UNDER NEP 2020**A PARADIGM SHIFT IN INDIAN EDUCATION****Bushra Khan***Shri Bapusaheb D.D. Vispute College of Education, New Panvel, Raigad*

Abstract

The National education policy [NEP] 2020 marks a transformative shift in India's educational landscape, emphasizing a learner-centric approach that prioritizes flexibility, inclusivity, and holistic development. This paper delves into the core principles of learner-centric education as outlined in NEP 2020, exploring its implication across various educational stages. Key feature includes the introduction of multidisciplinary curriculum, the adoption of the Academic Bank of Credits, and the implementation of the National Credit Framework, all design to provide students with the autonomy to tailor their educational journeys according to their interest and aptitudes. The policy also underscores the importance of integrating technology through initiatives like the National Educational Technology Forum, aiming to enhance accessibility and personalized learning experiences. Furthermore, NEP 2020 advocates for continuous formative assessments over traditional summative evaluations, fostering critical thinking and creativity.

Keyword : Learner-Centric, Nep2020, Paradigm Shift

INTRODUCTION

The National Education Policy (NEP 2020), introduced by the Government of India, represents a significant overhaul of the country's educational system, aiming to make it more holistic, flexible, and aligned with the needs of the 21st century. Central to this policy is the shift towards a learner-centric approach, which places students at the heart of the educational process, emphasizing their individual interest, ability and learning styles. It empowers learners to take ownership of their education, promotes critical thinking, creativity, and collaborative learning and emphasizes real world application of knowledge rather than a rote memorization.

VIEW

The concept of learner-centric education is not new and has been discussed extensively in global pedagogical research. Scholars like **JEAN PIAGET**, **LEV VYGOTSKY** have advocated for active, experience-based learning that responds to the developmental needs of children. Their theories have laid the foundation for modern learner-centered approaches that value students' engagement, inquiry, and collaborative learning. In the Indian context, the National policy on Education 1986 and its subsequent revision focused more on access and equity but not explicitly prioritize personalized learning paths. Research by the NCERT and UNESCO has pointed out the limitations of such traditional models, including lack of creativity, low student motivation, and high stress levels. Several studies indicate that rote learning, which has long dominated the Indian classroom, fails to build problem-solving skills and real-world application of knowledge. With the rollout of NEP 2020, there has been renewed focus on constructivism learning, where student gain

knowledge as per their experiences and interaction or activity. As per the policy document, education must move away from the rote learning culture to the constructivist learning that is creative, collaborative, explorative and joyful learning.

OBJECTIVES OF THE STUDY

This research aims to delve into the core concept of learner-centric education as defined under the National Education Policy 2020 and its practical relevance in the Indian education system.

The primary objectives are:

1. To define and understand the concept of learner-centric education in the global and Indian context.
2. To explore how NEP 2020 incorporates learner-centric principles in curriculum, pedagogy, and assessment.
3. To identify the benefits of implementing learner-centric approaches.
4. To examine the challenges associated with implementing these changes in a diverse and resource-constrained country like India.

Key Features Of Learner-Centric Education In Nep 2020

NEP 2020 introduces a wide range of reforms that collectively aim to transform Indian education into a more flexible, holistic, and learner-centered system. The following features reflect this shift:

1. Shift to a 5+3+3+4 Structure

- The policy replaces the traditional 10+2 system with a new 5+3+3+4 structure:
- Foundational Stage (5 years): Focus on play-based and activity-based learning.
- Preparatory Stage (3 years): Introduction to reading, writing, logic, and numeracy.
- Middle Stage (3 years): Emphasis on experiential learning, sciences, and mathematics.
- Secondary Stage (4 years): Multidisciplinary study, flexibility in subject choices, and critical thinking.
- This structure aligns better with the cognitive development of learners and reduces the rigidity of the old system.

Multidisciplinary and Flexible Curriculum

Students are encouraged to choose subjects across streams—arts, science, and commerce are no longer siloed. This allows learners to explore their interests and passions, fostering personalized learning paths. Vocational education, coding, and internships are also introduced from Grade 6 onwards.

Emphasis on Foundational Literacy and Numeracy (FLN)

Recognizing the critical need for early learning, the NEP introduces the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat). Early-grade education is made joyful, engaging, and tailored to children's individual learning levels.

Integration of Experiential and Inquiry-Based Learning

The policy promotes hands-on learning, critical thinking, and discovery-based methods.

Traditional rote learning is replaced with real-life problem solving, group activities, and projects, ensuring deeper understanding.

Holistic Report Cards and Continuous Assessment

NEP moves away from high-stakes exams and introduces formative assessments to evaluate cognitive, emotional, and social growth. Students are assessed by themselves (self-evaluation), peers, and teachers. Report cards are redesigned to include progress in life skills, attitudes, and values.

Promotion of Mother Tongue and Multilingualism

Till Grade 5 (and preferably up to Grade 8), instruction is recommended in the mother tongue or regional language. This enhances comprehension and engagement, particularly among rural and tribal students.

Integration of Technology

With platforms like DIKSHA, SWAYAM, ePathshala, and PM eVIDYA, NEP integrates digital tools to support remote and personalized learning. AI-driven platforms and mobile apps offer students a more interactive and adaptive learning experience.

Teacher Training and Role Reimagination

Teachers are seen not just as information providers but as facilitators and mentors. NEP 2020 recommends regular Continuous Professional Development (CPD) and a revamped National Curriculum Framework for Teacher Education (NCFTE) to prepare educators for this learner-focused role.

Emphasis on Values, Ethics, and Wellbeing

The curriculum includes training in empathy, emotional intelligence, environmental awareness, health, and fitness, promoting whole-child development beyond academics.

CHALLENGES IN IMPLEMENTATION

While the learner-centric model offers numerous benefits, its practical implementation faces multiple challenges:

Infrastructure Limitations

Many schools, especially in rural India, lack basic infrastructure—classrooms, libraries, labs, and electricity. Without these essentials, experiential and digital learning becomes difficult to implement.

Inadequate Teacher Training

Most Indian teachers are trained in traditional pedagogies. The transition to a facilitator role requires ongoing professional development and mindset shifts. Many teachers also lack the skills needed for using digital tools effectively.

Digital Divide

The integration of technology is a core part of learner-centric education, but millions of students still lack access to smartphones, laptops, or internet. This gap was especially evident during the pandemic.

Language and Cultural Diversity

India's linguistic and cultural diversity makes it challenging to design standardized content in regional languages, as suggested for the foundational stage. Translating quality educational materials into multiple local languages remains a resource-heavy task.

Assessment System Transition

Shifting from a marks-based evaluation to holistic, formative assessments is a major leap. Without clear rubrics, teacher training, and administrative guidance, schools find it hard to implement this shift effectively.

Administrative and Policy Gaps

The decentralized structure of Indian education means that states have the autonomy to implement NEP reforms at their own pace. This leads to inconsistent progress and lack of nationwide standardization.

ANALYSIS AND FINDING

The implementation of learner-centric education under NEP 2020 has begun to reshape the Indian education landscape, though its progress remains uneven. Based on analysis of pilot programs, policy reports, and secondary data, several significant findings emerge:

Increased Student Engagement and Motivation

Pilot programs in states like Karnataka, Kerala, and Delhi have shown that when learning is made interactive, contextual, and relatable, student engagement increases. Activity-based methods and choice in subject selection help learners feel more connected to their education.

Early-Grade Learning Improvement

The introduction of NIPUN Bharat has led to focused efforts in improving foundational literacy and numeracy. In districts where targeted interventions were made, early-grade learning outcomes showed measurable improvement, especially when teachers were trained in learner-friendly approaches.

Enhanced Teacher-Student Relationship

The role of teachers as facilitators encourages a more empathetic and supportive classroom environment. Teachers report better classroom interaction when students are allowed to explore topics and express opinions.

Digital Learning Expansion

The COVID-19 pandemic accelerated the use of online tools like DIKSHA, helping NEP's digital vision take shape. However, digital penetration varies widely, and rural areas still face barriers like poor connectivity and lack of devices.

Resistance and Readiness Gap

While private schools and progressive institutions have quickly adapted, many government schools and rural areas struggle due to a lack of resources, training, and awareness. Teachers in such areas often revert to traditional methods due to habit or limitations.

OPPORTUNITY & FUTURE SCOPE

NEP 2020 opens up a world of opportunity for transforming Indian education:

Long-Term Impact on Skill Development

By promoting critical thinking, creativity, and flexibility, learner-centric education can prepare students for 21st-century jobs and entrepreneurship. It encourages innovation, teamwork, and real-world problem solving.

Empowerment of Teachers

Teacher empowerment through professional development and autonomy can elevate the teaching profession, resulting in motivated and innovative educators who can guide learners effectively.

Strengthening Inclusive Education

A learner-focused approach supports inclusive practices by addressing the diverse needs of learners—catering to different learning speeds, languages, and abilities, including children with special needs.

Enhanced Global Competitiveness

By aligning with global best practices, India can create a more globally competitive workforce while retaining its cultural values. Cross-disciplinary learning and digital skills enhance international employability.

Boost to EdTech and Innovation

With the growing emphasis on digital platforms, India's EdTech sector stands to grow substantially, bringing personalized learning experiences to remote and underserved areas.

CONCLUSION

The National Education Policy 2020 represents a landmark effort to redefine Indian education through a learner-centric lens. By emphasizing flexibility, creativity, inclusivity, and holistic development, NEP 2020 has laid the foundation for a transformative learning ecosystem that can nurture future-ready citizens. However, the success of this ambitious vision hinges on effective and equitable implementation. Schools, teachers, parents, and policymakers must work together to overcome infrastructural, digital, and training-related hurdles. It is essential to ensure that learner-centric education does not remain a theoretical ideal but becomes a practical reality across the country's vast and varied educational landscape.

If implemented in its true spirit, NEP 2020 has the potential to create an education system that is joyful, relevant, and empowering for every child in India—laying the groundwork for a more knowledgeable, skilled, and empathetic society.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Ankita Waghmare***New Horizon Scholar's School, Thane West*

Abstract:

The National Education Policy (NEP) 2020 marks a paradigm shift in India's educational landscape, with technology playing a pivotal role in the modernization of teacher education. This paper explores the integration of digital tools and platforms in line with NEP 2020, focusing on enhancing teacher preparation, continuous professional development, and promoting inclusive and equitable access to training. NEP 2020 envisions a technologically empowered ecosystem where teachers are not only recipients of knowledge but also facilitators of 21st-century skills among learners. Key initiatives such as DIKSHA, NISHTHA, SWAYAM, and the proposed National Educational Technology Forum (NETF) reflect the policy's commitment to scalable, high-quality, and context-sensitive teacher training. By leveraging blended learning approaches, adaptive learning technologies, and data-driven feedback mechanisms, the policy supports personalized and need-based teacher development. Moreover, ICT integration into B.Ed. and in-service teacher training programs ensures digital competence is embedded into the professional fabric of teaching. This paper also examines the role of technology in democratizing access to education, particularly for teachers in rural and underserved areas. It discusses the potential of Artificial Intelligence (AI), e-learning platforms, and assistive technologies to foster inclusive practices, support multilingual education, and address the diverse learning needs of educators. In conclusion, NEP 2020 recognizes technology as a catalyst for change in teacher education. Its thoughtful and strategic use promises to bridge existing gaps, enhance pedagogical effectiveness, and prepare a new generation of educators equipped for the digital age. The paper critically analyses current implementations and proposes recommendations for optimizing technology use to meet policy goals effectively.

Keywords: NEP 2020, Teacher Education, Educational Technology, DIKSHA, Digital Learning, NETF, Inclusive Education

Introduction

The National Education Policy (NEP) 2020, introduced by the Government of India, aims to overhaul the Indian education system by focusing on holistic, flexible, multidisciplinary education suited to 21st-century needs. One of its key components is the integration of technology, especially in teacher education. Teachers are not only facilitators of knowledge but also key to implementing educational reform. The NEP 2020 underscores the urgent need to enhance teacher education and training by leveraging modern technological tools to create effective, inclusive, and scalable learning ecosystems. This paper discusses the transformative role of technology in teacher education as envisaged by NEP 2020. It explores how digital platforms, tools, and pedagogies are being deployed to improve the quality and accessibility of teacher training. It also examines the

challenges, policy implications, and future directions in integrating technology within teacher education.

Technology and the Vision of NEP 2020

NEP 2020 envisions a future-ready education system where technology is not a supplement but an enabler of learning outcomes. The policy recommends significant reforms in both pre-service and in-service teacher education. It calls for leveraging ed-tech solutions for continuous professional development, better learning outcomes, and improved accountability in the teaching profession.

Key objectives related to teacher education and technology under NEP 2020 includes:

- Development of online modules and training platforms
- Regular capacity-building through digital media
- Use of ICT in teacher training institutions
- Establishment of the National Educational Technology Forum (NETF)
- Creation of a comprehensive digital repository of teaching-learning content

Key Digital Initiatives Supporting Teacher Education

1. **DIKSHA Platform** - DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education launched by the Ministry of Education. It provides teachers with access to high-quality e-content, training modules, teaching aids, and performance assessment tools. NEP 2020 recommends the continued use and expansion of DIKSHA to support teacher capacity-building at scale.
2. **NISHTHA Program** - NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) is an integrated training program for teachers and school heads. Delivered through both online and offline modes, it aims to build competencies among educators. During the COVID-19 pandemic, NISHTHA's online format became essential in ensuring that training continued despite school closures, showcasing the resilience offered by digital education tools.
3. **SWAYAM and SWAYAM PRABHA** - These platforms provide Massive Open Online Courses (MOOCs) and telecast-based education via dedicated channels. Teachers undergoing pre-service training and in-service up skilling can access a variety of courses related to pedagogy, classroom management, and subject knowledge.
4. **National Digital Library and E-Content Repositories** - NEP 2020 encourages teachers to use e-resources like the National Digital Library (NDL), ePathshala, and other open educational resources (OERs) to enhance their content delivery and self-learning practices.

Pedagogical Transformation through Technology

NEP 2020 urges a shift from traditional rote-based learning to competency-based, experiential, and interactive pedagogies. Technology serves as a vital instrument in this transformation. Teachers trained with digital tools can adopt more learner-centric approaches such as:

1. **Blended Learning Models** - Blended learning combines face-to-face classroom methods

with computer-mediated activities. Teachers trained under this model can offer flexible learning environments that allow students to explore, practice, and apply concepts at their own pace. It enables teachers to become facilitators of learning, rather than just knowledge providers.

2. **Flipped Classrooms** - With teacher education integrating platforms like YouTube, SWAYAM, and DIKSHA, the flipped classroom model becomes easier to implement. Teachers assign video lectures and materials as homework and use class time for discussions, problem-solving, and hands-on activities. This requires training teachers not only in technology use but also in redesigning lesson plans to fit this paradigm.
3. **Project-Based and Inquiry-Based Learning** - Digital tools can help teachers design projects and inquiry-based tasks that foster creativity and critical thinking. For instance, teachers can guide students in using online databases, creating presentations, or collaborating through shared digital workspaces like Google Classroom or Microsoft Teams.
4. **Formative Assessment with Technology** - Technology allows teachers to integrate formative assessment seamlessly into their teaching practice. With apps like Kahoot, Google Forms, and AI-based platforms, teachers can track learning progress, identify gaps in real-time, and provide targeted feedback. Teacher education must, therefore, incorporate training in data-driven instructional strategies.

Case Studies and Best Practices

Case Study 1: DIKSHA Implementation in Maharashtra

Maharashtra has been a leading state in leveraging the DIKSHA platform for teacher training. Over 2.5 lakh teachers completed online training modules on digital pedagogy and foundational literacy in 2021. Teachers accessed bite-sized video content, quizzes, and reflection tasks through mobile apps, allowing flexible learning. The state government reported increased teacher engagement and improved instructional planning as a result.

Case Study 2: NISHTHA in Remote Tribal Regions

In states like Jharkhand and Odisha, the NISHTHA training program was delivered through a hybrid model, with local facilitators guiding small groups while leveraging digital content on smartphones and tablets. Despite limited internet access, the model succeeded due to community support, multilingual resources, and offline learning options. This highlights the importance of contextualizing technology integration in teacher education.

Case Study 3: Use of MOOCs in B.Ed. Programs

Private universities such as Azim Premji University and regional teacher education colleges have begun incorporating MOOCs into their B.Ed. curriculum. Courses on educational psychology, inclusive education, and curriculum design from SWAYAM and Coursera are used to supplement classroom lectures. This provides trainee teachers with global perspectives and broader academic exposure.

Building Digital Competency Frameworks for Teachers

For technology integration to be effective, it is critical to define clear digital competency benchmarks for educators. The NEP 2020, along with bodies like NCERT and NCTE, is working toward a national digital competency framework. Key domains include:

1. Digital Literacy: Basic proficiency in using devices, software, and the internet.
2. Pedagogical Use of ICT: Ability to design and deliver lessons using tech tools.
3. Assessment and Feedback: Use of digital tools for evaluating student learning.
4. Collaboration and Communication: Engagement with peers, students, and communities via digital media.
5. Professional Development: Participation in online training, webinars, and professional learning networks.

Embedding this framework in teacher training curricula ensures consistent standards and a shared language for digital capability across the country.

Role of Institutions in Technology-Integrated Teacher Education**1. NCTE and Curriculum Redesign**

The National Council for Teacher Education (NCTE) is central to overhauling teacher training programs in line with NEP 2020. It advocates for embedding digital modules, e-portfolio development, and ICT practicum as mandatory components in pre-service programs. It also encourages teacher educators to upgrade their own digital teaching competencies.

2. Teacher Education Institutes (TEIs)

TEIs must transition from being purely academic institutions to becoming centers of innovation and digital excellence. This involves:

- Upgrading ICT infrastructure (smart classrooms, LMS, content libraries)
- Hosting workshops on new-age pedagogies and ed-tech tools
- Partnering with EdTech firms and online learning platforms
- Encouraging action research and publication in the field of digital education

3. SCERTs and DIETs

State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs) play a pivotal role in customizing training modules based on regional needs. They also support large-scale implementation of digital teacher training at the grassroots level.

Equity and Inclusion in Tech-Driven Teacher Education

NEP 2020 emphasizes inclusive and equitable education, which must also extend to teacher training. However, technological interventions can risk widening existing inequalities if not planned carefully.

Bridging the Digital Divide

- Infrastructure Access: Government initiatives like PM eVIDYA and BharatNet aim to improve internet and device access in rural areas.
- Content in Regional Languages: Teacher training content should be developed in all

scheduled languages to ensure accessibility and inclusivity.

- Special Needs Education: Teachers must be trained to use assistive technology for learners with disabilities (e.g., text-to-speech tools, accessible video content).
- Community Learning Hubs: In regions with limited individual connectivity, schools or public libraries can serve as shared learning spaces for teachers.

Future Directions: Emerging Technologies in Teacher Education

1. Artificial Intelligence (AI)

AI can personalize learning pathways for teachers, provide automated feedback, and analyze learner data to suggest professional development plans. AI-driven teaching assistants and chatbots can support teacher inquiries on pedagogy and policy in real time.

2. Virtual Reality (VR) and Augmented Reality (AR)

Immersive technologies like VR can simulate classroom environments, helping pre-service teachers practice classroom management, lesson delivery, and student engagement strategies in a risk-free setting.

3. Learning Analytics

Advanced analytics tools can help education administrators evaluate the impact of teacher training programs, monitor learning outcomes, and optimize resource allocation.

4. Block chain for Credentialing

Block chain technology can offer secure and tamper-proof certification of teacher training, reducing paperwork and enhancing transparency in recruitment and promotion processes.

National Educational Technology Forum (NETF)

The NEP 2020 proposes the establishment of the National Educational Technology Forum (NETF) to spearhead the integration of technology in education. For teacher education, NETF will:

- Recommend technology solutions and standards
- Promote research in digital pedagogy
- Serve as a clearinghouse of best practices and innovations
- Advise on ed-tech policy and regulatory frameworks

The NETF will act as a bridge between academia, government, and the tech industry, ensuring evidence-based decisions and systemic coordination.

Conclusion

The National Education Policy 2020 presents a visionary roadmap to transform teacher education by harnessing the power of technology. It recognizes that empowered, well-trained teachers are essential to any meaningful reform in the education sector. Platforms like DIKSHA, NISHTHA, and SWAYAM have already begun reshaping professional development by making it more accessible, personalized, and effective. However, achieving the NEP's vision requires more than digital tools—it demands a cultural shift in how teacher education is conceived and delivered. Institutional reforms, equity-focused policies, infrastructure development, and sustained investment in digital capacity-building are all critical. Importantly, technology must be seen as a means to enhance—not replace—the human element in education. As India moves toward a

learner-centric, digitally enriched educational future, the teacher remains central. NEP 2020 ensures that teachers are no longer passive recipients of reform but active agents of change, equipped with the technological tools and pedagogical wisdom to inspire the next generation of learners.

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THE PLACE OF DIGITAL LEARNING IN INDIA'S NEP 2020

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Abstract

This study explores the role and integration of digital learning within the framework of the National Education Policy (NEP) 2020 in India. It analyzes the policy's emphasis on digital tools, platforms, and innovations aimed at enhancing access, equity, and quality in education. The research highlights key initiatives such as the National Educational Technology Forum (NETF), digital platforms like DIKSHA and SWAYAM, and examines challenges like the digital divide, infrastructure gaps, and training needs. The study concludes with suggestions for effective implementation and the future potential of digital education in achieving NEP 2020's transformative goals.

Introduction

The National Education Policy (NEP) 2020 has laid out a roadmap to transform the Indian education system, with a focus on holistic development, experiential learning, and the integration of technology. The NEP 2020 recognizes the importance of digital education and has emphasized the need for its integration into the school curriculum. In this article, we will discuss the key aspects of digital education for high schools under the NEP 2020. The NEP 2020 envisages a technology-enabled education system that will not only enhance the learning experience but also facilitate personalized learning and bridge the digital divide. Digital education will be an integral part of the curriculum, with a focus on developing digital literacy, critical thinking, and problem-solving skills. The NEP 2020 lays emphasis on the use of technology to provide high-quality education to students, irrespective of their geographical location. This is particularly important for students from remote areas who may not have access to quality education. The policy recommends the use of digital platforms, such as online classes and e-learning resources, to provide equal educational opportunities to all students.

Under the NEP 2020, digital education will be integrated into the curriculum in a phased manner, starting from the primary level. At the high school level, students will have access to a range of digital resources, including interactive learning tools, simulations, and online assessments. This will enable students to learn at their own pace and engage with the material in a more interactive and immersive manner. The NEP 2020 also emphasises the need to develop digital infrastructure in schools, including high-speed internet connectivity, digital devices such as tablets and laptops, and digital content. This will require significant investments from the government and private sector to ensure that all schools have access to the necessary resources. Another important aspect of digital education under the NEP 2020 is the development of digital pedagogy. Teachers will be trained to use digital tools and technologies to create engaging and interactive learning experiences for students. This will require a significant shift in teaching methods and a focus on developing digital teaching skills.

Digital Learning: Concepts and Importance : Digital learning is the use of technology to facilitate teaching and learning processes. It encompasses a broad range of tools and methods such as online courses, virtual classrooms, digital textbooks, educational apps, and interactive platforms. Digital learning shifts the traditional classroom experience into a more flexible, engaging, and accessible format that supports diverse learning needs and environments.

Concept of Digital Learning - At its core, digital learning integrates information and communication technology (ICT) into education. It supports both synchronous (real-time) and asynchronous (self-paced) learning. With platforms like SWAYAM, DIKSHA, and Google Classroom, learners can access quality educational content anytime and anywhere. It is not limited to the delivery of content but also includes assessments, feedback, collaboration, and adaptive learning based on data analytics.

Importance of Digital Learning - Digital learning has transformed the educational landscape, especially in response to disruptions like the COVID-19 pandemic. Its importance lies in:

- **Accessibility:** Students in remote or under-resourced areas can access the same quality content as those in urban centers.
- **Personalization:** It allows learners to progress at their own pace and revisit difficult concepts.
- **Engagement:** Multimedia content, gamification, and interactive tools make learning more engaging and effective.
- **Cost-Effectiveness:** It reduces the costs associated with physical infrastructure and printed materials.
- **Lifelong Learning:** It supports continuous education for all age groups, promoting skill development and professional growth.

Digital learning is not just a temporary shift but a fundamental evolution in education. With the right infrastructure, training, and policy support, it can bridge learning gaps, ensure equity, and foster a culture of innovation in teaching and learning.

Digital Learning in NEP 2020 - Digital Learning is expected to accelerate student enrolment into higher education and make quality education accessible to all through a range of measures, including online education and Open Distance Learning (ODL), keeping in view the needs of learners with disabilities and substantial increases in scholarships at private/ philanthropic universities for disadvantaged and underprivileged students. Additionally, online professional development interventions are expected to be strengthened and substantially expanded to meet the needs of quality education and ensure standardized offerings. HEIs can act as digital Nodal agencies and offer online and ODL programs. Further Credit transfers from SWAYAM can also be adopted. Activities that will be aimed to be covered in this pillar are adoption of SWAYAM by learners, ODL and Online Programmes offered by HEIs and adoption of SAMARTH by HEIs for digital administration.

Initiatives for Digital Learning (NETF, DIKSHA, SWAYAM) - Digital learning initiatives aim to leverage technology to enhance teaching and learning, making education more accessible,

flexible, and engaging. These initiatives include platforms like SWAYAM, DIKSHA, e-Pathshala, and PM eVidya, which offer online courses, interactive resources, and digital content. Additionally, virtual labs, blended learning approaches, and initiatives promoting digital literacy are also key components of digital learning strategies.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds): This platform provides a wide range of online courses, allowing students to learn from various institutions and experts.

DIKSHA (Digital Infrastructure for Knowledge Sharing): Developed by NCERT, DIKSHA offers interactive e-learning materials in multiple languages, fostering a more engaging and accessible learning experience.

e-Pathshala: This platform, also developed by NCERT, provides a repository of educational web resources for teachers, students, and other stakeholders.

PM eVidya: This initiative, launched by the Ministry of Education, aims to unify all digital education efforts and provide multi-modal access to education, particularly for school students.

Virtual Labs: These online simulations and labs allow students to conduct experiments and learn practical concepts remotely, expanding learning opportunities.

Blended Learning: This approach combines traditional classroom learning with online resources and activities, providing a more flexible and personalized learning experience.

Digital Literacy: Initiatives like the Digital India campaign and various state government programs focus on promoting digital literacy and ensuring universal access to online learning resources.

National Digital Library (NDL): This initiative provides access to a vast collection of digital books and resources, fostering research and learning.

National Repository of Open Educational Resources (NROER): This repository allows for the sharing and reuse of educational materials, promoting collaboration and innovation in education.

Opportunities and Future Prospects

Digital learning offers numerous opportunities and future prospects, including personalized learning experiences, enhanced accessibility, and innovative teaching methods, all while addressing the growing need for flexible and adaptive education. The future of digital learning is driven by trends like AI-powered personalized learning, immersive experiences through VR/AR, micro learning for bite-sized content, and gamification to enhance engagement. These advancements are transforming education by making it more accessible, engaging, and effective.

Opportunities:

Personalized Learning: Digital platforms can tailor learning experiences to individual needs and preferences, optimizing the learning process.

Accessibility and Inclusivity: Online learning breaks down geographical barriers and caters to diverse learning styles, making education more accessible to a wider audience.

Flexible and Adaptive Learning: Digital tools allow for flexible learning schedules and accommodate different learning paces, promoting self-directed learning and continuous

development.

Innovative Teaching Methods: Digital learning incorporates various technologies like VR/AR, gamification, and AI to create immersive and engaging learning environments.

Global Collaboration and Knowledge Sharing: Online platforms facilitate global collaboration and access to diverse knowledge sources, fostering a sense of community and expanding learning opportunities.

Conclusion:

NEP 2020 recognizes the transformative potential of digital learning in shaping a more inclusive, equitable, and effective education system. By focusing on digital infrastructure, content, platforms, teacher training, and inclusive practices, the policy aims to empower students and create a future-ready workforce. However, challenges remain in ensuring equitable access to digital resources, addressing the digital divide, and preparing teachers for the effective integration of technology in the classroom.

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ASSESSMENT REFORMS UNDER NEP 2020**Ashwini Singh***Tilak International School, Ghansoli, Navi Mumbai*

Abstract

A revolution in Indian education is marked by the NEP 2020, Which places an emphasis on critical thinking, holistic development & competency-based learning. NEP 2020 seeks to develop an educational system that is more inclusive and learner-centered by changing the nature of tests and evaluations. By moving away from rote learning and towards an extensive assessment framework, teachers can help students to get a deeper knowledge of their subjects, inspire creativity and build critical life skills. The New Education Policy was released under the Government of India Ministry of Education on 30 July 2020 with the motto of Education, Encourage and Enlightenment this is the first Education Policy to be released in the last 34 years of India. NEP emphasis on transforming assessment for optimizing learning and development of all students

Key Features of the HPC

- Developed by **PARAKH** under NCERT, the HPC integrates student achievements beyond exam scores.
- It aligns with the National Curriculum Framework for School Education (NCFSE), aiming to enhance evaluation methods.
- It includes sections like self-evaluation on post-school plans and a comprehensive accomplishments inventory.

The NEP 2020 aims to overhaul the Indian education system to make it more inclusive, flexible, and aligned with the needs of the 21st century.

National Education Policy (NEP) 2020:**1. Early Childhood Care and Education (ECCE)**

- Focuses on providing quality early childhood education for children aged 3-6 years through a play-based and activity-driven curriculum.

2. School Education Reforms

- **5+3+3+4 structure:** Introduces a new pedagogical structure covering foundational (ages 3-8), preparatory (ages 8-11), middle (ages 11-14), and secondary stages (ages 14-18).
- **Holistic Development:** Emphasis on critical thinking, inquiry-based, and discussion-based learning rather than rote learning.
- **Multilingualism:** Promotes learning in the mother tongue/local language up to at least Grade 5.

3. Flexibility in Subjects

- Students can choose subjects across streams (science, arts, commerce) in secondary school, encouraging a multidisciplinary approach.

4. Vocational Education

- Introduces vocational education from Grade 6 onwards with internships, aiming for 50% of students to be exposed to vocational training by 2025.

5. Focus on Foundational Literacy and Numeracy

- A mission to achieve universal foundational literacy and numeracy in primary school by 2025.

6. Inclusive and Equitable Education

- Special focus on disadvantaged groups, including children with disabilities, economically weaker sections, and socio-cultural minorities.

7. Higher Education Reforms

- **Multidisciplinary Education:** Encourages the establishment of multidisciplinary institutions and flexible curricula.
- **National Testing Agency (NTA):** Standardized entrance exams for higher education institutions.
- **Autonomy for Institutions:** Institutions of higher learning to be granted greater autonomy in academic, administrative, and financial matters.

8. Teacher Training and Development

- Continuous professional development for teachers, and stricter criteria for teacher recruitment.
- Teacher education programs to be revamped by 2030.

9. Technology Integration

- Focus on integrating technology in education through online learning, digital content, and the creation of virtual labs.

10. Assessment Reforms

- Shifts from summative to formative assessments that track continuous progress of students.
- Board exams to be made easier, with an emphasis on testing core competencies rather than memorization.

11. National Curriculum Framework (NCF)

- Updated curriculum framework to promote experiential learning, 21st-century skills, and holistic development.

12. Focus on Research and Innovation

- Establishment of the **National Research Foundation (NRF)** to foster a research culture in higher education institutions.

Features of Examination and Assessment in NEP 2020

The examination and assessment reforms in Indian schools aim to make the education system more comprehensive, equitable, and reduce stress among students. These reforms change the way students are evaluated and measured for progress.

The features of examination and assessment considered for reforms by NEP 2020 are:

- Regular, formative, and competency-based assessments
- Promotion of learning and development of students
- Focus on assessment for learning
- Testing higher-order skills such as analysis, critical thinking, and conceptual clarity
- Assistance in revising continuous teaching-learning processes to optimize learning throughout the schooling system
- Establishment of a new National Assessment Centre called PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)

Additionally, PARAKH will provide guidance to school boards based on the latest research findings and evaluation trends, as well as foster collaboration among the boards.

National Testing Agency (NTA) The NTA will develop high-quality, subject-specific tests for undergraduate, graduate, and university admissions. As an independent body, it will ensure assessments are designed to measure aptitude and core competencies effectively.

Advantages of the Assessment Reforms

- Regularly updating the teaching-learning process to focus more on student-centred learning.
 - Helping student's gain deeper understanding and practical knowledge while developing real-world skills.
 - Shifting from memorization to competency-based assessments that value actual knowledge and skills.
 - Reducing reliance on high-pressure exams.
 - Encouraging teachers to identify students' specific learning needs and use innovative teaching methods and ongoing assessments.
 - Providing students the freedom to choose subjects and levels based on their interests.
- Helping schools improve the quality of education

Conclusion:

Under the National Education Policy (NEP) 2020, important changes include introducing holistic assessments focusing on conceptual understanding and critical thinking. Board exams are now modular with two annual opportunities, reducing pressure. School exams occur only in classes 3, 5, and 8 to emphasize foundational learning. Additionally, the policy encourages formative assessments, competency-based learning, and the use of technology in evaluations. Examination reforms in education refer to changes in assessment practices to improve how students' knowledge and skills are evaluated.

These reforms focus on reducing stress, encouraging critical thinking, and promoting holistic development.

They include methods like continuous assessment, competency-based evaluation, and integrating technology, aiming to create a more effective, inclusive, and comprehensive education system.

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TEACHERS ATTITUDES AND READINESS TOWARDS TECHNOLOGY ADOPTION POST NEP 2020

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ABSTRACT

The National Education Policy (NEP) 2020 has set a progressive and ambitious vision for the integration of digital technology within the Indian education system. Central to the successful realization of this vision are the teachers, whose attitudes and readiness towards technology adoption play a critical role in shaping the effectiveness and inclusivity of digital learning initiatives. This paper explores the multifaceted dimensions of teachers' preparedness, perceptions, and willingness to adopt technology in their professional practice following the implementation of NEP 2020. Through a comprehensive review of policy documents, existing literature, and field-based evidence, the study identifies key enablers and barriers that influence technology adoption among educators. The analysis reveals that while many teachers demonstrate a positive outlook towards digital tools, significant gaps remain in terms of digital literacy, infrastructure access, contextual training, and institutional support. Factors such as age, experience, school location, and the availability of professional development programs are shown to have a direct impact on a teacher's readiness and confidence in using educational technology. The paper argues that successful technology integration requires more than the provision of devices or internet access—it demands a systemic approach that includes ongoing training, peer support, and the cultivation of a growth-oriented mindset among teachers. Additionally, it highlights the importance of localizing interventions to match diverse educational settings across India. The findings underscore the need for a sustained commitment from policymakers, school leaders, and teacher education institutions to build a digitally empowered teaching workforce.

INTRODUCTION

The National Education Policy (NEP) 2020 is a comprehensive framework aimed at overhauling the Indian education system to make it more holistic, flexible, and aligned with the needs of the 21st century. A major focus of this policy is the transformation of teacher education, with an emphasis on the use of technology as a key driver of quality and equity. Technology, as envisioned by NEP 2020, is not merely a supplementary tool but a core component of teacher training and development. It is seen as a means to democratize access to educational resources, enhance the effectiveness of pedagogy, and support continuous professional development. Digital initiatives like DIKSHA, SWAYAM, NISHTHA, and eVidya are enabling teachers across the country, including in remote and under-resourced areas, to access high-quality training modules, lesson plans, and teaching tools.

The policy also encourages the integration of Artificial Intelligence (AI), Virtual Reality

(VR), Augmented Reality (AR), and other emerging technologies to make learning more interactive and adaptive. Through personalized learning paths and real-time feedback systems, technology supports competency-based teacher education, moving away from one-size-fits-all approaches. Moreover, NEP 2020 emphasizes blended learning models, combining the strengths of traditional classroom instruction with the flexibility of online platforms. This is particularly crucial for lifelong learning, as educators are encouraged to upskill regularly to meet evolving educational standards and student needs.

In essence, NEP 2020 positions technology as a strategic enabler for building a future-ready teaching workforce—one that is skilled, inclusive, innovative, and empowered to deliver quality education at scale.

SIGNIFICANCE

The successful implementation of the National Education Policy (NEP) 2020 hinges not only on the availability of technological infrastructure but also on the willingness and preparedness of teachers to adopt and utilize these technologies effectively. As the policy emphasizes digital learning, online platforms, and ICT-enabled pedagogy, the role of teachers becomes central to this transformation. This study is significant because it addresses a critical question: Are teachers truly ready—both mentally and practically—to embrace the digital shift? Understanding teachers' attitudes toward technology adoption provides insight into their acceptance of policy changes and their perception of technology's relevance in improving teaching and learning. Readiness, on the other hand, reflects their actual ability to implement these changes, considering factors such as digital literacy, access to resources, training, and institutional support.

Factors Influencing Teachers' Attitudes and Readiness towards Technology Adoption Post NEP 2020

The National Education Policy (NEP) 2020 represents a paradigm shift in India's educational landscape, placing significant emphasis on the integration of technology to enhance teaching and learning. While the policy framework is visionary, its success largely depends on how well teachers—who are the frontline implementers—embrace and adapt to technological tools in their classrooms. Understanding the various factors that influence teachers' attitudes and readiness towards technology adoption is essential for shaping effective interventions, training programs, and support systems. These factors can be categorized into individual, institutional, infrastructural, psychological, and policy-related dimensions.

1. **Digital Competence and Skill Level** - One of the most direct influences on teachers' readiness to adopt technology is their existing level of digital literacy. Teachers who are proficient with basic digital tools, online platforms, and educational software tend to have a more positive attitude towards integrating technology in their teaching. On the other hand, a lack of familiarity can lead to anxiety, resistance, or avoidance. Thus, foundational ICT skills are a critical prerequisite for readiness.
2. **Access to Infrastructure and Resources** - Availability of reliable infrastructure—including computers, tablets, projectors, internet connectivity, and electricity—is a

significant factor. In many rural or under-resourced schools, the lack of functional devices and network access serves as a practical barrier to technology adoption. Teachers in such environments may develop negative attitudes out of frustration or due to repeated failed attempts at using digital tools.

3. **Professional Development and Training Opportunities** - Teachers who have access to well-designed, context-specific training programs are more likely to feel confident and willing to use technology. Ongoing professional development that includes hands-on experience, mentorship, and follow-up support helps teachers transition from being hesitant users to innovative practitioners. Moreover, when training aligns with their subject areas and classroom needs, it enhances both relevance and motivation.
4. **Institutional Support and Leadership** - The role of school management and leadership cannot be underestimated. Supportive principals, administrative encouragement, and a school culture that values experimentation and digital innovation can significantly boost teachers' attitudes. Conversely, environments that lack encouragement or impose top-down mandates without involvement often breed resistance.
5. **Perceived Usefulness and Ease of Use** - Drawing from the Technology Acceptance Model (TAM), teachers' perception of how useful and easy a technology is to use strongly influences their willingness to adopt it. If teachers believe that using technology will save time, improve student engagement, or simplify assessment, they are more likely to integrate it into their teaching practices.
6. **Age, Experience, and Teaching Background** - Demographic variables also play a role. Younger teachers or those who have recently undergone teacher education programs are often more comfortable with digital tools compared to older educators who may not have received formal ICT training. Additionally, teachers from urban or private schools typically report higher levels of readiness due to better exposure and institutional resources.
7. **Psychological Readiness and Attitude Toward Change** - Psychological factors such as self-efficacy, fear of failure, openness to change, and past experiences with technology deeply influence readiness. Teachers with a growth mindset are more inclined to take risks, learn from mistakes, and persist in the face of technical difficulties. On the other hand, fixed mindsets or past negative experiences can lead to aversion.
8. **Peer Influence and Community of Practice** - Collaboration among colleagues often encourages adoption. When teachers see their peers successfully using technology, they are more likely to try it themselves. A supportive community of practice, where educators share resources, discuss challenges, and offer feedback, can significantly improve both attitude and readiness.
9. **Policy Incentives and Recognition** - NEP 2020 encourages the use of digital tools but translating this into motivation requires clear incentives. Teachers are more willing to adopt technology when there is recognition—through certifications, awards, promotions, or even positive feedback from leadership. Without tangible acknowledgment, motivation may

wane over time.

10. **Curriculum Integration and Pedagogical Alignment** - Finally, teachers are readier to adopt technology when they can see a clear and practical alignment between digital tools and their teaching objectives. Tools that are embedded into the curriculum and support pedagogical goals—such as formative assessments, personalized learning, or project-based learning—make the adoption process more intuitive and purposeful.

CHALLENGES AND BARRIERS

The National Education Policy (NEP) 2020 has set forth a transformative agenda for the Indian education system, placing significant emphasis on the integration of technology into pedagogy, assessment, and professional development. While the policy is forward-looking, its success hinges largely on the attitudes and readiness of teachers to adopt digital tools. Despite the growing awareness of the value of educational technology, several challenges and barriers hinder effective adoption and dampen the enthusiasm and preparedness of educators. These challenges are multidimensional—spanning infrastructural, technical, pedagogical, psychological, and policy-related issues.

1. **Limited Access to Technological Infrastructure** - One of the most significant barriers is the lack of adequate infrastructure, particularly in rural and underserved areas. Many schools still lack basic requirements such as functional computers, reliable internet connectivity, electricity, or digital devices. Teachers in such contexts are unable to implement technology even if they are willing, which leads to frustration, disinterest, and eventual resistance toward digital adoption.
2. **Inadequate Digital Literacy and Technical Skills** - Many teachers, especially those trained under older education systems, lack the necessary digital skills to use educational technology confidently. This gap in digital literacy creates anxiety and self-doubt, negatively influencing their attitudes. Without structured and hands-on training, many educators struggle with even basic tasks such as creating digital content, using learning management systems, or conducting virtual classes.
3. **Lack of Context-Specific Training and Support** - While training programs like NISHTHA and DIKSHA exist, they often adopt a one-size-fits-all approach. Teachers require personalized, need-based, and subject-specific training that matches their pedagogical goals and classroom realities. The absence of follow-up support, mentorship, and peer networks further weakens the long-term impact of these training sessions, resulting in low confidence and poor readiness.
4. **Resistance to Change and Fear of Obsolescence** - Change in teaching practices often meets psychological resistance, especially when it disrupts long-standing routines. Many educators perceive technology as a threat to their traditional teaching identity or as a temporary trend. Additionally, fear of making mistakes in front of students, or being unable to manage tech failures, discourages adoption. This mindset becomes a serious barrier unless addressed through confidence-building initiatives and positive reinforcement.

5. **Time Constraints and Increased Workload** - Teachers often report that integrating technology adds to their workload rather than easing it, particularly when they are expected to create digital content, manage online platforms, and track student performance—all in addition to their existing responsibilities. With limited time and administrative support, even tech-positive teachers may find it impractical to sustain technology-based instruction.
6. **Policy-Implementation Gaps and Lack of Institutional Encouragement** - While NEP 2020 provides a broad vision, the absence of a clear roadmap for implementing technology at the ground level creates confusion. In many schools, there is a lack of structured ICT policies, budget allocations, or leadership direction. Without institutional backing and recognition, teachers may feel unsupported, further dampening their willingness to explore digital innovations.
7. **Socioeconomic and Digital Divide Among Students** - Teachers are also concerned about the digital divide among students. In mixed classrooms, where some students have access to devices and others do not, teachers find it difficult to maintain equity. This perceived unfairness discourages many from fully embracing digital methods, as they fear excluding or disadvantaging certain students.
8. **Lack of Incentives and Motivation Mechanisms** - In the absence of tangible rewards—such as promotions, certifications, recognition, or career advancement—teachers often lack the motivation to invest time and effort in mastering digital tools. The psychological cost of learning something new without acknowledgement can significantly lower enthusiasm and commitment.
9. **Language Barriers and Content Accessibility** - Many digital platforms and resources are primarily available in English or in limited regional languages. Teachers who are not fluent in the language of instruction on these platforms may feel alienated or find it difficult to use the tools effectively. This language gap reduces the inclusivity and reach of technology-enhanced learning.
10. **Technical Failures and Poor Maintenance** - Even when infrastructure is available, frequent technical glitches, software bugs, and lack of on-site technical support deter teachers from experimenting with digital tools. The absence of maintenance protocols or trained support staff can turn a small tech failure into a major teaching disruption.

CONCLUSION

The implementation of the National Education Policy (NEP) 2020 has ushered in a new era of educational transformation in India, with a pronounced emphasis on technology integration across all levels of learning. At the heart of this transformation lies the role of teachers, whose attitudes and readiness toward adopting technology determine the practical success of this ambitious reform. The policy acknowledges the centrality of the teacher in shaping student outcomes and recognizes the necessity for empowering educators to adapt to a digital age. However, the journey toward seamless technology integration in teaching practices is neither

automatic nor uniform. It is evident from emerging research and field experiences that teachers' attitudes towards technology adoption are influenced by a range of factors—including their digital literacy, access to infrastructure, institutional support, pedagogical training, and personal motivation. Where teachers demonstrate openness to change, willingness to learn, and confidence in their skills, technology is more likely to be used innovatively to enhance student engagement and learning outcomes. On the other hand, barriers such as lack of training, limited resources, resistance to change, and unclear policy implementation pathways continue to hinder progress in many educational settings, especially in rural and underserved areas.

RECOMMENDATION

The National Education Policy (NEP) 2020 has ushered in a transformative vision for India's education system, emphasizing the integration of technology to improve access, equity, and quality of learning. However, the success of this vision hinges largely on teachers—the primary facilitators of learning—being adequately prepared and positively inclined toward technology adoption. This essay outlines key recommendations to enhance teachers' attitudes and readiness for integrating technology in classrooms in alignment with NEP 2020.

1. **Strengthening Digital Competence Through Continuous Training** - While NEP 2020 recognizes the need for teacher training, there is a pressing requirement for robust, ongoing professional development programs focused on digital pedagogy. Training must go beyond basic ICT skills and include modules on blended learning, learning management systems, digital assessment tools, and content creation. These programs should be practical, hands-on, and tailored to different proficiency levels.
2. **Building Positive Attitudes Through Exposure and Mentorship** - Many teachers, especially in rural or traditionally run institutions, may feel overwhelmed or apprehensive about using technology. To build a more positive attitude, institutions can create peer mentoring systems where tech-savvy teachers support their colleagues. Showcasing success stories and small wins in using EdTech can also boost morale and build trust in digital tools.
3. **Ensuring Access to Infrastructure and Technical Support** - Attitudinal shifts are unlikely if teachers lack the necessary infrastructure to practice what they learn. Schools must prioritize investment in reliable internet connectivity, functional devices, and readily available technical support. Providing teachers with their own devices and stable internet connections can significantly increase their readiness and motivation to adopt technology.
4. **Embedding Technology in Pedagogical Practices** - Technology must not be treated as an add-on but rather as an enabler of effective teaching. Teachers should be encouraged and supported to integrate digital tools into everyday teaching strategies, such as using interactive simulations for science, virtual labs, or AI-based student assessments. Aligning technology use with curriculum goals helps reinforce its practical relevance.
5. **Addressing Psychological Barriers and Resistance to Change** - Resistance to technology often stems from fear of change or self-doubt. Policymakers and school leaders

should promote a growth mindset among educators by reinforcing that technology is a support, not a replacement. Encouraging experimentation, celebrating efforts regardless of outcomes, and creating non-judgmental environments for learning can help alleviate anxiety and resistance.

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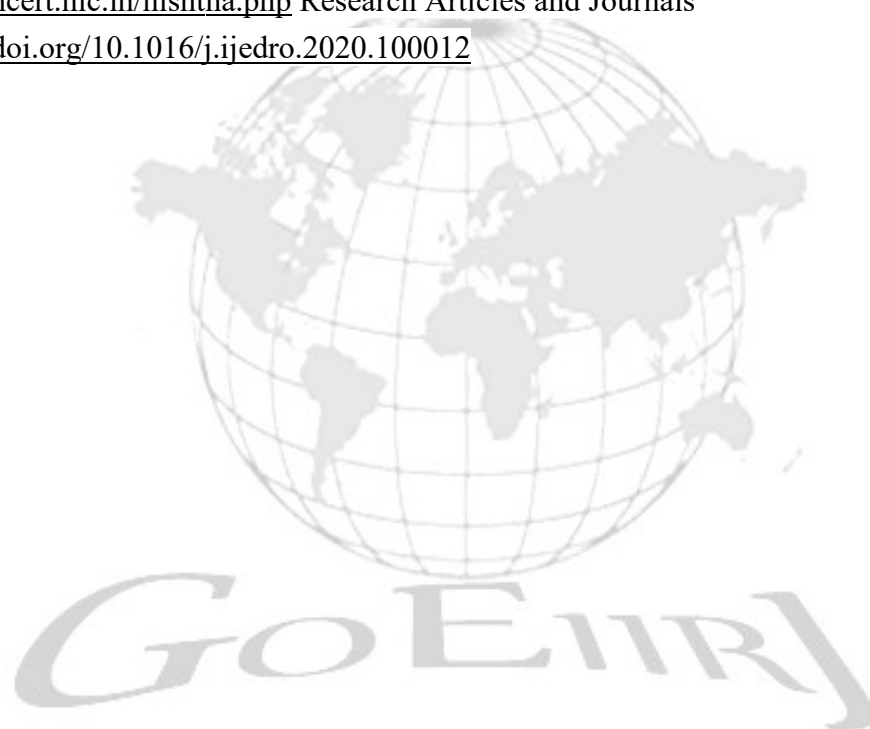
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LEARNER CENTRIC EDUCATION IN NEP 2020**Sippu Sapahiya***Shri Bapusaheb D. D. Vispute College of Education, New Panvel*

Abstract

NEP 2020 (National Education Policy 2020) highlights learning education significantly, changing the focus from rote learning to a more inclusive, flexible and student approach. This includes the stress of critical thinking, creativity, skills promotion to solve problems, and the same time exam and red learning stress. Most important features include the introduction of an interdisciplinary education, flexible learning paths, and the Academic Bank of Credit.

Key words: flexible learning path; red learning; interdisciplinary; learner centric; Academic bank; critical thinking

Introduction

NEP 2020 focuses on how guidelines are formulated to promote students organized approach and highlights personalized learning and active participation. We analyze guidelines for flexible learning, interdisciplinary research, the use of technology in education, and the contribution of these aspects to the learning environment for a learner. NEP 2020 highlights experimental learning, critical thinking, and the integration of art and science. A learner centric classroom is the need for the education to gain knowledge as every individual have there own way of learner and understanding of the concepts.

Important aspects of learning-oriented education in NEP 2020:

- **Interdisciplinary and holistic learning:** NEP 2020 promotes a curriculum that integrates a variety of themes and encourages students to explore different fields based on their interests and suitability.
- **Flexibility and multiple entry/exit points:** Students can now choose a course and its learning pace with options for entering or finishing the program in different phases.
- **Academic Bank of Credits:** This system allows students to accumulate credits for their learning, send credits between institutions, and create personalized learning paths.
- **Focus on 21st century skills:** NEP 2020 highlights the development of students analytical, creative, problem-solving skills and preparation for the future labor market.
- **Focus on research and innovation:** Politics promotes research and innovation by promoting science and industry cooperation and encouraging students to participate in research activities.
- **Technology Integration:** NEP 2020 aims to use technology to improve learning experiences through online courses, open educational resources and e-learning platforms.

Conclusion

The National Education Policy (NEP) 2020 embodies a transformative vision for education in India, placing learners at the center of the educational experience. By focusing on individual needs, promoting experiential and holistic learning, and implementing curriculum and assessment reforms, NEP 2020 aims to cultivate well- rounded, future ready individuals. The emphasis on teacher empowerment, technology integration, and inclusive education further enhances the policy's commitment to equity and accessibility. Ultimately, NEP 2020 seeks to equip students with the critical skills and competencies necessary to thrive in the 21st century, fostering a generation of innovative and adaptable learners.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Ms. Kamal Aisha***New Horizon Public School, Khanda Colony, Panvel, Raigad*

Abstract

The National Education Policy (NEP) 2020 represents a transformative shift in the Indian education landscape, with technology emerging as a core enabler in achieving its ambitious goals. A critical area of focus is teacher education, which is essential for ensuring the quality of schooling and overall learning outcomes. The policy emphasizes the integration of technology to provide continuous professional development, facilitate inclusive access, and promote pedagogical innovation. Various digital platforms like DIKSHA, SWAYAM, NISHTHA, and NDEAR are playing pivotal roles in transforming how teachers are trained, supported, and evaluated. However, this transformation is accompanied by challenges such as digital divide, infrastructure gaps, content quality issues, and resistance to change. This paper explores the role of technology in teacher education under NEP 2020, its implementation strategies, key platforms, benefits, challenges, and policy recommendations for inclusive and effective integration.

Keywords: NEP 2020, Teacher Education, Digital Learning, DIKSHA, EdTech, Online Training

I. Introduction

The NEP 2020 aims to overhaul the Indian education system by making it more holistic, flexible, multidisciplinary, aligned to the needs of the 21st century, and rooted in Indian ethos. One of the most notable shifts is the prioritization of technology in education, particularly in the domain of teacher education. Teachers are the cornerstone of any educational reform, and their preparedness, skills, and mindset directly influence student outcomes. With the advent of the Fourth Industrial Revolution, it is imperative that teacher education evolves with technological advancements. The NEP proposes the creation of robust digital infrastructure, high-quality e-content, and blended learning approaches for teacher training to enhance quality and equity in the teaching profession.

II. Importance of Technology in Teacher Education

Technology enables the democratization of access to quality training and professional development resources. Teachers in remote and rural areas, who often have limited access to conventional training programs, can benefit immensely from online learning. Additionally, technology supports continuous and lifelong learning, allowing teachers to update their skills as education policies and pedagogies evolve. It facilitates real-time feedback, performance tracking, peer learning, and collaboration. In a fast-changing educational ecosystem, technology empowers teachers to remain relevant, innovative, and effective.

III. NEP 2020 Provisions Related to Technology in Teacher Education

1. Establishment of the National Educational Technology Forum (NETF) to promote the use of technology.

2. Development of e-content in multiple languages for teacher training.
3. Integration of ICT-based pedagogies in teacher education curricula.
4. Encouragement for universities to adopt online and blended modes for teacher training programs.
5. Use of AI and data analytics to personalize teacher development.
6. Continuous Professional Development (CPD) through structured modules via online platforms.

IV. Key Technology Platforms in Teacher Education

1. DIKSHA (Digital Infrastructure for Knowledge Sharing): A flagship initiative offering digital content, teacher training modules, lesson plans, and assessments. It supports multiple Indian languages and offline access.
2. SWAYAM: Provides Massive Open Online Courses (MOOCs) for teachers on topics such as pedagogy, subject knowledge, and educational leadership.
3. NISHTHA: Offers online training for school heads and teachers, focusing on competency-based education and foundational literacy.
4. NDEAR (National Digital Education Architecture): Provides a framework for a federated and interoperable education ecosystem, integrating data and digital infrastructure to support teacher development.
5. ePathshala and Shiksha Vani: Supplement teacher resources with e-books, podcasts, and learning videos.

V. Benefits of Technology Integration in Teacher Education

- Equitable Access: Reaches teachers in remote and underserved areas.
- Personalized Learning: Adapts to individual pace and learning styles.
- Interactivity and Engagement: Use of multimedia and simulations enhances retention.
- Professional Networking: Online forums promote peer-to-peer learning and collaboration.
- Cost-Effective: Reduces travel and accommodation expenses.
- Quality Assurance: Centralized platforms ensure consistency and quality control.
- Real-Time Monitoring: Analytics help track teacher progress and engagement.

VI. Challenges in Implementation of Technology in Teacher Education

- Digital Divide: Lack of internet access and digital devices among teachers in rural India.
- Low Digital Literacy: Many teachers are not proficient in using digital tools.
- Language Barriers: Limited availability of content in local languages.
- Content Quality and Relevance: Need for contextualized and pedagogically sound resources.
- Lack of Motivation and Incentives: Teachers may not be motivated to pursue online training without proper incentives.
- Resistance to Change: Traditional mindsets and institutional inertia.
- Monitoring and Evaluation: Difficulty in assessing the true impact of online modules.

VII. Case Studies and Best Practices

States like Maharashtra, Kerala, and Karnataka have demonstrated effective use of DIKSHA and NISHTHA platforms. Kerala's KITE initiative offers specialized ICT training for teachers, while Maharashtra's integration of DIKSHA with WhatsApp during COVID-19 improved outreach. In Delhi, the SCERT has introduced blended professional development programs for government school teachers, enhancing engagement and learning outcomes.

VIII. Recommendations

1. Expand Digital Infrastructure: High-speed internet, electricity, and devices in rural schools.
2. Promote Digital Literacy: Integrate ICT training in pre-service and in-service programs.
3. Incentivize Participation: Link CPD completion with career progression.
4. Develop Multilingual Resources: Ensure inclusivity through regional content.
5. Encourage Blended Learning: Combine online and face-to-face methods.
6. Foster Public-Private Partnerships: Collaborate with EdTech companies for innovation.
7. Implement Quality Assurance Frameworks: Evaluate and update content periodically.
8. Use Data for Personalization: Leverage analytics to identify gaps and adapt content.

IX. Conclusion

Technology in teacher education under NEP 2020 offers a transformative opportunity to build a high-quality, inclusive, and future-ready teaching force. While the digital shift presents logistical and pedagogical challenges, strategic investments, inclusive policies, and stakeholder collaboration can make technology a sustainable pillar in teacher development. With robust implementation, India can create a generation of empowered educators who are equipped to meet the learning needs of the 21st century.

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VOCATIONAL EDUCATION OF INDIA THROUGH THE LENSES OF NEP 2020**Dr. Pritesh Rama Wadhe***Assistant Professor,**Shri Bapusaheb D.D.Vispute college of Education, New Panvel***And****Dr. Seema Nivrutti Kamble***Principal**Shri Bapusaheb D.D.Vispute college of Education, New Panvel*

Abstract:

Vocational education or Vocational Education & Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education. Vocational education in India encompasses a broad range of training programs designed to equip individuals with practical skills for specific trades and professions. These programs are often structured as standalone courses, apprenticeship programs, or through institutions like Industrial Training Institutes (ITIs). NEP 2020 aims to transform vocational education in India by integrating it with mainstream education and promoting vertical mobility. This includes creating dedicated skill development centers, emphasizing practical training through apprenticeships and internships, and fostering vertical mobility through frameworks like NSQF and NHEQF. The National Education Policy (NEP) 2020 faces several challenges in its implementation, particularly for vocational education. These challenges include inconsistent implementation across states, limited resources, teacher shortages, and difficulties in adapting to new teaching methods, especially in rural areas. Additional challenges include the need for better coordination and collaboration between stakeholders, standardization of vocational courses. The National Education Policy 2020 has given due importance to vocational education and the development of teacher skills to boost the employability and vocational skills of students at all levels. The initiation of NEP 2020 on vocational education is a step in the right direction, responded to by government financial assistance schemes that remove economic barriers. Prioritizing vocational education will help harness the full potential of India's youth and create a brighter future for all.

Key words: NEP 2020, reformations, Vocational Education, India**Introduction:**

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

education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of a higher education. Up until the end of the twentieth century, vocational education focused on specific trades such as for example, an automobile mechanic or welder, and was therefore associated with the activities of lower social classes. As a consequence, it attracted a level of stigma

The National Council of Vocational Education and Training (NCVET), established on December 5, 2018, serves as a comprehensive regulatory body aimed at ensuring quality in Technical and Vocational Education and Training (TVET) sector. It has taken over the roles previously held by the National Skill Development Agency (NSDA) and the former National Council of Vocational Training (NCVT). The NCVET aims to foster robust industry connections and implement effective regulations for diverse stakeholders to enhance outcomes. It establishes standards for Awarding Bodies and Assessment Agencies, addressing the issues caused by multiple regulators and inconsistent norms that have led to quality and outcome challenges in training. The NCVET's goal is to unify the fragmented regulatory system and infuse quality assurance throughout the entire vocational training value chain, thereby improving overall outcomes.

Types of vocational education in India

Vocational education in India covers several of training programs designed to equip individuals with practical skills for specific trades and professions. These programs are often structured as standalone courses, apprenticeship programs, or through institutions like Industrial Training Institutes (ITIs). Common areas of vocational training include:

Trades and Skills:

- **Agriculture and Farming:** Including horticulture, dairying, and poultry farming.
- **Information Technology:** Covering computer applications, digital marketing, and software development.
- **Healthcare and Paramedical:** Including medical lab technician training, physiotherapy, and nursing.
- **Business and Commerce:** Covering office management, accounting, and business administration.
- **Automotive and Mechanical:** Including car repair, mechanics, and automobile technology.
- **Electronics and Electrical:** Covering electrical technology, electronics, and related skills.
- **Construction and Building:** Including plumbing, masonry, electrical, and welding.
- **Beauty and Wellness:** Covering cosmetology, hair styling, and beauty treatments.

- **Hospitality and Tourism:** Including hotel management, food production, and tourism-related services.
- **Fashion and Design:** Covering fashion design, textile design, and related creative fields.

Specific Training Programs:

- **Industrial Training Institutes (ITIs):** Offer vocational training in various trades, including electronics, engineering, manufacturing, and construction.
- **Apprenticeship Programs:** Provide hands-on learning and experience in real-world work environments.
- **Standalone Courses:** Short-term courses focused on specific skills or trades
- **Minimum Competency Vocational Courses (MCVC):** Job-oriented courses for students after class 10, covering areas like commerce, engineering, agriculture, health, and home science.
- **National Skill Development Corporation (NSDC):** A government-backed initiative promoting skill development in key sectors.
- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** A flagship government scheme for skill development and vocational training.

History of Vocational Education of India

Vocational education in India has a rich history, evolving from initial recommendations to address the need for a skilled workforce to a more comprehensive approach today. This journey includes milestones such as Wood's Dispatch of 1854, which highlighted the need for vocational education, and subsequent commissions and committees such as the Kothari Commission (1966), which highlighted its importance for industrialization.

The approach has expanded to include vocational education in various sectors, such as industry and agriculture, with the government playing a major role in establishing institutions and programs.

- **Early Influence (1854):**

Wood's Despatch first proposed the introduction of vocational education at the secondary school level.

- **Commission and Committee Recommendations:**

The Indian Education Commission (1882), Hartog Review Committee (1929), and Sapru Enquiry Committee (1934) emphasized the vital role of vocational education in the country's economic development.

- **Post-Independence Push:**

The Kothari Commission (1966) highlighted the need for skilled workers as India moved towards industrialization, leading to increased focus on vocational training.

- **Government Initiatives:**

The Directorate General of Employment and Training (DGE&T) initiated the Craftsmen Training Scheme in 1950 to address the demand for skilled workers.

- **Five Year Plans:**

The Five Year Plans, particularly the Second and Third (1956-66), emphasized the expansion of vocational training facilities.

- **Shiva Rao Committee:**

Based on its recommendations, the administration of Industrial Training Institutes was transferred to State Governments in 1956.

- **National Policies and Frameworks:**

The National Skills Development Policy (2009) and the National Skills Qualification Framework (NSQF) have been key initiatives in promoting vocational education and skill development.

- **Recent Reforms:**

The National Education Policy (NEP) 2020 further emphasizes vocational education and its integration with mainstream education.

Perception of Vocational Education before NEP 2020

1. There is a problem of attitudes – Generally, in India, vocational education is associated with blue collar, low status jobs.
2. The link between vocational courses and labour market is very weak
3. Self-employed people who form the major portion of informal economy and also the major chunk of population is weak in providing training to these young people.
4. The structure of vocational education - The existing structure of vocational education is not well connected with other higher education possibilities.
5. Informational lacunae - Vocational education has two types of informational lacunae. One, Students do not know what job opportunities are there after doing a particular vocational course, and secondly, they do not know who can give information about the job opportunities after doing a particular vocational course. So, they do not have information and they do not know from whom they can get that information about the potential job opportunities after doing vocational courses.

As per the 12th Five Year Plan document, just 5% of people between the ages of 19 to 24 received vocational education.

Prime Minister Narendra Modi, in his first Independence Day speech in 2014, laid clear his priorities for an Atmanirbhar Bharat.

He said, “Ramping up skills, particularly in trades, through vocational education has emerged as a recurrent and increasingly critical priority for India.” He also highlighted the unique demographic dividend of India when he listed the 4D factors (Democracy, Demography, Demand and Decisiveness) that make India an attractive destination for investors. For the first time, the policy speaks at length about the measures to be taken by the ministry in the field of vocational education. The policy talks about revolutionary changes that are being brought in the entire educational system with respect to vocational education

Financial assistance programs by government to support vocational education

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY): A flagship scheme by the Ministry of Skill Development and Entrepreneurship (MSDE), offering industry-relevant skill training, short-term programs, Recognition of Prior Learning (RPL), and financial assistance for training and assessment fees.
- National Safai Karamcharis Finance & Development Corporation (NSKFDC): Provides financial assistance to youth from target groups, offering loans up to ₹4,00,000 at low interest rates.
- Vocational Training in Tribal Areas: The Ministry of Tribal Affairs funds tuition, training materials, and boarding for vocational training in tribal areas. More details: Vocational Training.
- Craftsmen Training Scheme (CTS): Overseen by the Directorate General of Training (DGT), MSDE, it provides structured skill-based training through Industrial Training Institutes (ITIs) with courses lasting 6 months to 2 years. More details: CTS.
- Scheme for Higher Education Youth in Apprenticeship and Skills (SHREYAS): A Ministry of Education initiative integrating apprenticeships into higher education to enhance employability. More details: SHREYAS.

NEP 2020 recommendations for vocational education

- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. (NEP 2020: Principles)
- A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12. (NEP Para 3.1)
- The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the middle stage, but with greater depth, attention to life aspirations, flexibility and student choice of subjects. In particular, students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired. (NEP Para 4.2)
- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. (NEP Para 4.9)
- Integration of vocational education programmes into mainstream education in a phased manner, including beginning with vocational exposure at early ages in middle and secondary school. (NEP Para 16.4)
- ‘LokVidya’, i.e., important vocational knowledge developed in India, will be made

accessible to students through integration into vocational education courses. (NEP Para 16.5)

- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. Ministry of Human Resource Development (renamed as Ministry of Education) will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. (NEP Para 16.6)
- Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries. (NEP Para 16.7)
- The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for recognition of prior learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across ‘general’ and vocational education. (NEP Para 16.8)

Challenges in vocational education after NEP 2020

The National Education Policy 2020 faces several challenges in its implementation, especially in the area of vocational training. These include uneven implementation between states, limited recursion, teacher shortages, and difficulties in adapting to new teaching methods, especially in rural areas. Other challenges include the need for better coordination and collaboration among stakeholders, standardization of vocational training courses, and the need to address the mismatch between the skills taught and the needs of the sector.

- **Inconsistent Implementation:**
NEP 2020's implementation varies across states due to differing resource levels and priorities.
- **Limited Resources:**
Insufficient funding and infrastructure are major hurdles, especially in rural areas.
- **Social Hierarchy Issues:**
Addressing social perceptions about vocational education as a lower status career can be challenging.

- **Bridging Formal and Informal Education:**
Integrating informal learning experiences into formal vocational education can be difficult.
- **Digital Divide:**
While NEP 2020 emphasizes technology, the existing digital divide can hinder equitable access to technology-driven learning solutions, especially in rural areas.
- **Teacher Shortages:**
There's a lack of qualified vocational teachers and trainers, especially in specialized fields.
- **Adaptation to New Methods:**
It can be difficult to adopt new teaching methods, especially in rural areas where digital access and infrastructure may be limited.
- **Lack of Stakeholder Engagement:**
Effective collaboration between higher education institutions, industry, government, and civil society is crucial for designing and delivering relevant vocational programs.
- **Standardization and Quality Assurance:**
Variations in curriculum, duration, and certification across institutions can create inconsistencies in the quality of vocational education.
- **Mismatch between Supply and Demand:**
Vocational institutes may not be adequately preparing students for the demands of the current job market.
- **Outdated Curricula:**
Curricula may not be aligned with the evolving needs of the industry, leading to a skill gap.

Opportunities in Vocational Education after NEP 2020

NEP 2020 aims to transform vocational education in India by integrating it with mainstream education and promoting vertical mobility. This includes creating dedicated skill development centers, emphasizing practical training through apprenticeships and internships, and fostering vertical mobility through frameworks like NSQF and NHEQF. The policy also focuses on enhancing teacher training and promoting collaboration between educational institutions and industry experts.

1. Integration and Mainstreaming:

- NEP 2020 emphasizes integrating vocational education with mainstream education, making it accessible to a wider range of students.
- This includes incorporating vocational subjects into the school curriculum and higher education programs.

2. Vertical Mobility:

- The policy promotes vertical mobility through frameworks like the National Skills

Qualification Framework (NSQF) and the National Higher Education Qualifications Framework (NHEQF).

- This allows students to progress from vocational training programs to higher education and advanced skills development.

3. Skill Development Centers:

- NEP 2020 aims to establish dedicated skill development centers across the country.
- These centers will provide state-of-the-art equipment, infrastructure, and resources for training.

4. Emphasis on Practical Training:

- The policy emphasizes hands-on training, apprenticeships, and internships to bridge the gap between academia and industry.
- This ensures students gain practical skills and experience relevant to their chosen fields.

5. Teacher Training and Development:

- NEP 2020 recognizes the importance of trained vocational teachers.
- The policy promotes ongoing training programs for teachers, including inviting industry experts to conduct training.

6. Collaboration and Partnerships:

- The policy encourages collaboration between educational institutions, industry, and research institutes.
- This facilitates the exchange of knowledge, resources, and expertise, ensuring vocational education is relevant to industry needs.

7. Open and Distance Learning:

- The policy also supports the development of open and distance learning (ODL) programs for vocational education, making it accessible to a wider range of learners, including dropouts from the formal system.

Major transformations related vocational education as per NEP2020

1. It establishes that it will expand the scope of school education to facilitate multiple learning pathways, including formal and informal education modes. For the first time in the history of modern India, informal education is also included in the policy.
2. It abolishes the separation between the professional and academic branches, and will give students greater flexibility and choice of appointments, especially in secondary education, including appointments in arts and crafts, physical education and vocational skills. This dramatic separation has generated stereotypes about vocational education. I have come to the point of putting this to rest. Assignments such as vocational skills, scientific, human and mathematical skills will be incorporated throughout the school curriculum.
3. In secondary education, the introduction to vocational training will begin in the sixth grade. It turns out that every child must learn at least one profession and be exposed to many others. With the exposure of temporary ages in middle and secondary school, quality vocational

training will be seamlessly integrated into higher education. Important professional office practices, such as carpentry, electricity, metalwork, gardening, alfarery, etc., will be carried out, depending on the states and local communities, in grades 6-8.

4. It allows for a 10-day period without abundance, sometime during grades 6-8, to do internships with local professional experts, such as carpenters, gardeners, educators, artists, etc. It offers similar internship opportunities to learn vocational subjects to students during grades 6-12, including vacation periods.
5. The policy proposes to integrate vocational training into the educational offerings of all secondary schools of gradual formation over the next ten years. "All schools" is the key.
6. Vocational training courses will also be available to students enrolled in all other degree programmes, including four-year multidisciplinary programmes .
7. Higher education institutions will also be able to impart short-term certificate courses in various skills, including interpersonal skills. "LokVidya," he says, important knowledge developed in India, will be accessible to students through its integration into vocational training courses.

Conclusion:

The National Education Policy 2020 has given due importance to vocational education and the development of teacher skills to boost the employability and vocational skills of students at all levels. The quality of VET will improve through the identification, design and development of vocational courses that are in line with common norms and skill standards identified at the national level. The accreditation of vocational courses and the registration of teachers also improve the quality and sustainability of VET programs and must include the process of selection and recruitment of the teacher, selection of the student, teaching of the course, evaluation and awarding of qualifications to students. The administration and management of the overall VET system and delivery of learner support services requires a robust capacity building system of stakeholders at all levels, i.e., national, state, district and institutional levels. There is a need to identify and share best practices in vocational education and training across levels focusing on specific criteria that can be replicated across institutions in relevant areas to promote effectiveness on pedagogical and other aspects of VET implementation. Vocational education has the potential to transform India's youth, including children with special needs, with practical skills for employment and self-reliance. The initiation of NEP 2020 on vocational education is a step in the right direction, responded to by government financial assistance schemes that remove economic barriers. Prioritizing vocational education will help harness the full potential of India's youth and create a brighter future for all.

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THE ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Ms. Amruta Ajit Manjrekar.***Shri Bapusaheb D.D Vispute College of Education, New Panvel*

Abstract

The National Education Policy (NEP) 2020 has introduced transformative reforms aimed at revitalizing India's education system, with a strong emphasis on the integration of technology, particularly in teacher education. Technology is seen as a catalyst for enhancing teacher preparation, professional development, pedagogy, and assessment practices. NEP 2020 envisions leveraging digital tools to create a more inclusive, equitable, and efficient education ecosystem, ensuring that teachers are equipped with 21st-century skills. This paper explores the role of technology in pre-service and in-service teacher training programs under NEP 2020, examining initiatives such as SWAYAM, DIKSHA, and NISHTHA. It also critically evaluates the challenges in implementation, including issues of digital access, teacher readiness, and infrastructural constraints. Furthermore, the paper discusses innovative strategies such as blended learning, AI-based learning platforms, and virtual simulations that are shaping the future of teacher education. Through a qualitative analysis of policy documents, government reports, and existing literature, this study concludes that while technology holds immense potential for democratizing and enhancing teacher education, successful integration requires strategic planning, robust infrastructure, continuous support, and capacity building. The findings underscore the necessity for ongoing research and policy adaptations to ensure that technology effectively serves its purpose in teacher education reform.

Keywords : Teacher Education, NEP 2020, Educational Technology, Digital Learning, Professional Development

Introduction

The landscape of education in India is undergoing a monumental shift with the implementation of the National Education Policy (NEP) 2020. Recognizing the pivotal role teachers play in shaping the future of learners, NEP 2020 places a strong emphasis on revamping teacher education to meet the demands of the 21st century. Central to this reform is the integration of technology to support teacher preparation, ongoing professional development, and pedagogical innovation. Technology is not only viewed as a tool for learning but also as a facilitator for making education more inclusive, accessible, and efficient. This paper explores how technology is reshaping teacher education under NEP 2020, discusses major technological initiatives, identifies key challenges, and offers recommendations for effective integration.

Literature Review

Teacher education has long been recognized as a cornerstone of educational quality (Darling-Hammond, 2006). Traditional teacher education models often relied on face-to-face interactions, with limited use of technological tools (Korthagen, 2010). However, global trends in digitalization have demonstrated that technology can enhance instructional practices, offer diverse

learning experiences, and provide teachers with continuous professional support (Mishra & Koehler, 2006). In the Indian context, various studies prior to NEP 2020 highlighted the need for technological integration in teacher education (Bansal, 2018). The COVID-19 pandemic further accelerated the adoption of digital tools, underscoring the importance of technology in maintaining educational continuity (Jena, 2020). NEP 2020 builds on this momentum, positioning technology as a key enabler for achieving its ambitious goals.

Technology and Teacher Education Under NEP 2020

NEP 2020 envisions a complete overhaul of teacher education by 2030, making it multidisciplinary, integrated, and technology-driven. The policy emphasizes the use of technology across four major areas: Teacher Preparation, Professional Development, Pedagogical Innovation, and Assessment and Evaluation. The focus is not merely on using technology but on transforming the very nature of teaching and learning.

Major Initiatives and Platforms

Several digital platforms and initiatives have been launched or expanded to support NEP 2020's vision for teacher education, including SWAYAM, DIKSHA, NISHTHA, and VidyaDaan.

Challenges and Barriers

Despite the promising prospects, integrating technology into teacher education faces several obstacles, including the digital divide, technological readiness, infrastructure constraints, resistance to change, and the variability in the quality of digital content.

Strategies for Effective Integration

To harness the full potential of technology in teacher education, strategies such as capacity building, blended learning models, infrastructure development, contextualized content development, monitoring and evaluation, and incentivizing digital competence are recommended.

Conclusion

The NEP 2020 offers a visionary blueprint for transforming teacher education through the integration of technology. While initiatives like SWAYAM, DIKSHA, and NISHTHA mark significant steps toward this goal, successful implementation depends on overcoming challenges related to access, readiness, and infrastructure. The future of teacher education in India is undoubtedly digital, but it must be inclusive, accessible, and pedagogically sound to truly fulfill the promises of NEP 2020.

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राष्ट्रीय शैक्षणिक धोरण २०२०: पाच पायाभूत स्तंभ

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सारांश :

शिक्षण मंत्रालयाने नवीन राष्ट्रीय शिक्षण धोरण २०२० जारी केले आहे आणि ते भारतातील प्रत्येक मुलाला शिक्षणाची सुविधा मिळावी यासाठी डिजिटल आणि ऑनलाइन शिक्षणावर लक्ष केंद्रित करते. NEP धोरण २०२० भारतीय शिक्षण प्रणाली पूर्णपणे बदलू इच्छिते आणि २०३० पर्यंत भारताला "जागतिक ज्ञान महासत्ता" बनवू इच्छिते. शिक्षणातील आधुनिक तंत्रज्ञानाचा फायदा घेऊन, NEP धोरण २०२० आपली उद्दिष्टे साध्य करण्याची योजना आखत आहे. राष्ट्रीय शिक्षण धोरणाचे वर्णन करताना आपले पंतप्रधान श्री. नरेंद्र मोदी म्हणाले, "राष्ट्रीय शिक्षण धोरण २१ व्या शतकातील भारताचा पाया रचेल. आपण अशा युगात जात आहोत जिथे व्यक्ती आयुष्यभर एकाच व्यवसायात अडकून राहणार नाही. अशा प्रकारे, त्याला सतत स्वतःला पुन्हा कौशल्य आणि कौशल्य वाढवावे लागेल. राष्ट्रीय शिक्षण धोरण तयार करताना आम्ही हे वादात ठेवले आहे आणि त्यामुळेच ही काळाची गरज का आहे हे स्पष्ट होते. तरुणांना इंटरनेट वापरण्यासाठी पायाभूत सुविधा आणि डिजिटल आघाडीवर उपलब्ध असलेले अफाट ज्ञान त्यांच्या फायद्यासाठी उपलब्ध करून देण्याचा हा एक प्रयत्न आहे. शिक्षणासाठी हा खरोखरच एक समग्र दृष्टिकोन आहे जो आपली शिक्षण व्यवस्था आणि आपल्या तरुणांना अधिक लवचिक बनवतो. आपल्या सध्याच्या शिक्षण व्यवस्थेत, आपण 'काय विचार करायचा?' यावर लक्ष केंद्रित केले आहे, तर NEP मध्ये 'कसे विचार करायचे?' यावर लक्ष केंद्रित केले आहे.

Keywords: मुख्य शब्द- राष्ट्रीय शैक्षणिक धोरण, पायाभूत, पाच स्तंभ, अंमलबजावणी

प्रस्तावना :

नवीन राष्ट्रीय शिक्षण धोरण २०२० हे २१ व्या शतकातील पहिले शिक्षण धोरण आहे. हे १९८६ मध्ये प्रसिद्ध झालेल्या आणि १९९२ आणि १९९८ मध्ये सुधारित केलेल्या शिक्षणावरील मागील राष्ट्रीय धोरणाची जागा घेते. २०२० चे राष्ट्रीय शिक्षण धोरण पाच स्तंभांवर आधारित आहे: प्रवेश, समानता, गुणवत्ता, परवडणारी क्षमता आणि जबाबदारी. हे स्तंभ २१ व्या शतकातील विद्यार्थ्यांच्या गरजा पूर्ण करण्यासाठी डिझाइन केलेले आहेत. नवीन राष्ट्रीय शिक्षण धोरण २०२० सर्व शाळा आणि महाविद्यालयांना डिजिटल होण्यासाठी आणि त्यांचे अभ्यासक्रम लवचिक, समग्र आणि बहु-विद्याशाखीय बनवण्यास प्रोत्साहित करते. उदयोन्मुख डिजिटल तंत्रज्ञानाशी जुळवून घेण्यासाठी आणि शिक्षणाच्या सर्व स्तरांवर अध्यापन आणि शिक्षणासाठी तंत्रज्ञानाचा वापर करण्याचे महत्त्व लक्षात घेण्यासाठी, धोरण २०२० खालील प्रमुख उपक्रमांची शिफारस करते. २१ व्या शतकाच्या गरजा आणि शाश्वत विकासाच्या उद्दिष्टांशी सुसंगत शिक्षण व्यवस्थेत परिवर्तन घडवून आणण्याचे उद्दिष्ट या धोरणाचे आहे. २०२० मध्ये संज्ञानात्मक, भावनिक आणि मानसोपचार कौशल्यांच्या विकासावर भर देण्यात आला आहे, ज्यामुळे शिक्षणाकडे समग्र दृष्टिकोन वाढतो. हे धोरण विद्यार्थ्यांना विविध विषय आणि विषयांचा शोध घेण्यास प्रोत्साहित करते, विषय क्षेत्रांमधील पारंपारिक अडथळे दूर करते. २०२० चे उद्दिष्ट अधिक लवचिक शिक्षण प्रणाली तयार करणे आहे, ज्यामुळे विद्यार्थ्यांना त्यांच्या आवडी आणि गरजांनुसार त्यांचे अभ्यासक्रम आणि शिक्षण मार्ग निवडता येतील. हे धोरण शिक्षण वाढविण्यासाठी आणि शिक्षण अधिक सुलभ करण्यासाठी तंत्रज्ञानाच्या वापरास प्रोत्साहन देते.

थोडक्यात, २०२० चे उद्दिष्ट अधिक समावेशक, लवचिक आणि संबंधित शिक्षण प्रणाली तयार करणे आहे जी

विद्यार्थ्यांना २१ व्या शतकातील आव्हाने आणि संधींसाठी तयार करते आणि त्याचबरोबर भारताचा समृद्ध सांस्कृतिक वारसा जपते.

राष्ट्रीय शैक्षणिक धोरण २०२० (National Education Policy 2020 - NEP 2020) हे भारताचे नवीन शैक्षणिक धोरण आहे, ज्यामध्ये शिक्षण प्रणालीतील मूलभूत बदल सुचवले गेले आहेत. या धोरणाचे पाच मुख्य स्तंभखालीलप्रमाणे आहेत:

१. प्रवेश योग्यता (Access):

अर्थ: शिक्षणाच्या संधी देशातील प्रत्येक नागरिकापर्यंत पोहोचवण्याचा उद्देश.

महत्वाचे मुद्दे:

- बालवाडीतून उच्च शिक्षणापर्यंत सर्व पातळ्यांवर प्रवेश सुलभ करणे.
- ग्रामीण, आदिवासी, अल्पसंख्याक आणि विशेष गरज असलेल्या विद्यार्थ्यांसाठी योजना.
- शाळा सोडणाऱ्यांना पुन्हा शिक्षणाच्या मुख्य प्रवाहात आणण्यासाठी "बॅक टू स्कूल" कार्यक्रम.

२. समानता (Equity):

अर्थ: शिक्षणात सामाजिक आणि आर्थिक अडथळे दूर करून सर्वांना संधी देणे.

महत्वाचे मुद्दे:

- SC, ST, OBC, दिव्यांग आणि महिला विद्यार्थ्यांना विशेष प्रोत्साहन.
- आर्थिक दुर्बल घटकांसाठी शिष्यवृत्ती योजना आणि टाळेबंदी धोरण (Reservation Policy) कायम.
- स्थानिक भाषेतील शिक्षणामुळे समावेश वाढतो.

३. गुणवत्ता (Quality):

अर्थ: शिक्षणाची गुणवत्ता जागतिक स्तरावर उभी राहावी.

महत्वाचे मुद्दे:

- पारंपरिक ज्ञान आणि आधुनिक कौशल्यांचे एकीकरण.
- शिक्षक प्रशिक्षण, मूल्यांकन पद्धती सुधारणा.
- विद्यार्थ्यांमध्ये चिंतनशक्ती, विश्लेषण, संवाद कौशल्य वाढवण्यावर भर.
- NCF (National Curriculum Framework) चे नवे स्वरूप.

४. परवडणाऱ्या किंमतीत शिक्षण (Affordability):

अर्थ: शिक्षण सर्वसामान्यांच्या आवाक्यात राहावे.

महत्वाचे मुद्दे:

- सरकारी शाळांमध्ये मोफत व सक्तीचे शिक्षण (6 ते 14 वर्षे).
- उच्च शिक्षणात खर्च कमी करण्यासाठी विविध योजना.
- डिजिटल शिक्षणाच्या माध्यमातून शिक्षणाचा खर्च घटवणे.

५. उत्तरदायित्व (Accountability):

अर्थ: शिक्षण क्षेत्रातील सर्व घटकांनी जबाबदारीने कार्य करणे.

महत्वाचे मुद्दे:

- शाळा व महाविद्यालयांसाठी मानके (Standards) व गुणवत्ता तपासणी.
- शिक्षकांचे मूल्यांकन आणि गुणवत्ता वाढीसाठी प्रशिक्षण.
- शासन आणि संस्थांमधील पारदर्शकता वाढवणे.
- सार्वजनिक सहभाग वाढवणे.

हे पाच स्तंभ NEP 2020 चे आधारस्तंभ आहेत आणि शिक्षण क्षेत्रात सर्वसमावेशक व शाश्वत बदल घडवण्यासाठी

मार्गदर्शक ठरतात.

शिक्षण प्रक्रियेत पाच स्तंभाची भूमिका:

राष्ट्रीय शिक्षण धोरण २०२० च्या पाच स्तंभांना पाठिंबा देण्यात शिक्षणाची महत्त्वपूर्ण भूमिका आहे: प्रवेश, समानता, गुणवत्ता, परवडणारी क्षमता आणि जबाबदारी. हे सुनिश्चित करते की सर्व विद्यार्थ्यांना, त्यांची पार्श्वभूमी काहीही असो, शिकण्याची संधी मिळेल, शिक्षण निष्पक्ष आणि समावेशक असेल, शिक्षणाची गुणवत्ता उच्च असेल, शिक्षण सर्वांना उपलब्ध असेल आणि शिक्षणाच्या परिणामांसाठी संबंधित लोक जबाबदार असतील. युनेस्कोने मांडलेले शिक्षणाचे आधारस्तंभ म्हणजे जाणून घेणे शिकणे, करायला शिकणे, एकत्र राहणे शिकणे आणि बनणे शिकणे. हे आधारस्तंभ समग्र विकासावर भर देतात आणि गुंतागुंतीच्या जगात भरभराटीसाठी आवश्यक कौशल्ये आणि ज्ञानाने व्यक्तींना सुसज्ज करण्याचे उद्दिष्ट ठेवतात. शिक्षणाचे चार स्तंभ - जाणून घेणे शिकणे, करायला शिकणे, एकत्र राहणे शिकणे आणि असायला शिकणे - आणि ते भविष्यासाठी तयार विद्यार्थ्यांना वैयक्तिक आणि व्यावसायिक यशासाठी आवश्यक ज्ञान, कौशल्ये आणि मूल्ये कशी तयार करतात हे जाणून घ्या. वेगाने विकसित होत असलेल्या जगात, शिक्षणाने पारंपारिक ज्ञान हस्तांतरणाच्या पलीकडे जाऊन अनुकूलनीय, लवचिक आणि भविष्यासाठी तयार विद्यार्थ्यांना विकसित करण्याचे उद्दिष्ट ठेवले पाहिजे. युनेस्कोने संकल्पित केलेल्या शिक्षणाचे चार स्तंभ हे ध्येय साध्य करण्यासाठी एक व्यापक चौकट प्रदान करतात. हे स्तंभ - जाणून घेणे शिकणे, करायला शिकणे, एकत्र राहणे शिकणे आणि असायला शिकणे - आधुनिक जीवनातील गुंतागुंतींना तोंड देण्यासाठी विद्यार्थ्यांना आवश्यक असलेल्या समग्र विकासावर भर देतात.

राष्ट्रीय शिक्षणातील पाच पायाभूत स्तंभ : राष्ट्रीय शिक्षणातील पाच पायाभूत स्तंभांमध्ये प्रवेश, समानता, गुणवत्ता, परवडणारी क्षमता आणि जबाबदारी यांचा समावेश आहे. हे स्तंभ राष्ट्रीय शिक्षण धोरण २०२० (NEP 2020) मध्ये स्पष्टपणे नमूद केलेले आहेत. अशा प्रकारे आपण शैक्षणिक क्षेत्रातील पाच सतभाचा विचार करतो.

राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) मधील ५ स्तंभांचे उपयोजन:

१. प्रवेश योग्यता (Access) चे उपयोजन

- समग्र शिक्षा अभियान (Samagra Shiksha Abhiyan) चा विस्तार rural व urban भागात.
- शाळा संकुल पद्धती (School Complexes) तयार करणे, जिथे अनेक शाळा एकत्र कार्य करतील.
- E-learning, DIKSHA, SWAYAM यांसारख्या डिजिटल शिक्षण प्लॅटफॉर्मची मदत.
- बालविकास केंद्रे आणि आंगणवाडी केंद्रांचा समावेश शैक्षणिक प्रणालीत.
- शाळांमध्ये प्रवेश वाढवण्यासाठी शिष्यवृत्ती, मोफत गणवेश व भोजन योजना.

२. समानता (Equity) चे उपयोजन

- जास्तीत जास्त शैक्षणिक संस्था "सामाजिक समावेशक" बनवणे.
- जिल्हा शिक्षण योजनांमध्ये विशेष घटकांसाठी उद्दिष्ट निश्चित करणे.
- SC/ST/OBC/महिला/दिव्यांगविद्यार्थ्यांसाठी तांत्रिक आणि आर्थिक साहाय्य.
- स्थानीय भाषांमध्ये शिक्षण देऊन शिक्षण सुलभ करणे.
- विद्यार्थ्यांच्या पार्श्वभूमीचा विचार करून लवचिक अभ्यासक्रम.

३. गुणवत्ता (Quality) चे उपयोजन

- शिक्षक प्रशिक्षण कार्यक्रमांचे आधुनिकीकरण (NISHTHA, NCERT द्वारे).
- NEP आधारित नवीन अभ्यासक्रम आराखडा (NCF) लागू करणे.
- 3 ते 8 वर्षे वयोगटासाठी "Foundational Literacy & Numeracy" वर भर.
- उच्च शिक्षण संस्थांना स्वायत्तता व शैक्षणिक स्वातंत्र्य प्रदान करणे.
- नवीन मूल्यांकन पद्धती जसे की संकलन आधारित, कृती-आधारित मूल्यांकन.

४. परवडणाऱ्या किंमतीत शिक्षण (Affordability) चे उपयोजन

- शासकीय संस्थांमध्ये शिक्षण विनामूल्य किंवा अल्प दरात.
- शिष्यवृत्ती योजना जसे की NSP (National Scholarship Portal).
- PM e-Vidya, DIKSHA यांसारख्या डिजिटल माध्यमांतून शिक्षण मोफत उपलब्ध.
- शालेय सुविधा (जसे की पोषण आहार, गणवेश) मोफत देणे.
- खासगी शिक्षण संस्थांसाठी नियमन, शुल्क मर्यादा.

५. उत्तरदायित्व (Accountability) चे उपयोजन

- "नेशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF)" स्थापन.
- शाळा/महाविद्यालयांमध्ये कार्यप्रदर्शन मूल्यांकन प्रणाली लागू.
- NTA (National Testing Agency) मार्फत सर्व स्पर्धा परीक्षा पारदर्शकपणे.
- सर्व स्तरांवर डेटा संकलन व विश्लेषणासाठी डिजिटल पोर्टल.
- शिक्षण संस्थांची मान्यता व दर्जा सुधारण्यासाठी NACC/NBA चा वापर.

NEP 2020 च्या ५ स्तंभांचे उपयोजन हेसशक्त धोरणात्मक निर्णय, शासकीय सहभाग, तंत्रज्ञानाचा वापर आणि समाजातील सर्व घटकांना समाविष्ट करून करण्यात येते. यामुळे शिक्षण अधिकसुलभ, समावेशक, गुणवत्तापूर्ण, परवडणारे आणि उत्तरदायी बनते.

राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) मधील पाच स्तंभांची अंमलबजावणी (Implementation Strategy) यशस्वीपणे करण्यासाठी सरकारी, शैक्षणिक संस्था, शिक्षक, पालक आणि विद्यार्थ्यांचे समन्वित योगदान आवश्यक आहे.

१. प्रवेश योग्यता (Access) ची अंमलबजावणी:

- शाळा सोडणाऱ्यांसाठी "बॅक टू स्कूल" अभियान राबवणे.
- ग्रामीण व दुर्गम भागात नव्या शाळा स्थापन करणे.
- ऑनलाइन शिक्षणाच्या माध्यमातून विद्यार्थ्यांपर्यंत पोहोचणे (DIKSHA, e-Vidya).
- शैक्षणिक माहिती आणि मार्गदर्शनासाठी स्थानिक भाषा वापरणे.

२. समानता (Equity) ची अंमलबजावणी:

- SC/ST/OBC/महिला/दिव्यांग विद्यार्थ्यांसाठी विशेष योजना राबवणे.
- शाळांमध्ये "इन्क्लुझिव्ह एज्युकेशन"चे वातावरण तयार करणे.
- स्थानिक स्तरावर पालक व विद्यार्थी यांचा सहभाग घेऊन योजनांची आखणी करणे.
- शिष्यवृत्ती, शैक्षणिक सल्ला व समुपदेशन उपलब्ध करून देणे.

३. गुणवत्ता (Quality) ची अंमलबजावणी:

- शिक्षक प्रशिक्षण कार्यक्रमांना प्राधान्य देणे (NISHTHA, DIKSHA).
- नवीन अभ्यासक्रम (NCF) व कृती आधारित शिक्षणपद्धती लागू करणे.
- विद्यार्थ्यांचे मूल्यांकनसंकलन, कृती आणि संवाद कौशल्यावर आधारित ठेवणे.
- शाळांमध्ये डिजिटल उपकरणे आणि तंत्रज्ञानाचा वापर वाढवणे.

४. परवडणाऱ्या किंमतीत शिक्षण (Affordability) ची अंमलबजावणी:

- सरकारी शाळांमध्ये मोफत व सक्तीचे शिक्षण (6-14 वर्षे).
- ई-प्लॅटफॉर्मवर मोफत शिक्षणसामग्री उपलब्ध करून देणे.
- शिष्यवृत्ती योजना व वित्तीय सहाय्य योजनांचा प्रचार व प्रसार करणे.

- शाळा/कॉलेजांचे फी नियमन सुनिश्चित करणे.

५. उत्तरदायित्व (Accountability) ची अंमलबजावणी:

- शाळा व शिक्षकांसाठी स्पष्ट कामगिरी निर्देशांक (Performance Indicators) ठरवणे.
- नियमित मूल्यमापन व अहवाल तयार करून शासनाला सादर करणे.
- शाळांमध्ये पालक-शिक्षक समित्या सक्रीय करणे.
- शैक्षणिक संस्थांची स्वतंत्र मानांकन संस्था मार्फत गुणवत्ता तपासणी.

NEP २०२० ची अंमलबजावणी ही एक **संपूर्ण सामूहिक जबाबदारी** आहे. सरकारने धोरण आखले असले तरी शिक्षक, पालक, विद्यार्थी, समाज, आणि स्वयंसेवी संस्थांचा भागीदारी ही यशाचा किल्ली ठरते. योग्य नियोजन, प्रशिक्षण, तंत्रज्ञानाचा वापर आणि सातत्यपूर्ण मूल्यांकनाद्वारेच या धोरणाची उद्दिष्टे साध्य होतील.

समारोप

राष्ट्रीय शैक्षणिक धोरण २०२० हे भारताच्या शैक्षणिक क्षेत्रात परिवर्तन घडवून आणणारे ऐतिहासिक पाऊल आहे. यामधील पाच मूलभूत स्तंभ – प्रवेशयोग्यता, समानता, गुणवत्ता, परवडणाऱ्या किंमतीत शिक्षण आणि उत्तरदायित्व – हे एक स्थिर, समावेशक आणि आधुनिक शिक्षण प्रणाली उभारण्यासाठी आधारस्तंभ आहेत. हे धोरण केवळ पुस्तकापुरते न राहता प्रत्यक्ष अंमलबजावणीतून प्रत्येक विद्यार्थ्याच्या सर्वांगीण विकासासाठी झटते. ग्रामीण भागात शिक्षण पोहोचवणे, सर्वाना संधी देणे, गुणवत्तापूर्ण व कौशल्याधारित शिक्षण देणे, शिक्षण परवडणारे ठेवणे आणि सर्व शैक्षणिक घटकांना जबाबदार बनवणे ही या धोरणाची खरी ताकद आहे. या स्तंभांच्या प्रभावी अंमलबजावणीमुळे भारत शिक्षणाच्या क्षेत्रात जागतिक पातळीवर नेतृत्व करण्याच्या दिशेने वाटचाल करू शकतो.

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SOCIAL JUSTICE IN EDUCATION: DR. AMBEDKAR'S VISION AND NEP-2020'S INCLUSIVE TEACHER TRAINING

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ABSTRACT:

Dr. B.R. Ambedkar, the chief architect of the Indian Constitution, emphasized education as the greatest tool for achieving social justice. He believed that equality and liberty could be realized only when education was accessible to all, especially marginalized communities. His vision highlighted the removal of social barriers through an inclusive and empowering educational system. The National Education Policy (NEP) 2020 echoes Ambedkar's ideals by emphasizing inclusive teacher training, sensitivity towards diversity, and equitable education opportunities. NEP-2020 aims to create teachers who are aware of the socio-cultural backgrounds of their students and capable of addressing inequality in classrooms. This paper explores the connection between Ambedkar's vision and the NEP's efforts to build a just, inclusive, and equitable educational framework. This paper explores the vision of Dr. B.R. Ambedkar on social justice in education and examines its relevance in the context of the National Education Policy (NEP) 2020, with a particular focus on inclusive teacher training. Dr. Ambedkar, a staunch advocate for equity, emphasized education as a tool for social empowerment and the eradication of caste-based discrimination. His vision aligns with the NEP 2020's commitment to inclusive and equitable quality education for all, especially for historically marginalized communities. The policy advocates for reforms in teacher education that prioritize inclusivity, sensitivity to diversity, and the development of competencies to address varied learning needs. This paper critically analyzes how NEP 2020 carries forward Ambedkar's ideals and suggests actionable strategies for teacher training programs to be more inclusive, socially just, and responsive to India's pluralistic society. The study concludes that realizing Ambedkar's vision through policy implementation and inclusive pedagogy is essential for building an equitable educational system.

KEYWORDS: Social Justice, Dr. Ambedkar, Inclusive Education, NEP-2020, Teacher Training, Social Justice, Inclusive Education, Dr. B.R. Ambedkar, National Education Policy 2020, Teacher Training, Equity in Education, Marginalized Communities, Caste and Education, Educational Reform, Inclusive Pedagogy.

INTRODUCTION

Dr. B.R. Ambedkar firmly believed that education was not merely about literacy but a

means to achieve dignity, equality, and self-respect. For the oppressed sections of society, education symbolized a way out of centuries of discrimination and exclusion. Social justice, in Ambedkar's view, was the removal of social, economic, and educational inequalities. Dr. Ambedkar's Vision of Social Justice in Education Dr. Ambedkar's approach to education was revolutionary. He asserted that the depressed classes must be empowered through state-supported education.

His demands included:

- Free and compulsory education for all.
- Special focus on the education of the Scheduled Castes (Dalits) and Scheduled Tribes.
- Scholarships and financial assistance for underprivileged students.

Representation of marginalized communities in teaching and administration. Ambedkar's famous statement, "Educate, Agitate, Organize," shows how much importance he gave to education as a tool for empowerment. He dreamed of a society where education would bridge gaps and erase caste discrimination. Education is not merely the transmission of knowledge—it is a powerful vehicle for social change and equity. In a country as diverse and hierarchical as India, education has played a crucial role in challenging entrenched social inequalities, especially those rooted in caste, class, gender, and regional disparities. Among the earliest and strongest proponents of education as a tool for social justice was Dr. B.R. Ambedkar, a visionary leader, jurist, and the chief architect of the Indian Constitution. Drawing from his own experiences of caste-based discrimination, Dr. Ambedkar firmly believed that education was the most effective means of achieving liberty, equality, and fraternity in Indian society.

Dr. Ambedkar's educational philosophy was grounded in the belief that only through inclusive and accessible education can marginalized communities achieve empowerment and dignity. He argued that the state had a moral obligation to ensure that historically oppressed groups, particularly Dalits and women, receive equal opportunities in education. His vision extended beyond mere access; he emphasized the need for educational content, pedagogy, and institutional culture to promote justice and challenge discrimination. In recent years, the **National Education Policy (NEP) 2020** has emerged as a landmark reform initiative that echoes many of Ambedkar's ideals. The policy emphasizes equity, inclusivity, and quality across all levels of education and recognizes the importance of addressing historical disadvantages. A key component of NEP 2020 is the transformation of **teacher education**, positioning teachers as central to achieving an inclusive and socially responsive educational system. Without teachers who are trained to recognize and address diverse learner needs, the goals of equity and justice in education will remain unmet.

This paper explores the intersections between Dr. Ambedkar's vision of social justice in education and the principles embedded in NEP 2020, with a particular focus on **inclusive teacher training**. It analyzes how the policy addresses issues of marginalization and suggests practical steps to align teacher training with the constitutional values of justice and equality. In doing so, it seeks to reaffirm the urgent need to reorient India's educational system toward true social

inclusion. Education has long been regarded as a powerful instrument for social transformation and empowerment. In India, Dr. B.R. Ambedkar, the chief architect of the Constitution and a visionary social reformer, championed education as the key to achieving social justice and eliminating caste-based inequalities. He believed that true freedom and equality could only be realized through equal access to quality education for all, particularly the historically oppressed and marginalized communities. Dr. Ambedkar's emphasis on education as a fundamental right and a means for upliftment continues to resonate in contemporary policy discourses. The National Education Policy (NEP) 2020 marks a significant milestone in India's educational reform. It envisions an inclusive, accessible, and equitable education system that embraces diversity and caters to the needs of all learners. The policy acknowledges systemic inequalities and aims to redress them through transformative changes, especially in teacher education. Teachers are viewed not just as knowledge providers, but as agents of social change who must be trained to foster inclusivity, sensitivity, and justice in the classroom. This paper explores the convergence of Dr. Ambedkar's vision of social justice in education with the principles laid out in NEP 2020, focusing particularly on the critical role of inclusive teacher training. It highlights how equipping educators with the right tools, mindsets, and pedagogical approaches is essential to creating classrooms that are equitable, diverse, and socially responsive.

Education has historically played a central role in shaping democratic societies and empowering individuals. In the Indian context, education is not merely a tool for individual advancement but also a critical means of achieving social justice and national development. One of the most profound advocates of this view was Dr. Bhimrao Ramji Ambedkar, a social reformer, jurist, and the principal architect of the Indian Constitution. Born into a Dalit family and subjected to systemic discrimination, Dr. Ambedkar recognized firsthand the transformative power of education in challenging entrenched caste hierarchies and promoting human dignity. For him, education was not a privilege but a right, and he persistently advocated for universal access, especially for the most marginalized sections of society.

Dr. Ambedkar's vision of education was deeply rooted in the principles of liberty, equality, and fraternity. He believed that education must empower individuals to think critically, act ethically, and participate actively in democratic processes. He also stressed the importance of state responsibility in ensuring that education systems are inclusive, accessible, and equitable. These ideas, though articulated in the early to mid-20th century, remain strikingly relevant in contemporary India, where disparities in educational access and quality continue to reflect deep-rooted social inequalities. In this context, the **National Education Policy (NEP) 2020** emerges as a progressive attempt to address structural inequities and revitalize the Indian education system. One of its most significant contributions is the emphasis on **inclusive and holistic teacher education**. NEP 2020 envisions teachers as key facilitators of social change who must be equipped to create inclusive learning environments that respect diversity and foster equity. The policy acknowledges that without well-trained, sensitized, and socially aware educators, the goal of inclusive education cannot be achieved.

The intersection of Dr. Ambedkar's philosophy and the NEP 2020's focus on inclusive education and teacher training forms the core of this paper. It seeks to examine how far the policy reflects Ambedkar's ideals and what more can be done to embed social justice into the training of teachers. By critically analyzing policy provisions and their implementation challenges, the paper aims to provide a roadmap for making teacher education more inclusive, thereby ensuring that schools become spaces of liberation, not discrimination.

NEP-2020 and Inclusive Teacher Training

The National Education Policy (NEP) 2020 reflects many principles aligned with Dr. Ambedkar's vision. It lays down that education must be inclusive and equitable at all levels. Key highlights related to inclusive teacher training include:

Equity and Inclusion as Guiding Principles: NEP stresses on training teachers to understand the diverse needs of students from different socio-economic backgrounds.

- **Teacher Education Programs:** B.Ed. programs are being redesigned to include modules on inclusive education and cultural sensitivity.
- **Awareness of Socio-Economic Diversity:** Teachers are encouraged to use inclusive pedagogies and provide additional support to disadvantaged students.
- **Recruitment of Teachers from Diverse Backgrounds:** NEP-2020 suggests recruiting teachers from marginalized communities to serve as role models and bridge gaps.
- **Continuous Professional Development:** Teachers are required to undergo regular training in inclusive practices to ensure that classrooms are welcoming and supportive for all students.

Dr. Ambedkar's Vision and NEP-2020: A Confluence

Both Dr. Ambedkar's vision and NEP-2020 recognize that no society can progress unless education is made accessible, fair, and just. While Ambedkar fought for the legal and political rights of marginalized groups through education, NEP-2020 attempts to operationalize these ideals by creating a new generation of teachers equipped to foster inclusivity. The NEP emphasizes early childhood education, school restructuring, and lifelong learning, ensuring that learners from all backgrounds can thrive. This is in tune with Ambedkar's dream of an educated and socially just India.

Challenges and the Way Forward -

Despite these visionary policies, challenges remain:

Persistent caste-based discrimination in rural and semi-urban schools. Inadequate infrastructure and lack of resources in marginalized areas. Resistance to inclusive pedagogy among some educators. Need for strong monitoring systems to ensure that inclusive education is properly implemented. Moving forward, there must be a strong political will, community participation, and regular assessment of inclusive education programs. Teacher training institutes must be monitored for their quality and commitment to diversity.

CONCLUSION

Dr. B.R. Ambedkar's emphasis on education as the foundation of social justice remains profoundly relevant today. NEP-2020, by promoting inclusive teacher training and equitable

educational practices, takes a significant step towards realizing Ambedkar's dream of an egalitarian society. However, continuous efforts are necessary to overcome practical challenges and fully implement these transformative ideals. Dr. B.R. Ambedkar's unwavering commitment to social justice through education continues to offer profound guidance in shaping an equitable and inclusive educational landscape in India. His vision emphasized that education must be a right for all, not a privilege for a few, and must serve as a means to dismantle centuries-old structures of oppression and inequality. The National Education Policy (NEP) 2020, with its emphasis on inclusivity, equity, and quality, aligns with many aspects of Ambedkar's ideals. In particular, its focus on reforming teacher education is a critical step toward creating classrooms that are sensitive to diversity and capable of nurturing all learners, regardless of their social, economic, or cultural background.

However, realizing this vision requires more than just policy statements—it demands deliberate action, continuous training, and a transformation in the mindset of educators. Inclusive teacher training must go beyond curriculum reforms to include attitudinal change, critical reflection, and a deep understanding of social realities. By empowering teachers to become agents of social justice, India can move closer to fulfilling the constitutional promise of equality and dignity for all. As we reflect on Dr. Ambedkar's legacy and the aspirations of NEP 2020, it becomes clear that the path to social justice in education lies in strengthening the foundation of teacher education. Only then can our classrooms become true spaces of inclusion, opportunity, and democratic learning.

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TRANSFORMATION IN TEACHER EDUCATION UNDER NEP 2020**Nair Laxmi Venugopal***B.D. Somani International School, Kharghar Campus, Navi Mumbai*

Abstract:

The NEP 2020 suggests tremendous transformations in schoolteacher education towards more of a professional as well as being faculty- rested and not to forget the holistic approach. This consists of introducing a 4-year Bachelor of Education(B.Ed.) degree, restructuring schoolteacher education institutions into multidisciplinary institutions, and putting stress on unceasing professional development for preceptors. The policy also stresses increasing schoolteacher training to make them ready for digital knowledge, critical thinking, and developing pupil creativity. The National Education Policy(NEP) 2020 sees a complete transformation of the Indian education system with schoolteacher education as its nucleus. This article examines the envisioned changes in schoolteacher education that facilitate quickening on the transition towards a more professional, faculty-rested and integrated approach. The critical changes are the introduction of a 4-year B.Ed. degree that is the transformation of schoolteacher education centers into multidisciplinary realities and a strong focus on continuous professional development for preceptors. Similarly, the policy focuses on ensuring that the facilitators are skilled with the chops and knowledge required to utilize technology effectively by stimulating critical thinking and nurturing scholars' creativity. The NEP 2020 also puts an emphasis on equity, inclusivity, and exploration- acquainted preceptor training to better address the various needs of learners. In-depth Analysis – This is an in-depth description of the most important proposed reforms by the National Education Policy(NEP) 2020 regarding academy schoolteacher training.

1. Change of Emphasis to Faculty- Rested Education- Faculty-

Rested Knowledge This represents a shift from a completely theoretical schoolteacher education. The focus is on preparing yet unborn preceptors with the exact chops and insight immediately translatable to classroom tutoring realities. This means not only knowledge of subjects but also real-world pedagogical means and productive testing approaches. The policy acknowledges that successful tutoring demands a special combination of content knowledge and the ability to rephrase that knowledge into effective literacy gestures for scholars.

Emphasis on Schoolteacher Sites –

This aspect focuses on a redefinition of the schoolteacher role. The NEP 2020 visions preceptors as beyond mere disseminators of information. They're envisioned as facilitators who guide literacy, teachers who foster pupil development, and evaluators who comprehend and estimate pupil improvement. This change calls for schoolteacher training courses that develop these varying chops and outlooks.

Existential literacy –

This is a key feature with the mandate of filling up the proposition-practice gap. Through incorporating practice gestures such as externships, classroom-grounded investigation and hands-on training, teaching schoolteacher training becomes more functional and readies future preceptors for the evidentiary exigencies of practice. Through this strategy, pupil preceptors have the opportunity to put theory to practice in authentic settings, develop practical skills and build confidence in their abilities.

2. Restructuring Teacher Education Institutions -

Multidisciplinary Institutions Translating schoolteacher education institutions into multidisciplinary centres is a major step. This provides a more fertile literacy landscape where future preceptors can engage with vibrant disciplines, expanding their horizons and allowing them to link subject matter in even more meaningful ways. It also provides opportunities for presenting integrated programs that integrate schoolteacher education with other areas of study. Integration of Technology Welcoming the contributing aspect of technology to education, the NEP 2020 rightly focuses on the importance of imparting unborn preceptors with digital awareness and the ability to use digital tools and online literacy platforms efficiently. This involves not only basic computer skills but also the pedagogical functioning of technology to maximize tutoring and literacy. Quality Assurance Setting high standards for class planning, tutoring practices and evaluation procedures is critical to raising the quality of schoolteacher education programs. This emphasis on quality assurance is intended to ensure that all schoolteacher medication programs are of a certain quality, generating competent and effective preceptors.

3. Schoolteacher Professional Development–

This is continuous Professional Development. NEP 2020 recognizes schoolteacher literacy as a continuous process. providing preceptors with avenues for continuous professional development through stores, online courses and other coffers is crucial for their development and to keep them current with the most recent pedagogical developments and education trends. This also instills a culture of lifelong literacy among preceptors.

Leadership and Management Skills –

Feting those preceptors, in particular academy leaders, require more than pedagogical skills, the policy puts a premium on leadership and operational skills. These include skills such as platoon organization, decision- timber, resource operation and maintaining a healthy academy environment.

School teacher Commission –

This aspect highlights the importance of empowering preceptors by icing them that they have the required coffers, support and autonomy to carry out their functions successfully. This involves providing acceptable structure, applicable tutoring accoutrements, professional support networks and freedom to introduce within their classrooms.

4. Encouraging Digital Knowledge and Technology Integration -

Digital Chops for Preceptors In today's digital era, digital literacy is an abecedarian

requirement for preceptors. The NEP 2020 rightly emphasizes the necessity of training preceptors in technology as a potent pedagogical tool to help them create effective literacy gestures and utilize digital coffers efficiently.

Online Knowledge Platforms Promoting the utilization of online literacy platforms and blended literacy methods can effectively expand the range and quality of schoolteacher education initiatives. The platforms can provide inflexibility, access to various coffers and avenues for collaboration and networking.

Digital Taxonomy for Instruction –

The recommendation to educate preceptors in applying Bloom's Digital Taxonomy addresses the necessity of a framework to integrate technology efficiently into tutoring and literacy activities. The taxonomy suggests an organized method to assume about how technology may be employed to facilitate various circumstances of cognitive literacy.

5. Encouraging Creativity and Critical Allowing -

Holistic Development –

The NEP 2020's focus on holistic education acknowledges the interrelatedness of students' cognitive, emotional, social and physical development. Preceptor education in schoolteachers must equip preceptors to foster all these dimensions in their students.

Critical Allowing and Creativity Preparing preceptors with the skills to develop critical thinking, creativity and problem- working abilities in their students is a core aspect of the NEP 2020. To support this, schoolteacher training programs must embody these skills and provide soon-to-be preceptors with tools to develop them in the classroom.

Pupil- Centered Knowledge –

The promotion of pupil- centered practice by the policy relocates the emphasis away from schoolteacher- initiated learning towards the construction of learning environments where scholars are autonomous agents in their literacy preceptors within this framework operate as facilitators and attendants providing support for scholars' unique literacy peregrinations.

Conclusion -

The final statement does a precise job of capturing the spirit and vision of the NEP 2020 regarding teachers' education.

The focus on an integrated, multi-faceted approach from covering all the nitty-gritty of classroom teaching to the overall professional development and empowerment of teachers reflects a drastic change in how teacher education is conceptualized. The fulfilment of this vision as you rightly observe is contingent upon the effective and comprehensive application of these envisioned reforms in the varied canvas of Indian education.

It will take joint efforts by teacher education institutions, policymakers, teachers, and other participants to convert these lofty ideals into actual progress in the quality of teachers and for that matter the learning process of students.

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HOLISTIC AND MULTIDISCIPLINARY EDUCATION IN NEP 2020**Sadaf Irzan Dadan***Kumud Vidya Mandir English School, Govandi West, Mumbai*

ABSTRACT

The National Education Policy (NEP 2020) aims at holistic and multidisciplinary education. The purpose of this type of education is overall development of human beings, including intellectual, aesthetic, social, physical, emotional, and moral, in an integrated manner. Liberal education is a key pillar of NEP 2020, which sensitizes students to the fundamentally interconnected nature of all human knowledge and more capacities. This Type of education helps to move beyond traditional, subject-specific learning and equip students with adaptability, critical thinking, and problem-solving skills. A large number of secondary qualitative data and information has been gathered within the entire study to gain superior insight into NEP 2020 and multidisciplinary education strategy. The entire study has found that the implementation of the NEP 2020 has the potential to escalate the quality of the academic education all around India.

KEYWORDS: Multidisciplinary Education, Subject Specific Learning, Liberal Education, Critical Thinking, Problem Solving Skills.

INTRODUCTION

The National Education Policy (NEP) was introduced by Indian government on July 29, 2020. It aims to revise the current education system both at school and higher education. The NEP which is the National Education Policy 2020 has been designed to make a revolutionary change in the current and existing education pattern. The policy focuses on enhancing accessibility, equity, quality, affordability, and accountability in education, ultimately aiming to make India a global hub of skilled manpower. India has a on tradition of holistic and multidisciplinary education from universities like Takshashila and Nalanda .The inclusion of holistic and multidisciplinary education in the NEP is a significant step towards creating a more well-rounded education system in India. Holistic education involves the development of the whole person, including their physical, emotional, and intellectual wellbeing. This approach recognizes that education is not just about acquiring knowledge but also about developing character, values, and skills that enable individuals to lead fulfilling lives.

Pathak, (2020)(5) in his article on Holistic Education, Critical Thinking and Multidisciplinary Approach has raised some critical questions, looked at the social dynamics of education, and evolved a set of possibilities from the social context of learning. He puts forward how the academic machinery works and has elaborated the meaning attached to the concept from multiple perspectives, that is, of the students, teachers, parents, and the larger society. Quoting NEP 2020, Pathak has explained the need for integral education that would promote critical thinking. He further advocated that pedagogy needed to evolve to make education more holistic,

inquiry-driven, learner- centered, flexible, experiential, discovery-oriented and enjoyable. The researcher shuns the idea of making students exam warriors and not to limit a student's educational experience to merely the prescribed textbooks and guide books with "success mantra". Reflecting up on the obstacles and challenges to make education holistic, multidisciplinary, experiential and enjoyable which are the so called cherished ideals, the author suggests an environment brimming with dialogue, reciprocity and trust(5).

Objectives

1. To know importance of holistic approach to the 'all-round development' of the child.
2. To know the relevance of multidisciplinary approach in contemporary Indian education.
3. To know how much NEP 2020 obeys the heritage and tradition of Ancient Education.
4. To know the modernity of NEP 2020 in the respect global education.

Understanding Holistic Learning and Multidisciplinary Approach in Indian Education under NEP 2020

The underlying challenges across the current Indian education system reflect the need for an integrated learning-teaching format that equips new-age students with 21st century skills. This requires a paradigm shift that involves merging the traditional approach to education with a more comprehensive approach that empowers student development on a holistic level.

This multidisciplinary approach, proposed by the NEP 2020, goes beyond traditional learning methodologies and integrates collaborative learning models. It propels student development in all capacities including social, theoretical, intellectual, emotional and moral, in an integrated manner. An all-inclusive approach such as this is set to ensure flexibility in academic pathways and improve learning outcomes across schools and higher education institutions.

Need of holistic and Multidisciplinary Education under NEP 2020

Time changes and it creates the need to refine existing education models. With advancements in technology, students are more exposed to digital gadgets. So, the innovative capabilities of students have been boosted and can not only be judged academically. Let us see why holistic education is needed.

A holistic and multidisciplinary education would help all-round development of an individual. It is not good to make compulsion of subjects in which an individual is not interested. Rather than give the choice of subjects he wants and let to finish his studies at under graduate level. A holistic and multidisciplinary education helps to develop aesthetic, social, intellectual, physical and moral skills in an integrated manner.

1. India must carry its legacy of Multidisciplinary and holistic education from past to 21st century as to lead world. Creation of well learned human resources which will become the force behind the India's social, economic, scientific development is possible through only incorporating more vocational subjects and soft skills by integrating the engineering subjects with humanities. More flexibility in curricular structure will provide the multidimensional challenges and opportunities to students for multidisciplinary work, including in academic institutions, government agencies, and industrial setup.

2. To get better results in creativity, development of critical thinking, decisions making skills, problem-solving abilities it is necessary to integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM), which is envisaged in the NEP 2020. By adopting the Multidisciplinary and holistic approach of education it will help to do better in Research and Innovation.
3. The world is interconnected where subjects overlap and impact each other. Fragmented or isolated learning fails to reflect the interconnectedness. It ultimately results in interrupting students' understanding.
4. Holistic education promotes students towards critical thinking and making connections across disciplines. It encourages higher-order thinking skills and develops an in-depth understanding of important concepts.
5. Real-world problems and scenarios require a multidisciplinary approach. Holistic education equips learners with the relevant skills to combat complex, interdisciplinary challenges.

Role of Holistic and Multidisciplinary education :

Creating a holistic education curriculum better the learning experience of students. It goes beyond the subject boundaries that teachers had provided in traditional settings. STEM curriculum development also offers a holistic learning approach to students. It makes students feel more connected to their learning and education. It develops critical problem-solving skills and boosts their creativity to navigate a complex and challenging world. Through interdisciplinary projects, collaborative planning, and thematic units, teachers can assist students in developing a holistic understanding of the world. They can become lifelong learners; the approach will assist in their future careers and make them good citizens who contribute to the betterment of society. There are numerous roles that holistic and multidisciplinary curriculum education offers for both students and teachers alike. Let us learn a few prominent ones. It is also needed to be taken into account that this step towards holistic education does not lead to the commercialization of education as there is a lack of appropriate infrastructure to provide practical education in government institutions and private players can take advantage of this. Therefore, it must be ensured that foreign universities and local private institutions work with government institutions to attain the goal of holistic and multidisciplinary education. In a nutshell NEP 2020 is a framework for New India with quantum changes in education sector.

Real-life Application :

This approach to teaching and learning provides students with skills that can be applied to real-life situations. It formulates critical thinking and problem-solving skills and will not only help them in the current situation but also prepare them for future careers. This technique creates a sense of purpose and usefulness in students, making their learning experience more meaningful and engaging.

In-depth Knowledge and Understanding:

Holistic learning creates a deep, blended comprehension of subjects. By combining various

disciplines, students can grasp complex concepts, promoting a deep-rooted understanding that goes beyond isolated facts.

Being Creative :

A holistic education curriculum allows students to be creative. It is like mixing unique colors to form a new one. When different subjects bleed together, it creates a different thought process each month for students. Hence, it creates new ideas and finds the easiest solutions for decoding issues.

Personalized Learning :

The approach of holistic education understands and respects individual learning methods. Personalizing lesson plans to incorporate multiple subjects allows students to engage with the learning resource in ways that match their interests. This personalized approach enhances students' learning, boosts their morale, and makes their learning journey more meaningful.

The Challenges of Implementing a Multidisciplinary Approach in Education

As India looks to usher in a new era of education with the National Education Policy 2020, one of its central tenets is the implementation of a multidisciplinary approach. But what is multidisciplinary education?

Essentially, a multidisciplinary approach in education requires significant changes in the way curriculum is designed and taught.

- Schools need to equip themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.
- Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.
- Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.

In order to make multidisciplinary education a success, it is essential that we focus on improving the quality of instruction and making sure students are engaged with their studies. Students should be given the freedom to explore different topics, develop critical thinking skills and gain a deeper understanding of how different subjects interact with each other. With the right support and resources, multidisciplinary education can revolutionize the Indian education system and provide students with the tools they need to thrive in the modern world.

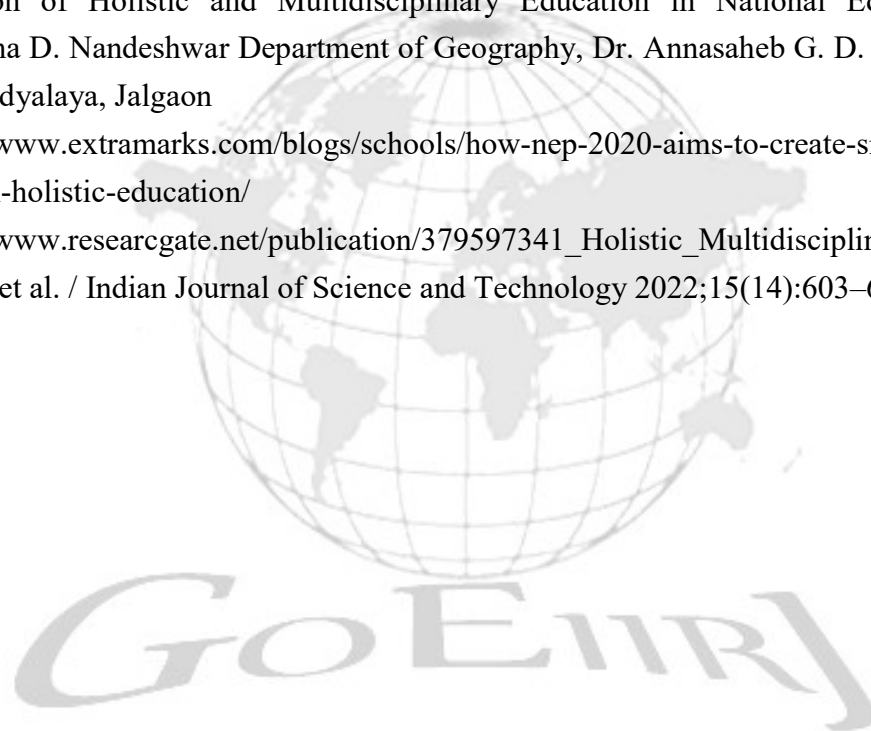
Conclusion

Multidisciplinary education is a concept that has been embraced by the Indian government through the new National Education Policy (NEP) 2020. This approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary approach. Teach mint helps schools envision a future where their students are equipped with 21st-century skills. With our advanced learning

management system, you can improve the teaching-learning experience. Our offerings like education erp, admission management system, fee management system, and others conveniently digitize educational institutions.

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PLACE OF INDUSTRY-INSTITUTE COLLABORATION IN NEP 2020**Babar Nisha Hindurao****VIBGYOR High (CBSE) School, Kharghar, Navi Mumbai**

Abstract:

The National Education Policy (NEP) 2020 emphasizes the importance of industry-institute collaboration as a key driver of innovation, research, and skill development in India. This paper explores the significance of industry-institute collaboration in the context of NEP 2020, highlighting its benefits, challenges, and potential impact on India's education system and economy. The paper also examines the role of industry-institute collaboration in fostering entrepreneurship, innovation, and employability, and discusses the ways in which it can be implemented effectively. The National Education Policy (NEP) 2020 emphasizes the importance of industry-institute collaboration as a key driver of innovation, research, and skill development in India. This paper explores the significance of industry-institute collaboration in the context of NEP 2020, highlighting its benefits, challenges, and potential impact on India's education system and economy. The paper examines the role of industry-institute collaboration in fostering entrepreneurship, innovation, and employability, and discusses strategies for effective implementation. By analyzing the opportunities and challenges associated with industry-institute collaboration, this paper aims to contribute to the ongoing discussion on how to effectively implement NEP 2020 and create a more industry-focused education system in India.

Introduction:

The National Education Policy (NEP) 2020 marks a significant shift in India's educational landscape, emphasizing the importance of industry-institute collaboration as a key driver of innovation, research, and skill development. The policy recognizes the need for a more industry-focused education system, where students can acquire skills and knowledge that are relevant to the job market. Industry-institute collaboration is seen as a crucial aspect of this effort, enabling students to gain hands-on experience, industry insights, and networking opportunities. The NEP 2020 aims to create a more responsive, effective, and sustainable education system that meets the needs of industry and society. By fostering industry-institute collaboration, the policy seeks to promote innovation, entrepreneurship, and economic growth, while also addressing the challenges of unemployment and skill gaps in the workforce. This paper explores the significance of industry-institute collaboration in the context of NEP 2020, highlighting its benefits, challenges, and potential impact on India's education system and economy. It also examines the role of industry-institute collaboration in fostering entrepreneurship, innovation, and employability, and discusses strategies for effective implementation. By analyzing the opportunities and challenges associated with industry-institute collaboration, this paper aims to contribute to the ongoing discussion on how to effectively implement NEP 2020 and create a more industry-focused education system in India.

Significance of Industry-Institute Collaboration:

Industry-institute collaboration is significant for several reasons. Firstly, it enables students to acquire industry-relevant skills and knowledge, making them more employable. Secondly, it drives innovation and research in industries, leading to the development of new products and services. Thirdly, it fosters entrepreneurship, enabling students to develop startup ideas and turn them into reality. Finally, it promotes economic growth by creating a skilled workforce that meets industry needs. The significance of industry-institute collaboration lies in its potential to drive innovation, enhance employability, and promote economic growth. By working together, industries and institutions can create a skilled workforce that meets industry needs, foster entrepreneurship, and develop new products and services. This collaboration bridges the gap between academia and industry, ensuring that education is relevant and applicable to real-world problems. It also facilitates knowledge transfer, enabling the exchange of ideas, expertise, and best practices. Ultimately, industry-institute collaboration can lead to mutually beneficial partnerships, long-term relationships, and sustained growth and development, benefiting both industry and society as a whole.

Understanding Outcomes-Based and Skill-Based Education

Before you can understand how industry-academic partnerships can foster effective outcomes-based education, you need to understand what [outcomes-based education \(OBE\)](#) and skill-based education are. Simply put, OBE is an education system that measures success by the outcomes a student achieves, rather than by the time or effort expended in the classroom. It's a shift away from the traditional educational model, which measures success by how well a student has memorised information. OBE focuses more on what students can do with what they have learned than on what they know. This makes it relevant to both students and employers, as it prepares students for the real world and meets the needs of businesses. The concept of OBE naturally puts skill-based education or vocational education in focus, where students master specific skills that prepare them for the job market.

NEP 2020: Transitioning Indian HEIs to an Outcome and Skill-based Approach

With NEP 2020, there has been a marked paradigm shift from the knowledge-based approach to the skill-based approach in the Indian Higher Education Sector in a transformative move to reskill our youth and build future competencies. Through the mainstreaming and integration of vocational education into general education, which will assist students in developing a variety of skills to meet industry demands and enhance the quality of education, the [National Education Policy \(NEP\) 2020](#) has placed a special emphasis on vocational education.

The new policy has created a skill-based education model. This has increased awareness of vocational programs designed to develop skills, employability, and self-reliance. Additionally, the National Education Policy 2020 recognizes the importance of soft skills as vital life abilities, such as communication, teamwork, problem solving, decision-making, analytical thinking, and resiliency. As our colleges and universities slowly transition to this new system to align with

NEP goals, they must find intelligent and efficient ways of integrating it and benefiting student employability.

The **National Skills Qualification Framework (NSQF)** includes significant elements like horizontal and vertical mobility between vocational, general, technical, and job-specific education; outcomes-based learning; industry engagement; national occupational standards; competency-based curriculum; credit accumulation and transfer systems (credit banking); recognition of prior learning; quality assurance; and resource sharing. Standards for assessment and certification will be developed by regulatory bodies such as UGC/AICTE, Sector Skill Councils, or the relevant industry, and may need to be approved by NSQF in some cases.

Benefits of Industry-Academic Collaboration in HEIs

When industry and academia work together, both parties stand to gain a great deal. In the field of Information Technology (IT), for example, industry-academic collaboration has led to a number of benefits for students, educators, and the industry itself. Here are some key benefits of this type of collaboration:

1. Students receive an education that is tailored to meet the needs of the industry. This means that they are learning the latest technology and skills that businesses are looking for. As a result, they are more likely to be hired by companies after they graduate.
2. Educators have access to resources that help them update their courses and teaching methods. They can also get feedback from industry professionals on how well their students are performing and what skills they need to improve.
3. The industry benefits from having a ready supply of graduates with the necessary skills and knowledge. It also has access to the latest research and technology from universities.

Course Design That Addresses Industry Demands

An important part of designing Outcome Based Education is to make sure that the courses you're offering meet the needs of industries.

To do this, you need to have a good understanding of the skills that industries are looking for, and then design your courses accordingly.

This means that your syllabus will be constantly evolving and changing to keep up with the latest industry demands. However, this is a good thing! It means that your students will always be learning relevant, up-to-date information that they can use in their careers.

Of course, designing courses in this way takes a lot of work and collaboration between academia and industry. But the end result is worth it, as it leads to more effective and successful outcomes-based education.

Creating and Implementing Learning Outcomes

Creating and implementing learning outcomes can be a collaborative effort between industry and academia. Learning outcomes can be created by mapping the skills required for a certain job or industry and then designing course content and learning activities to help students acquire those skills. Industry representatives can provide valuable insights into the skills that are currently in demand and may also be able to offer advice on how best to design courses and

learning outcomes to meet the needs of the industry. Collaborating with industry partners can help ensure that courses and learning outcomes are aligned with the latest industry trends and demands.

Benefits of Industry-Institute Collaboration:

The benefits of industry-institute collaboration are numerous. For students, it provides hands-on experience, industry insights, and networking opportunities. For institutions, it enhances their reputation, provides access to industry resources, and improves their curriculum. For industry, it provides access to talented students and faculty, drives innovation, and saves costs. For society, it promotes economic growth, solves real-world problems, and increases competitiveness.

The benefits of industry-institute collaboration are multifaceted and far-reaching. By working together, industries and institutions can create a win-win situation where students, faculty, and industry professionals can learn from each other and leverage each other's strengths. Students gain practical experience, industry insights, and networking opportunities, making them more employable and better equipped to tackle real-world challenges. Institutions benefit from access to industry expertise, resources, and funding, which can enhance their research capabilities and reputation. Industries, on the other hand, can tap into the creativity, innovation, and talent of students and faculty, driving business growth and competitiveness. Ultimately, industry-institute collaboration can lead to the development of new products, services, and technologies, creating new opportunities for economic growth and societal benefit.

Challenges in Implementing Industry-Institute Collaboration

Despite the benefits, there are several challenges in implementing industry institute collaboration. These include lack of communication, cultural differences, intellectual property issues, funding constraints, and regulatory barriers. Additionally, there may be differences in priorities, timelines, and expectations between industry and academia. Implementing industry-institute collaboration poses several challenges. One major hurdle is the differing priorities and timelines of industries and academia, which can lead to communication breakdowns and conflicting expectations. Additionally, intellectual property issues, funding constraints, and regulatory barriers can also hinder collaboration. Cultural differences between industry and academia can further complicate matters, requiring a high degree of flexibility and adaptability. Moreover, institutions may struggle to balance academic rigor with industry needs, while industries may need to adapt to the academic calendar and research pace. Overcoming these challenges requires effective communication, mutual understanding, and a willingness to compromise and find common ground.

Strategies for Effective Industry-Institute Collaboration

To overcome the challenges, several strategies can be employed. These include establishing clear communication channels, defining common goals and objectives, developing mutually beneficial partnerships, providing incentives for collaboration, and fostering a culture of innovation. Additionally, institutions can establish industry-focused research centers, incubators, and accelerators to facilitate collaboration.

Effective industry-institute collaboration requires strategic planning and implementation. Key

strategies include establishing clear communication channels, defining common goals and objectives, and developing mutually beneficial partnerships. Institutions can also establish industry-focused research centers, incubators, and accelerators to facilitate collaboration. Additionally, providing incentives for faculty and students to engage in industry projects, offering training and support for industry partnership development, and fostering a culture of innovation and entrepreneurship can help drive successful collaborations. Regular feedback and evaluation mechanisms can also help identify areas for improvement and ensure that collaborations remain relevant and impactful. By adopting these strategies, industries and institutions can build strong, sustainable partnerships that drive innovation, entrepreneurship, and economic growth. Industries and institutions can benefit from establishing long-term partnerships, rather than one-off projects, to foster deeper relationships and greater impact. Collaborative research projects, internships, and joint supervision of students can also help to build trust and facilitate knowledge transfer. Furthermore, leveraging digital platforms and tools can enhance communication, coordination, and collaboration between industries and institutions. By prioritizing flexibility, adaptability, and mutual benefit, industries and institutions can create effective partnerships that drive innovation, entrepreneurship, and economic growth, while also addressing societal needs and challenges. By working together, industries and institutions can achieve far more than they could alone.

Role of Industry-Institute Collaboration in Fostering Entrepreneurship

Industry-institute collaboration plays a crucial role in fostering entrepreneurship. By providing access to industry expertise, resources, and networks, students can develop startup ideas and turn them into reality. Industry-institute collaboration can also provide funding, mentorship, and guidance to entrepreneurs, enabling them to navigate the challenges of starting a business. Industry-institute collaboration plays a vital role in fostering entrepreneurship by providing students and faculty with the resources, expertise, and networks needed to turn innovative ideas into successful startups. By working together, industries and institutions can identify entrepreneurial opportunities, develop business plans, and provide access to funding, mentorship, and incubation facilities. This collaboration can also facilitate the translation of research into practical applications, enabling the development of new products, services, and technologies. Furthermore, industry partners can provide valuable insights and guidance, helping entrepreneurs navigate the challenges of starting and growing a business. By fostering entrepreneurship, industry-institute collaboration can drive innovation, create jobs, and contribute to economic growth, ultimately benefiting society as a whole.

Impact of Industry-Institute Collaboration on Employability

Industry-institute collaboration has a significant impact on employability, as it enables students to acquire industry-relevant skills, practical experience, and networking opportunities. By working on real-world projects and collaborating with industry professionals, students can develop a deeper understanding of industry needs and expectations, making them more attractive to potential employers. This collaboration can also provide students with access to internships, job placements, and mentorship, facilitating a smooth transition into the workforce. Furthermore,

industry-institute collaboration can help institutions tailor their curriculum to meet industry needs, ensuring that graduates possess the skills and knowledge required by employers. As a result, industry-institute collaboration can significantly enhance the employability of students, making them more competitive in the job market. Industry-institute collaboration can also help students develop soft skills, such as teamwork, communication, and problem-solving, which are highly valued by employers. By working on industry projects, students can gain hands-on experience and develop a portfolio of work that showcases their skills and abilities. This can give them a competitive edge in the job market and increase their chances of securing employment. Additionally, industry partners can provide valuable insights and feedback to students, helping them to refine their skills and knowledge and become more industry-ready. Ultimately, industry-institute collaboration can play a crucial role in preparing students for the workforce, enhancing their employability, and setting them up for success in their chosen careers.

Conclusion:

In conclusion, industry-institute collaboration is a crucial aspect of NEP 2020, enabling students to acquire industry-relevant skills, driving innovation, and promoting economic growth. While there are challenges in implementing industry-institute collaboration, several strategies can be employed to overcome them. By fostering industry-institute collaboration, India can create a more responsive, effective, and sustainable education system that meets the needs of industry and society. It is a vital component of the National Education Policy (NEP) 2020, playing a crucial role in driving innovation, entrepreneurship, and economic growth. By working together, industries and institutions can create a skilled workforce, foster entrepreneurship, and develop new products, services, and technologies. The benefits of industry-institute collaboration are numerous, ranging from enhanced employability and innovation to economic growth and societal impact. However, there are also challenges to be addressed, such as differing priorities and timelines, intellectual property issues, and funding constraints. By adopting effective strategies and frameworks, industries and institutions can overcome these challenges and build strong, sustainable partnerships that drive growth, innovation, and progress. Ultimately, industry-institute collaboration has the potential to transform India's education system, economy, and society, making it an essential component of the country's development strategy.

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**A STUDY ON COMBINING DR.B.R.AMBEDKER'S VISION OF SOCIAL
JUSTICE IN EDUCATION WITH THE INCLUSIVE GOALS OF NEP 2020
CREATES A POWERFUL LENS FOR UNDERSTANDING TRANSFORMATIVE
TEACHER TRAINING**

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ABSTRACT :

The Present study was conducted on 30 people belonging to Navi Mumbai Thane region to test the hypothesis that - H_0 : There is no negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020. H_1 : There is negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020. Result of the study stated that the mean value of 'YES' is 20 and 'NO' is 30. Higher mean rank indicates more negative.

KEYWORDS: Opportunities , Challenges, Traditional, Modern, Transformation.

INTRODUCTION :

Education as a tool of liberation, Ambedkar believed that education was essential for the upliftment of marginalized communities, especially Dalits. Annihilation of caste through education, He advocated for equal access to quality education as a means to break the caste hierarchy. State responsibility, Ambedkar pushed for state-funded education and reservation policies to ensure access for historically oppressed. A shift towards inclusion, Strong focus on socially and economically disadvantaged groups (SEDGS), including SCs, STs, OBCs, and persons with disabilities. Emphasis on multilingual education and mother tongue learning to support learners from diverse linguistic backgrounds. Teachers are to be trained in differentiated instruction, classroom diversity and culturally responsive teaching. Focus on value – based education and constitutional values, including social justice.

Opportunities

Leveraging Ambedkar's philosophy can strengthen teacher motivation and consciousness toward social justice. Analyze the alignment between Dr. Ambedkar's vision for education (as a tool for social justice, empowerment, and equality) and the objectives laid out in NEP 2020. Access and equity in education, Role of education in social upliftment, Inclusion of marginalized communities, Mother tongue and vernacular education, Research and Policy Recommendations, Reservation and representation in higher education, Vocational and skill-based training for the underprivileged, Caste-based discrimination in schools and colleges. Advocate for or develop curriculum content that includes Dr. Ambedkar's ideas on democracy, justice, and education. Create learning modules on Ambedkar's life and philosophy for school and college students, Integrate social justice themes into teacher training programs, Field Studies and Impact Assessments, Conduct field studies to see how NEP 2020 is affecting marginalized communities in practice, Interviews with students, teachers, and administrators, Case studies in rural and urban

marginalized communities, Organize seminars, webinars, or public discussions to raise awareness about Ambedkar's educational philosophy and how it can inform NEP implementation. Collaborate with educational institutions and Dalit rights organizations

Challenges

Implementation gaps, especially in rural and under-resourced areas. Need for deeper caste – sensitivity and gender – awareness in teacher education curricula. NEP 2020 emphasizes "equity and inclusion," but it lacks concrete mechanisms to address caste-based discrimination. Limited direct mention of caste or systemic social exclusion in mainstream policy language. NEP 2020 is relatively silent on reservation in admissions and employment in the education sector. Strong advocate for constitutional provisions to ensure representation for SC/ST. No new affirmative measures introduced, raising concerns about inclusivity in elite institutions. NEP promotes mother tongue/regional language instruction, which is progressive—but implementation might be uneven.

He supported English as a means of empowerment for the oppressed. Marginalized students may get trapped in vernacular-medium education with fewer opportunities. NEP 2020 opens space for private players and autonomy of institutions, which can increase inequality. Education should not become a privilege of the rich. Privatization can reduce access for economically and socially disadvantaged groups. NEP promotes early vocational training, but it risks reinforcing caste-based labor roles. Opposed to caste-linked occupations and manual labor stereotypes. Poor implementation could unintentionally solidify caste hierarchies instead of breaking them. While NEP 2020 is aspirational, there's limited clarity on how equity goals will be monitored and enforced. Emphasis on robust legal and institutional safeguards. Lack of strong regulatory mechanisms to ensure justice and inclusion.

Transformation

NEP 2020 envisions a significant transformation in inclusive teacher training, prioritizing the preparation of educators to meet diverse student needs and foster inclusive learning environments. This includes integrating inclusive education concepts into pre-service training programs, emphasizing continuous professional development for in-service teachers, and promoting research and innovation in teacher education.

Advocated universal, free and compulsory education. Saw education as the key to uplift the oppressed and eliminate caste discrimination. Aims to bring 2 crore out-of-school children back through open schooling and flexible education paths. Emphasizes foundational literacy and numeracy, especially for marginalized groups. Education as a social equalizer, though NEP 2020 is more structural and less explicitly social in its justice focus. Wanted equal access to higher education, with safeguards for the underprivileged. Valued scholarship and intellectual empowerment as a path to dignity.

Proposes multidisciplinary universities, research-centric institutions, and a 50% Gross Enrollment Ratio by 2035. Introduces National Research Foundation (NRF). Creation of knowledge hubs—but concern remains on how inclusive these elite spaces will truly be. Supported English education as a means for Dalit empowerment and global integration. Opposed Sanskritization and

cultural dominance of upper castes. Promotes mother tongue/regional language in early education. Pushes for Indian knowledge systems revival. Linguistic pride and cultural rootedness—but risks excluding marginalized students from global opportunities if not balanced well. Advocated modern, scientific education over traditional caste-based skills. Critiqued caste as a tool to confine people to hereditary professions. Integrates vocational education from Grade 6 with internships.

Transformation: Practical skills for employability—though must avoid reinforcing caste-linked labor divisions. Emphasized representation, rights, and dignity in all spheres, including education. Proposes school complexes, autonomy of institutions, and education governance decentralization. Empowered local structures—need to ensure marginalized communities are part of governance processes.

Traditional

Deeply rooted in Buddhist philosophy—values of liberty, equality, fraternity. Education as a moral and social force for the upliftment of the oppressed. Strong belief in constitutional morality and rational thinking over blind tradition. Draws from the ancient Indian knowledge system (AIKS)—Vedas, Upanishads, Gurukul traditions. Emphasizes holistic and value-based education, inspired by India's "glorious" past. Promotes multidisciplinary learning, as seen in ancient Takshashila and Nalanda. Ambedkar's philosophy is reformist, breaking from oppressive traditions. NEP 2020 is revivalist, seeking to reclaim and modernize ancient traditions.

Strongly critical of Hindu caste hierarchy. Advocated Dalit emancipation through education and conversion to Buddhism. Saw traditional Indian society as inherently unequal. Avoids direct discussion of caste or religious discrimination. Speaks of inclusivity but frames it in universal terms. Less emphasis on historical injustices. The empowerment of learners, especially the underprivileged. Advocated for teachers as social reformers, not just knowledge transmitters. Emphasizes the guru-shishya parampara (teacher-student tradition). Encourages personal mentorship, value-based education. Education as a means to fight inequality and ensure dignity. Strong emphasis on rationality, scientific temper, and legal awareness. Education for self-development, global competence, and cultural pride. Also supports 21st-century skills, but with a base in Indian traditions.

Morden

The modern approach in both Dr. Ambedkar's vision and NEP 2020 helps us see how their ideas remain relevant and forward-looking—even while rooted in different philosophies. Progressive Vision of Education, Advocated scientific temper, critical thinking, and rational inquiry. Wanted education to create independent thinkers and citizens, not just workers. Strong believer in universal access and merit through opportunity. Promotes 21st-century skills: critical thinking, coding, problem-solving, emotional intelligence. Introduces flexible curriculum and choice-based learning (Multidisciplinary education). Pushes for Digital India in Education: online learning, e-content, virtual labs.

Both emphasize education as a transformative force—Ambedkar focused on social justice, NEP

focuses more on skill development and global relevance. Though in a pre-digital era, he supported modern technology, technical education, and scientific knowledge as tools for upliftment. Advocated for institutions like IITs and scientific research centers even before they existed. Introduces National Educational Technology Forum (NETF). Focus on AI, machine learning, digital literacy, online and blended learning modes. Promotes ed-tech startups and digital resources for remote learning. Supports internationalization of education, invites foreign universities. Encourages global collaborations, credit transfer systems, and study abroad programs. Emphasized education at all stages of life—not just formal schooling. Advocated for adult education and continuing education for workers. Pushes for lifelong learning, reskilling, and upskilling. Promotes multiple entry-exit points, Academic Bank of Credits. Both support flexible learning pathways—Ambedkar with a social justice motive, NEP with a skills and career focus. Believed in education as a fundamental right and an anti-discrimination tool.

OBJECTIVE OF STUDY:

- (i) To understand the importance of inclusive teacher training.
- (i) To study the impact of NEP 2020.
- (iii) To analyse the opportunities and challenges of NEP 2020
- (iv) To suggest, the improvement of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020.

REVIEW OF LITERATURE :

- The study on Dr.B.R.Ambedkar's vision of social justice in education with the inclusive goals of NEP 2020 helps to understand the transformation in teacher training.
- Context – sensitive training that prepares teachers to identify and respond to diverse learning needs and cultural identities.
- Central focus on SEDGs, gender, disability, socio – cultural identity, with provisions like NIPUN Bharat, gender inclusion funds, etc.
- There is need to improve effective teacher training program
- Additional investigation in further research may change some qualitative parts.

HYPOTHESIS OF THE STUDY:

Ho - There is no negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

H1 - There is negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

RESEARCH METHODOLOGY :

Research Universe	Navi Mumbai, Thane
Sampling method	Teachers, Lecturer, Asst.Professor
Sample size	30
Method of data collection	Primary and Secondary data
Method of Primary data	Pre – Structured Questionnaire
Method of Secondary data	Research paper
Data Analysis techniques	Mean Rank

LIMITATIONS OF THE STUDY.

- The research is limited to only teaching staff.
- The sample size is limited due to limited time to collect data.

IMPACT:

- There are some negative impact on teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

DEMOGRAPHIC ANALYSIS:

The Analysis shows that the majority of our respondent base falls within 31-50 age range, with a higher proportion of females than males. Most respondents have a good job and reside in Urban areas, indicating a potential target audience for teaching professional people.

The study sample consisted of 30 respondents, with a majority 94% being females and 6% males. The average age was 40 years old, with the largest age group falling between 31 – 50 years. Regarding occupational level, 74% of respondents are teachers, while 20% are lecturer, 3% Asst. Professor, 3% are Vice Principal.

Ho - There is no negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

H₁ - There is negative impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

DATA TO ANALYSIS NEP 2020 creates a powerful lens for transformative teacher training

QUESTIONS	YES	NO
1. Traditionally general policy goal often reduced to quotas or special schemes.	28	2
2. NEP 2020 as structural transformation changing curriculum, pedagogy, teachers role and assessment to ensure real inclusion.	27	3
3. Is the standardized curriculum satisfied or fit for all the sides	22	8
4. NEP curriculum is flexible, Competence, promotes multi lingualism and local relevance.	28	2
5. Teacher training should uniform with little focus on social realities.	27	3
6. Modern training program is sensitive context, teachers to identify and respond to diverse learning needs	30	0
7. Generally educational system was students diversity.	19	11
8. Modern Educational System is central focus on SEDGs, gender, disability, socio - cultural identity	27	3
9. Provision like NIPUN Bharat, gender inclusion funds, etc is useful to improve skills in children.	29	1
10. NEP 2020 bring large transformation in educational system.	28	2

INTERPRETATION :

The mean value shows 26.5 'YES' and 3.5 'NO', which indicates the impact of teacher training while comparing Dr. B.R Ambedkar's vision and NEP 2020

FINDING AND CONCLUSION:

1. The researcher found an maximum scores of all perceptions when compared B.R.Ambedker and NEP 2020
2. The respondents have a strong opinion that NEP 2020 is useful and effective for educational growth.
3. The respondents feel that, some sectors needs improvement like equality, gender discrimination, etc
4. The respondents are agree that NEP 2020 fulfilling Dr. B.R.Ambedker vision
5. There are lots of positive impact on common people.
6. The major problems encountered by respondents in research are:
 - Even there is a transformation in education, can not eradicate gender discrimination completely.
 - Inequality, Third gender problems are still seen in general people's life.
 - Government can make a proper changes or more effective provision to eradicate these problem.

SUGGESTIONS:

Based on the research findings the following suggestions can be across.

- Since there is lack of inequality, government should take some initiative to reduce the problem.
- General public should get effective awareness program to utilize the facilities provided to them.
- Government can give more focus to third gender's education system.
- Government should take proper care and control of government scheme.

SCOPE FOR FURTHER RESEARCH.

- The Study can be undertaken with a larger sample size and across major area.
- A comparative study can be done on impact of teacher training NEP 2020 in various variables.

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LEARNER-CENTRIC EDUCATION UNDER NEP 2020: CHALLENGES AND OPPORTUNITIES

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INTRODUCTION:

The National Education Policy (NEP) 2020 emphasizes a shift from traditional teacher-centered methods to learner-centric approaches that foster creativity, critical thinking, and holistic development. This research investigates the implementation of learner-centric strategies in selected Indian schools post-NEP 2020. Using a mixed-methods approach, data were collected through surveys and interviews with teachers and students. The study found that while there is strong enthusiasm towards the new approach, significant challenges such as lack of training, infrastructural limitations, and assessment difficulties persist. The paper concludes with recommendations to strengthen learner-centric education practices, including continuous teacher development, curriculum redesign, and supportive policy measures.

Keywords: Learner-Centric Education, NEP 2020, Student-Centered Learning, Educational Reform, Indian Schools

A Quantitative or mixed-methods study

1. H_0 (Null Hypothesis): There is no significant impact of learner-centric education under NEP 2020 on student engagement.
 H_1 (Alternative Hypothesis): There is a significant impact of learner-centric education under NEP 2020 on student engagement.
 2. H_0 : Teachers do not face significant challenges in implementing learner-centric strategies.
 H_1 : Teachers face significant challenges in implementing learner-centric strategies.
 3. H_0 : Students' academic performance is not significantly influenced by the shift to learner-centric education.
 H_1 : Students' academic performance is significantly influenced by the shift to learner-centric education.
- a. **Data Analysis Techniques**
 For Quantitative Data (e.g., survey responses):
 - b. **Descriptive Statistics:**
 Mean, Median, Mode (for overall trends)
 Percentage and frequency tables (e.g., % of teachers facing a certain challenge)
 - c. **Inferential Statistics:**
 t-tests (to compare means between two groups: e.g., student performance before and after NEP 2020)
 - d. **Chi-square Test** (to find association between categorical variables: e.g., teaching method vs. student engagement) correlation Analysis (to measure relationship between learner-

centric practices and academic success)

e. Thematic Analysis:

Grouping similar answers into key themes. (e.g., “Lack of training”, “Positive feedback from students”)

f. Content Analysis:

Counting how often certain ideas/themes appear

Example for presentation of results:

A table showing the % of teachers who feel "very confident", "somewhat confident", or "not confident" about using learner-centric methods.

A graph comparing average test scores of students under traditional vs. learner-centric approaches.

Flowchart



Conclusion –

The present study explored the implementation and impact of learner-centric education strategies introduced under the National Education Policy (NEP) 2020. Findings reveal that while the vision of NEP 2020 to create a flexible, multidisciplinary and learner-focused educational environment has been widely appreciated, the practical execution still faces several challenges. Teachers have shown a willingness to adopt new methodologies that prioritize student engagement, critical thinking, and creativity. However, limitations such as inadequate training, lack of resources, traditional mindsets, and infrastructural barriers often restrict full implementation.

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THE ROLE OF DIGITAL LEARNING IN INDIA'S NATIONAL EDUCATION POLICY 2020

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Abstract:

The National Education Policy (NEP) 2020 marks a transformative shift in India's educational landscape, with digital learning positioned as a central pillar in achieving equitable, inclusive, and quality education for all. This paper presents a conceptual analysis of the role digital learning plays in NEP 2020, its potential to bridge educational gaps, and the challenges that accompany its implementation. By synthesizing the key digital initiatives proposed in the policy and examining their alignment with contemporary educational theories, this study explores the transformative potential of digital education in shaping India's knowledge society. The National Education Policy (NEP) 2020 has laid out a roadmap to transform the Indian education system, with a focus on holistic development, experiential learning, and the integration of technology. The NEP 2020 recognises the importance of digital education and has emphasised the need for its integration into the school curriculum. In this article, we will discuss the key aspects of digital education for high schools under the NEP 2020.

Key Words: digital, learning, new education policy

1. Introduction

India's NEP 2020 aims to revamp the country's educational system to meet the demands of the 21st century. Among its most significant features is the emphasis on leveraging technology to enhance teaching and learning. Digital learning, under NEP 2020, is viewed not only as a tool for improving access but also for enhancing quality, inclusiveness, and lifelong learning. Digital education is a key aspect of the NEP 2020, with a focus on developing digital literacy, critical thinking, and problem-solving skills among students. The policy recognizes the importance of technology in providing equal educational opportunities to all students and emphasises the need for investments in digital infrastructure and teacher training. With the right investments and focus, digital education has the potential to revolutionise the Indian education system and provide high-quality education to all students, irrespective of their location or socio-economic background.

The NEP 2020 envisages a technology-enabled education system that will not only enhance the learning experience but also facilitate personalised learning and bridge the digital divide. Digital education will be an integral part of the curriculum, with a focus on developing digital literacy, critical thinking, and problem-solving skills. The NEP 2020 lays emphasis on the use of technology to provide high-quality education to students, irrespective of their geographical location. This is particularly important for students from remote areas who may not have access to

quality education. The policy recommends the use of digital platforms, such as online classes and e-learning resources, to provide equal educational opportunities to all students.

Under the NEP 2020, digital education will be integrated into the curriculum in a phased manner, starting from the primary level. At the high school level, students will have access to a range of digital resources, including interactive learning tools, simulations, and online assessments. This will enable students to learn at their own pace and engage with the material in a more interactive and immersive manner.

The NEP 2020 also emphasises the need to develop digital infrastructure in schools, including high-speed internet connectivity, digital devices such as tablets and laptops, and digital content. This will require significant investments from the government and private sector to ensure that all schools have access to the necessary resources. Another important aspect of digital education under the NEP 2020 is the development of digital pedagogy. Teachers will be trained to use digital tools and technologies to create engaging and interactive learning experiences for students. This will require a significant shift in teaching methods and a focus on developing digital teaching skills.

2. Digital Learning in NEP 2020: Key Provisions

- NEP 2020 outlines several initiatives that reflect the government's commitment to integrating digital technologies in education:
- National Educational Technology Forum (NETF): A platform for exchanging ideas and advancing research in digital education.
- Virtual Labs and Online Content: Expansion of e-learning platforms like SWAYAM, DIKSHA, and e-PG Pathshala.
- Digital Infrastructure: Investment in digital infrastructure for schools, especially in rural and remote areas.
- Teacher Capacity Building: Professional development through digital tools and online training modules.
- Equity and Access: Use of technology to overcome barriers related to geography, socio-economic status, and physical disabilities.

3. Conceptual Framework

The adoption of digital learning under NEP 2020 can be framed within several educational theories:

- Constructivist Learning Theory: Supports learner-centered environments where technology facilitates active, self-directed learning.
- Connectivism: Reflects how knowledge is distributed across networks and how learning occurs through digital interactions.
- Digital Equity Framework: Emphasizes the fair distribution of access, skills, and opportunities in digital learning.

4. Opportunities and Benefits

- Increased Access: Enables outreach to learners in remote and underserved areas.
- Personalized Learning: Adaptive technologies can cater to diverse learning needs and styles.
- Scalability: Online platforms can accommodate large numbers of learners at minimal marginal cost.
- Enhanced Teacher Support: Digital tools facilitate teacher training, collaboration, and resource sharing.

5. Challenges and Limitations

- Digital Divide: Unequal access to devices, internet, and digital literacy remains a critical barrier.
- Quality Assurance: Ensuring the credibility and pedagogical soundness of digital content.
- Teacher Readiness: Lack of training and resistance to adopting new technologies.
- Infrastructure Gaps: Inadequate power supply and connectivity, especially in rural areas.

6. Policy Implications and Recommendations

- Strengthen public-private partnerships to enhance digital infrastructure.
- Ensure inclusive design of digital content to address diverse learner needs.
- Invest in robust teacher training programs focused on digital pedagogy.
- Regular monitoring and evaluation of digital initiatives to measure impact and improve practices.

7. Conclusion

Digital learning, as envisioned in NEP 2020, holds immense potential to democratize education in India. However, its success depends on a holistic strategy that addresses infrastructural, pedagogical, and equity-related challenges. With sustained effort and inclusive policies, digital learning can be a powerful catalyst for transforming India's educational system.

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नवीन शैक्षणिक धोरण 2020 चा उच्च शिक्षणावर झालेल्या परिणामांचा अभ्यास

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प्रस्तावना-

नवीन शैक्षणिक धोरण 2020 (new education policy 2020) भारत सरकारचा एक महत्वाचा दस्तऐवज आहे. ज्यामध्ये शिक्षण प्रणालीमध्ये सुधारणा करण्यासाठी दिशा निर्देश आणि योजना दिल्या आहेत या धोरणाचा मुख्य उद्देश . गुणवत्तापूर्ण शिक्षण, सर्वसमावेशकता आणि जीवनभरच्या शिक्षणावर भर देणे आहे मानवाला आपल्या पूर्ण क्षमता वापरता येण्यासाठी समान आणि न्याय्य समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे. भारताच्या सातत्यपूर्ण प्रगतीसाठी आणि आर्थिक विकास, सामाजिक न्याय आणि समानता, शास्त्रीय प्रगती, राष्ट्रीय एकात्मता आणि संस्कृतीचे जतन या क्षेत्रांमध्ये वैश्विक पातळीवर नेतृत्व करण्यासाठी सर्वाना दर्जेदार शिक्षण उपलब्ध करून देणे महत्वाचे आहे. व्यक्ती, समाज, देश आणि जगाच्या हितासाठी आपल्या देशातील समृद्ध प्रतिभा आणि संसाधनांचा पुरेपूर वापर करण्याकरिता उच्च दर्जाचे सार्वभौमिक शिक्षण हा भविष्यासाठी सर्वात चांगला मार्ग आहे. पुढच्या दशकात जगातील सर्वात मोठी युवकांची लोकसंख्या भारतामध्ये असेल आणि त्या सर्वांना चांगल्या गुणवत्तेच्या शिक्षणाच्या संधी पुरवण्याचा आपल्या क्षमतेवर आपल्या देशाचे भवितव्य ठरेल. नवीन शैक्षणिक धोरण 2020 (N. E. P. 2020) चे उच्च शिक्षणावर विविध परिणाम होण्याची अपेक्षा आहे. यामध्ये शिक्षणाची गुणवत्ता प्रगत तंत्रज्ञानाचा उपयोग आणि व्यावसायिक शिक्षणाला महत्त्व देणे यासारख्या बाबी समाविष्ट असल्याचे निदर्शनास येते.

संशोधनाचा उद्देश :

- १) महाविद्यालय व विद्यापीठांच्या रचनेचे अध्ययन करणे.
- २) नवीन शैक्षणिक धोरणामध्ये तंत्रज्ञानाच्या वापराचा अभ्यास करणे.
- ३) नवीन शैक्षणिक धोरणाच्या खाजगी आणि सार्वजनिक सहभागाचे अध्ययन करणे.
- ४) नवीन शैक्षणिक धोरणाचा उच्च शिक्षणावर झालेल्या परिणामांचा अभ्यास करणे.

तथ्य संकलन पद्धती:

प्रस्तुत शोधनिबंधाच्या तथ्य संकलनासाठी दुय्यम तथ्य संकलन पद्धतीचा अवलंब करण्यात आलेला आहे, त्यासाठी यामध्ये इंटरनेटच्या माध्यमातून उपलब्ध माहिती, विविध पुस्तके व मासिकांद्वारे प्रकाशित सदर विषयासंदर्भातील लिखाण तसेच शासनाच्या विविध प्रकाशित सूचक माहिती यांचा अवलंब करण्यात आलेला आहे.

नवीन शैक्षणिक धोरणात महाविद्यालय व विद्यापीठांची रचना:

नवीन शैक्षणिक धोरण 2020 अंतर्गत महाविद्यालय व विद्यापीठांच्या रचनेत महत्त्वपूर्ण सुधारणा सुचविल्या गेल्याचे दिसत आहेत या सुधारणा गुणवत्ता पूर्ण शिक्षण बहुविविधता आणि समावेश यावर अधिक लक्ष केंद्रित करतात.

- अ) बहुविविध शिक्षणाची संकल्पना - विद्यापीठ व महाविद्यालय हे विविध विषयांचे संगम ठरते, जेणेकरून विद्यार्थ्यांना विविध नैतिक, सामाजिक, तांत्रिक आणि सांस्कृतिक ज्ञान मिळवता येते.
- ब) उच्च शिक्षण संस्थांचे वर्गीकरण - भारतातील उच्च शिक्षण संस्थांचे मानकीकरण आणि वर्गीकरण करण्यासाठी एक राष्ट्रीय शैक्षणिक गुणवत्ता विश्वासाहता न्याय स्थापना केली आहे यामुळे उच्च शिक्षणाच्या गुणवत्ता नियंत्रणात सुधारणा झाल्याचे दिसून येते.
- क) शिक्षणाची रचना- न्यू एज्युकेशन पॉलिसी 20-20 अंतर्गत डिग्री कार्यक्रमांमध्ये लवचिकता आलेली दिसून येते तसेच विद्यार्थ्यांना त्यांच्या आवडीनुसार विषय निवडण्याची आणि शिक्षणाची पायरी, उच्च शिक्षणात विविध प्रवेश आणि निर्गमन बिंदू उपलब्ध केले जातात.

- ड) सार्वजनिक आणि खाजगी शिक्षण संस्थांचा सहयोग - नवीन शैक्षणिक धोरण 2020 अंतर्गत सार्वजनिक आणि खाजगी क्षेत्राच्या सहयोगास प्रोत्साहन दिले जाते, त्यामुळे अधिक संसाधने आणि कौशल्य शिक्षणात आणता येतात.
- इ) प्रगत संशोधन आणि विकास - उच्च शिक्षण संस्थांना अधिक संशोधनाकडे वळवण्यासाठी प्रोत्साहन दिले जाते हे उद्योगांसोबत सहकार्य करून नवोन्मेष आणि सहयोग प्रक्रियेत योगदान देतात.
- या सर्व सुधारणा महाविद्यालय व विद्यापीठांच्या रचनेवर गहन प्रभाव पडताना दिसून येतात, ज्यामुळे शिक्षण गुणवत्ता व समावेशिता सुधारेल आणि विद्यार्थ्यांना त्यांच्या भविष्यातील करिअरमध्ये अधिक सक्षम बनवतील.

नवीन शैक्षणिक धोरणात रिसर्च आणि नवोन्मेष :

नवीन शैक्षणिक धोरणात रिसर्च आणि नवोन्मेष या दोन्ही घटकांचे महत्त्व अत्यंत मोठे आहे. हे शैक्षणिक गुणवत्ता विद्यार्थी अनुभव आणि राष्ट्रीय विकासासाठी आवश्यक आहे रिसर्च आणि नवनवीन घटकांची नवीन शैक्षणिक धोरणात अनेक मार्गाने समावेश केला जाऊ शकतो.

रिसर्च

- १) शैक्षणिक संशोधन प्रोत्साहन- नवीन धोरणांमध्ये शिक्षकांना संशोधक आणि शिकण्याच्या संस्थांना संशोधनात गुंतवणूक करण्यासाठी प्रोत्साहन दिले जाते हे करताना विषय वस्तू संबंधित शोध, विद्यार्थी केंद्रित अध्यापन पद्धतीचे मूल्यांकन, नवीन शिक्षण तंत्रज्ञानाचे मूल्यांकन इत्यादी विषयांवर भर दिले पाहिजे.
- २) शोध आणि नवीन तंत्रज्ञानाचे एकात्मिकीकरण- शैक्षणिक संशोधनातील नवीन पद्धती आणि तंत्रज्ञानाचा वापर करून शैक्षणिक प्रक्रिया सुधारणे हे विद्यार्थ्यांना नवीन विचारांना प्रोत्साहन देण्यासाठी आणि समस्येचे निराकरण करण्यासाठी मार्ग शोधण्यास मदत करेल.
- ३) शैक्षणिक धोरणाचे मूल्यांकन- नवीन शैक्षणिक धोरणाचे मूल्यांकन करण्यासाठी नियमित रिसर्च प्रक्रिया राबवणे हे धोरणातील कमकुवतपणा ओळखण्यास आणि त्यांचे निराकरण करण्यास मदत करते.
- ४) मतांचे एकत्रीकरण - विद्यार्थी, शिक्षक, पालक आणि इतर हितधारकांची मते संशोधनात घेणे रिसर्चमध्ये विद्यार्थ्यांच्या अनुभवांचे एकत्रीकरण आणि त्यांचे अभिप्राय विचारात घेऊन धोरणात बदल करणे.
- ५) विद्यार्थ्यांमध्ये संशोधन कौशल्य यांचे विकास - शिक्षकांना विद्यार्थ्यांमध्ये संशोधन कौशल्य (प्रश्न विचारणे, डेटा संग्रह विश्लेषण, निष्कर्ष काढणे) विकसित करण्यासाठी प्रोत्साहन देणे.

नवोन्मेष-

- १) नवीन शिकण्याच्या पद्धती- नवीन आणि आकर्षक शिकण्याच्या पद्धतींचा विकास हे विद्यार्थी सहभागीता, क्रियाशील अध्यापन पद्धती आणि समजूतीवर आधारित शिकवण्यावर भर देईल.
- २) तंत्रज्ञानाचा वापर - तंत्रज्ञानाचा शिक्षणात अधिकाधिक वापर करून शिकण्याच्या प्रक्रियेत नवोन्मेष घडवणे, इंटरनेट ऑनलाईन संसाधने, डिजिटल शिक्षण साधने यांचा वापर करून विद्यार्थ्यांना अधिक प्रभावीपणे शिकण्यास मदत करणे.
- ३) नवीन शैक्षणिक संस्था- नवीन शैक्षणिक संस्था आणि शिकण्याच्या केंद्रांची स्थापना नवीन शैक्षणिक धोरणात भाग असावा.

सर्वसाधारणपणे नवीन शैक्षणिक धोरणात रिसर्च आणि नवोन्मेष दोन्हीला महत्त्व देणे हे विद्यार्थ्यांना उत्तम शिक्षण प्रदान करण्यासाठी आणि त्यांच्या क्षमतेला पूर्णपणे प्रोत्साहन देण्यासाठी आवश्यक आहे.

नवीन शैक्षणिक धोरणात तंत्रज्ञानाचा समावेश

नवीन शैक्षणिक धोरणात तंत्रज्ञानाचा समावेश हा एक महत्त्वाचा भाग आहेहा समावेश अनेक मार्गाने होऊ शकतो . आणि त्यांचे महत्त्व अनेक आहेत

तंत्रज्ञानाचा समावेश करण्याचे मार्ग –

1. **अध्यापन पद्धती तंत्रज्ञानाचा समावेश** – इंटरक्टिव्ह बोर्ड, ऑनलाइन शिक्षण साधने, व्हिडिओ कॉन्फरन्स, स्टिम्युलेशन, इंटरनेट संसाधने, डिजिटल पुस्तके यांचा वापर करून अध्यापन पद्धती अधिक आकर्षक आणि प्रभावी बनवता येईल. विद्यार्थ्यांना स्वतः शिकण्यासाठी आणि समस्या सोडवण्यासाठी तंत्रज्ञानाचा वापर करण्यास प्रोत्साहन द्यावे.
2. ऑनलाइनकोर्सेस, वेबिनार, डिजिटल लायब्ररीज आणि इतर ऑनलाइनसंसाधने उपलब्ध करून विद्यार्थ्यांना वेगवेगळ्या मार्गांनी शिकण्याची संधी मिळवता येईल. गरीब भौगोलिक क्षेत्रात शिक्षणासाठी तंत्रज्ञानाचा वापर महत्त्वाचा आहे.
3. **सामग्रीची उपलब्धता** – विद्यार्थ्यांना नवीन सामग्री, डिजिटल पुस्तके, व्हिडिओज आणि इतर अनेक संसाधने उपलब्ध करून शिक्षण अधिक आकर्षक बनवता येई, हे शिकण्याची पद्धत अधिक वैयक्तिक बनवण्यास मदत करू शकते.
4. **विद्यार्थी मूल्यांकन-ऑनलाइनक्विझ,टेस्ट** आणि इतर मूल्यांकन साधने वापरून विद्यार्थ्यांच्या प्रगतीचे अधिक प्रभावीपणे आकलन करता येईल. हे मूल्यांकन अधिक वस्तुनिष्ठ आणि प्रभावी ठरू शकते.

नवीन शैक्षणिक धोरणामध्ये व्यावसायिक शिक्षण

नवीन शैक्षणिक धोरणात व्यावसायिक शिक्षणाचा समावेश हा एक महत्त्वाचा आणि गंभीर भाग आहे.धोरणाच्या विविध पैलूंमध्ये त्याचा समावेश कसा आहे.

- 1) **कौशल्यांची आवश्यकता आणि गरज:** नवीन धोरणामध्ये आधुनिक व्यवसायांच्या गरजा नुसार कामाच्या जागी कौशल्यांसाठी गरज असलेल्या कौशल्यांवर भर दिला जातो. यात समस्या सोडवण्यासाठीची क्षमता, टीमवर्क, संवाद कौशल्य, क्रिटिकलथिंकिंग आणि टिकाऊ पणा यांसारख्या मऊ कौशल्यांचा समावेश आहे तसेच विशेष क्षेत्रातील जसे डेटासायन्स,आर्टिफिशियलइंटेलिजन्स,रोबोटिक्स, तंत्रज्ञान आधारित व्यावसायिक कौशल्यांचा विकास हा मुख्य भेद होत आहे.
- 2) **व्यावसायिक पाठ्यक्रम आणि प्रशिक्षण :** प्राथमिक माध्यमिक आणि उच्च शिक्षणात व्यावसायिक पाठ्यक्रमांची आणि प्रशिक्षण पर्यायांची विस्तृत श्रेणी समाविष्ट केली जाते, ज्यात प्रायोगिक कामगिरी, व्यावहारिक अनुभव आणि कौशल्य विकासाचे प्रशिक्षण समाविष्ट आहे. जिथे शक्य असेल त्या ठिकाणी व्यावसायिक प्रशिक्षणादरम्यान विद्यार्थ्यांना प्रोजेक्ट आधारित आणि ग्राहक केंद्रित अनुभव मिळाल्यास उत्तम.
- 3) **उद्योग शिक्षण भागीदारी :** उद्योग आणि शैक्षणिक संस्थांमधील परस्पर संवाद आणि सहकार्य यावर भर दिला जातो. ज्यामध्ये कार्यशाळा, स्टुडंटइंटरशिप, अप्रेंटिसशिपप्रोग्रॅम आणि इतर प्रायोगिक अनुभव यांचा समावेश आहे. यामुळे विद्यार्थ्यांना उद्योगाच्या गरजांविषयी अधिक जाणून घेण्यास आणि व्यावहारिक ज्ञान मिळण्यास मदत होते.
- 4) **व्यावसायिक शिक्षणाची उपलब्धता :** धोरणाने समाजाच्या सर्व स्तरातील विद्यार्थ्यांना व्यावसायिक शिक्षणाची समान संधी देण्यावर भर दिला आहे. शैक्षणिक संधी आणि प्रवेश दुरस्थ क्षेत्रात, गरिबी क्षेत्रात किंवा विशिष्ट समुदाय समूहांमध्ये अधिक उपलब्ध करून देण्याचे प्रयत्न करीत आहे.

या सर्व घटकांच्या समावेशाने व्यावसायिक शिक्षणाची गुणवत्ता वाढू शकते आणि उद्योगाच्या गरजा नुसार योग्य प्रशिक्षित कामगारांची उपलब्धता वाढते.

नवीन शैक्षणिक धोरण सिक्वेन्सियल लर्निंग

नवीन शैक्षणिक धोरणात सिक्वेन्सियललर्निंग हा एक महत्त्वाचा घटक असू शकतो. हे क्रमिक शिक्षण म्हणजे विषयांना आणि कौशल्यांना त्यांच्यातील परस्पर संबंधांच्या आधारे शिकवणे या धोरणातून विद्यार्थ्यांना एका विषयाचे ज्ञान दुसऱ्या विषयावर अवलंबून असते याची जाणीव होण्यास मदत होते.

नवीन शैक्षणिक धोरणात सिक्वेन्शियल लर्निंगचा समावेश अशा मार्गाने होऊ शकतो.

- 1) **क्रमिक कौशल्याचे प्रशिक्षण** : एक सरळ क्रम पाळत विद्यार्थ्यांना पहिले कौशल्य पूर्णपणे समजल्यानंतरच पुढचे कौशल्य शिकवले जाते, उदाहरणार्थ, एका भाषेचे वाचन, लिहिणे, बोलणे आणि लेखन हे क्रमिक प्रक्रिया आहेत.
- 2) **विषयांच्या परस्पर संबंधांचा विचार** : विविध विषयांच्या परस्पर संबंधांवर भर देण्यात येतो जेणेकरून विद्यार्थी त्यांच्यातील भरपूर तज्ञता मिळवू शकतील उदाहरणार्थ गणित आणि विज्ञान यांचा एकत्रित अभ्यास करून विद्यार्थ्यांना समस्या सोडवण्याची कौशल्य वाढवण्यात मदत होते.
- 3) **अंतर क्रियात्मक अभ्यास** : एक विषय दुसऱ्यावर प्रभाव पडतो याची जाणीव विद्यार्थ्यांना प्रदान करण्यासाठी उपयुक्त शिकण्याच्या रणनीती.
- 4) **प्रोजेक्ट आधारित शिक्षण** : विद्यार्थी एका विशिष्ट प्रकल्पात गुंतवून एका विषयातील कौशल्य शिकल्यानंतर पुढचे ध्येय प्राप्त करण्यासाठी ते पुढच्या विषयाच्या ज्ञानाचा वापर करतात, हे कौशल्यांचा क्रम शिकवण्यासाठी एक उत्कृष्ट पद्धत आहे.
- 5) **अतिरिक्त क्रमाने** : विषयांना छोट्या स्वायत्त मॉडेलमध्ये विभागले जाऊ शकते, ज्यामुळे विद्यार्थ्यांना त्यांच्या गरजेनुसार क्रमाने शिकता येते.

या दृष्टिकोनाचे फायदेपुढील प्रमाणे सांगता येतील

1. **विद्यार्थ्यांसाठी उत्तम असा क्रम** : शिक्षण क्रमवारतेमुळे विद्यार्थ्यांना विषयांची चांगली समज मिळते.
2. **कौशल्यांचे उत्तम विकास** : असंख्य कौशल्य क्रमिकपणे वाढवणे विद्यार्थ्यांच्या दीर्घकालीन शिक्षणासाठी फायदेशीर आहे.
3. **मजबूत आधार** : प्रत्येक नवीन ज्ञानाची मूलभूत ज्ञानावर आधारित बांधणी विद्यार्थ्यांमध्ये मजबूत आधार तयार करते.

नवीन शैक्षणिक धोरण 2020 या धोरणातील सिक्वेन्शियल लर्निंगबाबत आव्हाने

1. **सर्व विद्यार्थ्यांना एकाच क्रमाने शिकवण्याचे आव्हान**: सर्व विद्यार्थी समान गतीने प्रगती करत नाहीत ते मागे पडलेल्या ज्ञानासह असतात.
2. **सर्व विषयांच्या अभ्यासात सिक्वेन्शियल लर्निंग लागू करण्यास कधी कधी आव्हानात्मक** : सर्व विषय पूर्णपणे क्रमिक नसतात एकमेकांना जोडणे गरजेचे असते.
3. **शिक्षण- प्रशिक्षणाची गरज** : शिक्षकांना नवीन धोरण आणि शिक्षण पद्धती लागू करण्यासाठी आवश्यक प्रशिक्षण दिले पाहिजे.

एकूणच सिक्वेन्शियल लर्निंग नवीन शैक्षणिक धोरणात एक आवश्यक असा घटक असू शकतो, परंतु या धोरणाचा योग्य वापर आणि व्यावहारिक लागू करणे हे शिक्षकांवर आणि विद्यार्थ्यांवर अवलंबून असते.

नवीन शैक्षणिक धोरण 2020 मध्ये सार्वजनिक क्षेत्राचा सहभाग

1. **स्रोत उपलब्धता** : सार्वजनिक क्षेत्राकडून पायाभूत सुविधा, साहित्य, तंत्रज्ञान, अनुदान, शैक्षणिक संशोधन आणि विकास यांसाठी पुरेसे स्रोत उपलब्ध करणे.
2. **नियमन आणि नियंत्रण**: आवश्यक नियमावली धोरणे आणि तपासणी मार्गदर्शक तत्वे तयार करणे आणि अंमलबजावणी करणे.
3. **नियमक संरचना** : एक मजबूत आणि पारदर्शी नियामक संरचना जे व्यवस्थित तपासणी आणि समन्वय सुनिश्चित करते.
4. **निर्णयात्मक भूमिका** : सार्वजनिक क्षेत्राचे मार्गदर्शन आणि समर्थन यांची भूमिका निर्मितीच्या प्रक्रियेत आवश्यक आहे शैक्षणिक संस्थेची सर्वस्वी यशस्वीतासुनिश्चित करण्यासाठी सार्वजनिक क्षेत्राच्या समन्वयात आयुष्यभर

शिक्षणाचा समावेश असणे आवश्यक आहे.

5. **मानदंड निर्धारित करणे :** शिक्षणाच्या गुणवत्तेसाठी प्रमाणित मानदंडाची निर्मिती आणि लागू करणे आणि त्यांच्या अनुपालनाची तपासणी करणे.
6. **नवीन तंत्रज्ञानाचा वापर :** खाजगी क्षेत्राकडून नवीन तंत्रज्ञानाच्या वापरावर लक्ष केंद्रित करून शिक्षणाची गुणवत्ता सुधारणे हे महत्वाचे आहे.
7. **शैक्षणिक संशोधन आणि विकास:** नवीन शैक्षणिक पद्धती आणि तंत्रज्ञानाच्या विकासात खाजगी क्षेत्राचे योगदान महत्वाचे आहे.
8. **उद्योग: विश्वविद्यालयाचे सहकार्य -** खाजगी उद्योग आणि विद्यापीठ्यांच्यातील सहकार्याने विद्यार्थ्यांना नोकऱ्यांसाठी तयार करणे उद्योगाच्या गरजेनुसार शिक्षण आकार देणे शक्य होते.
9. **निवेश आणि भांडवल :** खाजगी क्षेत्राने शिक्षण क्षेत्रात निवेश करून प्रगत सुविधा आणि स्रोत उपलब्ध करून देण्यात महत्वाची भूमिका बजावलेली आहे.
10. **नवीन शैक्षणिक कार्यक्रम :** नवीन शिक्षण प्रकार विशेष शिक्षण आणि व्यावसायिक अभ्यासात समावेश असलेल्या शिक्षण कार्यक्रमांचा विकास.

सारांश :

1. **चॉईस बेस्ड क्रेडिट सिस्टीम :** विद्यार्थ्यांना त्यांच्या आवडीच्या विषयांमध्ये अभ्यासक्रम निवडण्याची मुभा देऊन एक लवचिक शैक्षणिक संरचना तयार करणे जेणेकरून त्यांना त्यांच्या करिअरच्या गरजेनुसार अध्ययन करता येईल.
2. **प्रशिक्षण संस्थांची मान्यता :** उच्च शिक्षण संस्थांच्या गुणवत्ता नियंत्रणासाठी एक स्पष्ट आणि पारदर्शक मान्यता प्रणाली तयार करणे जेणेकरून गुणवत्तेसाठी उच्च मानक प्रस्थापित केले जातील.
3. **शोध व नाईक नाविन्य :** संशोधन क्षेत्रात अधिक फोकस देण्यात आलेला आहे ज्यामुळे विद्यार्थ्यांना व्यावसायिकतेच्या दिशेने मार्गदर्शन केले जाईल आणि शैक्षणिक संस्थांना आंतरराष्ट्रीय प्रतिष्ठा मिळवण्यास मदत होईल.
4. **डिजिटल शिक्षण :** ऑनलाइन शिक्षणाच्या माध्यमातून अधिक विद्यार्थ्यांना विषयाची सुस्पष्टता देणे डिजिटल साधनांचा वापर आणि सर्वांपर्यंत शिक्षणाचा प्रवेश सुलभ करणे.
5. **आर्थिक मदत:** आर्थिक मदतीच्या योजनेत सुधारणा करणे विशेषतः गरीब व मागासलेल्यांसाठी उच्च शिक्षण सुलभ करणे.
6. **विद्यार्थ्यांच्या जाणिवा व मानसिक स्वास्थ्य :** विद्यार्थ्यांच्या मानसिक स्वास्थ्याचे महत्त्व ओळखून त्यासाठी योग्य समर्थन व मार्गदर्शन यावर लक्ष केंद्रित करणे.

नवीन शैक्षणिक धोरण 2020 चे मुख्य उद्दिष्ट गुणवत्तापूर्ण, सर्वसमावेशक आणि जीवनभर शिक्षणाला चालना देणे आहे. महाविद्यालये व विद्यापीठांच्या रचनेत बहु-विध शिक्षण, लवचिक अभ्यासक्रम व सार्वजनिक खाजगी सहकार्य वाढवले - तंत्रज्ञानाचा वापर. नवोन्मेषावर विशेष भर देत विद्यार्थी व शिक्षकांना संशोधनासाठी प्रोत्साहन दिले आहे. रिसर्च आणि ऑनलाइन शिक्षण करून शिक्षण अधिक आकर्षक व सर्वांगीण बनवण्याचा प्रयत्न केला आहे, डिजिटल साधनांचा वापर, आणि मूल्यांकन सुधारण्यात भर दिला आहे.

व्यावसायिक शिक्षणाला महत्त्व देऊन कौशल्याधारित प्रशिक्षणाला चालना दिली आहे. सिव्हेन्शियल लर्निंग द्वारे सर्व स्तरांतील विद्यार्थ्यांना व्यावसायिक विषयांचे सुसंगत आणि क्रमिक शिक्षण प्रोत्साहन दिले आहे. शिक्षणाच्या संधी उपलब्ध करून दिल्या आहेत. हे धोरण शिक्षणाच्या गुणवत्तेसाठी महत्वाचा मानला आहे. सार्वजनिक व खाजगी क्षेत्राचा सहभाग. भारताच्या सामाजिक, आर्थिक व वैज्ञानिक प्रगतीसाठी एक महत्वाचा टप्पा ठरतो.

संदर्भ सूची :

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6. <https://ncert.nic.in>
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एनईपी 2020 अंतर्गत शिक्षकांच्या शिक्षणामध्ये तंत्रज्ञानांची भूमिका

बंडा कामिनी दशरथ

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प्रस्तावना

2020 मध्ये स्थापन झालेली राष्ट्रीय शिक्षण धोरण (एनईपी) प्रणाली ही शैक्षणिक आणि शिक्षण प्रणालीतील धोरण निर्मिती आणि निर्णयात्मक बदलांमध्ये एक महत्वाचा टप्पा आहे. एनईपी प्रणालीचा उद्देश शालेय शिक्षणापासून उच्च शिक्षणापर्यंत सर्व स्तरांच्या शिक्षणाला आवश्यक मूल्य प्रदान करणे आहे. हे शैक्षणिक सुधारण मॉडेलचे अनुसरण करते जे विद्यमान शिक्षण प्रणालीला धरून ठेवेल. आणि ती उच्च पातळीपर्यंत वाढवेल. ही शिक्षण प्रणाली विकसित आणि प्रकाशित केली गेली आहे या दृष्टिकोनातून की शिक्षण आणि शैक्षणिक शाखांच्या सर्व घटकांना मूल्य मिळावे आणि मुख्य वैशिष्ट्यांशी व्यवहार करताना उज्वल संधी मिळाव्यात. यामध्ये गुणवत्ता, परवडणारी क्षमता, समानता, प्रवेश आणि जबाबदारी यांचा समावेश आहे. एनईपीप्रणालीचे मुख्य उद्दिष्ट कार्यक्षम शिक्षक प्रशिक्षणाचे मानके वाढवणे. विद्यमान परीक्षा प्रक्रियेत सुधारणा करणे, सुरुवातीच्या टप्प्यात बालसंगोपन आणि शिक्षण प्रणालीतील नियामक चौकटीच्या धोरणांची पुनर्बांधणी करणे आहे. शिक्षणात सार्वजनिक गुंतवणूक, राष्ट्रीय शिक्षण आयोग ची स्थापना, तंत्रज्ञानाचा वापर वाढवणे आणि व्यावसायिक / प्रौढ शिक्षण तरतूद योजना यासारख्या घटकांसाठी मूल्य निर्माण करण्यासाठीचा मुख्य हेतू आहे. राष्ट्रीय शिक्षण धोरण हे भारताच्या शैक्षणिक चौकटीत एक ऐतिहासिक बदल दर्शवते. ज्याचा उद्देश देशाच्या शिक्षण व्यवस्थेला अधिक समावेशक, लवचिक आणि समग्र बनवून परिवर्तन करणे आहे. ३४ वर्षांनंतर सादर केलेले हे धोरण विद्यार्थ्यांच्या सर्वांगीण विकासावर भर देऊन शिक्षणासाठी अधिक मजबूत आणि व्यापक दृष्टिकोनाची आवश्यकता पूर्ण करते. भारतातील शिक्षणाचा भविष्यातील मार्ग समजून घेण्यासाठी एनईपी 2020 ची ठळक वैशिष्ट्ये समजून घेणे महत्वाचे आहे.

एनईपी प्रणालीची ठळक वैशिष्ट्ये

एकूण धोरणांचे मार्गदर्शन करणाऱ्या काही महत्वाच्या वैशिष्ट्यांचा वापर करून एनईपी प्रणालीचे मूल्यवर्धन तपशीलवार करता येते. यामध्ये बालपणीची काळजी, अभ्यासक्रमाची चौकट, शिक्षण हक्क, कायद्यातील तरतुदी, विविध परीक्षा आणि चाचण्या आणि शिक्षण प्रशासन यांचा समावेश आहे. इतर वैशिष्ट्ये म्हणजे राष्ट्रीय संशोधन प्रतिष्ठान, उच्च शैक्षणिक संस्था, शिक्षणातील वित्त पुरवठा, तीन भाषा सूत्र आणि व्यावसायिक / प्रौढ

अभ्यासक्रम.

१. बालपण काळजी आणि शिक्षण – एनईपी 2020 च्या मूलभूत वैशिष्ट्यांपैकी एक म्हणजे अर्ली चार्ल्ड हूड केअर अँड एक्युकेशनचे सर्वत्रीकरण. हे धोरण आयुष्यभर शिक्षण आणि विकासासाठी मजबूत पाया रचण्यासाठी अर्ली चार्ल्डहूड शिक्षणाच्या महत्त्वावर भर देते. ECCE चे उद्दिष्ट 3 ते 6 वर्ष वयोगटातील सर्व मुलांना दर्जेदार प्रिस्कूल शिक्षणाची सुविधा उपलब्ध करून देणे आहे. या धोरणात अंगणवाडी केंद्र आणि पूर्व प्राथमिक शाळा स्थापन करणे समाविष्ट आहे. जर खेळ आधारित आणि क्रिया कलाप आधारित शिक्षणाद्वारे मुलांच्या सर्वांगीण विकासावर लक्ष केंद्रित करतील.

२. मूलभूत साक्षरता आणि संख्याशास्त्र – तिसऱ्या इयत्तापर्यंत मूलभूत साक्षरता आणि अंकज्ञान प्राप्त करते. हे राष्ट्रीय शिक्षण धोरण 2020 चे सर्वोच्च प्राधान्य आहे. पुढील शिक्षणासाठी वाचन, लेखन, मूलभूत अंकगणित करण्याची क्षमता आवश्यक आहे हे धोरण मान्य करते. ही ध्येय साध्य करण्यासाठी राष्ट्रीय शिक्षण धोरण 2020 मध्ये एक मिशन मोड दृष्टीकोन प्रस्तावित केला आहे. जो सुरुवातीच्या हस्तक्षेपावर, शिक्षक प्रशिक्षणावर आणि प्रभावी शिक्षण साहित्याच्या शिक्षणावर लक्ष्य केंद्रीत करतो. मुलांना ही महत्वाची कौशल्ये विकसित करण्यास मदत करण्यासाठी एक आकर्षक आणि सहाय्यक शिक्षण वातावरण तयार करण्यावर भर दिला जातो.

३. शालेय शिक्षणावर भर – एनईपी 2020 मध्ये पारंपरिक १०+२ प्रणालीऐवजी ५+३+३+४ म्हणून ओळखली जाणारी

एक नवीन अभ्यासक्रम रचना सादर केली आहे. ही नवीन रचना मुलांच्या सर्वांगीण विकासाच्या टप्प्यांशी सुसंगत आहे.

- पायाभूत टप्पा (५) वर्षे : ३ वर्षा प्रिस्कूल + २ वर्षे प्राथमिक शाळा
- तयारीचा टप्पा (३) वर्षे : इयत्ता ३ री ते ५ वी
- मधला टप्पा (३) वर्षे : इयत्ता ६ वी ते ८ वी
- माध्यमिक टप्पा ४ वर्षे : इयत्ता ९ वी ते १२ वी

या सुधारणेचा उद्देश मुलांच्या वाढीच्या विविध टप्प्यांना अनुकूल अशी अधिक एकात्मिक आणि लवचिक शिक्षण प्रणाली सुनिश्चित करणे आहे.

४. अभ्यासक्रम आणि अध्यापनशास्त्रातील बदल – राष्ट्रीय शिक्षण २०२० मध्ये रट लर्निंग ऐवजी संकल्पनात्मक आकलनाकडे वळण्यावर भर देण्यात आला आहे. अभ्यासक्रमात कला, क्रीडा, आणि व्यावसायिक शिक्षण यांचा समावेश असेल, ज्यामुळे सर्वसमावेशक शिक्षण सुनिश्चित होईल. हे धोरण पारंपरिक परीक्षा केंद्रीत शिक्षण पद्धतीपासून दूर जाऊन अनुभवात्मक शिक्षण, समीक्षणात्मक विचार आणि सर्जनशीलता यांना प्रोत्साहन देते.

५. बहुभाषिकता आणि भाषा शिक्षण - हे धोरण बहुभाषिकतेचे महत्त्व अधोरेखित करते आणि किमान इयत्ता ८ वी पर्यंत आणि शक्यतो इयत्ता ८ वी आणि त्यापुढील शिक्षणाचे माध्यम म्हणून मातृभाषा किंवा स्थानिक भाषेचा वापर करण्यास अधोरेखित करते. तीन-भाषिक सूत्र अंमलात आणले जाईल, ज्यामुळे संज्ञानात्मक क्षमता आणि सांस्कृतिक समज वाढविण्यासाठी तीन भाषांमध्ये प्रवीणता वाढेल.

६. समतापूर्ण आणि समावेशक शिक्षण - NEP २०२० चे उद्दिष्ट शिक्षणाला समतापूर्ण आणि समावेशक बनवणे आहे, जेणेकरून कोणतेही मूल मागे राहणार नाही याची खात्री होईल. या धोरणात सामाजिक- आर्थिकदृष्ट्या वंचित गट (SEDG), अपंग मुले आणि मुलींसह उपेक्षित आणि वंचित गटांना आधार देण्यासाठी विशेष उपाययोजनांचा समावेश आहे. शिष्यवृत्ती प्रदान करणे, विशेष शिक्षण क्षेत्रे स्थापन करणे आणि समावेशक अभ्यासक्रम विकसित करणे या धोरणांचा समावेश आहे.

७. मूल्यांकन सुधारणा - या धोरणात मूल्यांकनात महत्त्वपूर्ण बदल केले आहेत, जे सारांशात्मक ते रचनात्मक मूल्यांकनाकडे वळले आहेत जे सतत आणि व्यापक मूल्यांकनाला प्रोत्साहन देतात. रोट मेमोरायझेशनऐवजी विश्लेषण, समीक्षात्मक विचार आणि संकल्पनात्मक स्पष्टता यासारख्या उच्च-स्तरीय कौशल्यांचे मूल्यांकन करण्यावर लक्ष केंद्रित केले जाईल. नवीन मूल्यांकन प्रणालीचा उद्देश परीक्षेचा ताण कमी करणे आणि विद्यार्थ्यांच्या क्षमतांचे अधिक अचूक प्रतिबिंब प्रदान करणे आहे.

८. शिक्षक शिक्षण आणि व्यावसायिक विकास - शिक्षकांची महत्त्वाची भूमिका ओळखून, राष्ट्रीय धोरण २०२० मध्ये शिक्षक शिक्षण कार्यक्रमांमध्ये सुधारणा करण्याचा प्रस्ताव आहे. आधुनिक शैक्षणिक पद्धतींसाठी आवश्यक असलेल्या कौशल्यांनी सुसज्ज करण्यासाठी शिक्षकांना कठोर प्रशिक्षण आणि व्यावसायिक विकासाची आवश्यकता आहे. शिक्षकांना नवीनतम शैक्षणिक ट्रेंड आणि तंत्रज्ञानाशी अद्ययावत राहण्याची खात्री करून, सतत व्यावसायिक विकास अनिवार्य असेल.

९. शिक्षणातील तंत्रज्ञान - तंत्रज्ञानाचे एकीकरण हे NEP २०२० चा एक महत्त्वाचा भाग आहे. हे धोरण शिक्षण अनुभव वाढविण्यासाठी डिजिटल साधने आणि संसाधनांचा वापर करण्यास प्रोत्साहन देते. उपक्रमांमध्ये डिजिटल साक्षरतेला प्रोत्साहन देणे, व्हर्चुअल लॅब आणि लायब्ररी स्थापन करणे आणि शिक्षणाचे वैयक्तिकरण करण्यासाठी एआय आणि मशीन लर्निंगचा वापर करणे समाविष्ट आहे. डिजिटल दरी कमी करणे आणि सर्व विद्यार्थ्यांसाठी तंत्रज्ञानाची समान उपलब्धता सुनिश्चित करणे हे ध्येय आहे

१०. उच्च शिक्षण सुधारणा - NEP २०२० उच्च शिक्षणात महत्त्वपूर्ण सुधारणा आणते, बहुविद्याशाखीय आणि समग्र

शिक्षणाला प्रोत्साहन देते. भारतीय उच्च शिक्षण आयोग (HECI) ची स्थापना ही एक प्रमुख वैशिष्ट्य आहे, ज्याचा उद्देश संपूर्ण उच्च शिक्षण क्षेत्राचे (वैद्यकीय आणि कायदेशीर शिक्षण वगळता) नियमन करणे आहे. हे धोरण बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERUs) स्थापन करण्यास प्रोत्साहन देते आणि व्यावसायिक शिक्षण उच्च शिक्षणात समाकलित करते.

शिक्षक आणि प्रशिक्षक हे धोरणाच्या प्रभावी अंमलबजावणीसाठी केवळ तळागाळातच नव्हे तर संशोधन

आणि नवोपक्रमाने ते पुढे नेण्याची जबाबदारी देखील घेतात. NEP 2020 च्या संदर्भात, शिक्षक आणि प्रशिक्षक त्याच्या अंमलबजावणीत महत्वाची भूमिका का बजावतील याची 5 प्रमुख कारणे आपण जाणून घेऊया.

1. नवीन अभ्यासक्रम विकास आणि अंमलबजावणी: राष्ट्रीय शिक्षण धोरण २०२० मध्ये सर्जनशीलता, नवोन्मेष, कार्य-एकात्मिक शिक्षण आणि व्यावसायिक शिक्षण यासह अनेक गोष्टींवर खूप महत्त्व दिले आहे. याला प्रोत्साहन देण्यासाठी, धोरण शैक्षणिक संस्थांना महत्त्वपूर्ण स्वायत्तता देण्याची आणि योग्य अभ्यासक्रम आणि सर्वात कार्यक्षम अध्यापनशास्त्र डिझाइन आणि विकसित करण्यासाठी प्राध्यापकांना प्रेरित करण्याची कल्पना करते. म्हणूनच, शिक्षण परिणामांवर थेट परिणाम करणारे संबंधित अभ्यासक्रम आणि अध्यापनशास्त्र विकसित करण्यात योगदान देण्यासाठी शिक्षक/प्रशिक्षकाची भूमिकामहत्त्वपूर्ण बनते.

2. २१ व्या शतकातील कौशल्ये आणि ज्ञान देणे: २१ व्या शतकातील पहिले शिक्षण धोरण असल्याने, राष्ट्रीय शिक्षण धोरण २०२०, विद्यार्थ्यांना २१ व्या शतकातील कौशल्ये आणि ज्ञानाने तयार करण्याच्या कल्पनेचे जोरदार समर्थन करते. २१ व्या शतकातील कौशल्ये जसे की टीकात्मक विचार, सर्जनशीलता, सहकार्य, संवाद, पुढाकार घेणे, समस्या सोडवणे इत्यादी विद्यार्थ्यांना चारित्र्य घडवण्यास आणि सुसंस्कृत व्यक्ती बनण्यास मदत करतात. आकर्षक शिक्षण पद्धतींद्वारे विद्यार्थ्यांना २१ व्या शतकातील कौशल्ये प्रदान करणे ही शिक्षक आणि प्रशिक्षकांची भूमिका आणि जबाबदारी बनते.

3. नवोपक्रम आणि सर्जनशीलतेचे वातावरण निर्माण करणे: NEP २०२० च्या प्रकाशात, शालेय पातळीपासूनच शिक्षकांनी विद्यार्थ्यांमध्ये नाविन्य आणि सर्जनशीलता वाढवणारे शिक्षण वातावरण तयार करणे अपेक्षित आहे. अध्यापन आणि अध्यापनशास्त्रातील नवोपक्रमांद्वारे, शिक्षक आणि प्रशिक्षक विद्यार्थ्यांमध्ये उत्कृष्टता आणि नाविन्यपूर्णतेची भावना निर्माण करू शकतात. NEP २०२० अंतर्गत वर्गात शिक्षकांची भूमिका अशी असेल की विद्यार्थी सर्जनशील, टीकात्मक, तार्किक आणि नाविन्यपूर्ण मानसिकतेने विचार करू शकतील असे वातावरण निर्माण करणे आणि प्रोत्साहन देणे. उच्च शिक्षण स्तरावर, कला आणि मानविकी, विज्ञान आणि सामाजिक शास्त्रांमध्ये संशोधनाला प्रोत्साहन देण्यासाठी आणि त्याद्वारे राष्ट्राच्या प्रगतीत योगदान देण्यासाठी ही नाविन्यपूर्ण मानसिकता मूलभूत ठरणार आहे.

4. परिणाम-आधारित शिक्षणावर लक्ष केंद्रित करा : सध्याच्या शिक्षण पद्धतीच्या विपरीत, जिथे गुण आणि श्रेणींना सर्वाधिक महत्त्व दिले जाते, NEP 2020 निकाल- आधारित शिक्षणावर लक्ष केंद्रित करते. एखाद्या विद्यार्थ्याचे कार्य करण्याच्या, समस्येचे निराकरण करण्याच्या आणि नाविन्यपूर्ण उपाय शोधण्याच्या क्षमतेच्या आधारे त्याचे कौशल्य आणि ज्ञान मोजण्याचे उद्दिष्ट आहे. परिभाषित उद्दिष्टे आणि परिणामांसह, प्रगतीचे मूल्यांकन आणि वैयक्तिकृत अभिप्रायासह विद्यार्थी-केंद्रित शिक्षण मॉडेल तयार करण्यात शिक्षकाची भूमिका आवश्यक बनते.

5. शिक्षकांच्या व्यावसायिक विकासाला प्रोत्साहन देणे: शिक्षक शिक्षण आणि शिक्षकांचे सक्षमीकरण हे NEP 2020 मध्ये लक्ष केंद्रित केलेल्या प्रमुख क्षेत्रांपैकी एक आहे. शिक्षणात तंत्रज्ञानाचा अवलंब, ई-लर्निंग, ऑनलाइन अध्यापन इत्यादींमध्ये प्रगती झाल्यामुळे, शिक्षक आणि प्रशिक्षकांना नवीन शिकारू-केंद्रित दृष्टिकोनांमध्ये प्रशिक्षण घेणे आवश्यक आहे. धोरणातील सूचना आणि हस्तक्षेपांद्वारे, हे स्पष्ट होते की NEP 2020 च्या यशस्वी अंमलबजावणीसाठी शिक्षकाची सुविधा देणारी आणि मार्गदर्शक म्हणून भूमिका मूलभूत आहे.

वरील चर्चा केलेल्या कारणांमुळे आणि इतर कारणांमुळे, शिक्षक आणि प्रशिक्षक हे तरुण मनांना चालना देण्यासाठी आणि त्यांना जागतिक नागरिक बनवण्यासाठी त्यांच्या समग्र विकासात योगदान देण्यासाठी वातावरण तयार करण्यात महत्त्वपूर्ण भूमिका बजावतात.

उद्दिष्टे:

1. **शिक्षक प्रशिक्षण :** तंत्रज्ञानाचा वापर करून शिक्षकांना अधिक प्रभावी आणि आधुनिक पद्धतीने प्रशिक्षण देण्यासाठी मदत करणे. हे प्रशिक्षण त्यांना नवीन शिक्षण पद्धती, तंत्रज्ञान आणि मूल्यांकन तंत्रांबद्दल ज्ञान देईल.
2. **अध्यापन:** ऑनलाइन शिक्षण प्लॅटफॉर्म, शैक्षणिक सामग्री आणि इतर तंत्रज्ञानाचा वापर करून अध्यापनाची गुणवत्ता वाढवणे.
3. **वैयक्तिक शिक्षण:** विद्यार्थ्यांना त्यांच्या गरजेनुसार आणि शिकण्याच्या शैलीनुसार शिक्षण देण्यासाठी तंत्रज्ञानाचा वापर करणे. हे विद्यार्थ्यांना अधिक प्रभावी आणि आकर्षक पद्धतीने शिकायला मदत करेल.
4. **मूल्यांकन:** तंत्रज्ञानाचा वापर करून विद्यार्थ्यांचे मूल्यांकन अधिक प्रभावी आणि न्यायपूर्ण बनवणे. हे विद्यार्थ्यांना त्यांच्या प्रगतीची माहिती देईल.
5. **प्रशासकीय कार्ये:** तंत्रज्ञानाचा वापर करून शैक्षणिक प्रशासकीय कार्ये अधिक कार्यक्षम आणि पारदर्शक बनवणे.
6. **शिक्षण प्रणाली सुधारणे:** तंत्रज्ञानाचा वापर करून शिक्षण प्रणाली सुधारणे आणि विद्यार्थ्यांना अधिक चांगली शिक्षणाची संधी उपलब्ध करून देणे.
7. **सामुदायिक सहभाग:** तंत्रज्ञानाचा वापर करून शिक्षण प्रक्रियेत समुदाय आणि पालकांना सहभागी करणे.
8. **डिजिटल साक्षरता:** विद्यार्थ्यांना डिजिटल साक्षरता विकसित करण्यासाठी तंत्रज्ञानाचा वापर करणे, जेणेकरून ते भविष्यात तंत्रज्ञानाचा योग्य वापर करू शकतील.
9. **शिक्षण सामग्री:** उच्च प्रतीची शिक्षण सामग्री तयार करणे आणि ती विद्यार्थ्यांना उपलब्ध करून देणे. हे विद्यार्थ्यांना अधिक चांगल्या प्रकारे शिकायला मदत करेल.
10. **शिक्षक आणि विद्यार्थी यांच्यातील संवाद:** तंत्रज्ञानाचा वापर करून शिक्षक आणि विद्यार्थी यांच्यातील संवाद सुधारणे, ज्यामुळे विद्यार्थ्यांना त्यांचे प्रश्न विचारण्याची आणि शिक्षकांशी संवाद साधण्याची संधी मिळेल.

समारोप

राष्ट्रीय शिक्षण धोरण (NEP) २०२० भारताच्या शिक्षण व्यवस्थेत परिवर्तन घडवून आणण्यासाठी एक व्यापक चौकट सादर करते. अनुभवात्मक आणि समग्र शिक्षण, समान प्रवेश आणि तंत्रज्ञानाचे एकत्रीकरण यावर लक्ष केंद्रित करून, NEP २०२० अधिक समावेशक, लवचिक आणि विद्यार्थी-केंद्रित शिक्षण प्रणाली तयार करण्याचे उद्दिष्ट ठेवते. हे धोरण देशभरात लागू होत असताना, वेगाने बदलणाऱ्या जगात भरभराटीसाठी सक्षम असलेल्या सुसंस्कृत व्यक्तींना पोषण देण्याचे आश्वासन त्यात आहे. सध्याच्या महामारीच्या काळामध्ये वैयक्तिकरित्या परंपरागत पद्धतीने शिक्षण देणे शक्य नाही, त्यामुळे दर्जेदार शिक्षणासाठी पर्याय शोधण्यात आले आहेत.

मनुष्यबळ विकास मंत्रालयामध्ये ई-शिक्षणाच्या आवश्यकता पूर्ण करण्यासाठी शालेय आणि उच्च शैक्षणिक वर्गासाठी डिजिटल पायाभूत सुविधा, शैक्षणिक सामग्री तयार करणारे विभाग आणि डिजिटल शिक्षणासाठी समर्पित विभाग तयार करण्यात यावे. शिक्षणामध्ये तंत्रज्ञान 'नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम' (एनईटीएफ) म्हणजेच 'राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच' या स्वायत्त संस्थेची निर्मिती करण्यात येणार असून याद्वारे विचारांच्या देवाणघेवाणीसाठी एक व्यासपीठ- मंच उपलब्ध करून देण्यात यावे.

या मंचाद्वारे शैक्षणिक मूल्यवर्धन, मूल्यांकन, तसेच नियोजन, प्रशासन यासाठी तंत्रज्ञानाचा वापर कशा पद्धतीने करता येऊ शकतो, यासाठी स्वतंत्रपणे विचारांचे आदान-प्रदान केले पाहिजे. वर्गातील शिक्षणात सुधारणा व्हावी, शिक्षकांना व्यावसायिक प्रशिक्षण मिळावे, वंचित घटकांना शैक्षणिक सुविधा जास्तीत जास्त मिळाव्यात आणि शैक्षणिक नियोजन, प्रशासन तसेच व्यवस्थापन सुनियोजित पद्धतीने व्हावे, यासाठी सर्व स्तरावरच्या शिक्षण कार्यक्रमांमध्ये तंत्रज्ञानाचे एकात्मिकरण करण्यात आले पाहिजे.

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शिक्षक शिक्षणातील सकारात्मक बदल

आढाव सुजाता सर्जेराव

नूतन विद्या मंदिर, मानखुर्द, मुंबई

प्रस्तावना:

राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) हे भारताच्या शैक्षणिक क्षेत्रात एक ऐतिहासिक आणि दूरदृष्टीचा निर्णय आहे. हे धोरण देशाच्या भविष्यासाठी शिक्षण क्षेत्रात मूलभूत बदल सुचवते. NEP 2020 हे आधुनिक जगातील गरजा लक्षात घेऊन तयार करण्यात आले आहे. त्यात सर्जनशीलता, तंत्रज्ञान, कौशल्यविकास, आणि संशोधनावर भर दिला आहे. या धोरणात विद्यार्थ्यांची आवड, कल, आणि क्षमतांनुसार शिकण्याची संधी दिली जाते. त्यामुळे शिक्षण अधिक सुसंगत आणि अर्थपूर्ण होते. ही रचना बालविकासाच्या टप्प्यांनुसार बनवण्यात आली असून, प्राथमिक स्तरापासूनच मुलांमध्ये समज, विचारशक्ती आणि नैतिक मूल्ये विकसित होण्यावर भर आहे. प्राथमिक शिक्षण मातृभाषा किंवा प्रादेशिक भाषेत देण्यावर भर दिला आहे. यामुळे मूलभूत संकल्पना स्पष्ट होतात व विद्यार्थ्यांचा आत्मविश्वास वाढतो. NEP 2020 मध्ये 6वी पासून व्यावसायिक शिक्षणाचा समावेश केला आहे, जेणेकरून विद्यार्थी भविष्यात स्वतःच्या पायावर उभे राहू शकतील.

राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) हे आजच्या काळात अत्यंत महत्वाचे आहे कारण ते भारताच्या शिक्षण व्यवस्थेत मूलभूत व दूरदृष्टीने बदल घडवून आणणारे धोरण आहे

- **सर्वसमावेशक आणि लवचिक शिक्षण:** NEP 2020 शिक्षणाला केवळ गुणांच्या चौकटीत न मोजता, विद्यार्थ्यांच्या कौशल्यविकासावर आणि सर्जनशीलतेवर भर देते. हे धोरण विद्यार्थ्यांना त्यांच्या आवडीप्रमाणे विषय निवडण्याची मुभा देते.
- **५+३+३+४ नवीन शैक्षणिक रचना:** पारंपरिक १०+२ रचनेऐवजी नवीन रचना ही बालविकासाच्या टप्प्यांनुसार आखलेली आहे. यामुळे विद्यार्थ्यांचे मानसिक आणि बौद्धिक विकास अधिक प्रभावीपणे होतो
- **मातृभाषेत शिक्षण:** प्राथमिक शिक्षण मातृभाषा किंवा प्रादेशिक भाषेत देण्यावर भर दिला आहे. यामुळे विद्यार्थ्यांना संकल्पना नीट समजतात आणि आत्मविश्वास वाढतो.
- **कौशल्याधिष्ठित शिक्षण:** व्यावसायिक शिक्षण, कोडिंग, कलेचा समावेश, आणि कृती आधारित शिक्षण यामुळे विद्यार्थ्यांमध्ये रोजगारक्षमतेची क्षमता वाढते.
- **तंत्रज्ञानाचा वापर:** डिजिटल शिक्षण, ऑनलाइन शिक्षण याला प्रोत्साहन दिले आहे, जे आजच्या डिजिटल युगात अत्यंत आवश्यक आहे.
- **शिक्षकांचे प्रशिक्षण व विकास:** शिक्षकांना सक्षम बनवण्यासाठी सातत्यपूर्ण प्रशिक्षण व नविन कौशल्ये आत्मसात करण्यावर भर दिला आहे.
- **सर्वांगीण मूल्यवर्धन:** विद्यार्थ्यांमध्ये नैतिकता, पर्यावरण संवेदनशीलता, संविधानिक मूल्ये यांचे भान निर्माण करणारे शिक्षण देण्याचा हेतू आहे.

शिक्षकांसाठी NEP 2020 चे महत्त्व

राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) हे शिक्षकांसाठीदेखील खूप प्रभावी व उपयोगी आहे. हे धोरण केवळ विद्यार्थ्यांपुरते मर्यादित नाही, तर शिक्षकांचा दर्जा, प्रशिक्षण, स्वायत्तता आणि योगदान वाढवण्यावरही विशेष भर देते.

- **शिक्षकांना "राष्ट्रनिर्माते" मान्यता:** NEP 2020 मध्ये शिक्षकांना "शिक्षण व्यवस्थेचे केंद्रबिंदू" मानले गेले आहे. शिक्षकांचा दर्जा वाढवण्यासाठी शासनस्तरावर विविध उपाययोजना सुचवण्यात आल्या आहेत.
- **सातत्यपूर्ण व्यावसायिक प्रशिक्षण:** शिक्षकांसाठी नियमित आणि सकस प्रशिक्षण कार्यक्रम राबवण्याचा मानस आहे,

जेणेकरून ते नवीनतम शिक्षणतंत्र, डिजिटल माध्यमे आणि अध्यापन कौशल्ये आत्मसात करू शकतील.

- शिक्षक भरतीमध्ये पारदर्शकता: शिक्षक भरती प्रक्रियेत गुणवत्ता आणि पारदर्शकतेला प्राधान्य दिले गेले आहे. त्यामुळे पात्र आणि प्रेरित व्यक्तींनाच या व्यवसायात येण्याची संधी मिळते.
- स्वायत्तता आणि निर्णयक्षमतेला प्रोत्साहन: शिक्षकांना त्यांच्या अध्यापनात नवीन कल्पना वापरण्याची मुभा दिली जाते, जे शाळांमध्ये नवोन्मेषासाठी पोषक ठरते.
- शिक्षण मूल्यांकन प्रणालीत सुधारणा: विद्यार्थ्यांप्रमाणेच शिक्षकांच्या कार्यक्षमतेचे मूल्यांकनही सकारात्मक दृष्टीने केले जाईल, जे त्यांच्या व्यक्तिमत्त्व विकासासाठी उपयोगी ठरेल.
- डिजिटल साक्षरता आणि तंत्रज्ञानाचा वापर: शिक्षकांना डिजिटल शिक्षण पद्धतींचा वापर करता यावा यासाठी विशेष प्रशिक्षण दिले जाणार आहे, ज्यामुळे ते आधुनिक शिक्षणपद्धतींशी जुळवून घेऊ शकतात.
- बहुभाषिकतेवर भर: NEP 2020 मध्ये भाषिक वैविध्य जपण्यावर भर दिला असून, शिक्षकांना मातृभाषेतून अध्यापन करता यावे यासाठी अनुकूल वातावरण दिले गेले आहे.

NEP 2020 हे शिक्षकांसाठी सशक्तीकरणाचे साधन आहे. या धोरणामुळे शिक्षक अधिक आत्मविश्वासाने, सर्जनशीलतेने आणि कार्यक्षमतेने काम करू शकतात. शिक्षणाचा दर्जा उंचावण्यासाठी शिक्षकांच्या भूमिकेला आता केंद्रस्थानी आणले गेले आहे, जे दीर्घकालीन सकारात्मक परिणाम घडवून आणू शकते.

राष्ट्रीय शिक्षण धोरण 2020 हे भारतातील शिक्षण व्यवस्थेत मोठे बदल घडवून आणणारे धोरण आहे. हे धोरण शिक्षकांसाठी खूपच महत्वाचे आहे कारण: NEP 2020 मध्ये शिक्षकांच्या प्रशिक्षणावर विशेष भर दिला आहे. शिक्षकांना सातत्याने प्रशिक्षण देऊन त्यांचे कौशल्य वाढवले जाणार आहे. "नॅशनल प्रोफेशनल स्टॅंडर्ड्स फॉर टीचर्स (NPST)" तयार केली जाईल.

- शिक्षणाची गुणवत्ता वाढवणे: शिक्षक हा शिक्षण व्यवस्थेचा केंद्रबिंदू आहे. त्यामुळे NEP 2020 शिक्षकांना अधिक सक्षम बनवून शिक्षणाची गुणवत्ता सुधारण्यावर भर देते.
- स्वातंत्र्य आणि सर्जनशीलता: शिक्षकांना त्यांच्या शिक्षण पद्धतीमध्ये अधिक स्वातंत्र्य देण्यात येणार आहे. त्यामुळे ते अधिक सर्जनशील पद्धतीने शिकवू शकतील.
- नवीन अभ्यासक्रम रचना: NEP 2020 नुसार अभ्यासक्रम अधिक सर्जनशील, बहुआयामी आणि विद्यार्थी निर्देशित होईल. यासाठी शिक्षकांना नवीन शिक्षणतंत्र, पद्धती आणि मूल्यांकन प्रणाली शिकवावी लागेल.
- समावेशी आणि बहुभाषिक शिक्षण: मुलांना मातृभाषेतून शिक्षण देण्यावर भर दिला जात आहे. त्यामुळे शिक्षकांना स्थानिक भाषांमध्ये प्रभावीपणे शिकवता यावे यासाठी प्रशिक्षण दिले जाईल.
- तंत्रज्ञानाचा वापर: डिजिटल शिक्षणावर भर दिला जात असल्यामुळे शिक्षकांना तंत्रज्ञान वापरण्याचे कौशल्य आत्मसात करावे लागेल.
- मूल्यांकन प्रक्रियेत बदल: पारंपरिक परीक्षा प्रणालीच्या ऐवजी मूल्यांकन अधिक व्यापक आणि सातत्यपूर्ण होणार आहे. त्यामुळे शिक्षकांची भूमिका अधिक जबाबदारीची होईल.

NEP 2020 अंतर्गत शिक्षक शिक्षणामध्ये (Teacher Education) महत्वाचे बदल -

1. शिक्षक शिक्षणाचा एकात्मिक अभ्यासक्रम (ITEP)
- 2020 पासून B.Ed. च्या पारंपरिक 2 वर्षांच्या कोर्सला दूर करून, 4 वर्षांचा एकात्मिक कार्यक्रम सुरू करण्यात येणार आहे.
- हा अभ्यासक्रम शालेय विषयांसोबतच शिक्षणशास्त्राचा सखोल अभ्यास करतो.

- अभ्यासक्रम पूर्ण केल्यानंतर पदवी (B.A./B.Sc./B.Com.) आणि B.Ed. एकत्रित प्रमाणपत्र दिले जाईल.
- 2. शिक्षकांची भरती गुणवत्ता आधारित होईल
- शिक्षक भरतीसाठी TET (Teacher Eligibility Test) अनिवार्य राहील.
- मुलाखती आणि प्रात्यक्षिक शिक्षण चाचणी (Demonstration teaching) घेऊनच भरती केली जाईल.
- 3. राष्ट्रीय शिक्षक शिक्षण परिषदेची (NCERT) भूमिका वाढवली जाईल
- शिक्षक शिक्षण अभ्यासक्रमाची चौकट (Curriculum Framework for Teacher Education - CFTE) तयार केली जाईल.
- NCERT आणि NCTE यांच्या सहकार्याने प्रशिक्षण पद्धती अधिक व्यावसायिक आणि परिणामकारक केल्या जातील.
- 4. सतत व्यावसायिक विकास (Continuous Professional Development - CPD)
- कार्यरत शिक्षकांसाठी दरवर्षी 50 तासांचे प्रशिक्षण बंधनकारक असेल.
- यात नवीन शिक्षणतंत्र, मूल्यशिक्षण, बालविकास यावर लक्ष दिले जाईल.
- 5. शिक्षक शिक्षण संस्थांची गुणवत्ता वाढवणे
- 2030 पर्यंत सर्व शिक्षक शिक्षण संस्था उच्च शिक्षण संस्थांमध्ये समाविष्ट केल्या जातील.
- NCTE कडून मान्यताप्राप्त आणि गुणवत्ताधारित संस्था टिकतील, उरलेल्या बंद केल्या जातील.
- 6. शिक्षकांची सामाजिक प्रतिष्ठा वाढवणे
- शिक्षकांना समाजात आदरणीय स्थान मिळावे, यासाठी धोरणात्मक प्रयत्न केले जातील.
- उत्तम शिक्षकांसाठी प्रोत्साहन योजना आणि पुरस्कार दिले जातील.

हे बदल शिक्षणाच्या गुणवत्ता सुधारणातसेच विद्यार्थ्यांच्या सर्वांगीण विकासासाठी महत्वाचे मानले जातात.

राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) शिक्षकांकडून काय अपेक्षा ठेवते?

NEP 2020 हे धोरण शिक्षकांना शिक्षण व्यवस्थेचे केंद्रबिंदू मानते आणि त्यांच्याकडून पुढील अपेक्षा ठेवते:

1. सतत शिकण्याची वृत्ती (Lifelong Learning): शिक्षकांनी केवळ एकदाच प्रशिक्षण न घेता सातत्याने नवे ज्ञान, कौशल्ये आणि तंत्र शिकत राहावे.
2. व्यावसायिक प्रामाणिकपणा (Professional Ethics): शिक्षकांनी विद्यार्थ्यांशी प्रामाणिक आणि नैतिक वागणूक ठेवावी. शिक्षणात गुणवत्ता आणि मूल्यांचा आदर करावा.
3. विद्यार्थी-केंद्रित शिक्षण: शिक्षकांनी विद्यार्थ्यांच्या गरजेनुसार शिकवावे. प्रत्येक विद्यार्थी वेगळा असतो हे लक्षात घेऊन त्याला योग्य मार्गदर्शन द्यावे.
4. तंत्रज्ञानाचा प्रभावी वापर: शिक्षणात डिजिटल साधनांचा योग्य वापर करून अध्यापन अधिक प्रभावी करणे अपेक्षित आहे.
5. मूल्याधिष्ठित शिक्षण: विद्यार्थ्यांमध्ये नैतिकता, सहकार्य, सहिष्णुता, जबाबदारी इ. मूल्ये बाणवण्यासाठी शिक्षकांनी प्रयत्न करावेत.
6. नवीन शिक्षणतंत्र आत्मसात करणे: शिक्षकांनी सर्जनशील, अनुभवाधारित व संवादात्मक अध्यापन पद्धती वापरणे अपेक्षित आहे.
7. मूल्यांकनात बदल स्वीकारणे: फक्त परीक्षेवर आधारित मूल्यांकन न करता सतत व सर्वांगीण मूल्यांकन (CCE) पद्धती स्वीकारणे.
8. समान संधी आणि समावेशिता: सर्व विद्यार्थ्यांना, मग ते कोणत्याही सामाजिक, आर्थिक स्तरातील असोत, समान

शिक्षण संधी मिळवून देण्यासाठी शिक्षकांनी संवेदनशील असावे.

9. शिक्षणाचा व्यापक दृष्टिकोन: शिक्षकांनी केवळ पुस्तकी ज्ञान न देता, जीवनासाठी आवश्यक कौशल्ये – संवाद, सहकार्य, विचारशक्ती – यांचे शिक्षण द्यावे.

NEP 2020 शिक्षकांकडून फक्त माहिती देणारे नसून, प्रेरणादायक नेते, मार्गदर्शक, सर्जनशील विचारवंत आणि विद्यार्थ्यांच्या सर्वांगीण विकासाचे शिल्पकार होण्याची अपेक्षा करते.

इतर राष्ट्रीय धोरणांपेक्षा राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) अधिक प्रभावी आहे

राष्ट्रीय शिक्षण धोरण 2020 हे भारताच्या शैक्षणिक इतिहासातील एक महत्वाचे आणि दूरदृष्टी असलेले धोरण आहे. हे धोरण 34 वर्षांनंतर सुधारित करण्यात आले असून, इतर पूर्वीच्या धोरणांपेक्षा ते अधिक प्रभावी ठरते कारण:

1. समाजाच्या गरजांनुसार आधुनिक दृष्टिकोन: NEP 2020 हे 21 व्या शतकातील कौशल्ये आणि तंत्रज्ञान लक्षात घेऊन तयार करण्यात आले आहे. जुन्या धोरणांमध्ये ही दृष्टी मर्यादित होती.
2. 5+3+3+4 शिक्षण रचना: पूर्वीची 10+2 प्रणाली ऐवजी नवीन रचना बालविकासाच्या वैज्ञानिक टप्प्यांवर आधारित आहे, जी मुलांच्या शारीरिक आणि मानसिक वाढीस अनुकूल आहे.
3. बहुभाषिक शिक्षणावर भर: मुलांना प्राथमिक शिक्षण मातृभाषा/प्रादेशिक भाषेत मिळावे यावर भर देऊन शिकण्याची सुलभता वाढवली आहे, जे जुन्या धोरणात स्पष्ट नव्हते.
4. फक्त ज्ञान नव्हे तर कौशल्यविकासावर भर: पूर्वीचे धोरण मुख्यतः परीक्षाभारित होते, पण NEP 2020 सर्जनशीलता, विचारशक्ती, समस्या सोडवण्याची क्षमता यासारख्या कौशल्यांवर भर देते.
5. शिक्षकांचे सशक्तीकरण: NEP 2020 मध्ये शिक्षकांसाठी व्यावसायिक प्रशिक्षण, मूल्यांकन आणि मान्यताप्राप्तीची स्पष्ट व्यवस्था आहे, जी पूर्वीच्या धोरणांपेक्षा अधिक सुसंगत आहे.
6. प्रत्येक विद्यार्थ्याच्या गरजा लक्षात घेणे: ही धोरण "एकसंध शिक्षण" न ठेवता, विद्यार्थ्यांच्या वेगवेगळ्या क्षमता ओळखून त्यांना अनुरूप संधी देते.
7. तंत्रज्ञानाचा प्रभावी वापर: पूर्वीच्या धोरणांमध्ये तंत्रज्ञानाची भूमिका फारशी नव्हती. NEP 2020 मध्ये डिजिटल शिक्षण, ऑनलाइन प्लॅटफॉर्म, आणि ई-लर्निंगला प्रोत्साहन दिले आहे.
8. उच्च शिक्षणात मोठे बदल: राष्ट्रीय उच्च शिक्षण आयोग (HECI), कॉलेज स्वायत्तता, मल्टी-डिसिप्लिनरी अभ्यासक्रम यामुळे उच्च शिक्षण अधिक लवचिक आणि गुणवत्तापूर्ण झाले आहे.
9. समावेशक आणि न्याय्य शिक्षण: NEP 2020 समाजातील सर्व स्तरांतील मुलांना शिक्षण मिळवून देण्यासाठी विशेष योजना राबवते – विशेषतः ग्रामीण, आदिवासी, दिव्यांग आणि दुर्बल घटकांसाठी.

निष्कर्ष:

इतर राष्ट्रीय शिक्षण धोरणांच्या तुलनेत, NEP 2020 हे अधिक समावेशक, आधुनिक, आणि विद्यार्थीनिर्देशित आहे. NEP 2020 हे केवळ शैक्षणिक सुधारणा नसून, भारताच्या सामाजिक व आर्थिक प्रगतीसाठी एक पायाभूत टप्पा आहे. आजच्या तंत्रज्ञानप्रधान आणि जागतिक स्पर्धेच्या युगात ही धोरण आपल्याला आत्मनिर्भर आणि जागतिक स्तरावर स्पर्धात्मक बनवते. ते केवळ शिक्षण देण्यासाठी नव्हे तर व्यक्तिमत्त्वविकास, कौशल्यनिर्मिती, आणि समाजासाठी सजग नागरिक घडवण्यासाठी एक प्रभावी पायरी ठरते. NEP 2020 शिक्षकांना केवळ ज्ञानदाते न ठेवता, मार्गदर्शक, सर्जनशील अभ्यासक्रम निर्माते आणि विद्यार्थी विकासाचे मुख्य सूत्रधार म्हणून पुढे आणते. त्यामुळे हे धोरण शिक्षकांच्या भूमिकेला अधिक सन्मान आणि जबाबदारी देते.

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2. National Education Policy 2020: Wikipedia

डॉ. बाबासाहेब आंबेडकर यांची सामाजिक न्यायाविषयीची दृष्टी आणि राष्ट्रीय शिक्षण धोरण 2020

तेलवडे प्रियंका प्रशांत

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सारांश:

स्वतः एक प्रसिद्ध शिक्षक असलेले डॉ. भीमराव आंबेडकर यांनी आपले संपूर्ण आयुष्य शिक्षणाला समर्पित केले. मुंबई आणि औरंगाबाद येथे त्यांनी दलित विद्यार्थ्यांना शिक्षणाच्या संधी मिळाव्यात यासाठी पीपल्स एज्युकेशन सोसायटीची स्थापना केली. त्यांच्या व्याख्यानांतून, विविध मासिकांमध्ये प्रकाशित झालेल्या लेखांद्वारे आणि शैक्षणिक संस्थांतील कार्यातून त्यांनी आपले शैक्षणिक तत्त्वज्ञान मांडले. त्यांच्या मते, शैक्षणिक संस्था या सामाजिक परिवर्तनाच्या साधनांच्या रूपात असाव्यात. डॉ. आंबेडकर यांच्या मते, समाजासाठी शिक्षण ही एक प्राथमिक गरज असली पाहिजे आणि त्याचा उपयोग व्यक्तिमत्त्व घडवण्यासाठी व्हावा. डॉ. आंबेडकर यांच्या शैक्षणिक विचारांचा केंद्रबिंदू या शोधपत्रात आहे. मानवाधिकार शिक्षक म्हणून, त्यांनी भारतीय नागरिकांमध्ये मानवी प्रतिष्ठा आणि न्यायाची भावना जागृत करावी आणि त्यांना त्यांच्या हक्कांची जाणीव करून द्यावी अशी इच्छा होती. त्यांच्या मते, शिक्षण हे शोषित वर्गाच्या डोळ्यांत प्रकाश टाकणारे प्रभावी साधन आहे, जे त्यांना त्यांच्या हक्कांसाठी लढण्यास आणि अनेक शतकांपासून चालत आलेल्या अन्याय व शोषणाचा अंत करण्यास प्रेरणा देते. त्यांच्या मते, गरीब जनतेची मागासलेपणाची मुख्य कारणे म्हणजे शिक्षणाचा अभाव. मानवतावादी शिक्षणाची निवड करणारी व्यक्ती स्वतःला पुन्हा शोधू शकते आणि धार्मिक संस्था, शाळा किंवा राज्य यांच्याकडून येणाऱ्या दबावाऐवजी स्वतंत्रतेकडे वाटचाल करू शकते. यासाठीच त्यांनी भारतीय राज्यघटनेत काही अधिकार समाविष्ट केले, जेणेकरून सर्व नागरिकांना शिक्षणाच्या संधी उपलब्ध होतील. हे संशोधन पत्र डॉ. भीमराव आंबेडकर यांच्या परिवर्तनशील शैक्षणिक तत्त्वज्ञानाचा शोध घेते, ज्याने समाजपरिवर्तन आणि मानवाधिकार प्रचाराला चालना दिली.

परिचय

आपल्याला सर्वांना माहीत आहे की शिक्षण हे आपल्या आयुष्यातील सर्वात महत्त्वाच्या गोष्टींपैकी एक आहे. शिक्षणाचे महत्त्व कमी लेखता येणार नाही. जर एखाद्याला एक आरामदायक किंवा चांगले जीवन जगायचे असेल, तर त्यासाठी शिक्षित होणे आवश्यक आहे. शिक्षण हेच असे साधन आहे, जे एखाद्या व्यक्तीचे जीवन अधिक समाधानकारक आणि आनंदी सामाजिक वातावरणात बदलण्यास कारणीभूत ठरते. आपल्या भावी पिढ्यांना शिक्षित करणे ही सर्वात विधायक गोष्ट आहे, जी आपण करू शकतो. व्यक्तिमत्त्व विकासासाठी स्वतःला शिक्षित करणे हे यशाचे अत्यावश्यक अंग आहे. माणूस जितका अधिक ज्ञान मिळवतो, तितकाच तो विकसित होतो. आपण मिळवलेले शिक्षण आणि व्यावसायिक पदवी प्राप्त करणे हे आपल्याला नामांकित संस्था, कंपनी किंवा संस्थेचा सदस्य होण्यासाठी तयार करते. चांगले शिक्षण हे व्यक्तीला एक चांगला नागरिक बनवण्यासाठी अत्यंत आवश्यक आहे. फक्त शिक्षणाच्या माध्यमातूनच माणसाने समाजात आणि जीवनशैलीत मोठे सकारात्मक बदल घडवून आणले आहेत, जे आपण आज पाहतो. शिक्षणाचे महत्त्व किती आहे, हे कितीही सांगितले तरी ते अपुरेच ठरेल. स्व-प्रबोधन हे अत्यंत महत्त्वाचे आहे. याचा लाभ केवळ व्यक्तीला नाही, तर संपूर्ण समाजालाही होतो. समाजाच्या प्रत्येक टप्प्यावर – प्रगती, विकास आणि परिवर्तन – शिक्षणाचे महत्त्व हे चर्चेचा केंद्रबिंदू राहिले आहे. शिक्षित लोकांना काय योग्य आणि काय अयोग्य आहे हे ठाऊक असते आणि म्हणूनच ते जागरूक नागरिक मानले जातात. भारतीय संविधानाचे शिल्पकार असण्याव्यतिरिक्त, डॉ. बाबासाहेब आंबेडकर हे एक महान राजकीय नेते, स्वातंत्र्यसैनिक, विचारवंत, तत्त्वज्ञ, लेखक, संपादक, अर्थशास्त्रज्ञ आणि बौद्ध धर्माचे पुनरुत्थान करणारे महान व्यक्तिमत्त्व होते. त्यांच्या प्रबुद्ध तत्त्वज्ञानानुसार, व्यक्तीचा आणि तो ज्या

पर्यावरणात राहतो त्याचा सर्वांगीण विकास होणे आवश्यक आहे. डॉ. आंबेडकर यांचा ठाम विश्वास होता की स्वातंत्र्यप्राप्त भारतातील सर्व नागरिकांना कोणतेही भेदभाव न करता शिक्षण मिळाले पाहिजे. “शिक्षण सर्वासाठी सुलभ असले पाहिजे” हा त्यांचा मूलभूत विचार होता.

साहित्य समीक्षण (Literature Review)

राज आर. (2021):

डॉ. बाबासाहेब आंबेडकर, हे भारतीय संविधानाचे शिल्पकार आणि एक दूरदर्शी सामाजिक सुधारक म्हणून आजही अत्यंत महत्त्वाचे मानले जातात. आजही जातीवर आधारित भेदभाव आणि लैंगिक विषमता कायम आहे, जे वंचित घटकांच्या प्रतिष्ठेवर आघात करतात. आंबेडकरांनी शिक्षणाला सशक्तीकरणाचे आणि सामाजिक परिवर्तनाचे साधन मानले होते, हे आजही अत्यंत महत्त्वाचे आहे. समाजातील वाईट प्रथा नष्ट करून समता आधारित समाज निर्माण करण्यासाठी त्यांनी शिक्षणावर भर दिला. अर्थशास्त्र, कायदे, आणि तत्त्वज्ञान या विविध क्षेत्रांत त्यांनी दिलेले योगदान आजच्या काळातही वंचित घटकांना शिक्षणाच्या समान संधी देण्यासाठी प्रेरणादायी ठरते.

सिंगारिया, एम. आर. (2014):

डॉ. आंबेडकर यांनी स्वातंत्र्य, समता आणि बंधुता या मूल्यांसाठी सतत लढा दिला. त्यांनी भारतात महिलांच्या प्रगतीसाठी अनेक अडथळे दूर केले, ज्याचे उदाहरण म्हणजे समान नागरी संहितेवरील त्यांचे कार्य. मूकनायक आणि बहिष्कृत भारत यांसारख्या मासिकांद्वारे त्यांनी लिंग समतेवर आणि शिक्षणावर भर दिला. त्यांनी बालविवाह, वेश्याव्यवसाय यांसारख्या हानिकारक प्रथांशी लढा दिला आणि कुटुंब नियोजनासारख्या गोष्टींवरही लक्ष केंद्रित केले. महिलांच्या सर्वांगीण विकासासाठी त्यांच्या कायदेमंडळातील कार्यातून त्यांच्या कटिबद्धतेचे स्पष्ट दर्शन होते.

सिंह, वाय. (2023):

या लेखात राष्ट्रीय शिक्षण धोरण 2020 (NEP 2020) अंतर्गत जातीनिर्भर विषमतांचे विश्लेषण करण्यात आले आहे. बहुजन विद्यार्थ्यांना शिक्षणप्रणालीत येणाऱ्या वगळण्याच्या अनुभवावर प्रकाश टाकण्यात आला आहे. शिक्षण आणि सत्तेतील परस्परसंबंध स्पष्ट करताना लेख स्पष्ट करतो की NEP 2020 ही ऐतिहासिकदृष्ट्या वर्चस्व असलेल्या जातींचे वर्चस्व टिकवण्यासाठी सहाय्यभूत ठरते.

शर्मा, ए. (2005):

डॉ. आंबेडकर यांनी आर्य आक्रमण सिद्धांत आणि जातिव्यवस्थेच्या उत्पत्तीवर प्रश्न उपस्थित करत प्रचलित ऐतिहासिक दृष्टिकोनाला आव्हान दिले. त्यांनी ब्राह्मणवादी विचारधारेचा विरोध केला आणि स्वतंत्र भारतात अल्पसंख्याकांच्या हक्कांचे समर्थन करणारे संविधानिक विचार मांडले. दलितांसाठी बौद्ध धर्म स्वीकारण्याचा आग्रह हे त्यांच्या सामाजिक आणि धार्मिक परिवर्तनाचे मोठे उदाहरण होते.

भट, आर. एम. (2022):

डॉ. आंबेडकर हे धार्मिक विचारसरणी असलेले व्यक्तिमत्व असूनही, त्यांनी हिंदू धर्मातील जातिनिष्ठ अन्यायांचा तीव्र विरोध केला. त्यांच्या महार समाजावर होणाऱ्या अत्याचारामुळे त्यांनी बौद्ध धर्म स्वीकारला. त्यांनी समानता आणि नैतिकतेच्या मूल्यांवर आधारित समाज निर्माण करण्याचा प्रयत्न केला. या अभ्यासात त्या सामाजिक-धार्मिक अन्यायांची व त्यांच्यावरील प्रतिक्रियेची चिकित्सा केली आहे.

क्वीन, सी. (2015):

या निबंधात डॉ. आंबेडकर यांच्या विचारांवर अमेरिकन तत्त्वज्ञ आणि शिक्षक जॉन ड्यूई यांच्या प्रभावाचा अभ्यास केला आहे. डॉ. आंबेडकर यांनी कोलंबिया विद्यापीठात शिक्षण घेताना ड्यूईकडून लोकशाही, सामाजिक परिवर्तन, आणि “स्वातंत्र्य, समता, बंधुता & quote; यांसारख्या मूल्यांची शिकवण घेतली. त्यांनी बौद्ध धम्माशी एकरूप करून “शिका, संघटित व्हा आणि संघर्ष करा” या घोषणेमध्ये त्या विचारांचा समावेश केला.

वेलास्कर, पी. (2012):

डॉ. आंबेडकर यांच्या शैक्षणिक आणि मुक्तीच्या तत्त्वज्ञानाने दलित स्त्रियांच्या जीवनावर मोठा प्रभाव टाकला आहे. त्यांनी जाती- पितृसत्ताक व्यवस्थेच्या विरोधात शिक्षणाच्या माध्यमातून परिवर्तन घडवून आणण्याचा प्रयत्न केला. दलित स्त्रियांनी त्यांच्या विचारांतून राजकीय शिक्षण, आत्मसन्मान आणि सशक्तीकरण मिळवले. या लेखात स्त्रियांच्या दृष्टिकोनातून आंबेडकरांचे तत्त्वज्ञान तपासले आहे.

सलागरे, डी. एम. (2018):

या लेखात डॉ. आंबेडकर यांचे शिक्षणाबाबतचे विचार तपासण्यात आले आहेत. त्यांनी जाती आणि लिंगभेद न करता सर्वांसाठी शिक्षण उपलब्ध असावे यासाठी प्रयत्न केले. बॉम्बे युनिव्हर्सिटी कायदा आणि प्राथमिक शिक्षण सुधारणा विधेयक यामध्ये त्यांनी सक्रिय सहभाग घेतला. त्यांनी पीपल्स एज्युकेशन सोसायटीची स्थापना केली आणि शिक्षण सर्वांसाठी परवडणारे व निष्पक्ष असावे यावर भर दिला.

झेने, सी. (2018):

या निबंधात अँटोनीओ ग्रॅम्स्की आणि डॉ. आंबेडकर यांच्या तत्त्वज्ञानाचा तुलनात्मक अभ्यास करण्यात आला आहे. दोघांनीही उपेक्षित घटकांना सक्षम करण्यासाठी शिक्षणाचे महत्त्व ओळखले. इयूईच्या व्यावहारिक दृष्टिकोनाचे भारतीय संदर्भात रूपांतर करून आंबेडकरांनी एक समावेशक लोकशाही घडवण्याचे कार्य केले.

अग्रवाल, एस. (2021):

भारताच्या स्वातंत्र्य संग्रामातील प्रमुख व्यक्तींवर केलेला हा अभ्यास डॉ. आंबेडकर यांना केवळ सामाजिक सुधारक म्हणूनच नव्हे तर एक तत्त्वचिंतक आणि शिक्षणतज्ज्ञ म्हणून मांडतो. त्यांच्या विचारांनी समाज व धर्माच्या पारंपरिक संरचना बदलण्याचा प्रयत्न केला. राष्ट्रनिर्मितीमध्ये त्यांचे योगदान अधिक सखोलपणे समजून घेण्याची गरज या लेखात मांडली आहे.

कोळी, एच. एस. आणि तडवी, एच. जे. (2020):

या संशोधन निबंधात डॉ. बाबासाहेब आंबेडकर यांचे समता, लोकशाही, आणि मानवी मूल्यांवरील विश्वास आणि त्यांचे बहुआयामी कार्य मांडले आहे. त्यांनी समाज, धर्म, अर्थव्यवस्था आणि शिक्षण या सर्व क्षेत्रांमध्ये वंचित समुदायांसाठी परिवर्तन घडवले. त्यांच्या शैक्षणिक विचारांमधून दलित समाजासाठी नवविचार आणि सर्वांगीण विकासाची दिशा स्पष्ट होते.

उद्दिष्टे-

1. या संशोधन पत्राचा उद्देश डॉ. बाबासाहेब आंबेडकर यांचे शिक्षणाविषयीचे विचार आणि राष्ट्रीय शिक्षण धोरण 2020 याचा आढावा घेणे आहे.
2. या संशोधन पत्राचा उद्देश डॉ. आंबेडकर यांचे शिक्षणावरील दृष्टिकोन विश्लेषणात्मक दृष्टीकोनातून तपासणे आहे, विशेषतः राष्ट्रीय शिक्षण धोरण 2020 संदर्भात त्यांच्या विचारांचा अभ्यास करणे.

अभ्यासाचे महत्त्व (Significance of Study)

या संशोधनाचे महत्त्व डॉ. बाबासाहेब आंबेडकर यांच्या परिवर्तनकारी शैक्षणिक विचारसरणी मध्ये आहे. त्यांच्या शिक्षणविषयक दृष्टिकोनाने समाजात बदल घडवून आणण्याची प्रेरणा दिली आहे. पीपल्स एज्युकेशन सोसायटी स्थापन करून त्यांनी शिक्षण संस्थांद्वारे मूल्यनिष्ठ समाजनिर्मितीचे कार्य केले. शिक्षणाच्या माध्यमातून त्यांनी शोषित, वंचित आणि मागासवर्गीय घटकांना आत्मसन्मान, सामाजिक न्याय व सक्षमीकरण मिळवून दिले. त्यांच्या विचारांचा अभ्यास आजच्या समावेशक शिक्षण व्यवस्थेच्या दृष्टीने अत्यंत महत्त्वाचा आहे.

NEP-2020 आणि डॉ. बाबासाहेब आंबेडकर

डॉ. आंबेडकरांची शैक्षणिक तत्त्वे सामाजिक न्याय, समानता आणि सक्षमीकरण या मूल्यांवर आधारित आहेत. जरी NEP 2020 मध्ये त्यांच्या विचारांचा थेट समावेश नाही, तरी त्यांचे विचार धोरणाच्या तत्वांमध्ये अप्रत्यक्षपणे प्रतिबिंबित होतात. त्यांनी गुणवत्तापूर्ण शिक्षण, शिष्यवृत्ती, व्यवसायाभिमुख प्रशिक्षण आणि समावेशक अभ्यासक्रमावर भर दिला होता.

शिक्षण हा सामाजिक बदलासाठी शक्तिशाली माध्यम असावा, हे त्यांचे दृढ मत होते. NEP 2020 मध्ये देखील समान संधी, मूल्याधारित शिक्षण, आणि विविधतेचा स्वीकार यावर भर दिला आहे.

डॉ. बाबासाहेब आंबेडकर यांचे शिक्षणविषयक दृष्टिकोन

प्राथमिक शिक्षण: प्रत्येक मुलाने शाळेमध्ये साक्षरतेसह प्रवेश करावा आणि आयुष्यभर शिकण्याची प्रेरणा मिळावी, असा त्यांचा उद्देश होता.

ज्ञानाचे उद्दीष्ट: ज्ञानाचे उपयोग दुसऱ्याच्या हितासाठी आणि स्वतःच्या उन्नतीसाठी करणे.

व्यावसायिक शिक्षणावर टीका: ब्रिटीश शिक्षणप्रणालीमधील कारकुनी वृत्ती वाढवणाऱ्या शिक्षणावर त्यांनी टीका केली.

समाजसुधारक भूमिका: शिक्षणाद्वारे जातीय विषमता नष्ट करून एकसंध आणि न्याय्य समाज निर्माण करण्यावर त्यांनी भर दिला.

सर्वसमावेशक मूल्ये: शिक्षणात स्वातंत्र्य, समता, बंधुता आणि नैतिकता यांचा समावेश असावा.

शाळा आणि शैक्षणिक संस्था: डॉ. आंबेडकर म्हणतात, “शाळा ही एक पवित्र संस्था आहे जिथे विद्यार्थ्यांचे मन घडवले जाते.” शाळांमध्ये शिस्तबद्ध कार्यपद्धती असावी. शिक्षकांनी उच्च शैक्षणिक पात्रता असावी आणि विद्यार्थ्यांचे जात-धर्म न पाहता त्यांच्यावर शिक्षणाचा प्रभाव पाडावा. महिलांनाही शिक्षणाच्या समान संधी मिळायला हव्यात.

विद्यार्थी आणि शिक्षण: शिक्षण विद्यार्थ्यांचा आत्मविश्वास वाढवणारे असावे. ज्ञान, नम्रता आणि शिस्त यांचे संगम विद्यार्थ्यांमध्ये असावा. गुण मिळवणे वेगळे आणि खरे शिक्षित होणे वेगळे असते, असे ते म्हणतात. शिक्षकांनी विद्यार्थ्यांचे मूळ अडथळे समजून घेतले पाहिजेत.

शिक्षकांची भूमिका: शिक्षक हा शिक्षण व्यवस्थेचा पाया असतो. ते बहुपर्यायी गुणांनी युक्त असावेत. डॉ. आंबेडकर यांच्या मते, शिक्षक राष्ट्रनिर्माते असतात. त्यांच्या दृष्टिकोनात, शिक्षकांनी गरीब आणि दुर्बल विद्यार्थ्यांपर्यंत पोहोचले पाहिजे.

समाजातील शिक्षणाचे स्थान: शिक्षण हे समाजपरिवर्तनाचे माध्यम आहे. डॉ. आंबेडकर म्हणतात की समाजातील बदल स्वीकारण्याची मानसिकता शिक्षणाद्वारे विकसित झाली पाहिजे. शिक्षणामुळे माणूस सुसंस्कृत आणि नैतिक होतो.

२१व्या शतकातील डॉ. आंबेडकरांचे शिक्षण तत्त्वज्ञान: त्यांनी जन्मावर आधारित भेदभाव नष्ट करून, सर्वांसाठी समान संधी उपलब्ध करून देणारे संविधान दिले. शिक्षणाचे अधिकार असले तरीही वंचित वर्ग अजूनही गुणवत्तापूर्ण शिक्षणापासून वंचित आहे. दलित विद्यार्थ्यांना आजही भेदभावाचा सामना करावा लागतो. अनेकांना शिष्यवृत्ती योजनांची माहितीही नसते. म्हणून, आजही डॉ. आंबेडकरांचे विचार शिक्षणात समानता आणि समावेशकतेसाठी मार्गदर्शक ठरतात.

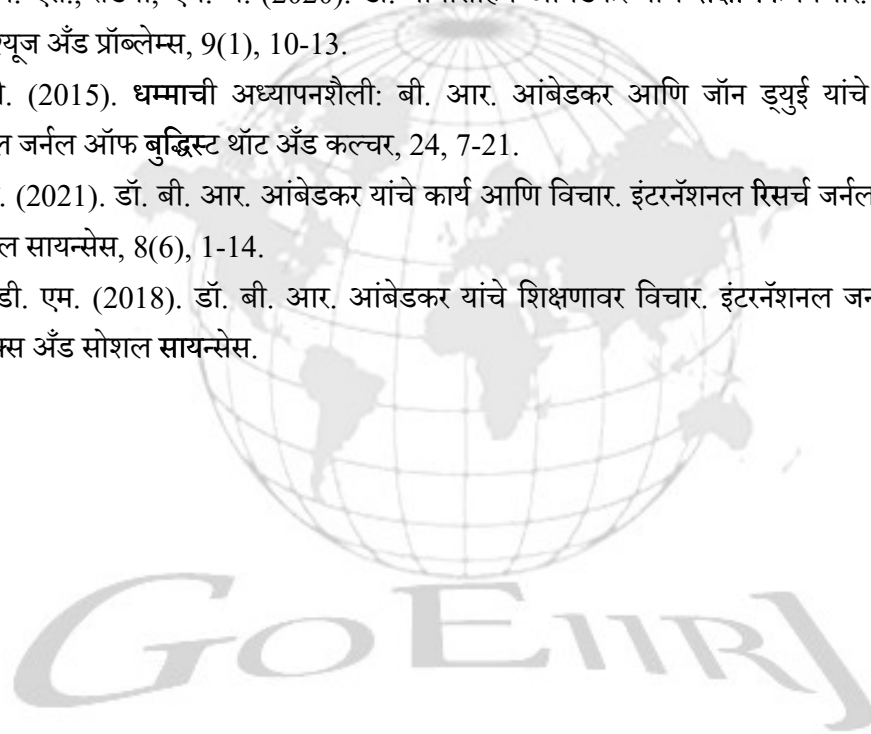
निष्कर्ष (Conclusion)

डॉ. बाबासाहेब आंबेडकरांच्या मते, शिक्षणाने ज्ञान, बुद्धिमत्ता आणि दूरदृष्टीची दारे उघडली. समाज आणि राष्ट्रासाठी त्यांचा मुख्य संदेश म्हणजे शिक्षण महत्त्वाचे आहे, आपल्याला एकत्र यायला हवे आणि आपली स्वातंत्र्यासाठी लढा द्यायला हवा. शिक्षण आणि समाज यांच्यात एक अतूट नाते आहे, असे ते मानत. कारण शिक्षणाद्वारेच समाजाची प्रगती व विकास शक्य आहे आणि ही प्रगती व विकास केवळ शिक्षणामुळेच साध्य होऊ शकतो. शिक्षण हे गुलामी आणि शोषणातून मुक्ती देऊ शकणारे साधन आहे. शिक्षण व्यवस्थेच्या माध्यमातून समाजात समता आणता येते, आणि ती सामाजिक परिवर्तनाचे साधन बनू शकते. दलित आणि मागासवर्गीयांना जागृत करून, त्यांच्या स्थितीची जाणीव करून देऊन, त्यांना शिक्षणाच्या माध्यमातून सामाजिक, आर्थिक आणि राजकीय प्रगतीचा मार्ग दाखवण्यात आला. शिका, संघटित व्हा, संघर्ष करा हा त्यांचा घोषवाक्य होता, ज्याद्वारे त्यांनी दलितांना उच्चवर्गीयांमध्ये समरस होण्यासाठी प्रेरित केले. भारतीय संविधानाच्या कलम २९ आणि ३० अंतर्गत, सर्व समाजघटकांना शैक्षणिक हक्क प्रदान करण्यात आले आहेत. डॉ. आंबेडकरांची शैक्षणिक तत्त्वज्ञान राष्ट्रीय शिक्षण धोरण २०२० (NEP-2020) मध्ये मांडलेल्या मूल्यांशी आणि उद्दिष्टांशी सुसंगत आहे, ज्याचे उद्दीष्ट भारतातील सर्व विद्यार्थ्यांसाठी समावेशक, सशक्त करणारी आणि समताधिष्ठित शिक्षण प्रणाली निर्माण करणे आहे. ही अभ्याससंधी NEP-

2020 आणि डॉ. आंबेडकरांच्या दूरदर्शी शैक्षणिक विचारांमधील साम्याचा सखोल अभ्यास करून शिक्षण धोरणांचा परिणाम अधिक व्यापक आणि समतामूलक करण्यासाठी उपाय सुचवते, जेणेकरून भारत अधिक सशक्त आणि समतावादी देश बनू शकेल.

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INCLUSION OF HOLISTIC AND MULTIDISCIPLINARY EDUCATION IN NATIONAL EDUCATION POLICY 2020: ACHIEVING ACADEMIC EXCELLENCE AND BOLSTERING ALL-ROUND DEVELOPMENT

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Abstract

Holistic and multidisciplinary education is a form of education that provides a comprehensive educational experience by integrating various subjects. Multidisciplinary education promotes essential skills such as collaboration, communication, critical thinking and teamwork. The National Education Policy (NEP-2020) has strongly emphasized on the inclusion of multidisciplinary education in the curriculum from the earliest stage of education. Through exposure to various fields of study, students can not only develop a deep understanding of their chosen field but also develop their understanding of other knowledge systems. With the implementation of NEP-2020, an opportunity has now arisen to address these significant challenges through multidisciplinary, interdisciplinary and transdisciplinary educational approaches. The inclusion of holistic and multidisciplinary education in the NEP is important for several reasons. Firstly, it recognizes that education should focus not only on academic fields but also on the personal growth and development of students. This approach helps to create a well-rounded individual who can thrive in various areas of life. Secondly, a multidisciplinary approach helps students connect and apply knowledge from different disciplines. This approach encourages students to see problems from different perspectives and think critically.

Keywords: NEP-2020, Holistic and Multidisciplinary education, Inclusion, Academic Excellence, All-Round Development

Introduction

The National Education Policy (NEP) of India is a comprehensive document that sets out the vision for the future of education in the country. The latest version of the policy was released in 2020 after a gap of almost 34 years and aims to transform the education system from its current state to a more holistic, multidisciplinary and inclusive one.

This comprehensive policy seeks to address long-standing concerns by ensuring universal access to quality education, promoting equity and inclusion for all students, and prioritizing a holistic learning experience. NEP 2020 emphasizes the development of critical thinking and analytical skills along with knowledge acquisition, which aims to prepare students for the demands of the modern world. Furthermore, the policy recognizes the importance of nurturing the well-

being of students beyond academics, promoting holistic development that encompasses intellectual, social, emotional and physical aspects. Finally, NEP 2020 places a strong emphasis on skills and employability, ensuring that students are equipped with the knowledge and tools to thrive in the 21st century workforce. Traditional education often focuses on academic performance in specific subjects. However, the situation is now shifting towards a more comprehensive approach. Holistic education takes students' development beyond textbooks, nurturing their intellectual, social, emotional and physical well-being. It creates well-rounded individuals who are not only equipped to excel in exams but also to face the complexities of life. Multidisciplinary education complements this by removing barriers between subjects. Instead of learning in isolation, students discover connections between subjects, fostering a richer understanding of the world. This blend of holistic and multidisciplinary education offers many benefits. Students develop critical thinking and problem-solving skills by looking at knowledge from different perspectives. They become equipped to handle change and embrace continuous learning. Perhaps most importantly, this approach fosters creativity and innovation by encouraging students to explore, collaborate and think outside the box. In short, holistic and multidisciplinary education enables students to become well-rounded learners who can think critically, adapt to change and thrive in our ever-evolving world.

NEP 2020 marks a significant shift towards holistic and multidisciplinary education in India. By emphasizing on basic foundational skills, offering flexible curricula with a variety of options, and promoting innovative educational approaches, NEP 2020 seeks to empower students with critical thinking, adaptability, and a lifelong passion for learning, preparing them to thrive in the 21st century. The inclusion of holistic and multidisciplinary education in the NEP is a significant step towards creating a more well-rounded education system in India. Holistic education encompasses the development of the whole person, including their physical, emotional, and intellectual well-being. This approach recognizes that education is not just about acquiring knowledge but also about developing character, values, and skills that enable individuals to live fulfilling lives. On the other hand, multidisciplinary education focuses on integrating different subjects and disciplines to provide a more comprehensive and interconnected understanding of the world. This approach recognizes that the problems and challenges facing the world today are complex and require interdisciplinary solutions. The National Education Policy recognizes the importance of these approaches and seeks to integrate them into the education system at all levels. The policy emphasizes the need to move away from rote learning and memorization towards a more experiential and inquiry-based approach to education. The National Education Policy also seeks to promote the integration of vocational education into mainstream education to provide students with practical skills that can help them succeed in the workforce. This approach recognizes the need for a more inclusive education system that meets the diverse needs and aspirations of students from diverse backgrounds. The education system is thus poised to take an interdisciplinary turn that will take a giant leap towards comprehensive multidisciplinary universities and learning institutions.

Objectives

1. To scrutinize the NEP 2020's recommendations for multidisciplinary education.
2. To understand why NEP-2020 prescribed multidisciplinary and holistic education.
3. To understand the challenges associated with the implementation of a multidisciplinary approach at the national level.

The Legacy of Holistic and Multidisciplinary Education

"The Indian intellectual landscape, the diversity of culture and the richness of philosophy, lends itself to interdisciplinary thinking." India is today experimenting with incorporating this heritage into its education system. India's National Education Policy 2020 is a good example.

India has a rich history of holistic and multidisciplinary education. The 2020 policy simultaneously attempts to continue this legacy from ancient times and meet the much-needed educational needs of our time as multidisciplinary education. It is another thing that India could not continue this tradition very well for long under foreign rule. The point is that narrow specialization and silo-thinking under rigid disciplinary boundaries are alien to the Indian intellectual tradition. There is a need to strengthen the country's existing education system by incorporating its glorious multidisciplinary tradition of teaching and research.

In ancient India, the education imparted at major centers of learning was interdisciplinary, international in standards and remarkably global in reach. As the policy states: "World-class institutions in ancient India like Taxila, Nalanda, Vikramshila, Vallabhi set the highest standards of multidisciplinary teaching and research and provided shelter to scholars and students from diverse backgrounds and countries.

The curriculum and academic aspects of education in ancient India were interdisciplinary. This is evident in the 'vast literature of India that integrates subjects from various fields. For example, "Banabhatta's novel describes good education as knowledge of 64 arts or sciences; and these 64 'arts' included not only scientific 'fields' like singing and painting but also scientific 'fields' like chemistry and mathematics, 'vocational' fields like carpentry and cloth making, 'professional' fields like medicine and engineering, as well as 'soft skills' like communication, discussion and debate.

Thus, India's glorious past of multidisciplinary learning centers, as well as its rich literature integrating diverse knowledge fields across multiple borders, clearly testifies to the excellence of interdisciplinary educational experience. The Indian ethos of education is not just about adapting to multidisciplinary; India has a long and rich heritage of interdisciplinary in the classical form that is relevant and deserves to be continued in the present context.

NEP 2020: Fostering Holistic & Multidisciplinary Learning

NEP 2020 recognizes that a strong foundation in core foundational skills is essential for holistic learning. These skills, encompassing reading, writing, critical thinking, communication, and mathematics, act as building blocks for further education and critical thinking. The policy moves away from rote memorization, emphasizing comprehension, analysis, and applying knowledge across disciplines. Furthermore, NEP 2020 highlights the crucial role of foundational

literacy and numeracy in the early years. By dedicating significant resources to ensuring all students master these skills, the policy lays a strong foundation for holistic development in later stages. The introduction of the 5+3+3+4 curricular structure further emphasizes this focus, ensuring a solid base for students to approach multidisciplinary learning with confidence.

Building upon this strong foundation, NEP 2020 fosters multidisciplinary learning through a diverse and flexible curriculum. This approach moves beyond the traditional soloed subjects of mathematics, science, and social studies. Instead, NEP 2020 emphasizes:

- **Exploration beyond Core Subjects:** The policy encourages students to explore a wider range of subjects, including arts, humanities, and vocational training. This exposure allows students to discover new interests, develop diverse skills, and see the connections between various disciplines in the real world.
- **Flexible Curriculum Options:** NEP 2020 introduces a flexible curriculum structure that allows students to choose subjects from different disciplines based on their interests and aptitudes. This empowers students to take ownership of their learning journey and create a personalized educational experience.
- **Integration of Vocational Training:** The policy recognizes the importance of vocational skills in the 21st century workforce. By integrating vocational training into mainstream education, NEP 2020 allows students to gain practical skills alongside theoretical knowledge, fostering a more holistic and future-oriented learning experience.

These elements of NEP 2020's curriculum design create a fertile ground for multidisciplinary learning. Students can explore diverse subjects, develop connections between disciplines, and personalize their learning experience, all while building a strong foundation in core foundational skills. In the next section, we will explore how NEP 2020 further promotes holistic and multidisciplinary learning through innovative pedagogical approaches.

Building on the strong foundation of core skills, NEP 2020 dismantles traditional subject silos and fosters multidisciplinary learning through a diverse and flexible curriculum. Students are encouraged to explore beyond the confines of math, science, and social studies, venturing into the enriching worlds of arts, music, physical education, and languages. This exposure allows them to discover hidden talents, develop diverse skill sets in critical thinking, creativity, and communication, and most importantly, see how different disciplines connect in the real world. NEP 2020 empowers students through this flexibility. The Choice Based Credit System (CBCS) allows them to curate their learning journeys by choosing electives that align with their interests and career aspirations. Multiple pathways cater to diverse learning styles, with options for academic or vocational streams, or even a blend of both. Assessment goes beyond rote memorization, emphasizing the valuable skills developed through this exploration, such as critical thinking, problem-solving, and collaboration. Finally, NEP 2020 recognizes the importance of practical skills in the modern workforce. By integrating vocational training into mainstream education, the policy equips students with a well-rounded skillset that bridges the gap between theoretical knowledge and real-world application, preparing them for success and increased

employability in the 21st century job market. This emphasis on a diverse and flexible curriculum empowers students to take ownership of their learning and fosters a fertile ground for multidisciplinary learning.

NEP 2020 goes beyond curriculum reform and delves into innovative pedagogical approaches to further support holistic and multidisciplinary learning. This section will explore how the policy aims to transform the way students learn:

- **Shift from Teacher-Centric to Learner-Centric Approach:** The traditional teacher-centered model, focused on rote memorization and passive learning, gives way to a more learner-centric approach. Students become active participants in their learning, engaging in activities that encourage critical thinking, problem-solving, and collaboration.
- **Project-Based Learning:** NEP 2020 emphasizes project-based learning, where students delve into real-world problems or challenges. This approach encourages them to integrate knowledge from various disciplines, fostering critical thinking, creativity, and communication skills while tackling a project from start to finish.
- **Integration of Technology:** The policy acknowledges the role of technology in enhancing learning experiences. Technology can be used for simulations, interactive learning modules, and personalized learning pathways, all of which can support multidisciplinary understanding.
- **Focus on Experiential Learning:** NEP 2020 encourages hands-on learning experiences like field trips, experiments, and workshops. These experiences allow students to connect classroom learning with the real world, further solidifying their understanding of multidisciplinary concepts.
- **Integration of Art and Sports:** The policy recognizes the importance of art and sports education in fostering creativity, collaboration, and physical well-being. Integrating these subjects into the curriculum promotes a more holistic learning experience.

These innovative pedagogical approaches aim to make learning engaging, relevant, and stimulating for students. By actively participating in projects, experiments, and discussions, students develop critical thinking skills, learn to collaborate effectively, and see the connections between different disciplines. This fosters a love of learning that extends beyond textbooks and prepares students for success in a dynamic and interconnected world.

Inclusion of Holistic and Multidisciplinary Education in National Education Policy 2020

The National Education Policy (NEP) 2020, approved by the Government of India, recognizes the importance of holistic and multidisciplinary education to prepare students for the challenges of the 21st century. NEP 2020 aims to transform the education system in India by promoting a more flexible, holistic and multidisciplinary approach to teaching and learning. Under NEP 2020, the focus is on providing well-rounded education that promotes the all-round development of students, including cognitive, social, emotional and physical development. The policy recognizes that education is not just about acquiring knowledge but also about developing values, attitudes and skills that enable individuals to lead fulfilling lives. NEP 2020 also

emphasizes the need for a multidisciplinary approach to teaching and learning. It recognizes that the challenges facing the world today are complex and require interdisciplinary solutions. Therefore, it seeks to provide a more comprehensive education by integrating various subjects and disciplines that promote critical thinking, creativity, and problem-solving skills. The policy also emphasizes the importance of experiential learning, which allows students to learn by actually doing and applying their knowledge and skills. This approach encourages active learning and enables students to develop a deeper understanding of the subject. Furthermore, the NEP 2020 emphasizes the need for teacher education and training programs that equip teachers with the skills and knowledge to apply a holistic and multidisciplinary approach to teaching and learning. The policy also highlights the importance of research and innovation in education, encouraging collaboration between educational institutions and other sectors to advance education. The National Education Policy 2020 recognizes the importance of providing a cultured education that promotes holistic development, interdisciplinary learning, and experiential learning. It emphasizes the need for teacher education and training programs and encourages research and innovation in education. By implementing these recommendations, India's education system can prepare students for the challenges of the 21st century and equip them with the skills and knowledge needed to succeed in a rapidly changing world.

Conclusion

Finally, NEP 2020 presents a comprehensive strategy to promote holistic and multidisciplinary education in India. By emphasizing on basic foundational skills, offering flexible and diverse curricula, and encouraging innovative educational approaches, the policy aims to equip students with the critical thinking, problem-solving, and collaborative skills needed to thrive in the 21st century. However, potential implementation challenges need to be addressed to turn this vision into reality.

The inclusion of holistic and multidisciplinary education in the National Education Policy 2020 is a significant development that marks a shift towards a more comprehensive and integrated approach to education in India. The policy recognizes that education is not just about acquiring knowledge but also about developing values, attitudes, and skills that enable individuals to lead fulfilling lives.

The National Education Policy 2020 also recognizes the importance of teacher education and training programs, research and innovation in education, and collaboration between educational institutions and other sectors. These recommendations can facilitate the implementation of holistic and multidisciplinary education in India, equip teachers with the necessary skills and knowledge to provide a comprehensive education to students, and encourage research and innovation in education.

NEP 2020 highlights the importance of a comprehensive and integrated approach to education and recognizes the need to equip students with the skills and mindsets required to meet the challenges of the 21st century. By implementing these recommendations, India's education system can prepare students for success in an increasingly complex and interconnected world.

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GOEIIRJ

GAMIFICATION OF EDUCATION: ALIGNMENT WITH NEP 2020**Annie Gupta***St. Joseph's High School, Khanda Colony, Panvel, Navi Mumbai*

Abstract

Gamification, the use of game elements in non-game contexts, has emerged as a transformative strategy in education. With India's National Education Policy (NEP) 2020 emphasizing experiential, holistic, enjoyable, and integrated learning, gamification holds the potential to drive significant educational reforms. This article explores the concept of gamification in education, its theoretical foundations, benefits, challenges, and its alignment with the objectives and vision of NEP 2020.

Keywords: Gamification in Education, Game-Based Learning, Educational Technology (EdTech), Digital Pedagogy, Experiential Learning, Competency-Based Education, National Education Policy 2020 (NEP 2020), Holistic Education, Student-Centered Learning

Introduction

Education globally is undergoing rapid transformation, with traditional pedagogies giving way to learner-centered approaches. Gamification in education has captured widespread attention as an innovative method to engage students, foster motivation, and improve learning outcomes. In the Indian context, the **National Education Policy (NEP) 2020** presents a radical vision for revamping education systems to cater to 21st-century needs. This article examines how gamification aligns with and supports the realization of NEP 2020 goals.

Understanding Gamification in Education

Gamification is defined as the incorporation of game design elements — such as points, badges, leaderboards, challenges, and storytelling — into non-game environments to increase engagement and participation.

Key elements of gamification in education include:

- **Points and Rewards:** Recognizing student achievements instantly.
- **Levels and Progression:** Indicating advancement through content mastery.
- **Challenges and Quests:** Offering goal-driven activities.
- **Leaderboards:** Encouraging healthy competition and visibility.
- **Badges and Certifications:** Acknowledging specific skills and milestones.

The idea is not to turn education into a game but to leverage what makes games effective — motivation, challenge, feedback, and reward — to make learning more effective and meaningful.

Theoretical Foundations of Gamification

Gamification rests on several established psychological and pedagogical theories:

- **Self-Determination Theory (Deci & Ryan, 1985):** Suggests that intrinsic motivation is fuelled by autonomy, competence, and relatedness, all of which gamification strategies seek to enhance.
- **Behaviourism (Skinner, 1953):** Emphasizes rewards and reinforcements, seen in points

and badges.

- **Constructivism (Piaget, 1972):** Advocates for learning through active participation, aligning with gamified, challenge-based tasks.
- **Flow Theory (Csikszentmihalyi, 1990):** Focuses on achieving "flow" states — deep immersion and focus — which games are adept at cultivating.

Thus, gamification is not just an entertaining add-on but a research-backed approach that transforms learning into a motivating and self-driven experience.

NEP 2020: A Brief Overview

The **National Education Policy 2020** envisions an education system that:

- Provides **holistic, multidisciplinary, and skill-based learning**.
- Promotes **critical thinking, creativity, and experiential learning**.
- Encourages **flexibility, student choice, and personalized pathways**.
- Supports **technology integration** in all aspects of education.
- Emphasizes **competency-based** education over rote memorization.
- Prioritizes **early childhood care and education, foundational literacy and numeracy, and continuous teacher development**.

NEP 2020 fundamentally moves away from content-heavy, examination-driven education toward learner-centric, outcome-based frameworks — creating fertile ground for gamification.

Gamification and NEP 2020: Points of Alignment

1. Experiential and Active Learning

NEP 2020 stresses **learning by doing**. Gamification promotes experiential learning by involving students in tasks that require action, decision-making, problem-solving, and feedback. Games create immersive environments where learners can experiment, fail safely, and iterate, mirroring real-world learning processes.

NEP Quote: "Pedagogy will evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable."

2. Competency-Based Education

Rather than emphasizing rote memorization, NEP focuses on mastering competencies and skills. Gamified systems use **levels** and **achievement badges** tied to specific competencies, providing visible and incremental validation of mastery. Students can progress at their own pace, unlocking higher challenges only after mastering foundational skills, perfectly embodying the **competency-based model**.

3. Personalization of Learning

Gamification often involves **adaptive learning** paths, allowing different students to progress through different challenges depending on their performance and interests. NEP 2020 emphasizes **flexible curricula, choice-based credit systems, and multi-disciplinary pathways**, all of which can be supported by personalized gamified modules that cater to diverse learning needs.

4. Integration of Technology

NEP envisions the use of **educational technology** to transform teaching and learning. Gamification, often technology-driven, utilizes apps, virtual reality, augmented reality, and AI to create immersive learning experiences. Platforms like **Kahoot! Minecraft Education Edition**, and **Byju's** (with gamified elements) already show how educational content can be effectively gamified with technology.

5. Early Childhood Care and Education (ECCE)

Gamified activities align well with **play-based learning**, crucial for early childhood education. NEP emphasizes foundational literacy and numeracy through fun, interactive means — an area where gamified tools like educational games and apps excel. Games enhance cognitive skills, language development, social skills, and foundational mathematics, making them ideal for **Foundational Stage (ages 3-8)** learners.

6. Teacher Empowerment and Professional Development

NEP recognizes that teachers must be empowered and continuously trained. Gamified professional development modules can make teacher training more engaging, offering badges, leaderboards, and levels as incentives for continuous learning. Examples include platforms like **Coursera** and **Google for Education**, which already use gamification to encourage completion of teacher training programs.

7. Fostering Critical Thinking and Creativity

Gamified learning often includes **open-ended challenges**, **design thinking activities**, and **story-driven problem-solving**, nurturing higher-order skills like critical thinking, collaboration, creativity, and innovation — key goals outlined in NEP 2020.

Challenges and Considerations

While promising, gamification also presents challenges:

1. **Overemphasis on Competition:** Excessive competition may demotivate weaker students.
2. **Design Complexity:** Poorly designed gamified systems can lead to confusion and disengagement.
3. **Technology Access:** Digital divide issues must be addressed to ensure equitable access.
4. **Sustainability:** Continuous updating and maintaining gamified platforms require resources and expertise.
5. **Pedagogical Alignment:** Gamified activities must align with curriculum goals and not distract from learning objectives.

NEP 2020 highlights the need for equitable, accessible, and inclusive education, meaning gamification initiatives must be carefully designed to avoid exacerbating inequalities.

Case Studies: Gamification in Indian Education Context

1. **Diksha Platform :** The government's **Diksha app** integrates game-like elements in quizzes, self-assessments, and microlearning, aligned with teacher training and student learning modules.
2. **BYJU's Learning App :** India's largest edtech platform uses animated storylines,

gamified quizzes, and interactive challenges to make academic learning enjoyable for school students.

3. **Quizizz and Kahoot in Indian Classrooms :** Many Indian educators have adopted platforms like **Quizizz** and **Kahoot!** to gamify assessments, making formative evaluation more engaging and less stressful.
4. **Coding and Robotics Initiatives :** NEP 2020's push for coding from Grade 6 onward has led to gamified platforms teaching coding through game creation — e.g., **WhiteHat Jr.** and **Codingal** — aligning learning with creativity and exploration.

Policy Recommendations

To fully leverage gamification for NEP 2020 implementation, the following actions are recommended:

- **Curriculum Integration:** Gamified strategies must be embedded within the national curriculum framework.
- **Teacher Training:** Pre-service and in-service teacher programs must include modules on educational gamification design.
- **Research and Development:** Funding for R&D into culturally relevant and pedagogically sound gamification tools.
- **Digital Infrastructure Expansion:** Ensure all students, regardless of socio-economic background, have access to devices and internet.
- **Public-Private Partnerships:** Encourage collaborations with edtech companies to develop scalable gamified solutions.

Conclusion

Gamification offers a powerful mechanism to make education more engaging, personalized, and effective — precisely the aspirations laid out in NEP 2020. By tapping into the motivational potential of game elements and integrating them thoughtfully into curricula, India can create learning experiences that not only build knowledge but also nurture the creativity, critical thinking, and skills needed for the future. However, realizing these potential demands careful planning, teacher empowerment, infrastructural support, and inclusive design. With these efforts, gamification could be a cornerstone in India's educational transformation, ensuring that the NEP 2020 vision of "transforming India into a vibrant knowledge society" is achieved.

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HOLISTIC AND MULTIDISCIPLINARY EDUCATION IN NEP 2020**Rushdah Tandel***Presentation Convent School, Sector 27, Nerul, Navi Mumbai*

Abstract

The National Education Policy (NEP) 2020 marks a major shift in India's approach to education, emphasizing holistic and multidisciplinary learning. Moving beyond rote memorization and exam-focused systems, NEP 2020 envisions an education model that fosters creativity, critical thinking, and the overall development of individuals. One of its central ideas is to integrate various disciplines—sciences, arts, humanities, sports, and vocational studies—into a flexible and inclusive framework. This shift aims to nurture well-rounded learners who are not just academically capable but also emotionally, socially, and ethically grounded. Holistic education under NEP focuses on cognitive as well as non-cognitive skills, including emotional intelligence, ethics, physical well-being, and life skills. It recognizes that learning is not limited to classrooms or textbooks but happens through experiences, exploration, and interaction. Meanwhile, the multidisciplinary approach allows students to choose subject combinations that were previously restricted by rigid academic streams, thereby encouraging diverse interests and talents. For future educators, this policy demands a change in mindset, teaching methods, and evaluation systems. Teachers are no longer just instructors but facilitators of curiosity, dialogue, and integration. The policy also calls for curriculum reform, new pedagogical practices, and institutional restructuring to make holistic and multidisciplinary education a reality. This paper explores the core ideas, practical implications, and potential challenges of implementing holistic and multidisciplinary education in line with NEP 2020. It also discusses what this paradigm shift means for teachers, students, and the education system as a whole.

Keywords: NEP 2020, Holistic Education, Multidisciplinary Learning, Pedagogical Change, Educational Reform.

Introduction

The National Education Policy (NEP) 2020 represents a major reform in India's educational landscape, aiming to align learning outcomes with the needs of the 21st century. One of its most transformative features is the emphasis on holistic and multidisciplinary education. Moving away from rote learning and narrow specialization, NEP 2020 advocates for an inclusive, student-centred, and flexible system that cultivates intellectual, emotional, social, and ethical growth. This paper discusses the key concepts of holistic and multidisciplinary education as outlined in NEP 2020, their implications for teachers and institutions, and the practical challenges in implementing these changes. The goal is to understand how this approach can nurture well-rounded individuals who are prepared for both life and livelihood.

1. Understanding Holistic Education-

Holistic education addresses the development of the whole person. It focuses on more than just academics, emphasizing emotional intelligence, creativity, physical well-being, ethics, and life

skills. NEP 2020 encourages educational institutions to view students not merely as future workers, but as complete human beings with diverse potentials and aspirations. In practice, this means schools should integrate co-curricular and extracurricular activities into the curriculum. Sports, arts, community service, and vocational training become essential components, not just add-ons. It also means creating learning environments that promote curiosity, empathy, and collaborative learning rather than competition and memorization.

2. The Multidisciplinary Approach-

NEP 2020 breaks down the rigid divisions between academic streams. Students will no longer be forced to choose between science, commerce, and humanities at an early age. Instead, they can design their own paths by combining subjects like physics and music, or mathematics and philosophy. This flexibility allows for broader intellectual exposure and the development of multiple skill sets. Multidisciplinary learning also encourages problem-solving from various angles, a crucial skill in today's interconnected world. For instance, understanding climate change requires inputs from environmental science, economics, political science, and ethics. A student exposed to such a mix is better prepared to grasp complex real-world issues.

3. Implications for Curriculum and Pedagogy-

The success of holistic and multidisciplinary education hinges on major changes in curriculum design and teaching methods. Content must be reduced to its core essentials to allow time for experiential learning, discussion, and exploration. Textbooks should include themes that cross disciplinary boundaries and reflect real-world applications. Pedagogy must shift from lecture-based teaching to interactive methods. Teachers must become facilitators, guiding students through inquiry-based projects, group activities, and reflective practices. Assessment methods also need reform, with greater focus on formative evaluation, portfolios, and peer feedback instead of high-stakes exams.

4. Teacher Training and Capacity Building-

Teachers play a pivotal role in this transformation. NEP 2020 calls for continuous professional development and a new culture of collaborative learning among educators. Pre-service and in-service training programs must be updated to include modules on interdisciplinary teaching, emotional intelligence, inclusive education, and the use of technology. Additionally, teachers should be encouraged to work together across subject areas to plan integrated lessons. For example, a science teacher and an art teacher might co-develop a project on sustainable living that includes scientific research and creative expression.

5. Institutional Reforms-

Schools and higher education institutions will need to restructure to support holistic and multidisciplinary learning. Timetables should allocate space for sports, arts, and clubs. Infrastructure must include labs, libraries, performance spaces, and digital tools. Schools should build partnerships with local communities and professionals to bring diverse experiences into the classroom. Higher education institutions are encouraged to become Multidisciplinary Education and Research Universities (MERUs), offering flexible degree options, multiple entry-exit points,

and a credit transfer system. This model supports lifelong learning and allows students to follow non-linear educational journeys.

6. **Benefits for Students and Society-**

This approach aims to produce not only employable graduates but responsible citizens. Students develop critical thinking, adaptability, emotional resilience, and ethical reasoning. They are more likely to engage with social issues and contribute meaningfully to their communities. At a broader level, a society that values multidisciplinary knowledge and holistic well-being is better equipped to innovate, solve problems, and maintain social harmony. The NEP 2020 thus positions education as a key driver of national development.

7. **Challenges and Concerns-**

Despite its visionary goals, implementing holistic and multidisciplinary education faces several hurdles. These include:

- Lack of trained teachers familiar with interdisciplinary methods.
- Resistance from institutions used to traditional subject silos.
- Inadequate infrastructure, especially in rural and underfunded schools.
- High student-teacher ratios that limit personalized learning.
- Assessment systems still focused on marks and exams.

Overcoming these will require strong political will, sustained investment, and community involvement. Pilot programs, mentoring systems, and phased implementation can help ease the transition.

8. **Role of Parents and Community-**

Parents and the wider community must be active partners in this educational reform. Their understanding and support are vital for creating environments that reinforce learning outside of school. Workshops, school-community projects, and transparent communication can help align educational goals with societal expectations.

9. **Technology as an Enabler-**

Digital tools can play a crucial role in delivering multidisciplinary and experiential learning, especially in remote areas. Online resources, virtual labs, multimedia content, and collaborative platforms can enhance engagement and accessibility. However, digital inclusion remains a concern and must be addressed to avoid widening gaps.

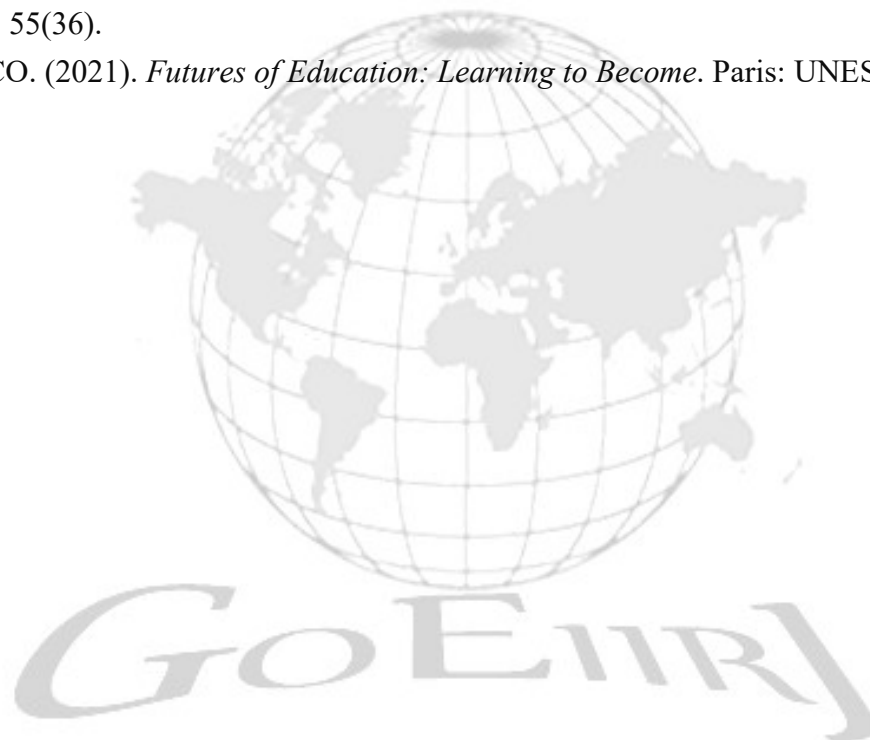
Conclusion

NEP 2020 charts a progressive course for Indian education, rooted in the principles of holistic development and multidisciplinary learning. While challenges in implementation are real, the long-term benefits for students and society are significant. For this vision to succeed, all stakeholders—teachers, institutions, parents, and policymakers—must work together to create a system that not only imparts knowledge but nurtures the full potential of every learner. This transformation is not merely structural but cultural. It asks us to rethink what education means, what it should achieve, and how it can adapt to the changing world. By embracing the values of flexibility, creativity, and inclusivity, NEP 2020 sets the stage for an education system that is both

rooted in Indian values and responsive to global demands.

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LEARNER–CENTRIC EDUCATION UNDER NEP-2020**Mrs. Benazir Hussain***Shri Bapusaheb D. D. Vispute College of Education, New Panvel*

Abstract

The National Education Policy (NEP) 2020, implemented by the Government of India, marks a significant turning point in the educational landscape of the country. This policy emphasizes a shift from traditional teacher-centric education models to learner-centric approaches that foster holistic development. This paper explores the various dimensions of learner-centric education as envisioned in NEP-2020, including the roles of teachers, education systems, and students. By highlighting innovative teaching methodologies, the importance of critical thinking, and personalized learning experiences, the paper aims to illustrate how NEP-2020 can transform the educational ecosystem in India. Moreover, the policy recognizes the importance of continuous professional development for educators and the cultivation of emotional intelligence in students. Students are empowered to take ownership of their learning journey, reflecting on their experiences and collaborating with peers to enhance their interpersonal skills. The conclusion emphasizes the need for collective efforts from all stakeholders to realize the policy's vision of nurturing adaptable, skilled, and empowered learners prepared for the challenges of the 21st century.

Keywords: Learner-Centric Education, Active Learning, Skill development, Critical thinking, Holistic Assessment, Flexible Learning Environment, Adaptive Learning Technologies

Introduction

The National Education Policy (NEP) 2020 represents a radical transformation in educational philosophy in India. The policy aims to address the deficiencies of the previous education system, which was largely examination-oriented and centered towards rote learning. NEP-2020 envisions an inclusive, equitable, and quality education system that meets the needs of a diverse population. At the heart of this vision is the concept of learner-centric education, which places the learner at the forefront of the educational process. Learner-centric education shifts the paradigm from the traditional teacher-led instruction to a model where students actively engage in their learning process. This approach recognizes the individuality of each learner, valuing their interests, strengths, and learning styles. NEP-2020 outlines various strategies to promote learner-centric education, emphasizing experiential learning, critical thinking, and interdisciplinary knowledge. This paper aims to elaborate on the principles of learner-centric education under NEP-2020, focusing on the roles of teachers, the education system, and students. By examining these roles, we can better understand how NEP-2020 can promote a more engaging and effective educational environment. For teachers, this means transitioning from being mere dispensers of knowledge to facilitators who guide and nurture students' curiosity and creativity. Educators are encouraged to adopt diverse teaching methodologies, including project-based learning and collaborative activities that enhance student engagement.

Role of Teacher

1. **Facilitators of Learning** - In a learner-centric framework, teachers transition from being mere knowledge transmitters to facilitators of learning. This shift necessitates that educators adopt a more supportive and guiding role, encouraging students to explore topics that resonate with their interests. Teachers will need to create an environment where students feel safe to express their thoughts and ask questions.
2. **Adapting Teaching Methods** - NEP-2020 encourages teachers to employ diverse teaching methodologies that cater to different learning styles. This includes project-based learning, collaborative group work, and the integration of technology in the classroom. Teachers must be adept at using various instructional strategies to accommodate the diverse needs of their students, thereby enhancing engagement and understanding.
3. **Continuous Professional Development** - To effectively implement learner-centric education, teachers require ongoing professional development. NEP-2020 emphasizes the need for training programs that equip educators with modern pedagogical skills and knowledge of emerging educational technologies. Such professional development initiatives help teachers stay updated on best practices and innovative teaching strategies, ultimately benefiting their students.
4. **Building Emotional Intelligence** - A learner-centric approach recognizes the importance of emotional intelligence in the learning process. Teachers play a crucial role in fostering emotional resilience and empathy among students. By modeling positive behavior, providing emotional support, and teaching social-emotional skills, teachers can create a nurturing learning environment that promotes overall well-being.
5. **Encouraging Critical Thinking and Creativity** - Teachers must actively promote critical thinking and creativity in their classrooms. This includes designing activities that challenge students to analyze information, question assumptions, and think critically about various subjects. By encouraging innovative thinking and problem-solving, educators help students develop the ability to approach challenges from multiple angles, fostering a mindset that embraces creativity and adaptability.
6. **Fostering a Collaborative Learning Environment** - Educators should cultivate a sense of community in their classrooms, encouraging collaboration among students. Group activities, discussions, and cooperative learning tasks allow students to share ideas, learn from one another, and develop essential teamwork skills. Such collaboration helps students understand the value of diverse perspectives and enhances their communication abilities, vital for success in an interconnected world.
7. **Incorporating Feedback Mechanisms** - Effective teachers consistently provide feedback to their students, helping them identify their strengths and areas for improvement. Constructive feedback not only guides students in their academic pursuits but also motivates them to take ownership of their learning. Educators should create structured opportunities for peer feedback and self-assessment, fostering a culture of continuous

improvement and reflection.

8. **Engaging with Parents and the Community** - In a holistic educational approach, teachers should actively engage with parents and the wider community. Developing partnerships with families enables educators to gain insights into students' backgrounds and experiences, which can inform their teaching practices. Collaborating with community organizations can also provide additional resources and opportunities for students, enriching their learning environment and promoting real-world connections.

Role of Education:

1. **Curriculum Reform** - Central to learner-centric education is the need for curriculum reform. NEP-2020 advocates for a flexible and multidisciplinary curriculum that encourages critical thinking and creativity. The curriculum should prioritize understanding concepts over memorization, allowing students to connect knowledge across different subjects. This reform will require collaboration among educational stakeholders to design curriculum frameworks that promote depth of understanding and relevance to real-life situations.
2. **Assessment Practices** - Traditional assessment methods, predominantly focused on standardized testing, are often inadequate in measuring a learner's true potential. NEP-2020 calls for a shift toward formative assessment practices that provide ongoing feedback and inform instructional decisions. By implementing varied assessment techniques such as portfolios, presentations, and peer evaluations, educators can better gauge student understanding and foster a growth mindset.
3. **Use of Technology** - Educators need to integrate technology into the learning process to facilitate engagement and personalization. NEP-2020 emphasizes the use of educational technologies to enhance teaching and learning experiences. Through digital platforms, learners can access a wealth of information and resources, participate in virtual collaborations, and engage in interactive learning experiences. This accessibility can help bridge educational gaps and provide equitable opportunities for all students.
4. **Inclusive Education** - Learner-centric education under NEP-2020 advocates for inclusive practices that cater to the diverse needs of all learners, including those with disabilities and marginalized backgrounds. Educational institutions must create an inclusive environment where every student feels valued and supported. This includes adapting teaching materials, providing necessary resources, and training teachers in inclusive pedagogies.
5. **Interdisciplinary Learning** - NEP 2020 promotes interdisciplinary learning, allowing students to draw connections between different subjects. This approach encourages students to approach problems holistically, integrating knowledge from various fields to develop comprehensive solutions. Schools should design projects and activities that require collaboration between different subject areas, fostering a deeper understanding and application of knowledge in real-world situations.
6. **Lifelong Learning Skills** - Education systems must focus on equipping students with skills

essential for lifelong learning, such as adaptability, critical thinking, problem-solving, and collaboration. NEP 2020 emphasizes the need to cultivate a growth mindset that encourages continuous personal and professional development. Educational institutions should offer programs that teach these skills explicitly, ensuring that students are prepared to thrive in an ever-changing global landscape.

7. **Community Engagement** - Promoting strong ties between educational institutions and the community is crucial in creating relevant and practical education. NEP 2020 encourages involving local organizations, businesses, and higher education institutions to create experiential learning opportunities through internships, mentorship programs, and community service projects. This engagement enriches student learning and fosters a sense of social responsibility and civic engagement.
8. **Teacher Collaboration and Autonomy** - Educational institutions should create environments that foster collaboration among teachers, allowing them to share ideas, best practices, and resources. NEP 2020 emphasizes empowering teachers with the autonomy to innovate and adapt their teaching methods to meet the needs of their students. Encouraging collaborative professional development through peer observations and team teaching can foster an innovative teaching culture.
9. **Holistic Development** - Education under NEP 2020 should prioritize the holistic development of students, focusing not only on academic skills but also on social, emotional, and physical well-being. Schools should implement practices that promote mental health awareness, physical education, and arts education, enabling students to develop well-rounded personalities and life skills essential for personal and professional success.
10. **Global Competence** - As globalization continues to influence the educational landscape, NEP 2020 emphasizes the need for students to develop global competencies. This includes understanding and appreciating cultural diversity, developing language skills, and engaging with global issues. Educational institutions should incorporate global perspectives into their curricula, preparing students to navigate and contribute to a diverse and interconnected world.

Role of Students

1. **Active Participants in Learning** - In a learner-centric model, students are encouraged to take ownership of their learning. This shift empowers them to become active participants in the educational process, fostering independence and critical thinking skills. Students should engage in self-directed learning, setting goals, and reflecting on their progress to develop a sense of agency in their education.
2. **Collaborative Learning** - NEP-2020 promotes collaborative learning environments where students learn from and with one another. Group projects, discussions, and peer tutoring enhance communication skills, teamwork, and social interactions. Students learn to respect diverse perspectives and develop essential interpersonal skills necessary for success in the

21st century.

3. **Lifelong Learners** - A learner-centric approach promotes a culture of lifelong learning, encouraging students to pursue knowledge beyond formal education. NEP-2020 aims to instill a love for learning that transcends traditional schooling. Students should be motivated to explore their interests, pursue extracurricular activities, and engage in community projects, nurturing skills and passions that will benefit them throughout life.
4. **Self-Assessment and Reflection** - Students must develop the ability to assess their learning and reflect on their experiences. NEP-2020 encourages practices that foster self-reflection, enabling students to recognize their strengths and areas for improvement. By cultivating metacognitive skills, students become more adept at self-directed learning, critical thinking, and problem-solving.
5. **Embracing Diversity** - Students in a learner-centric model are encouraged to appreciate and embrace diversity in their classrooms and communities. This includes understanding different cultures, perspectives, and learning styles. Through exposure to diverse viewpoints, students can develop empathy and respect, key qualities for effective communication and collaboration in an increasingly globalized world.
6. **Innovators and Problem Solvers** - NEP 2020 fosters an environment where students are encouraged to think innovatively and solve real-world problems. By engaging in project-based learning and inquiry-driven activities, students develop critical thinking and creative problem-solving skills. This hands-on approach allows them to apply theoretical knowledge to practical situations, enhancing their understanding and relevance of the concepts learned.
7. **Active Contributors to Society** - Students should feel a sense of responsibility toward their community and society at large. Engaging in volunteer work, social projects, or community service instills social responsibility and civic engagement. NEP 2020 encourages students to become active contributors, understanding how their actions can impact others and promote positive change.
8. **Engaging with Feedback** - Students must learn how to engage with feedback constructively. Feedback from peers and educators is invaluable for personal and academic growth. Students should be encouraged to solicit feedback actively, be open to critiques, and use suggestions to improve their skills and knowledge. This process fosters a growth mindset and reinforces the idea that learning is an ongoing journey.

Measurement of Learner-Centric Education under NEP-2020

The National Education Policy (NEP) 2020 introduces a learner-centric approach, emphasizing the need for effective measurement systems to assess student development comprehensively.

1. **Learning Outcomes Assessment** - Establishing clear, measurable outcomes for both cognitive and non-cognitive skills is critical. This allows educators to define what students should know and be able to do at various stages of their education, ensuring alignment with

both curricular goals and real-world competencies.

2. **Formative and Summative Assessments** - Balancing ongoing assessments to track progress (formative) with comprehensive evaluations (summative) provides a holistic view of student achievement. This approach helps identify areas of strength and opportunities for improvement, promoting proactive instructional adjustments.
3. **Competency-Based Education** - Focusing on assessing real-world skills and problem-solving abilities emphasizes the application of knowledge in practical scenarios, moving away from rote memorization. This aligns assessment practices with the actual competencies required in a rapidly changing global landscape.
4. **Technology Integration** - Utilizing digital tools enhances the assessment process by streamlining data collection and analysis. Technology can also facilitate adaptive assessments that adjust item difficulty based on a student's performance, providing more accurate measures of learning.
5. **Holistic Assessment** - Measuring multiple aspects of student learning, including academic, social, and emotional growth, contributes to a comprehensive evaluation of student development. This can be achieved through various assessment formats, such as portfolios, presentations, and self-reflections, which capture the breadth of student experiences.
6. **Feedback Mechanisms** - Implementing continuous and constructive feedback is crucial in guiding student learning and improvement. Formative feedback, in particular, helps students understand their progress and areas for growth, fostering a culture of continuous improvement and self-directed learning.
7. **Inclusivity in Assessment** - Ensuring assessment practices accommodate diverse learning styles and needs is imperative for fair evaluation. This includes adapting assessments for students with disabilities and recognizing varied cultural contexts that may influence student performance.
8. **Lifelong Learning Skills** - Assessing critical skills that prepare students for future challenges, such as adaptability, collaboration, and problem-solving, equips them to thrive in diverse contexts. This can be facilitated through project-based assessments and collaborative tasks that mirror real-world scenarios.
9. **Teacher Training** - Providing educators with training on effective assessment strategies aligned with the learner-centric framework equips them with the skills necessary to implement innovative assessment practices successfully. This training should cover both the design and implementation of varied assessment methods.
10. **Peer and Self-Assessment** - Encouraging peer and self-assessment in the learning process develops students' critical evaluation skills and promotes a deeper understanding of their learning objectives. These practices empower students to take ownership of their educational journey and cultivate self-regulation skills.

Conclusion

Learner-centric education under NEP-2020 provides a transformative approach to teaching

and learning, positioning students at the heart of educational practice. By emphasizing the roles of teachers, educational institutions, and students, NEP-2020 seeks to create an environment that fosters engagement, critical thinking, and holistic development. The successful implementation of learner-centric principles hinges on the collaboration of educators, policymakers, and communities to redesign curricula, adopt innovative teaching strategies, and prioritize inclusive practices. Embracing these changes will not only enhance educational outcomes but also empower individuals to contribute meaningfully to society, fostering a nation of lifelong learners equipped for the future.

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BRIDGING URBAN – RURAL GAPS IN TEACHER EDUCATION THROUGH NEP – 2020

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Abstract:

Rural areas lack in education system like the proper infrastructure, facilities like the internet facilities, e-learning, proper laboratories, teaching aids as compared to urban areas. This leads to a gap in educational system in rural and urban areas. But NEP 2020 would help in bridging this gap in rural and urban area in teaching education that would provide with the facilities for the teacher education and development. This would lead to higher standards of education even in the rural areas.

Introduction:

Education plays pivotal role in nation building and in ensuring equitable development across urban and rural development across urban and rural landscapes. However India has long witnessed stark disparities between urban and rural educational environments, especially in teacher education. Rural areas often grapple with inadequate infrastructure, a lack of trained teachers and limited access to modern pedagogical resources. The National Education Policy (NEP) 2020, with its progressive vision, seeks to overhaul India's education system by promoting inclusivity, equity and quality. A significant aspect of this transformation involves bridging the urban-rural divide in teacher education, thereby ensuring that every child, regardless of geographical location has access to competent, motivated and professionally trained teachers.

Understanding the Urban-Rural Divide in Teacher Education:

The disparity between urban and rural area in teacher education is a multifaceted issue. Urban educational institutions typically have better facilities, libraries, laboratories and access to digital resources, whereas rural institutions often struggle with basic amenities. Also teachers in urban areas have more opportunities for professional development, workshops and exposure to best practices. Rural teachers often lack access to continuous training and up skilling programs. Rural schools face challenges in attracting and retaining qualified teachers due to geographical isolation, lack of incentives and limited career growth opportunities. The digital gap between urban and rural areas affects the delivery of modern, technology-driven education and teacher training programs. Teacher education programs often do not address the specific challenges faced by rural teachers, leading to a mismatch in training and ground realities.

NEP 2020 :Vision and objectives for Teacher Education

NEP 2020 acknowledges the foundational roles of teachers in education system. It proposes several landmark reforms to enhance teacher preparation improve recruitment practices and ensure continuous professional development. Establishing rigorous standards for all teacher education programs ensures uniformity across urban and rural institutions would help in setting up standards for teacher education. A four-year integrated B.Ed program combining high-quality content,

pedagogy and practical training. Encouraging teacher education in multidisciplinary institutions to ensure broader perspective. Continuous professional development and instituting mechanism for ongoing teacher training throughout the career of teachers is important. Leveraging technology for training, assessment and classroom training also would be beneficial. National Professional Standards for Teachers (CPD) would institute mechanism for ongoing teacher training throughout their careers. By implementing these measures, NEP 2020 aims for training, assessment and classroom teaching.

Key strategies for bridging the urban - rural gap

Multidisciplinary institutions establishment for teacher education would offer holistic programs integrating arts, science, humanities and professional development and training.

Impact on rural areas:

Rural students and aspiring teachers will have access to quality, multidisciplinary education within their regions. Also there will be reduction in migration of people from rural to urban for higher and better education. It will provide with improved standards of teacher preparation through holistic development. The Integrated Teacher Education Program will be mandatory requirement for entering in teaching profession. It will be available at selected multidisciplinary institutions across the country. There will be uniform teacher qualification across rural and urban areas. Also practical exposure through internships in local schools will make training more relevant to rural context. Also there will be encouragement for local youth to become professionally trained teachers in their communities. The National Professional standards for Teachers (NPST) will serve as a benchmark for all teachers, ensuring that quality and professionalism are maintained throughout the country. This standardized expectation will ensure that rural teachers receive the same recognition and career progression opportunities as their urban counterparts. It will serve as a motivation for teachers to engage in professional development to meet the standards. NEP 2020 also emphasizes on integrating of digital platforms for teacher training through initiatives like SWAYAM, DIKSHA AND MOOCs. The rural areas would now be able to have access to high quality training programs without the need to travel to urban areas. It will provide with flexibility for in-service rural teachers to pursue up skilling courses and also bridging the digital divide through targeted investment in internet connectivity in rural schools and teacher education centers. It also promotes teaching of local content and use mother tongue as a medium of instruction at a foundational level. Teacher training includes methodologies for bilingual or multilingual teaching and also empowerment of rural teachers to leverage local culture, knowledge system and languages in classroom teaching. NEP suggests creating policies to incentivize teachers to work in rural areas through promotions, financial rewards and preferences in postings.

Greater availability of qualified and motivated teachers in rural schools. Reduction in urban concentration of skilled teachers. Balanced distribution of educational talent across the country. Establishment of District Institutes of Education and Training (DIETs) and Strengthening SCERTs. The strengthening of State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs) is crucial for providing localized teacher

education. Availability of teacher education programs tailored to local needs. Building of a strong support system for in-service teachers at the district level. Better identification of region-specific challenges and solutions.

Challenges in implementation

While NEP 2020 lays a strong foundation, there are significant challenges to operationalizing these strategies: Building infrastructure, providing technological resources, and recruiting qualified faculty in rural areas require substantial investment. Capacity Building: Existing teacher educators need retraining to align with the new pedagogical standards and technological methods. Digital Divide: Despite governmental efforts, internet penetration and digital literacy in rural areas remain challenges. Resistance to Change: Long-standing practices and mindsets in rural education systems may resist rapid reforms. Monitoring and Evaluation: Effective implementation requires continuous monitoring and adaptability to local needs. Addressing these challenges demands a concerted effort from central and state governments, local bodies, educational institutions, and civil society organizations.

Role of Technology in Bridging the Gap

Technology emerges as a key enabler in achieving NEP's goals:

E-learning Platforms: SWAYAM and DIKSHA can offer teacher training modules accessible to rural educators. Blended Learning: Combining offline and online methods ensures inclusivity despite connectivity challenges. Virtual Labs and Simulations: Offering practical teacher training experiences remotely. Data-Driven Interventions: Using data analytics to identify gaps in teacher education and customize interventions accordingly. Thus, the judicious use of technology can revolutionize rural teacher education and make it on par with urban standards.

Several initiatives across India offer models that align with NEP's vision:

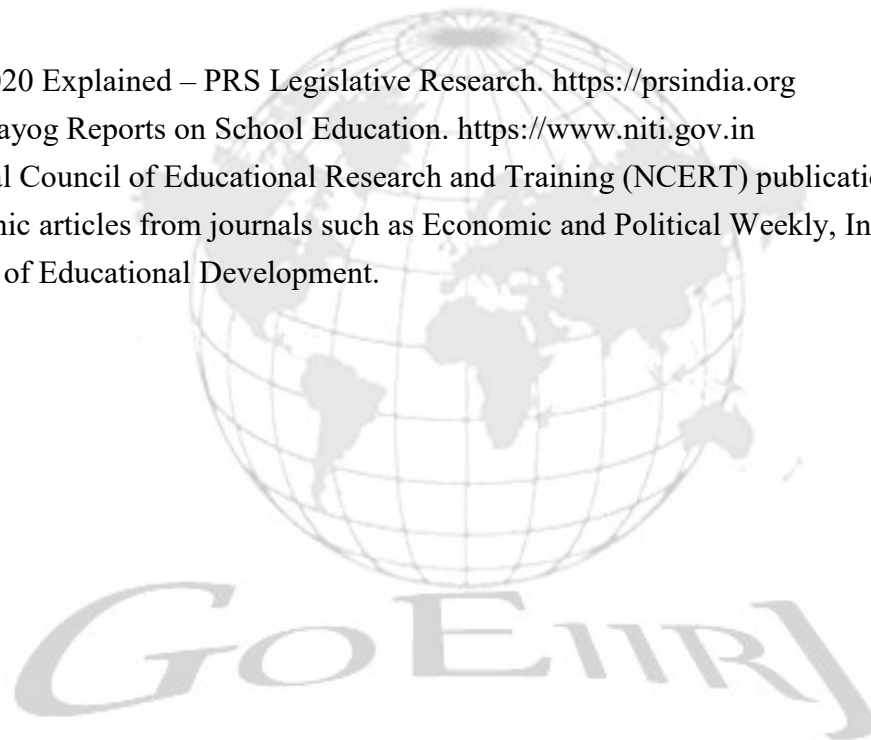
E-Vidya Bharti and E-Arogya Bharti: Satellite-based education platforms offering courses to rural students and teachers. Teach For India (Rural Programs): Training and placing talented graduates in rural schools. Digital DIETs: Pilot projects where DIETs have gone digital to train rural teachers effectively. Scaling up such models under the framework of NEP can accelerate rural-urban parity in teacher education. To realize NEP 2020's ambitious goals for bridging urban-rural gaps in teacher education, the following steps are crucial: Public-Private Partnerships: Collaboration with NGOs, tech companies, and educational institutions to expand reach. Localized Content Development: Curriculum and teacher training materials must reflect rural realities. Capacity Building of Institutions: Upgrading rural DIETs, SCERTs, and teacher education colleges with modern infrastructure and skilled faculty. Monitoring Mechanisms: Creating independent bodies to monitor the implementation of teacher education reforms. Community Participation: Involving local communities in decision-making processes to enhance accountability and contextual relevance. Special Focus on Marginalized Areas: Prioritizing teacher education development in tribal, remote, and disadvantaged regions. By adopting a holistic and inclusive approach, India can ensure that no child's future is compromised because of where they are born.

Conclusion

NEP 2020 represents a paradigm shift in the Indian education system, aiming not only to improve quality but also to bridge deep-rooted inequalities. By focusing on professionalizing teacher education uniformly across urban and rural areas, the policy recognizes that the foundation of a strong education system lies in empowered teachers. While challenges remain, strategic implementation, commitment, and innovation can transform India's teacher education landscape and, by extension, its social and economic future. Bridging the urban-rural divide in teacher education is not just a policy mandate - it is a moral imperative for an equitable and prosperous India.

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NEP 2020 मध्ये डिजिटल शिक्षणाचे स्थान

मैथिली रामविजय सावंत

सुधागड एज्युकेशन सोसायटीचे के. ए. बांठिया हायस्कूल, नवीन पनवेल

सारांश

भारत देशाच्या शैक्षणिक दृष्ट्यात एक महत्त्वपूर्ण बदल घडवणारे धोरण म्हणून राष्ट्रीय शैक्षणिक धोरण (NEP) 2020 ला खूप महत्त्वाचे स्थान मिळाले आहे. हे धोरण शैक्षणिक स्तरावर तंत्रज्ञान व डिजिटल शिक्षणाचे एकीकरणावर अधिक भर देते. राष्ट्रीय शैक्षणिक धोरण 2020 चा डिजिटल शिक्षणासाठी असलेल्या भूमिकेचा हे संशोधन पत्र आढावा घेत आहे. प्रवेश, गुणवत्ता, आणि तंत्रज्ञानाचा शिक्षणामध्ये उपयोग करण्यासाठी धोरणाचे शिफारसी केल्या आहेत. त्याचबरोबर डिजिटल शैक्षणिक उत्तम सामग्री, डिजिटल पायाभूत सुविधा, प्रभावी ऑनलाइन शिक्षण, शिक्षकांसाठी प्रशिक्षण, तंत्रज्ञानाचा वापर यासारखे उपक्रम राष्ट्रीय शैक्षणिक धोरण 2020 राबवते आहे. भविष्यात डिजिटल ज्ञान असलेली सज्ज पिढी तयार करण्याची व शिक्षण प्रणालीत प्रभावी क्रांती घडवण्यासाठी राष्ट्रीय शैक्षणिक धोरण 2020 क्षमता ठेवते.

मुख्यशब्द:- राष्ट्रीय शैक्षणिक धोरण 2020, डिजिटल शिक्षण, तंत्रज्ञान, शिक्षक प्रशिक्षण, प्रणाली.

प्रस्तावना

२१ व्या शतकात तंत्रज्ञानाचा जलद गतिने वापर केला जातो आणि त्यात शिक्षण हे अपवाद नाही. “शिक्षण हे जग बदलण्यासाठी वापरले जाणारे सर्वात शक्तिशाली शस्त्र आहे.” डॉ. ए.पी.जे. अब्दुल कलाम म्हणतात आणि म्हणूनच राष्ट्रीय शिक्षण धोरण 2020 हे भारताच्या शैक्षणिक कार्यात केलेले एक महत्त्वपूर्ण बाब आहे. सरकारने शिक्षण प्रक्रिया सुधारण्यासाठी राष्ट्रीय शिक्षण धोरण 2020 तयार केले. ह्या धोरणात विद्यार्थी आनंददायी शिक्षण, चित्रकला, संगीत, तंत्रज्ञानाचा वापर यासारख्या कौशल्यांचा अधिक चांगल्या प्रकारे आत्मसात करतील हे महत्त्वपूर्ण गोष्ट आहे. हे धोरण चिंतनशील शिक्षणाला प्रोत्साहन देते. प्रत्येक विद्यार्थ्याच्या वैशिष्ट्यपूर्ण क्षमता शोधणे आणि त्या विकसित करण्यासाठी प्रयत्न करणे शिक्षकांनी आणि पालकांनी मुलांना सर्वांगीण विकासासाठी अभ्यास आणि अभ्यासेत्तर दोन्ही क्षेत्रांमध्ये मध्ये चालना देणे आवश्यक आहे. तसेच प्रत्येक विद्यार्थ्यासाठी मूलभूत साक्षरता आणि संख्याज्ञान या गोष्टींना इयत्ता तिसरीपर्यंत सर्वोच्च प्राधान्य देणे. लवचिकता असावी- म्हणजेच विद्यार्थ्यांना त्यांच्या अध्ययनाचा मार्ग आणि कार्यक्रम निवडण्याची मुभा असेल आणि ते आपली प्रतिभा आणि आवड यानुसार आयुष्यात आपला मार्ग निवडू शकतील. कला आणि विज्ञान अभ्यास आणि अभ्यासेत्तर उपक्रम, व्यावसायिक आणि शैक्षणिक प्रवाह यांच्यामध्ये कोणतेही स्पष्ट विभाजन नसले पाहिजे. म्हणजेच ज्ञानाच्या क्षेत्रांमध्ये हानिकारक उच्चनीचता आणि त्यांच्यात पडलेले अंतर दूर करण्यास मदत होईल. मानवी, नैतिक आणि घटनात्मक मूल्ये - उदाहरणार्थ वैज्ञानिक दृष्टी स्वतंत्र जबाबदारी, सार्वजनिक मालमत्तेबद्दल आदर, लोकशाहीची भावना, सेवेची भावना, स्वच्छता, वैज्ञानिक दृष्टीकोन, स्वातंत्र्य, जबाबदारी समता आणि न्याय इत्यादी गोष्टीला सार्वजनिक महत्त्व देण्यात येणार आहे.

अध्यापनात आणि अध्ययनात बहुभाषिकत्व आणि भाषा शक्ती यांना प्रोत्साहन देण्यात येणार. संवाद, सहकार्य, सामूहिक कार्य आणि लवचिकता अशी जीवन मूल्ये. वर्षाच्या शेवटी परीक्षेला केंद्रस्थानी ठेवून होणाऱ्या मुलांमुळे सध्याच्या कोचिंग संस्कृतीला महत्त्व आहे, त्याऐवजी शिक्षणासाठी सातत्यपूर्ण मूल्यांकनावर भर. अध्यापनात आणि अध्ययनात तंत्रज्ञानाचा पुरेपूर वापर भाषेची अडथळे काढून टाकण्यासाठी. दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ बनवण्यासाठी शैक्षणिक नियोजन आणि व्यवस्थापन करण्यास प्राधान्य.

शिक्षण समवर्ती सूचीचा विषय आहे हे लक्षात घेऊन सर्व अभ्यासक्रम, अध्यापनशास्त्र, धोरण यात विविधतेबद्दल आणि स्थानिक संदर्भाबद्दल आदर.

भारतातील डिजिटल शिक्षण

ही एक क्रांतिकारी मोहीम आहे जी लाखो लोकांना, विशेषतः शालेय विद्यार्थ्यांना, ज्ञान मिळविण्यात आणि त्यांचे भविष्य अधिक चांगले बनविण्यात मदत करेल. डिजिटल शिक्षण हे मूलतः जगभरातील शिक्षणाचे भविष्य आहे आणि तेच भारतालाही लागू होते. भारत सरकारची डिजिटल इंडिया मोहीम देखील डिजिटल शिक्षणाच्या प्रसारात महत्त्वपूर्ण भूमिका बजावत आहे. डिजिटल एज्युकेशन टेक्नॉलॉजीचे विस्तृत आणि अफाट भविष्य पाहता, भारत सरकार डिजिटल शिक्षणाला अतिशय आक्रमकपणे प्रोत्साहन देत आहे आणि देशभरात त्याची सार्वत्रिक उपलब्धता सुनिश्चित करण्याचा प्रयत्न करत आहे. डिजिटल शिक्षण म्हणजे इंटरनेट आणि इतर माहिती आणि संप्रेषण तंत्रज्ञान उपकरणांसारख्या डिजिटल साधनांचा आणि तंत्रज्ञानाचा नाविन्यपूर्ण पद्धतीने वापर करणे, जेणेकरून शिक्षण आणि अध्ययन अनुभवामध्ये वाढ करता येईल आणि शिक्षण अधिक संवादपूर्ण, तल्लीन करणारे, दूरगामी आणि सर्वसमावेशक बनेल. डिजिटल शिक्षणाला भारतात ई-एज्युकेशन, ई-लर्निंग आणि तंत्रज्ञान आधारित शिक्षण यांसारख्या लोकप्रिय नावांनी देखील ओळखले जाते. भारतातील डिजिटल शिक्षणाचे उद्दिष्ट शिक्षण सर्वांसाठी सुलभ करणे आहे. हे भौगोलिक स्थान किंवा सामाजिक-आर्थिक पार्श्वभूमी विचारात न घेता साध्य करायचे आहे.

डिजिटल शिक्षणाचे उद्दिष्ट शिक्षणाच्या गुणवत्तेत वाढ करणे आहे. हे तंत्रज्ञानाचा वापर करून परस्परसंवादी आणि आकर्षक शिक्षण अनुभव प्रदान करते. डिजिटल शिक्षणाचे उद्दिष्ट दुर्गम भागांपर्यंत पोहोचून शैक्षणिक दरी कमी करणे आहे. डिजिटल शिक्षणाचे उद्दिष्ट स्थानिक भाषांमध्ये उच्च-गुणवत्तेचे इलेक्ट्रॉनिक साहित्य विकसित करणे आहे. हे भारताच्या भाषिक विविधतेला पुरवते आणि भाषा शिक्षणात अडथळा ठरू नये याची खात्री करते. डिजिटल शिक्षणाचे ध्येय शिकण्यात लवचिकता प्रदान करणे आहे. हे विद्यार्थ्यांना कधीही आणि कोठेही शैक्षणिक संसाधनांमध्ये प्रवेश करण्याची परवानगी देते. डिजिटल शिक्षणाचे उद्दिष्ट शिकण्याचा अनुभव वैयक्तिकृत करणे आहे. हे तंत्रज्ञानाचा उपयोग करून शिकण्याच्या वैयक्तिक शैली आणि गतीनुसार बदलते. डिजिटल शिक्षणाचे उद्दिष्ट विद्यार्थी आणि शिक्षकांमध्ये डिजिटल साक्षरतेला प्रोत्साहन देणे आहे. डिजिटल शिक्षण विद्यार्थ्यांमध्ये नवोपक्रम आणि सर्जनशीलतेला प्रोत्साहन देते. हे त्यांना अन्वेषणासाठी विस्तृत डिजिटल संसाधनांमध्ये प्रवेश पुरवते. भारतातील डिजिटल शिक्षणाचे उद्दिष्ट शिक्षण सर्वांसाठी सुलभ करणे आहे. हे भौगोलिक स्थान किंवा सामाजिक-आर्थिक पार्श्वभूमी विचारात न घेता साध्य करायचे आहे.

प्रवेश –

डिजिटल शिक्षणामध्ये दुर्गम व वंचित विद्यार्थ्यांपर्यंत पोहोचण्याची क्षमता तयार होते. त्यामुळे ऑनलाइन अँप्स व डिजिटल संसाधने ही गरज पूर्ण करू शकतो. आणि त्या विद्यार्थ्यांचा शिक्षणात प्रवेश करून घेऊ शकतो.

गुणवत्ता सुधारणे –

योग्य संसाधने, प्रभावी डिजिटल सामग्री, प्रयोगशाळा यांचा वापर करून शैक्षणिक गुणवत्ता सुधारणे सोपी जाते.

तंत्रज्ञानाचा उपयोग –

विद्यार्थ्यांना प्रभावी शिक्षण प्रदान करण्यासाठी विविध पद्धतीने शिकवावे लागते. त्या पद्धती पैकी एक प्रभावी पद्धत म्हणजे तंत्रज्ञानाचा वापर आणि शैक्षणिक प्रणाली सुधारण्यासाठी तंत्रज्ञानाचा उपयोग केला जातो.

डिजिटल शैक्षणिक सामग्री -

शिक्षण प्रभावी होण्यासाठी विविध डिजिटल सामग्री चा वापर केला जातो. त्याचबरोबर विविध शैक्षणिक अँप्स तयार केले गेले आहेत. [DIKSHA]

डिजिटल पायाभूत सुविधा –

विद्यार्थ्यांना शिक्षणात अडचणी न येण्यासाठी इंटरनेट सुविधा, डिजिटल उपकरणे अशा विविध सुविधा सरकारने उपलब्ध करून दिले आहेत.

शिक्षण प्रशिक्षण –

विद्यार्थ्यांना शिकवताना डिजिटल उपकरणे, उपकरणे व डिजिटल सामग्री वापरण्याचेच प्रशिक्षण शिक्षकांना दिले जाते जेणेकरून शिक्षण प्रभावी होईल.

NEP 2020- डिजिटल संसाधने.

1. प्रज्ञातः हे शिक्षण मंत्रालयाने (MoE) शाळांना डिजिटल तंत्रज्ञानाचा वापर करण्यासाठी विकसित केलेले मार्गदर्शक तत्वे आहेत. या मार्गदर्शक तत्वांमध्ये अनेक विषयांचा समावेश आहे. यात शिक्षण आणि अध्ययनासाठी तंत्रज्ञानाचा वापर आणि डिजिटल संसाधनांचे व्यवस्थापन इत्यादींचा समावेश होतो.
2. Virtual Labs उपक्रम विद्यार्थी आणि संशोधकांना प्रयोगशाळांमध्ये दूरस्थ प्रवेश (remote access) देण्यासाठी आहे. हे एक सिमुलेटेड (simulated) शिक्षण वातावरण पुरवते. वापरकर्ते प्रयोग करू शकतात आणि व्यावहारिक ज्ञान मिळवू शकतात.
3. ई-पाठशाला - ई-पाठशाला हे एक ऑनलाइन पोर्टल आणि मोबाईल ॲप आहे. हे पाठ्यपुस्तके, ऑडिओ, व्हिडिओ आणि मल्टीमीडिया शैक्षणिक सामग्रीमध्ये प्रवेश पुरवते. इयत्ता 1 ते 12 पर्यंतच्या शालेय विद्यार्थ्यांसाठी अनेक भाषांमध्ये ही सामग्री उपलब्ध आहे.

फायदे –

डिजिटल शिक्षण विविध विषयांवरील अभ्यासक्रमांची विस्तृत श्रेणी पुरवते. विद्यार्थ्यांना त्यांच्या आवडीनुसार अभ्यासक्रम निवडण्याचे आणि त्यांच्या इच्छित क्षेत्रात उत्कृष्ट कामगिरी करण्याचे स्वातंत्र्य आहे. डिजिटल शिक्षण इंटरनेट, उपग्रह आणि डिजिटल उपकरणांचा वापर करून दुर्गम भागांपर्यंत पोहोचू शकते.

हे सुनिश्चित करते की देशाच्या प्रत्येक कोपऱ्यात दर्जेदार शिक्षण उपलब्ध आहे. डिजिटल शिक्षण एनिमेशन आणि वैयक्तिक शिक्षणामुळे परस्परसंवादी शिक्षण अनुभव देते. विद्यार्थी आकर्षक पाठांचा आनंद घेऊ शकतात आणि समोरासमोर शंका निरसन सत्रे मिळवू शकतात.

डिजिटल शिक्षण – पुढील वाटचाल

डिजिटल शिक्षण तंत्रज्ञानाची पूर्ण क्षमता लक्षात घेण्यासाठी शिक्षक आणि विद्यार्थ्यांना मूलभूत प्रशिक्षण दिले पाहिजे. आज डिजिटल शिक्षणातील सर्व आव्हाने आणि क्षमता लक्षात घेऊन पुढे जाण्याची तातडीची गरज आहे. व्यावसायिक प्रशिक्षण आणि कौशल्य विकास यांसारख्या क्षेत्रांवर अधिक जोर दिला गेला पाहिजे. भारतातील डिजिटल शिक्षण परवडणारे बनवणे हा ते जनसामान्यांपर्यंत पोहोचवण्यासाठी आणखी एक महत्वाचा पैलू आहे.

डिजिटल विभाजन कमी करणे आणि इतर सर्व त्रुटी दूर करणे, तसेच एक मजबूत देखरेख यंत्रणा स्थापित करणे, हे भारतातील डिजिटल शिक्षणाच्या उज्ज्वल भविष्यासाठी महत्वाचे आहे. डिजिटल शिक्षण तंत्रज्ञानाची पूर्ण क्षमता लक्षात घेण्यासाठी शिक्षक आणि विद्यार्थ्यांना मूलभूत प्रशिक्षण दिले पाहिजे.

निष्कर्ष –

राष्ट्रीय शिक्षण धोरण 2020 हे विद्यार्थी केंद्रित व भविष्यात योग्य मार्ग मिळवण्यासाठी उत्तम प्रणाली आहे. NEP 2020 भारतात डिजिटल शिक्षणामुळे परिवर्तनकारी भूमिकेची इच्छावकल्पना करते. तंत्रज्ञानाचा उपयोग करण्याची एक उत्तम आराखडा आणि शिफारसीची रूपरेखा देते.

डिजिटल शिक्षणाच्या द्वारे शिक्षण प्रणाली प्रभावी होते ही जरी महत्त्वपूर्ण संधी असली तरी डिजिटल सुविधा शिक्षकांचे प्रशिक्षण इ. आव्हानांवर मात करणे महत्त्वपूर्ण आहे. संधी व आव्हानांवर मात करून NEP 2020 चे घटक साध्य करू शकतो.

संदर्भ

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नवीन शैक्षणिक धोरण २०२० (NEP 2020) आणि त्याचे पाच पायाभूत स्तंभ

अंकिता अमित सावंत

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सारांश

राष्ट्रीय शिक्षण धोरण, २०२० (एनईपी) शिक्षणात मोठ्या प्रमाणात परिवर्तन घडवून आणण्याची कल्पना करते - "भारतीय नीतिमतेत रुजलेली शिक्षण प्रणाली जी सर्वांना उच्च दर्जाचे शिक्षण देऊन भारताला, म्हणजेच भारताला, शाश्वतपणे समतापूर्ण आणि चैतन्यशील ज्ञान समाजात रूपांतरित करण्यास थेट योगदान देते, ज्यामुळे भारत जागतिक ज्ञान महासत्ता बनतो." एनईपी २०२० प्रवेश, समता, गुणवत्ता, परवडणारीता आणि जबाबदारी या पाच मार्गदर्शक स्तंभांवर आधारित आहे. ते आपल्या तरुणांना वर्तमान आणि भविष्यातील विविध राष्ट्रीय आणि जागतिक आव्हानांना तोंड देण्यासाठी तयार करेल. शालेय शिक्षणात, राष्ट्रीय शिक्षण धोरण २०२० या मूलभूत मूल्यांवर आणि तत्वांवर भर देते की शिक्षणाने केवळ संज्ञानात्मक कौशल्ये विकसित केली पाहिजेत, म्हणजेच - साक्षरता आणि संख्याशास्त्राची 'मूलभूत कौशल्ये' आणि समीक्षात्मक विचारसरणी आणि समस्या सोडवणे यासारखी 'उच्च दर्जाची' कौशल्ये - परंतु सामाजिक आणि भावनिक कौशल्ये देखील - ज्यांना 'सॉफ्ट स्किल्स' असेही म्हणतात - ज्यामध्ये सांस्कृतिक जागरूकता आणि सहानुभूती, चिकाटी आणि धैर्य, टीमवर्क, नेतृत्व, संवाद इत्यादींचा समावेश आहे. धोरणाचे उद्दिष्ट आणि आकांक्षा पूर्व-प्राथमिक शिक्षणाचे सार्वत्रिकीकरण करण्याचे आहे आणि २०२५ पर्यंत प्राथमिक शाळेत आणि त्यापलीकडे सर्वांसाठी मूलभूत साक्षरता/अंकशास्त्र प्राप्त करण्यावर विशेष भर देते. ते शालेय शिक्षणाच्या सर्व स्तरांवर अनेक सुधारणांची शिफारस करते ज्यामध्ये शाळांची गुणवत्ता सुनिश्चित करणे, ३-१८ वयोगटातील मुलांना समाविष्ट करणाऱ्या ५+३+३+४ डिझाइनसह अध्यापनशास्त्रासह अभ्यासक्रमात परिवर्तन, सध्याच्या परीक्षा आणि मूल्यांकन प्रणालीमध्ये सुधारणा, शिक्षक प्रशिक्षण मजबूत करणे आणि शिक्षण नियामक चौकटीची पुनर्रचना करणे यांचा समावेश आहे. शिक्षणात सार्वजनिक गुंतवणूक वाढवणे, तंत्रज्ञानाचा वापर वाढवणे आणि व्यावसायिक आणि प्रौढ शिक्षणावर लक्ष केंद्रित करणे, यासह इतर गोष्टींचा प्रयत्न यात आहे. समग्र, चर्चा आणि विश्लेषण-आधारित शिक्षणासाठी जागा निर्माण करून प्रत्येक विषयातील अभ्यासक्रमाचा भार त्याच्या 'मुख्य आवश्यक' सामग्रीपर्यंत कमी करावा अशी शिफारस यात केली आहे.

प्रस्तावना:

शिक्षण ही समाजाच्या विकासाची गाभा असते. भारतातील शिक्षण क्षेत्रात मूलभूत आणि व्यापक सुधारणा करण्यासाठी भारत सरकारने नवीन शैक्षणिक धोरण २०२० (National Education Policy 2020) लागू केली. ही धोरण भारताच्या शैक्षणिक इतिहासातील एक महत्त्वाची पायरी ठरली आहे. NEP 2020 मध्ये शिक्षणाला अधिक समावेशक, सर्वांगीण, गुणवत्तापूर्ण आणि जागतिक स्तरावर स्पर्धात्मक बनवण्याचा संकल्प करण्यात आला आहे. या धोरणाची उभारणी पाच पायाभूत स्तंभांवर झाली आहे – संपूर्णता, समानता, गुणवत्ता, परस्परावलंबन आणि उत्तरदायित्व. भारत सरकारने जुलै २०२० मध्ये नवीन राष्ट्रीय शैक्षणिक धोरण (NEP 2020) जाहीर केली. ही धोरण १९८६ नंतरची पहिली मोठी शैक्षणिक सुधारणा होती. या धोरणाचा मुख्य उद्देश भारतीय शिक्षण प्रणालीत मूलभूत बदल घडवून आणणे, शिक्षण अधिक समावेशक, सर्वसमावेशक आणि गुणवत्तापूर्ण बनवणे हा आहे. NEP 2020 चे आराखड्याचे केंद्रस्थानी पाच प्रमुख स्तंभ आहेत – संपूर्णता (Access), समानता (Equity), गुणवत्ता (Quality), परस्परावलंबन (Affordability) आणि उत्तरदायित्व (Accountability).

२१ व्या शतकातील शिक्षणाच्या महत्त्वाकांक्षी उद्दिष्टांशी तसेच भारताच्या परंपरा, संस्कृती आणि मूल्यव्यवस्थेशी सुसंगत अशी एक नवीन प्रणाली तयार करण्यासाठी शालेय नियमन आणि प्रशासनासह शिक्षण संरचनेच्या सर्व पैलूंमध्ये

सुधारणा आणि सुधारणा करण्याचा प्रस्ताव आहे. ऊर्जावान पाठ्यपुस्तके, शिक्षक आणि विद्यार्थ्यांच्या क्षमता वाढीसाठी उच्च दर्जाचे ई-सामग्री, शिक्षण परिणामांवर आधारित प्रश्न बँक इत्यादींसह अनेक विद्यमान तसेच प्रस्तावित उपक्रमांद्वारे तंत्रज्ञान शिक्षणाशी एकत्रित केले जाईल. धोरणात असेही नमूद केले आहे की देशभरातील प्रत्येक वस्तीत प्राथमिक शाळा स्थापन केल्याने शिक्षणाची उपलब्धता वाढण्यास मदत झाली आहे. तथापि, यामुळे खूप लहान शाळा (कमी विद्यार्थ्यांसह) विकसित झाल्या आहेत ज्यामुळे शिक्षक आणि महत्त्वपूर्ण भौतिक संसाधने तैनात करणे कार्यात्मकदृष्ट्या जटिल बनते. म्हणूनच, धोरण शिफारस करते की अनेक सार्वजनिक शाळा एकत्र आणून एक शाळा संकुल किंवा कार्यक्षम प्रशासनासाठी कोणतीही नाविन्यपूर्ण गट यंत्रणा तयार करता येईल. धोरणात शालेय शिक्षणाच्या सर्व टप्प्यांवर दर्जेदार शिक्षणावर भर देण्यात आला आहे. दर्जेदार शिक्षण हे केवळ जीवन बदलणारे नाही तर एक मानसिकता आणि चारित्र्य निर्माण करणारा अनुभव देखील आहे, जो नागरिकत्वावर सकारात्मक परिणाम करतो. सक्षम विद्यार्थी केवळ देशाच्या वाढत्या विकासात्मक गरजांमध्ये योगदान देत नाहीत तर एक न्याय्य आणि समतापूर्ण समाज निर्माण करण्यात देखील सहभागी होतात.

उच्च शिक्षणात, NEP, 2020 शिक्षणाच्या विविध पैलूंवर मौल्यवान अंतर्दृष्टी आणि शिफारसी प्रदान करते ज्यामध्ये बहु-विद्याशाखीय आणि समग्र शिक्षणाकडे वाटचाल, संस्थात्मक स्वायत्तता, राष्ट्रीय संशोधन प्रतिष्ठानच्या स्थापनेद्वारे दर्जेदार संशोधनाला प्रोत्साहन, शिक्षकांचा सतत व्यावसायिक विकास, तंत्रज्ञानाचे एकीकरण, उच्च शिक्षणाचे आंतरराष्ट्रीयीकरण, प्रशासन आणि नियामक व्यवस्थेची पुनर्रचना, बहु-विद्याशाखीय अभ्यासक्रम, मिश्रित, अध्यापनशास्त्र, वैध विश्वसनीय आणि मिश्रित मूल्यांकन आणि भारतीय भाषांमध्ये सामग्रीची उपलब्धता यांचा समावेश आहे. या धोरणामुळे शिक्षण व्यवस्थेवर दीर्घकालीन सकारात्मक परिणाम होण्याची आणि 'अमृत काल' दरम्यान, पुढील 25 वर्षांत, 2047 मध्ये विकसित भारताकडे जाण्यापूर्वी भारताला कुशल मनुष्यबळाचे जागतिक केंद्र बनविण्याची अपेक्षा आहे. त्याच्या अंमलबजावणीसाठी केंद्र, राज्ये, केंद्रशासित प्रदेश, उच्च शिक्षण संस्था, नियामक संस्था / नियामक संस्था आणि इतर सर्व संबंधित भागधारकांच्या सामूहिक प्रयत्नांची आवश्यकता आहे.

१. संपूर्णता (Access):

संपूर्णता म्हणजे शिक्षणाची पोहोच देशातील प्रत्येक मुलापर्यंत करणे. NEP 2020 मध्ये ३ ते १८ वयोगटातील सर्व मुलांना शिक्षणाच्या मुख्य प्रवाहात आणण्याचा उद्देश आहे. अंगणवाडी केंद्रे, पूर्वप्राथमिक शिक्षणाची व्याप्ती वाढवणे, ग्रामीण व आदिवासी भागांतील शाळांची सुधारणा, डिजिटल शिक्षणाची सुविधा, अशा विविध माध्यमांतून शिक्षणाची संपूर्णता सुनिश्चित केली जात आहे. संपूर्णता म्हणजे शिक्षणप्रणाली सर्वांपर्यंत पोहोचविणे. NEP 2020 नुसार देशातील प्रत्येक मुलगा-मुलगी, विशेषतः ग्रामीण, आदिवासी, वंचित आणि दिव्यांग विद्यार्थी शिक्षण घेऊ शकतील, याची खात्री करण्याचा प्रयत्न आहे.

महत्वाचे उपाययोजना:

- ३ ते १८ वर्षांच्या वयोगटातील सर्व विद्यार्थ्यांना शिक्षणात सामावणे.
- अंगणवाडी आणि पूर्वप्राथमिक शिक्षणाच्या सुविधा वाढवणे.
- डिजिटल शिक्षण, ओपन स्कूलिंग आणि मोबाईल लर्निंगचे प्रोत्साहन.
- शिक्षण सोडणाऱ्यांना परत आणण्यासाठी 'बॅक टू स्कूल' उपक्रम.

२. समानता (Equity):

शिक्षणात सामाजिक, आर्थिक, भौगोलिक किंवा शारीरिक अडथळ्यांमुळे कोणतीही अडचण येऊ नये, यासाठी समानतेवर भर देण्यात आला आहे. स्त्री-पुरुष समानता, वंचित, दिव्यांग, ग्रामीण भागातील विद्यार्थी यांना विशेष सवलती व योजनांद्वारे शिक्षण मिळवण्यासाठी प्रोत्साहन दिले जाते. जेंडर समावेशक निधी आणि विशेष शैक्षणिक क्षेत्रांची निर्मिती हा याच दिशेने टाकलेला पाऊल आहे. समानता म्हणजे प्रत्येक विद्यार्थ्याला समान संधी मिळणे. NEP 2020 मधून सामाजिक, आर्थिक, भौगोलिक किंवा शारीरिक अडथळे दूर करून सर्वांना समान दर्जाचे शिक्षण मिळावे, यावर भर देण्यात आला आहे.

महत्वाचे उपाययोजना:

- जेंडर इनक्लुझिव्ह फंड आणि विशेष शैक्षणिक झोन ची निर्मिती.
- सामाजिकदृष्ट्या दुर्बल घटकांसाठी विशेष शैक्षणिक कार्यक्रम.
- दिव्यांग विद्यार्थ्यांसाठी विशेष सुविधा व तंत्रज्ञान आधारित शिक्षण.
- स्थानिक भाषा व मातृभाषेत शिक्षण देऊन भेदाभेद दूर करणे.

३. गुणवत्ता (Quality):

गुणवत्तापूर्ण शिक्षण हे प्रत्येक विद्यार्थ्यांचा बौद्धिक, भावनिक आणि सामाजिक विकास घडवण्यासाठी अत्यावश्यक आहे. NEP 2020 मध्ये शिक्षक प्रशिक्षण, अभ्यासक्रमात बदल, मूल्याधारित शिक्षण, नव्या पद्धतीने मूल्यमापन (360 अंश मूल्यांकन), या गोष्टींवर भर देण्यात आला आहे. विज्ञान, गणित, कला, संगीत, व्यावसायिक शिक्षण इत्यादींना समान महत्त्व देऊन विद्यार्थी केंद्रित शिक्षणाचा दृष्टिकोन स्वीकारला आहे. गुणवत्तापूर्ण शिक्षण हे विद्यार्थ्यांच्या सर्वांगीण विकासासाठी अत्यंत महत्वाचे आहे. NEP 2020 अंतर्गत शालेय तसेच उच्च शिक्षणाची गुणवत्ता वाढवण्यावर विशेष लक्ष दिले आहे.

महत्वाचे उपाययोजना:

- नवीन शिक्षक प्रशिक्षण कार्यक्रम व सातत्यपूर्ण व्यावसायिक विकास.
- अभ्यासक्रमात कौशल्य, मूल्ये आणि जीवनाधारित शिक्षणाचा समावेश.
- नवीन मूल्यांकन प्रणाली – 360 अंश मूल्यांकन.
- नॅशनल करिकुलम फ्रेमवर्क चे पुनर्रचना.

४. परस्परावलंबन (Affordability):

शिक्षण हे प्रत्येकासाठी परवडण्याजोगं असावं, यावर या धोरणाने विशेष भर दिला आहे. गरीब व दुर्बल घटकांसाठी शिष्यवृत्ती योजना, शासकीय शिक्षण संस्थांमध्ये अल्प शुल्क, मोफत डिजिटल शिक्षण सामग्री आणि पारदर्शक फी धोरण यांद्वारे शिक्षणाचा खर्च कमी करण्याचा प्रयत्न आहे. शिक्षण परवडणारे असावे, ही धोरणाची महत्वाची अट आहे. शिक्षणामुळे कोणीही आर्थिकदृष्ट्या अडचणीत येऊ नये, यासाठी विविध उपाय राबवले जात आहेत.

महत्वाचे उपाययोजना:

- आर्थिक दुर्बल घटकांसाठी शिष्यवृत्ती योजना.
- सरकारी शिक्षण संस्थांमध्ये नाममात्र शुल्क.
- डिजिटल शिक्षणासाठी मोफत सामग्री.
- खासगी शाळांमध्ये पारदर्शक शुल्क रचना.

५. उत्तरदायित्व (Accountability):

शिक्षण प्रणाली पारदर्शक, जबाबदार आणि कार्यक्षम बनवण्यासाठी उत्तरदायित्व अत्यंत आवश्यक आहे. NEP 2020 अंतर्गत शाळा, शिक्षक, शैक्षणिक संस्था, पालक आणि शासन यांचे उत्तरदायित्व निश्चित केले गेले आहे. यासाठी नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF) ची स्थापना करण्यात आली आहे, जी तंत्रज्ञानाच्या माध्यमातून शिक्षण व्यवस्थेतील उत्तरदायित्व वाढवेल. शिक्षण क्षेत्रात पारदर्शकता आणि उत्तरदायित्व असणे आवश्यक आहे. NEP 2020 अंतर्गत शिक्षक, संस्था, पालक आणि सरकार यांची जबाबदारी निश्चित केली गेली आहे.

महत्वाचे उपाययोजना:

- नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF) ची स्थापना.
- शाळा व महाविद्यालयांचे गुणवत्तेवर आधारित मूल्यांकन.
- शैक्षणिक संस्था आणि शिक्षकांचे कार्यपद्धतीवर आधारित मूल्यमापन.

- पालक व समुदायाचा सहभाग वाढवणे.

निष्कर्ष:

नवीन शैक्षणिक धोरण २०२० हे केवळ एक धोरण नसून, भारताच्या भावी पिढीसाठी शिक्षणाच्या माध्यमातून सक्षम आणि आत्मनिर्भर बनवण्याचा महत्वाकांक्षी संकल्प आहे. याचे पाच पायाभूत स्तंभ शिक्षणाला अधिक समावेशक, सुलभ, गुणवत्तापूर्ण व उत्तरदायी बनवतात. या धोरणाची प्रभावी अंमलबजावणी झाल्यास भारताची शिक्षण प्रणाली जगात एक आदर्श म्हणून उभी राहू शकते. NEP 2020 हे केवळ धोरण नसून शिक्षण क्षेत्रात क्रांतिकारी परिवर्तन घडवण्याचा संकल्प आहे. याचे हे पाच पायाभूत स्तंभ शिक्षणाला अधिक समावेशक, सुलभ, गुणवत्तापूर्ण व भविष्यकालीन बनवतात. योग्य अंमलबजावणीच्या माध्यमातून भारताची शिक्षण प्रणाली जागतिक स्तरावर उभारी घेऊ शकते.

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EMPHASIZING LANGUAGE PROFICIENCY IN TEACHER TRAINING – THE NEP 2020 APPROACH

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative restructuring of the Indian education system, with a key emphasis on language proficiency as a cornerstone of effective teacher training. This paper explores how NEP 2020 integrates multilingualism and language development in teacher education, focusing on strengthening educators' command over the medium of instruction. With India's linguistic diversity, the NEP promotes the mother tongue/local language as the medium of instruction till at least Grade 5, highlighting the need for teacher preparedness in multilingual pedagogy. This research delves into strategies for enhancing language skills in pre-service and in-service teachers, the role of digital tools and blended learning in language training, and the institutional reforms needed in teacher education programs. The paper also addresses the challenges such as resource constraints, regional disparities, and the balancing of national and local languages. Ultimately, it argues for a robust policy execution framework, continuous assessment, and collaboration between language experts and teacher educators to realize NEP's goals.

Keywords - Language Proficiency, Teacher Training, NEP 2020, Multilingual Education, Teacher Education Reform

Introduction

Language is not just a medium of instruction but a crucial tool in shaping comprehension, cognitive development, and effective communication. In the context of India's vast linguistic landscape, the NEP 2020 brings to the forefront the urgency to integrate language proficiency into the fabric of teacher training programs. It recognizes that a teacher's command over language directly influences student learning outcomes. As such, teacher education must go beyond subject knowledge to ensure mastery over language use, particularly in multilingual and multicultural classrooms.

Language Proficiency and NEP 2020

NEP 2020 underlines the use of mother tongue or regional languages as the primary medium of instruction, particularly at foundational and preparatory stages. For teachers, this means not only being fluent in one or more languages but also being adept in switching between languages as per students' needs. The policy recommends integrating language pedagogy in teacher training curricula to enhance fluency, comprehension, and communication skills.

Reform Measures in Teacher Education Institutions (TEIs)

Teacher Education Institutions must restructure their B.Ed. and M.Ed. programs to include:

- Language labs for immersive training.
- Blended learning tools to practice language teaching methodologies.

- Regular assessments of communication proficiency.
- Modules on multilingual instructional strategies.

Additionally, partnerships with linguistic institutions and digital platforms can offer scalable and region-specific training solutions.

Challenges in Implementation

Despite the progressive vision of NEP 2020, practical implementation faces several barriers:

- Shortage of qualified language trainers.
- Inadequate ICT infrastructure in rural TEIs.
- Resistance to adopting mother tongue instruction in elite urban schools.
- Standardized evaluation mechanisms for teacher language proficiency.

Recommendations

To overcome these challenges, the following strategies are proposed:

- National framework for language proficiency benchmarks for teachers.
- Financial and infrastructural support to TEIs.
- Continuous Professional Development (CPD) workshops.
- Policy advocacy to promote community participation and awareness.

Conclusion

The NEP 2020 provides a unique opportunity to reform India's teacher education system through the lens of language. Emphasizing language proficiency ensures not just academic excellence but inclusivity and accessibility. For the policy's vision to be actualized, systemic, institutional, and pedagogical shifts are essential. Only then can we prepare a generation of teachers capable of nurturing India's linguistic and cultural wealth.

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PLACE OF DIGITAL LEARNING IN NEP 2020

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Abstract

The National Education Policy (NEP) 2020, launched by the Government of India, marks a significant shift in the country's educational framework from traditional learning to digital learning. Among its many transformative goals, digital learning is a cornerstone strategy to democratize and modernize education. This paper explores the importance, integration, and anticipated impact of digital learning as envisioned in NEP 2020. It critically analyzes the policy's digital components, challenges in implementation, and potential benefits for learners and educators.

What is Digital Learning?

Digital learning refers to the use of technology and digital tools to enhance, support, and deliver education. It encompasses a wide range of practices, including online courses, interactive multimedia content, virtual classrooms, mobile learning apps, and educational platforms that use internet connectivity to facilitate teaching and learning.

Key Features of Digital Learning

- **Accessibility:** Learners can access content anytime, anywhere, breaking geographical and time-related barriers.
- **Personalization:** Adaptive learning technologies allow content to be tailored to individual learning speeds and preferences.
- **Interactive Engagement:** Videos, simulations, quizzes, and gamified content make learning more engaging.
- **Blended Learning:** Combines traditional face-to-face teaching with digital content and activities.
- **Collaborative Tools:** Platforms like Google Classroom, Microsoft Teams, and Zoom allow real-time interaction and collaboration among students and teachers.

Types of Digital Learning

- **E-Learning (Online Learning):** Structured learning through online courses or modules.
- **Mobile Learning (M-Learning):** Learning via mobile devices such as smartphones and tablets.
- **Virtual Classrooms:** Live online teaching sessions with interaction between students and teachers.
- **MOOCs (Massive Open Online Courses):** Free or low-cost courses available globally on platforms like Coursera, edX, and SWAYAM.

Connection of Digital Learning with Education

Digital learning is deeply connected to the broader goals of education. It is not a

replacement for traditional education, but rather a powerful **extension and enhancement** of it. Here's how the two are linked:

1. **Enhancing Access to Education** - Digital learning breaks down barriers of distance, time, and cost. Students in remote or underserved areas can access the same quality of education as those in urban centers, as long as they have connectivity and a device. It helps achieve the educational goal of equity and inclusivity.
2. **Supporting Personalized Learning** - Every student learns differently. Digital learning tools allow educators to tailor content based on individual learning needs, pace, and style, making education more effective and learner-centered. This supports one of education's key goals: holistic development of the learner.
3. **Enabling Lifelong Learning** - Education today is not just limited to schools and colleges. With digital platforms offering flexible courses, professionals and adults can reskill and upskill at any stage of life. This aligns with the educational principle of lifelong learning.
4. **Promoting Innovation in Teaching** - Digital tools open up new teaching methods such as flipped classrooms, virtual labs, simulations, and interactive quizzes. These methods increase engagement and help develop 21st-century skills like critical thinking, collaboration, and digital literacy.
5. **Bridging Learning During Disruptions** - During events like the COVID-19 pandemic, digital learning played a critical role in continuing education when physical schools were closed. It showed how technology can support resilient education systems.
6. **Strengthening Educational Management** - Beyond teaching, digital tools help in data management, monitoring student progress, training teachers, and managing resources effectively, improving the overall efficiency and transparency of education systems. Digital learning and education are now inseparably connected. As technology evolves, it becomes an essential partner in fulfilling education's fundamental goals: accessibility, quality, equity, and lifelong learning. However, for this connection to be truly transformative, we must ensure inclusive access, digital literacy, and thoughtful implementation.

India's National Education Policy 2020 is a landmark reform that seeks to overhaul the existing educational structure, making it more inclusive, holistic, and forward-looking. With the global digital revolution influencing all sectors, including education, NEP 2020 positions digital learning as a vital mechanism to achieve equitable and quality education for all. The policy recognizes the transformative potential of technology in improving learning outcomes, enhancing access, and personalizing education.

Vision of Digital Learning in NEP 2020

The **National Education Policy (NEP) 2020** envisions a transformative shift in the Indian education system by embracing the power of **digital technology**. Recognizing the pivotal role of digital tools in making education more inclusive, efficient, and future-ready, the policy outlines several key initiatives aimed at integrating digital learning across all levels. These are explained below:

Integration of Technology Across Education Levels: NEP 2020 strongly advocates the **systematic incorporation of technology** from the foundational stage to higher education. The policy promotes the use of digital tools in teaching-learning practices, pedagogy, assessments, and administration. The objective is to: Enhance classroom learning through smart classrooms and e-resources, Foster experiential and personalized learning through digital simulations, apps, and interactive platforms, and Improve administrative efficiency and data management in educational institutions. This integration supports the goal of **equitable access to quality education**, regardless of geography or socio-economic status.

Creation of the National Educational Technology Forum (NETF): To institutionalize the advancement of digital learning, NEP 2020 proposes the establishment of the **National Educational Technology Forum (NETF)**. This **autonomous body** will serve as a hub for: Sharing best practices and innovations in educational technology, conducting research and development in the field of digital education, advising government bodies and academic institutions on the integration of emerging technologies. NETF is envisioned as a **think-tank and advisory platform**, ensuring that digital tools are used efficiently and ethically across India's education system.

Development of Digital Infrastructure: Realizing that effective digital learning is not possible without strong infrastructure, the policy calls for the development of a **comprehensive digital ecosystem**, including: Expansion of internet connectivity to rural and remote areas, provision of digital devices like tablets and computers to students and teachers, creation and dissemination of **high-quality e-content in multiple regional languages**, ensuring the **accessibility of learning materials** for children with disabilities. This vision aims to bridge the **digital divide** and make quality education universally accessible.

Promotion of Online and Digital Education: In light of the disruptions caused by the COVID-19 pandemic, NEP 2020 emphasizes the importance of **blended learning**—a combination of in-person and online instruction. Key initiatives supporting this include: **SWAYAM:** A government-led platform offering free online courses across disciplines, especially in higher education. **DIKSHA:** A digital platform for school education that provides curated e-content for teachers and students in multiple languages. **PM eVIDYA:** An umbrella program integrating all digital and online education efforts across the country, including TV channels for students without internet access. These platforms ensure that **learning continues beyond the traditional classroom**, making education more flexible, inclusive, and scalable.

Benefits of Digital Learning in the NEP Framework

- **Inclusivity and Accessibility:** Digital learning offers opportunities to bridge the urban-rural divide and reach marginalized communities.
- **Flexibility and Personalization:** Learners can progress at their own pace and access content tailored to their needs and interests.
- **Teacher Empowerment:** Teachers gain access to professional development tools and rich teaching resources.

- **Lifelong Learning Opportunities:** Adults and non-traditional learners can continuously upskill through online modules.

Challenges to Implementation

Despite its ambitious goals, several challenges hinder the seamless implementation of digital learning:

- **Digital Divide:** Unequal access to devices, internet connectivity, and electricity remains a major concern, especially in rural and economically weaker sections.
- **Teacher Readiness:** Many educators require training to effectively integrate technology into pedagogy.
- **Content Quality and Language Barriers:** The need for localized, high-quality content in multiple languages is pressing.
- **Data Privacy and Cybersecurity:** Ensuring the safety of students' data is critical in a digitized learning environment.

Government Initiatives and Programs Supporting NEP 2020

Several digital initiatives have been launched to support the vision of NEP 2020:

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education that offers e-content aligned with the curriculum: **DIKSHA** is a national digital platform launched by the Ministry of Education, Government of India, to support and enhance school education. It serves as a **comprehensive digital learning ecosystem** designed to provide high-quality e-content and resources to students, teachers, and parents across the country.

Key Features of DIKSHA:

- **Curriculum-Aligned Content:** The platform offers **interactive and engaging e-learning material** that is aligned with the national and state school curricula from Grades 1 to 12.
- **Multilingual Support:** DIKSHA provides content in multiple Indian languages, promoting **inclusivity and accessibility** across diverse linguistic regions.
- **Access for All Stakeholders:** **Students** can access lessons, videos, quizzes, and practice exercises. **Teachers** can find lesson plans, teaching guides, and professional development training modules. **Parents** can engage with resources to support their children's learning at home.
- **Offline Access:** The platform allows users to **download content** for offline use, ensuring continued learning even in areas with poor internet connectivity.
- **QR Code Integration:** Textbooks are embedded with QR codes that, when scanned using the DIKSHA app, provide access to additional digital learning resources relevant to the specific chapter or topic.
- **Teacher Training and Certification:** DIKSHA also serves as a platform for **online teacher training**, offering courses and certifications to support continuous professional development.
- **Impact of DIKSHA:** It played a crucial role during the **COVID-19 pandemic**, helping millions of students continue their education remotely. It supports the vision of **NEP 2020**

by promoting **technology-integrated education** and enhancing the quality of teaching and learning experiences. It helps bridge the **digital divide** by making digital resources available to a wider population in an affordable and scalable way.

SWAYAM and SWAYAM Prabha: Platforms for online higher education courses and 32 DTH channels for students without internet access: **SWAYAM (Study Webs of Active Learning for Young Aspiring Minds):** SWAYAM is an online platform that offers **massive open online courses (MOOCs)** for students from **school level to post-graduate level**, with a special focus on higher education.

Key Features:

- **Free Online Courses:** Courses are offered in areas such as science, humanities, commerce, engineering, law, and management.
- **Certification & Credit Transfer:** Learners can earn certificates upon completion, and university students can **earn academic credits** through SWAYAM courses.
- **Expert-Driven Content:** Courses are designed and delivered by **top institutions in India** like IITs, IIMs, and central universities.
- **Interactive Learning:** Courses include **video lectures, readings, quizzes, and discussion forums** for a rich learning experience.
- **Language Accessibility:** Many courses are available in **multiple Indian languages**, improving reach and inclusivity.

SWAYAM Prabha - SWAYAM Prabha is a group of **32 Direct-to-Home (DTH) TV channels**, each dedicated to a specific subject area. It was created to **reach students without internet access**, especially in **rural and remote areas**.

Impact and Relevance

- **Bridging the Digital Divide:** While SWAYAM caters to internet-enabled learners, SWAYAM Prabha ensures that students without digital access are **not left behind**.
- **Support During the Pandemic:** Both platforms played a vital role in ensuring **continuity of education** during school and college closures.
- **Lifelong Learning:** These platforms promote the concept of **continuous and self-paced learning**, open to all age groups.
- **PM eVIDYA:** A comprehensive initiative integrating all digital learning efforts.

Future Prospects and Recommendations

To fully realize the potential of digital learning in NEP 2020, the following steps are recommended:

- **Invest in Infrastructure:** Expand broadband connectivity and device access to underserved areas.
- **Teacher Training Programs:** Continuous upskilling in digital pedagogy is essential.
- **Localized Content Development:** Encourage the creation of culturally and linguistically relevant content.
- **Public-Private Partnerships:** Collaborate with edtech firms to innovate and scale

solutions.

Conclusion:

Digital learning in NEP 2020 represents a pivotal shift in Indian education policy, aligning it with 21st-century demands. While challenges remain, strategic implementation, inclusive planning, and stakeholder collaboration can help unlock its full potential. By embedding digital learning into the core of the education system, NEP 2020 sets the stage for a more equitable, flexible, and future-ready India.

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SOCIAL JUSTICE IN EDUCATION – DR. AMBEDKAR'S VISION AND NEP 2020'S INCLUSIVE TEACHER TRAINING

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Abstract

The New Education Policy (NEP) 2020 marks a transformative step toward equity and inclusiveness in Indian education, echoing the visionary ideals of Dr. B.R. Ambedkar. As a staunch advocate of social justice and educational empowerment for the marginalized, Dr. Ambedkar emphasized that education must serve as the greatest tool for social transformation. This paper critically examines the intersection between Ambedkar's vision of social justice and the NEP 2020's focus on inclusive teacher training. It explores how the policy reimagines teacher education to address historical inequities by integrating principles of diversity, equity, and accessibility. Key aspects such as the recruitment of diverse teaching cohorts, contextualized pedagogy, gender-sensitive training, and inclusive curriculum design are analyzed. The study also highlights the challenges in implementing inclusive teacher education in diverse and under-resourced contexts, especially in rural and socio-economically disadvantaged areas. Through a blend of policy review and qualitative insights, the paper argues that realizing NEP 2020's goals requires systemic reforms, including sensitization of teacher educators, curriculum decolonization, and robust institutional support. By aligning Ambedkar's enduring legacy with contemporary reforms, this paper emphasizes that teacher education must not only impart knowledge but also instill a deep sense of social responsibility and justice. The paper concludes with recommendations to strengthen teacher training institutions as catalysts of equitable education in India.

Keywords: NEP 2020, Dr. B.R. Ambedkar, Social Justice, Inclusive Education, Teacher Training, Equity

Introduction

Education is not merely a process of learning but a powerful tool for transforming society. Dr. B.R. Ambedkar, the chief architect of the Indian Constitution, viewed education as an essential means of achieving social justice. His call for “Educate, Agitate, Organize” remains relevant in today's efforts to democratize education. The New Education Policy (NEP) 2020, in aiming for inclusivity and equity, reflects many principles championed by Ambedkar. This paper explores the convergence between his vision and the policy's approach to inclusive teacher training.

Dr. Ambedkar's Vision of Social Justice in Education

Dr. Ambedkar firmly believed that education was the foundation of liberty, equality, and fraternity. He advocated for:

- Access to education for all, regardless of caste, gender, or socio-economic background.
- State responsibility in ensuring equal educational opportunities.

- Moral and constitutional values being taught in educational institutions.

- Empowerment of the marginalized through education.

His efforts led to the constitutional inclusion of affirmative action and a secular, democratic educational structure.

NEP 2020: A Framework for Inclusive Teacher Education

The NEP 2020 emphasizes equity and inclusion as fundamental principles. For teacher education, this means:

- Reforming teacher training institutes (TEIs) to reflect social diversity.

- Promoting gender inclusivity and the inclusion of differently-abled and marginalized communities in teacher recruitment.

- Developing teaching practices that respect linguistic, cultural, and socio-economic differences.

- Creating multilingual teacher training programs.

- Introducing social-emotional learning and sensitivity training for future educators.

Opportunities for Inclusive Teacher Training under NEP 2020

NEP 2020 offers several opportunities:

- Multidisciplinary Education: Encourages cross-disciplinary approaches to teacher education.

- Local Contextualization: Promotes training teachers to be responsive to their local communities.

- Technology Use: Expands access to teacher training in remote areas via online platforms.

- Recruitment Reforms: Suggests merit-cum-means criteria that can favor underrepresented groups.

Challenges in Realizing Inclusive Teacher Training

Despite its ambitious goals, NEP 2020 faces implementation challenges:

- Lack of awareness and social resistance in rural and conservative areas.

- Underfunded TEIs, especially in disadvantaged regions.

- Shortage of trained faculty equipped with inclusive pedagogical skills.

- Gap between policy and practice, particularly at grassroots levels.

Aligning Ambedkar's Vision with NEP 2020 Implementation

To honor Ambedkar's legacy and ensure social justice:

- TEIs must incorporate Ambedkarite philosophy in their curriculum.

- Teacher education must include modules on caste, gender, and equity awareness.

- Policies must be monitored for genuine inclusivity, not tokenism.

- Scholarships and financial aid for marginalized trainees must be expanded.

Conclusion

Dr. Ambedkar envisioned education as a means of creating an equal and just society. The NEP 2020 provides a timely framework to actualize this vision through inclusive teacher education. However, for this potential to be realized, concrete steps must be taken to bridge gaps in

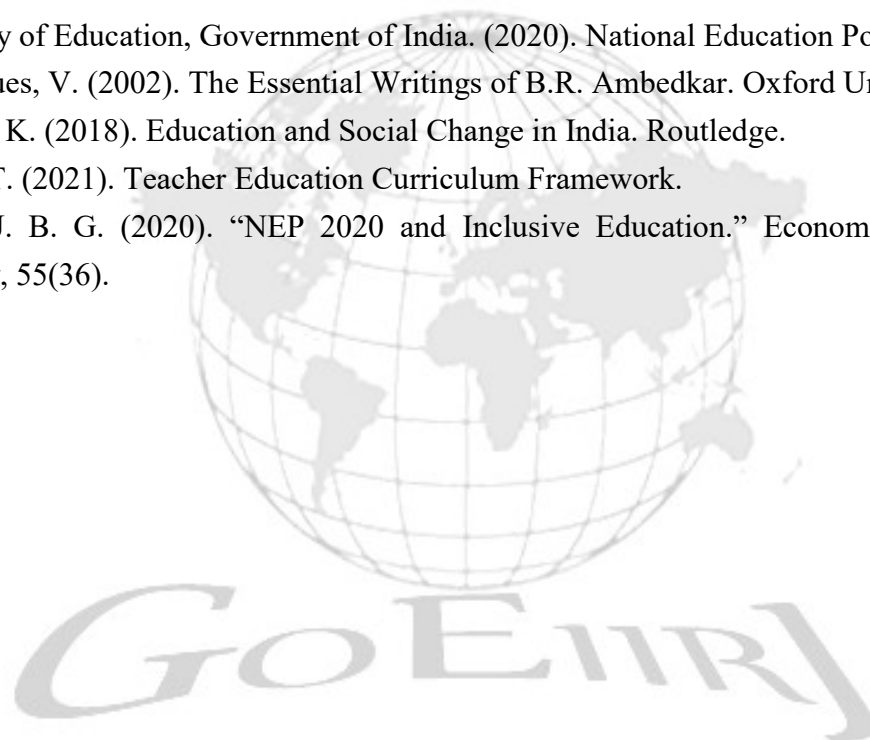
access, training quality, and institutional capacity. Teacher education must become a transformative process—one that not only produces competent educators but also socially conscious citizens.

Recommendations:

- Revise teacher education curriculum to include social justice and human rights education.
- Increase investment in infrastructure and resources for marginalized TEIs.
- Launch awareness campaigns to support inclusivity in teacher recruitment.
- Develop inclusive teaching assessment and certification standards.

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FIVE FOUNDATIONAL PILLARS OF NEP 2020**Batul Ajmerwala***A.P. International School, Mira Village, Mira Road East, Bhayandar*

Abstract

The National Education Policy (NEP) 2020 marks a transformative shift in India's education landscape, aiming to prepare learners for the 21st-century challenges while honoring the country's rich cultural heritage. At its core, the policy is built upon five foundational pillars: Access, Equity, Quality, Affordability, and Accountability. These pillars provide a comprehensive framework that seeks to democratize education, bridge socio-economic gaps, improve learning outcomes, make education cost-effective, and ensure responsibility at all levels of the educational hierarchy. This paper delves into each of these pillars, analyzing their significance, implementation strategies, and the expected impact on various stakeholders, including students, teachers, administrators, and policymakers. With a focus on both school and higher education, the paper explores how these pillars are interwoven into NEP 2020's broader vision of a holistic, flexible, multidisciplinary, and inclusive education system. By examining relevant policies, initiatives, and comparative global practices, the paper underscores the necessity of these pillars in fostering a robust and resilient education system in India.

Keywords: NEP 2020, Foundational Pillars, Equity, Quality Education, Educational Reform

1. Introduction

The National Education Policy 2020 is a visionary initiative by the Government of India to overhaul the country's educational system and align it with the demands of the 21st century. It emphasizes values of inclusivity, critical thinking, creativity, and multilingualism, with the ultimate aim of nurturing responsible citizens. The five foundational pillars of NEP 2020—Access, Equity, Quality, Affordability, and Accountability—are designed to provide a holistic framework for systemic reform. This paper explores each of these pillars in depth.

Pillar 1: Access

Access refers to the ability of all learners to receive education regardless of their geographic, socio-economic, gender, or linguistic backgrounds. NEP 2020 places significant emphasis on universalizing education from preschool to secondary level by 2030. The policy aims to bring 100% of children into the formal education system through various initiatives such as:

- The expansion of early childhood care and education (ECCE) under the 5+3+3+4 curricular structure.
- Strengthening school infrastructure and digital learning platforms, especially in rural and underprivileged areas.
- Promoting community participation and awareness to ensure that all children, especially girls and marginalized communities, attend school regularly.

NEP 2020 also highlights the importance of open schooling, the development of inclusive education material, and the integration of children with special needs into mainstream education.

The focus on regional languages and mother tongues in the early years further enhances accessibility. While the goal is ambitious, successful implementation depends on coordinated efforts between central and state governments, local bodies, and civil society organizations. Increasing enrolment ratios, reducing drop-out rates, and ensuring continuity of education—especially in the wake of COVID-19 disruptions—are key challenges that need targeted interventions.

Pillar 2: Equity

Equity ensures that every child has the opportunity to learn and succeed, irrespective of their personal or socio-economic circumstances. NEP 2020 seeks to close the gaps in educational attainment across regions, genders, castes, tribes, and differently-abled populations.

Key strategies to achieve equity include:

- Establishing Gender-Inclusion Funds and Special Education Zones for disadvantaged regions.
- Encouraging the inclusion of socially and economically disadvantaged groups (SEDGs) in mainstream education.
- Implementing scholarships, free boarding facilities, and transport services to aid students from marginalized backgrounds.

The policy also advocates for sensitization of teachers and administrators to create inclusive learning environments. Educational content will reflect India's diverse heritage and promote respect for all cultures, fostering a sense of belonging in students from underrepresented communities.

Pillar 3: Quality

Quality education lies at the heart of NEP 2020. It aims to enhance learning outcomes and cultivate higher-order cognitive skills through reforms in curriculum, pedagogy, assessment, and teacher education. Quality is promoted through:

- A new curricular structure emphasizing foundational literacy and numeracy, experiential learning, and competency-based education.
- National Professional Standards for Teachers (NPST) to standardize teacher performance and continuous professional development.
- Revamping of teacher education and integration of B.Ed. programs with subject-specific content and pedagogical knowledge.
- Technology integration for personalized learning, digital repositories, and adaptive assessments.

Additionally, the policy focuses on formative over summative assessments and encourages critical thinking, collaboration, and creativity. The move toward multilingualism and use of the mother tongue till Grade 5 improves comprehension and learning outcomes.

Pillar 4: Affordability

Affordability ensures that education does not impose a financial burden on learners or their families. NEP 2020 emphasizes cost-effective education delivery models to reduce economic

barriers. Steps taken include:

- Promoting public-private partnerships to improve educational infrastructure and reduce costs.
- Expansion of open and distance learning (ODL) and Massive Open Online Courses (MOOCs).
- Rationalization of fee structures in private institutions.
- Increasing public investment in education to 6% of GDP, as recommended by various commissions.

Financial support for economically weaker sections and efforts to minimize indirect costs (like transportation and study materials) are also highlighted. The goal is to create a system where no student is deprived of education due to financial constraints.

Pillar 5: Accountability

Accountability involves ensuring transparency, efficiency, and responsibility in the functioning of educational institutions and systems. NEP 2020 introduces several reforms to establish clear roles and responsibilities:

- Separation of functions between regulation, operations, and academic standards.
- Creation of a new regulatory body - State School Standards Authority (SSSA) - for school education.
- Establishment of the Higher Education Commission of India (HECI) with independent verticals for regulation, accreditation, funding, and academic standards.
- Emphasis on school and institutional audits, peer reviews, and public disclosure of performance indicators.

Institutions will be expected to submit transparent data and undergo periodic review to ensure compliance and performance. The policy promotes decentralization and autonomy while reinforcing accountability mechanisms through technology-driven solutions.

Conclusion

The five foundational pillars of NEP 2020—Access, Equity, Quality, Affordability, and Accountability - provide a comprehensive and inclusive framework for transforming India's education system.

Each pillar complements the others in building a holistic, learner-centered, and future-ready educational structure. While the policy is ambitious in scope, its success hinges on effective implementation, adequate funding, and collaboration across stakeholders. If pursued with integrity and consistency, NEP 2020 can pave the way for a knowledgeable, skilled, and equitable India.

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TRANSFORMATION IN TEACHER EDUCATION UNDER NEP 2020**Sayyedshah Naziya MD Tabrej***St. Joseph's High School, Khanda Colony, Panvel, Navi Mumbai*

Abstract:

The National Education Policy 2020 represents a comprehensive and forward-looking approach to transforming the educational landscape in India. It addresses various facets of education, from foundational stages to higher education, while emphasizing inclusivity, quality, and holistic development. By implementing the provisions of NEP 2020, India can aspire to create an education system that not only prepares students for academic success but also equips them with the skills necessary for life in the 21st century. The successful realization of this vision will require collaboration among policymakers, educational institutions, teachers, and communities, ensuring that every child has the opportunity to thrive in a supportive and enriching educational environment. The National Education Policy 2020 represents a comprehensive and forward-looking approach to transforming the educational landscape in India. It addresses various facets of education, from foundational stages to higher education, while emphasizing inclusivity, quality, and holistic development. By implementing the provisions of NEP 2020, India can aspire to create an education system that not only prepares students for academic success but also equips them with the skills necessary for life in the 21st century. The successful realization of this vision will require collaboration among policymakers, educational institutions, teachers, and communities, ensuring that every child has the opportunity to thrive in a supportive and enriching educational environment.

Introduction

The National Education Policy (NEP) 2020 is a significant milestone in India's education system, aimed at overhauling the existing educational framework to make it more holistic, flexible, multidisciplinary, aligned with the needs of the 21st century, and aimed at bringing out the unique capabilities of each student. Here's a detailed explanation of NEP 2020, covering its objectives, features, and implications. The National Education Policy (NEP) 2020 is a pioneering initiative in India that aims to overhaul the educational framework significantly and address the challenges within the teacher education system. With a vision to provide high-quality education to all students, the NEP recognizes that effective teaching is paramount for achieving educational goals. This policy aims to transform teacher education by promoting holistic development, incorporating modern pedagogical practices, and meeting the demands of a rapidly changing societal landscape.

Overview of NEP 2020

1. **History and Context:** The NEP 2020 is the first education policy of the 21st century in India, and it replaces the previous National Policy on Education, which was enacted in 1986 and modified in 1992. The policy was approved by the Union Cabinet of India on July 29, 2020, and aims to transform the educational landscape of the country.
2. **Vision and Objectives:** The policy envisions an education system rooted in Indian ethos

that contributes to building an equitable and vibrant knowledge society.

The main objectives include:

- Providing high-quality education to all students.
- Improving accessibility, affordability, and accountability in education.
- Fostering a culture of innovation and critical thinking in students.
- Focusing on the holistic development of learners.

Key Transformations Proposed by NEP 2020

1. Four-Year Integrated B.Ed. Program

One of the most significant changes proposed by NEP 2020 is the introduction of a four-year integrated Bachelor of Education (B.Ed.) program. This program aims to create a more comprehensive and interdisciplinary approach to teacher education, combining education with other fields such as arts, science, and humanities.

- **Objective:** The four-year program intends to integrate subject knowledge with pedagogical skills, ensuring that future teachers are not only well-versed in their subject matter but are also equipped with effective teaching methodologies.
- **Benefits:** By extending the duration of teacher education, the program allows for deeper engagement with both theoretical frameworks and practical application. It facilitates the development of critical thinking, creativity, and a holistic understanding of education among aspiring teachers.

2. Competency-Based Education

NEP 2020 emphasizes a shift towards competency-based education, moving away from rote learning to a framework that focuses on developing critical skills and competencies in students.

- **Implementation:** This approach requires teacher education programs to incorporate practical experiences and real-world applications into their curriculum. It encourages future educators to develop assessment methods that evaluate students not only on knowledge but also on skills and competencies.
- **Outcome:** A competency-based framework fosters a learning environment where students take an active role in their education, preparing them for the challenges of the 21st century.

3. Technology Integration

Recognizing the increasing role of technology in education, NEP 2020 advocates for the integration of technology into teacher education.

- **Digital Tools:** Teacher training programs will incorporate digital literacy, equipping future educators with the skills needed to effectively use technology in the classroom.
- **Educational Resources:** The NEP encourages the use of online resources, e-learning platforms, and blended learning strategies to enhance the teaching and learning experience. This approach not only makes education more accessible but also prepares teachers to engage with diverse learning needs.

4. Continuous Professional Development (CPD)

Continuous Professional Development (CPD) is a key component of NEP 2020, emphasizing the importance of lifelong learning for teachers.

- **Framework:** The policy outlines a structured framework for CPD, which includes regular training and workshops for educators to update their skills and knowledge.
- **Collaborative Learning:** The NEP promotes collaboration among educators through peer learning and mentorship programs, fostering a culture of shared knowledge and professional growth.

5. Multidisciplinary Approach

The NEP calls for a multidisciplinary approach to teacher education, recognizing the interconnectedness of various fields of study.

- **Curriculum Design:** This approach encourages the design of teacher education curricula that blend different disciplines, promoting a more comprehensive understanding of subjects.
- **Holistic Development:** A multidisciplinary perspective nurtures critical thinking and problem-solving skills, essential for educators to engage effectively with students from diverse backgrounds.

6. Enhanced Governance and Institutional Framework

NEP 2020 proposes significant changes in the governance and institutional frameworks for teacher education.

- **Accreditation and Quality Assurance:** The policy emphasizes the need for accreditation of teacher education institutions to ensure quality standards. It encourages regular evaluations to maintain high educational standards.
- **Autonomy of Institutions:** The NEP advocates for granting greater autonomy to teacher education institutions, enabling them to innovate and tailor programs to meet local and regional needs effectively.

Implementation Challenges - While the proposed transformations under NEP 2020 offer several advantages, challenges remain in the implementation process.

1. **Resource Allocation** - Effective implementation of NEP 2020 necessitates adequate resources, including funding for infrastructure and training programs. Many institutions may struggle to secure the necessary financial support to enact these changes.
2. **Training of Trainers** - For the new methodologies to be effective, existing educators must also undergo training in new pedagogical practices. This process can be time-consuming and may face resistance from those accustomed to traditional methods.
3. **Institutional Resistance** - Educational institutions may exhibit reluctance to change due to established practices and curricula. Overcoming this inertia requires a concerted effort from policymakers, educational leaders, and the community.

Opportunities for Improvement - Despite the challenges, NEP 2020 presents numerous opportunities for advancing teacher education in India.

1. **Collaborative Networks** - The policy encourages collaboration among educational institutions, government bodies, and communities, fostering partnerships that can lead to innovative solutions and shared resources.
2. **Global Best Practices** - Learning from global trends and best practices in teacher education can guide the implementation of NEP 2020. By examining successful models from other countries, India can adapt those practices to meet its unique context.
3. **Focus on Inclusivity** - The NEP advocates for inclusivity in education, which can be enhanced through targeted teacher training programs that address the needs of diverse student populations.

Advantages of Transformation in Teacher Education under NEP 2020

1. Improved Quality of Teacher Training

Comprehensive Curriculum Design:

NEP 2020 proposes the introduction of a four-year integrated Bachelor of Education (B.Ed.) program, allowing for a more holistic understanding of pedagogy and subject matter. This approach places emphasis on both practical training and theoretical knowledge.

Enhanced Pedagogical Methods:

The focus on competency-based education encourages future teachers to learn modern pedagogical techniques, enabling them to engage students actively and improve learning outcomes.

2. Multidisciplinary Approach

Flexible Learning Pathways:

The policy promotes a multidisciplinary framework in teacher education, allowing aspiring teachers to explore various subjects and teaching methods. This flexibility encourages a broader understanding of the content and promotes innovative teaching practices.

Interdisciplinary Learning:

Teachers trained under a multidisciplinary approach are better equipped to relate concepts across different subjects, making education more relevant and integrated.

3. Emphasis on Continuous Professional Development (CPD)

Ongoing Training Opportunities:

NEP 2020 stresses the importance of continuous professional development for teachers. Ongoing training programs will help educators keep up with new teaching methods, technological advancements, and the evolving educational landscape.

Mentorship and Support:

Through structured professional development, teachers can receive mentorship and support from experienced educators, fostering a culture of collaboration and shared learning.

4. Technology Integration

Enhanced Learning Experiences:

The integration of technology into teacher education will provide aspiring teachers with the skills to effectively use digital tools in the classroom, preparing them for a tech-savvy generation of students.

Access to Resources:

With the promotion of online learning platforms and digital resources, teachers will have access to a wealth of information and teaching tools, enhancing their ability to deliver quality education.

5. Focus on Equity and Inclusion

Addressing Regional Disparities:

NEP 2020 emphasizes enhancing accessibility and inclusion for marginalized groups. Targeted training programs can help teachers better understand and cater to the needs of diverse student populations.

Support for Special Needs:

With a focus on inclusive education, teachers will be trained to recognize and support students with learning disabilities, ensuring equitable opportunities for all learners.

Conclusion

The National Education Policy 2020 represents a critical turning point in teacher education in India. By focusing on transformative changes such as the introduction of a four-year integrated B.Ed. program, a shift toward competency-based education, and the integration of technology, the NEP aims to elevate the quality of education and prepare teachers for the challenges of the future. While challenges in implementation exist, the potential benefits of these transformations are significant. By embracing opportunities for collaboration, addressing resource constraints, and investing in professional development, India can create a robust teacher education system that meets global standards. In conclusion, the successful implementation of NEP 2020 in teacher education hinges on collective efforts from all stakeholders, ensuring that educators are equipped to inspire and nurture future generations.

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TRADITIONAL INDIAN EDUCATION SYSTEM, GURUKUL PEDAGOGY AND NEP 2020

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Abstract

India had a rich Gurukul tradition from ancient times. It was the Golden Age of Indian Culture. The remarkable educational accomplishments during this period were breathtaking poems in Sanskrit, excellent Sanskrit epics, and contributions to astronomy, arithmetic, Measurement, and metalworking. The Rigveda, Yajurveda, Samaveda, and the Atharvaveda were configured. The belief in Karma occupies a significant place in Indian society and has developed during the change from the Traditional Indian Education system, Gurukul pedagogy NEP 2020. Different teaching methods were being practiced during the Vedic period. Some of them were verbal, nonverbal, oral, Dhayan, and Chintan. Current education practice systems have seen trends of multi-skilled methods or strategies that are closely related in some way. NEP 2020 also gives the idea involving multiple academic disciplines or fields of study. Bloom's Taxonomy explains three areas of learning: cognitive, affective, and psychomotor. Gurukul pedagogy system was also based on the three domains, to develop higher-order education by building up the lower-level thinking skills. Gurukul pedagogy systems based on the Vedas had all kinds of yogic practices. In common, to calm the mind and improve learning, yoga, chanting of the Vedic mantras, and asanas were used. The same exercises are reinforced by HEI, guided by UGC and AICTE. Universal Human Value (UHV) has been applied for all-around personality development and the exercise of an integrated approach in Yoga. Modern approaches to developing memory include the logical way, spaced learning, and rational memory.

Keywords: Traditional Indian Education system, Gurukul pedagogy, and NEP 2020.

Introduction:

Gurukul pedagogy in ancient India was quite different from the rest of the world. The Shishya had to leave the house and live with the Guru in a Gurukul for the entire age of learning. In the traditional Indian education system, shishyas were taught about traditions, customs, rituals, and dharma. The National Education Policy (NEP) 2020 is a comprehensive overhaul of India's education system, aiming to create a more holistic, flexible, and multidisciplinary approach to learning.

Evolution of the Traditional Indian Education system, Gurukul pedagogy:

Education during the Vedic period: 1500 BCE- 600 BCE: The control of mental activities connected with the practical world was the ultimate aim of the Vedic Education. The Rigvedic education was mainly meant for the priest class.

There was vocational training for the students. The method of teaching was practical during

that time. It was based on Verbal Chintan.

Education in the Sutras: 600 BCE – 200 BCE: In this period, there was a move towards the practical method of education. Vedic literature was followed by that of sutra literature. Geometry, Algebra, Physiology, Astronomy, Astrology, and Vedas was on the peak of learning. Panini, Katyayana, and Patanjali, literature and work is famous of that time. Vocational training

Education in the Epics: Taxila, Ujjain, Nalanda, Banaras were established as institutions of Epic education. It was application-oriented and vocational training. The Ramayana and The Mahabharat, give us glance into military education during that that.

National Policy on Education 1968: The education commission was set up in 1964- 66 a major concern of the Indian government was to give increasing attention to education.

The quality of education was at all stages of the development of science and technology.

The GOI promoted and developed the following during 1968.

- (1) Free and Compulsory education up to the age of 14, under Article 45 of the Directive Principle of State Policy.
- (2) The academic freedom of teachers to pursue and publish independent studies and research, along with the teachers' emoluments and service conditions we also considered.
- (3) Development of languages like Hindi, Sanskrit, English, one South-Indian language, and one international language was also encouraged.
- (4) More emphasis on the education of girls, tribal communities, and physically and mentally challenged children was given.
- (5) Education was given in the field of science, with special emphasis on research in agriculture and industry.
- (6) The education structure was broadly uniform in all parts of the country.

Advantages of NPE 1968:

1. **Universal Access to Education:** The policy ensured that every child up to 14 years of age had the right to attend school, while also highlighting the importance of **lifelong learning through adult education**.
2. **Boost to Teaching Quality:** Tailored programs were introduced to tackle **student dropouts and grade repetition**, alongside efforts to **equip teachers with better training** and updated teaching methods.
3. **Promotion of Language Diversity:** By implementing the **three-language system**, the policy aimed to foster **multilingual skills** and enhance **national integration** through cultural awareness.

Limitations of NPE 1968:

1. **Unrealistic Goal Setting:** The policy tried to achieve **too many goals in a short time**, which resulted in a **lack of concentrated effort on key areas**.
2. **Lack of Coordination:** Execution relied mainly on the **central government**, while **state-level involvement and accountability** remained low, affecting uniformity in implementation.

3. **Financial Shortfall:** There was a **shortage of funds**, making it difficult to provide the necessary **infrastructure and resources** for quality education and meaningful research.

The National Policy on Education -1986 :

The Government of India introduced the NPE 1986 under Prime Minister Rajiv Gandhi to address the challenges in the education system and to make education more accessible, modern, and relevant to the changing needs of society. It was later modified in 1992.

Merits:

1. **Inclusive Approach:** Paid attention to the needs of underprivileged groups, helping bridge educational gaps in society.
2. **Quality Improvement:** Boosted infrastructure, teacher training, and teaching materials, especially in rural schools.
3. **Modernization:** Brought technology into the classroom and introduced skill-based learning through vocational programs.
4. **Flexibility:** Encouraged local participation in planning, making the education system more adaptable to regional needs.

Demerits:

1. **Implementation Gap:** Many policies looked good on paper but were **poorly executed** at the ground level.
2. **Inadequate Funding:** Education reforms required more investment than was allocated, slowing progress.
3. **Urban-Rural Divide:** Urban areas benefited more from the reforms, while rural areas still struggled with basic needs.
4. **Overburdened Curriculum:** The syllabus remained heavy, causing stress among students without addressing core skills.

The National Education Policy – 2020:

NEP 2020 understands a low number of skilled workers and aims to connect learning with earning. But for it to really work, the ideas need to be put into action properly across the country.

- Only 45.6% of young graduates in India are fit for employment, as per the 2019 skill report, while a mere 4.69% of the country's workforce possesses formal training.
- The 2019 skill survey reveals that less than half of India's graduating youth are job-ready, and only a small portion—4.69%—of workers are professionally skilled.
- As reported in 2019, just 45.6% of Indian graduates are employable, and only 4.69% of the labor force has received any structured skill development.
- In 2019, it was found that only a limited number of Indian graduates—45.6%—were prepared for jobs, and even fewer, 4.69% of workers, had proper skill-based training.
- According to the 2019 report, a significant portion of Indian youth are not job-ready, with only 45.6% deemed employable, and just 4.69% of the workforce equipped with necessary skills.

On the positive side, the policy's aim to deliver a wide-ranging and interconnected liberal education to all is a significant merit. The consolidation of currently fragmented higher education institutions into multidisciplinary universities and self-governing colleges, with a focus on both research and teaching-intensive institutions is another potential strength. Furthermore, the objective of elevating the Gross Enrolment Ratio in higher learning, encompassing vocational training, from 26.3% in 2018 to 50% by 2035 is ambitious. Importantly, this focus on GER extends beyond mere enrolment to ensure the monitoring of education through to completion. Another valuable aspect of NEP 2020 is the Academic Bank of Credit (ABC), a digital repository for academic credits. This digital system promises greater flexibility for students in completing their Bachelor's, Master's, and doctoral degrees, offering multiple exit points along the way.

However, a potential drawback lies in the conversion of affiliated colleges into autonomous entities. This transition could potentially strain the student-teacher ratio, infrastructure availability, educational quality, and adherence to regulations. Granting autonomy to institutions that are not adequately prepared could undermine the fundamental objectives of NEP 2020. It appears that the successful implementation of this policy will hinge on meticulous planning, sufficient resource allocation, and a gradual implementation strategy that prioritizes both quality and fairness.

CONCLUSION:

The evolution of India's education system from the ancient Gurukul tradition to the contemporary National Education Policy 2020 reflects a continuous quest for holistic and multidisciplinary learning, emphasizing the need for practical skills and adaptability in a rapidly changing world. The successful implementation of NEP 2020 will depend on strategic planning and resource allocation to bridge the gaps in employability and educational quality across diverse regions.

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LEARNER CENTRIC EDUCATION IN NEP 2020**Mrs. Anjumara Shaikh***M.Ed. Student**Shri Bapusaheb D.D. Vispute College of Education, New Panvel*

ABSTRACT:

The National Education Policy (NEP) 2020 emphasizes a learner-centric approach, focusing on holistic development and skill acquisition over rote memorization. This policy aims to build a self-reliant society on the foundations of ancient Indian wisdom, fostering rational thinking, compassionate care, and ethical decision-making skills. The policy's focuses on vocational training from grade 6 onwards to reduce the rat race for higher degrees and improve the quality of higher education and research. It also emphasizes the importance of integrating technology into the teaching and learning process, ensuring all students have enduring access to high-quality education. The NEP 2020 also promotes flexibility for students to choose their learning trajectories and programmes, and it encourages multidisciplinary education to foster a cross-fertilization of ideas and equip learners with the skills necessary for the 21st-century globalized economy.

INTRODUCTION:

This article aims to provide insights into how NEP 2020 aims to transform the Indian education system by making it more accessible, egalitarian, and inclusive, thereby setting the stage for India to become a global knowledge superpower. The National Education Policy 2020 (NEP 2020) emphasizes a learner-centric approach to education, aiming to make the learning process more holistic, integrated, and enjoyable.

Following are key guidelines and changes:

- **Experiential Learning:** The policy promotes experiential learning, which integrates subjects and encourages hands-on activities to develop conceptual clarity and practical skills.
- **Flexible Curriculum:** Students are given the freedom to choose subjects based on their interests, promoting personalized and deeper learning.
- **Assessment Reforms:** The NEP shifts the focus from rote learning to formative assessments and project-based evaluations, tracking holistic progress and the application of knowledge.
- **Focus on Foundational Literacy and Numeracy:** The policy accords the highest priority to achieving universal foundational literacy and numeracy in primary school by 2025, with the establishment of a National Mission on Foundational Literacy and Numeracy.
- **Holistic and Multidisciplinary Education:** The curriculum is designed to be multidisciplinary, breaking down rigid boundaries between subjects to foster a more integrated and comprehensive learning experience.
- **Vocational Education:** There is a strong emphasis on vocational education, with the goal

of providing at least 50% of learners in the school and higher education systems with exposure to vocational education by 2025.

- **Inclusive Education:** The policy ensures infrastructure and support for diverse learning needs, promoting equal opportunities for all learners.
- **EdTech Integration:** The NEP promotes the use of digital learning and smart classrooms to enhance engagement and improve educational outcomes.
- **Teacher Empowerment:** Teachers are seen as facilitators of quality education, with a focus on continuous professional development through training programs and skill-building initiatives.

These guidelines aim to transform the Indian education system into one that is more learner-centric, skill-oriented, and aligned with the needs of the 21st century. In this article we shall endeavor to cover the following for topics for a more profound understanding:

Experiential learning

Experiential Learning is a key component of the National Education Policy 2020 (NEP 2020), **emphasizing hands-on, practical, and interactive learning experiences**. Here are the key guidelines and aspects of experiential learning as outlined in the NEP 2020:

Key Guidelines for Experiential Learning

1. Integration of Subjects:

Holistic Approach: The policy promotes the integration of subjects to provide a more holistic and connected learning experience. For example, science can be taught through experiments, and mathematics through real-world problem-solving.

Project-Based Learning: Students are encouraged to work on projects that require them to apply knowledge from multiple subjects, fostering a deeper understanding of concepts.

2. Practical and Hands-On Activities:

Laboratories and Workshops: Schools and educational institutions are encouraged to set up well-equipped laboratories and workshops for practical learning in subjects like science, mathematics, and vocational education.

Field Trips and Visits: Organizing field trips to museums, historical sites, industries, and other relevant locations to provide real-world context to classroom learning.

3. Use of Technology:

Digital Tools: Incorporating digital tools and platforms to enhance the learning experience. This includes virtual labs, simulations, and educational software.

Smart Classrooms: Equipping classrooms with interactive boards, projectors, and other technology to make learning more engaging and interactive.

4. Extracurricular Activities:

Sports and Arts: Encouraging participation in sports, music, art, and other extracurricular activities to promote physical and emotional well-being.

Clubs and Societies: Establishing clubs and societies where students can pursue their interests and develop leadership and teamwork skills.

5. Community Engagement:

Service Learning: Integrating community service into the curriculum to foster a sense of social responsibility and civic engagement.

Collaborative Projects: Encouraging students to work on projects that address community needs and challenges, promoting real-world problem-solving skills.

Benefits of Experiential Learning

- **Enhanced Understanding:** Students gain a deeper understanding of concepts through practical application.
- **Critical Thinking and Problem-Solving:** Experiential learning encourages students to think critically and solve problems creatively.
- **Engagement and Motivation:** Interactive and hands-on activities make learning more engaging and enjoyable, increasing student motivation.
- **Skill Development:** Students develop a range of skills, including communication, collaboration, and technical skills, which are essential for the 21st-century workforce.

Implementation Strategies

- **Teacher Training:** Providing teachers with training and resources to design and implement experiential learning activities effectively.
- **Curriculum Design:** Revising the curriculum to include more practical and project-based elements.
- **Infrastructure Development:** Investing in the necessary infrastructure, such as laboratories and technology, to support experiential learning.

By focusing on experiential learning, the NEP 2020 aims to create a more dynamic, engaging, and effective educational system that prepares students for the challenges and opportunities of the modern world.

Flexible Curriculum in NEP 2020

The National Education Policy 2020 (NEP 2020) introduces the concept of a flexible curriculum, which is a significant shift from the traditional rigid and standardized approach to education. The flexible curriculum is designed to **provide students with the freedom to choose subjects and courses based on their interests, aptitudes, and career aspirations**. This approach aims to make education more personalized, engaging, and relevant to the needs of individual learners.

Key Features of a Flexible Curriculum

1. Choice of Subjects:

- Students can choose subjects from a wide range of options, including both academic and vocational courses.
- The curriculum is designed to be multidisciplinary, allowing students to combine subjects from different streams (e.g., science, humanities, and vocational education).

2. Credit-Based System:

- The policy introduces a credit-based system, where students can accumulate credits from

various courses and modules.

- This system allows students to pace their learning and complete their education in a manner that suits their individual needs and circumstances.

3. Interdisciplinary Learning:

- The curriculum encourages interdisciplinary learning, promoting a more integrated and holistic understanding of various subjects.
- Students can explore connections between different fields of study, fostering creativity and critical thinking.

4. Vocational Education:

- Vocational education is integrated into the school curriculum from an early age, starting from Grade 6.
- Students can choose vocational courses that align with their interests and career goals, preparing them for the job market and entrepreneurship.

5. Experiential Learning:

- The curriculum includes practical and hands-on learning experiences, such as projects, internships, and fieldwork.
- This approach helps students apply theoretical knowledge to real-world situations, enhancing their practical skills and understanding.

Benefits of a Flexible Curriculum

1. Personalized Learning:

- **Students can tailor their education to their individual interests and strengths, leading to a more engaging and meaningful learning experience.**
- This personalization helps in reducing the burden of unnecessary subjects and allows students to focus on areas that are relevant to their future goals.

2. Increased Motivation:

- When students have a say in what they learn, they are more likely to be motivated and engaged in their studies.
- This increased motivation can lead to better academic performance and a more positive attitude towards learning.

3. Holistic Development:

- A flexible curriculum **promotes the holistic development of students by offering a balanced mix of academic, vocational, and extracurricular activities.**
- Students can develop a wide range of skills, including critical thinking, problem-solving, communication, and creativity.

4. Better Career Preparation:

- By offering a variety of subjects and vocational courses, the flexible curriculum **prepares students for a wide range of career paths.**
- Students can gain practical skills and industry-relevant knowledge, making them more

competitive in the job market.

5. Inclusivity and Equity:

- A flexible curriculum can cater to the diverse needs of students, including those with different learning styles, abilities, and backgrounds.
- It helps in reducing the educational gap and promoting inclusivity by providing equal opportunities for all students to succeed.

Implementation Strategies

- **Teacher Training:** Providing teachers with the necessary training to design and deliver flexible and interdisciplinary courses.
- **Curriculum Development:** Developing a diverse range of subjects and courses that cater to different interests and career paths.
- **Infrastructure Support:** Ensuring that schools have the necessary infrastructure, such as laboratories, workshops, and technology, to support experiential learning.
- **Continuous Evaluation:** Implementing continuous and formative assessments to track students' progress and provide timely feedback.

Assessment Reforms in NEP 2020

The National Education Policy 2020 (NEP 2020) introduces significant assessment reforms aimed at moving away from the traditional focus on rote learning and high-stakes exams. These reforms are designed to make assessment more holistic, continuous, and aligned with the goals of a learner-centric education system. Here are the key aspects of these assessment reforms and their benefits:

Key Reforms in Assessment

1. Continuous and Comprehensive Evaluation (CCE):

- **Formative Assessments:** The policy emphasizes the importance of formative assessments, which are conducted regularly throughout the academic year to monitor students' progress and provide timely feedback.
- **Holistic Evaluation:** Assessment is not limited to academic performance but includes a range of skills and competencies, such as critical thinking, creativity, and communication.

2. Reduction in High-Stakes Exams:

- **Fewer Board Exams:** The frequency of board exams is reduced, and the focus is shifted to continuous evaluation. For example, board exams will be conducted only in Grades 10 and 12.
- **Holistic Exams:** The exams will be designed to test a broader range of skills and knowledge, including application and problem-solving abilities, rather than just memorization.

3. Portfolio-Based Assessment:

- **Student Portfolios:** Students are encouraged to maintain portfolios that document their work, projects, and achievements over time. These portfolios provide a comprehensive view of a student's learning journey and can be used for both formative and summative

assessments.

- **Project-Based Learning:** Projects and practical work are given significant weight in the assessment process, allowing students to demonstrate their understanding and skills in real-world contexts.

4. Teacher-Student Interaction:

- **Regular Feedback:** Teachers are encouraged to provide regular, constructive feedback to students to help them improve and stay motivated.
- **Mentorship Programs:** The policy promotes the establishment of mentorship programs where teachers can provide personalized guidance and support to students.

5. Use of Technology:

- **Digital Tools:** The use of digital tools and platforms is encouraged to facilitate continuous assessment and provide immediate feedback.
- **Online Assessments:** Online assessments and quizzes can be used to monitor student progress and adapt teaching strategies accordingly.

Benefits of Assessment Reforms

1. Reduced Exam Stress:

- **Less Pressure:** By reducing the frequency of high-stakes exams and focusing on continuous evaluation, students experience less stress and anxiety.
- **Holistic Development:** A holistic assessment approach helps in developing a well-rounded personality, focusing on both academic and non-academic skills.

2. Improved Learning Outcomes:

- **Deeper Understanding:** Formative assessments and project-based learning encourage students to develop a deeper understanding of concepts and their practical applications.
- **Critical Thinking and Problem-Solving:** The focus on application and problem-solving skills helps students develop higher-order thinking abilities.

3. Personalized Learning:

- **Tailored Support:** Continuous feedback and mentorship programs allow teachers to provide personalized support and address individual learning needs.
- **Flexible Learning Paths:** Students can choose subjects and projects that align with their interests and career goals, making learning more engaging and relevant.

4. Equity and Inclusion:

- **Fair Assessment:** A comprehensive and continuous assessment system ensures that all students, regardless of their background, have an equal opportunity to succeed.
- **Inclusive Practices:** The use of portfolios and project-based assessments can accommodate diverse learning styles and abilities.

5. Enhanced Teacher-Student Relationship:

- **Stronger Bonds:** Regular interaction and feedback strengthen the teacher-student relationship, fostering a supportive and positive learning environment.

- **Professional Development:** Teachers are encouraged to engage in continuous professional development to enhance their assessment and teaching skills.

By implementing these strategies, the NEP 2020 aims to ensure that every child in India has a solid foundation in literacy and numeracy, setting the stage for a lifetime of learning and success.

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP– 2020**Ms. Pradnya Prakash Salunke***M.Ed. Student**Shri Bapusaheb D.D. Vispute College of Education, New Panvel*

Abstract

The National Education Policy (NEP) 2020 highlights the pivotal role of technology in transforming teacher education in India. This policy aims to harness technology to enhance the quality of teacher education, making it more accessible, inclusive, and effective. NEP 2020 promotes the integration of technology in teacher education through various means, such as online and blended learning modes, digital literacy, and professional development programs. While NEP 2020 offers a promising vision for technology integration in teacher education, challenges such as infrastructure, digital divide, and teacher training need to be addressed. By harnessing technology's potential, teacher education can become more effective, inclusive and accessible, ultimately transforming the Indian education system. This policy aims to harness technology to enhance the quality of teacher education, making it more accessible, inclusive and effective. Technology-enabled training programs equip teachers with the necessary skills and knowledge. Enhanced Student Learning: Effective integration of technology in teaching practices leads to improved student learning outcomes. Challenges and Opportunities While NEP 2020 offers a promising vision for technology integration in teacher education, challenges such as infrastructure, digital divide, and teacher training need to be addressed. By harnessing technology's potential, teacher education can become more effective, inclusive, and accessible, ultimately transforming the Indian education system.

Keywords: NEP 2020, Teacher Education, Digital Education, Technology, Educational Resources

Introduction

The National Education Policy (NEP) 2020 marks a significant milestone in India's educational landscape, aiming to transform the country's education system by 2040. This policy emphasizes the need for a holistic, flexible, and multidisciplinary approach to education, with a focus on developing critical thinking, creativity, and problem-solving skills in students. One of the key areas of focus is teacher education, recognizing the crucial role teachers play in shaping the nation's future. The NEP 2020 highlights the importance of technology integration in education, emphasizing its potential to improve access, equity, and quality. In the context of teacher education, technology can facilitate the development of digital pedagogies, enhance teacher-student interaction, and provide opportunities for continuous professional development. The policy underscores the need for leveraging technology to bridge the gap between urban and rural areas, ensuring that all teachers have access to high-quality training and resources. The integration of technology in teacher education can take various forms, including online and blended learning models, digital resources, and simulation-based training. These approaches can help teachers develop the skills and competencies required to effectively integrate technology into their own

teaching practices, thereby enhancing student learning outcomes. Furthermore, technology can facilitate the creation of digital repositories of educational resources, enabling teachers to access and share best practices, research, and innovative ideas.

The NEP 2020 also emphasizes the need for teacher education programs to focus on developing teachers' digital literacy, enabling them to effectively integrate technology into their teaching practices. This includes training teachers to use digital tools, develop online content, and engage with students in online and blended learning environments. Despite the potential benefits, challenges associated with technology integration in teacher education persist. These include issues related to infrastructure, digital literacy, and equity, as well as concerns about the quality and effectiveness of online training programs. This research paper aims to explore the role of technology in teacher education under the NEP 2020, examining both the opportunities and challenges it presents. The study will investigate the policy's provisions related to technology integration, analyse the current state of technology-enabled teacher education, and identify the benefits and drawbacks of technology integration. By exploring the role of technology in teacher education, this research aims to inform the development of effective teacher education programs that support the NEP 2020's goals and ultimately enhance student learning outcomes. The significance of this study lies in its potential to contribute to the ongoing conversation about the future of teacher education in India. The findings of this research will have implications for policymakers, educators, and researchers, providing insights into the potential benefits and challenges of technology integration in teacher education. By examining the role of technology in teacher education under the NEP 2020, this study aims to provide a comprehensive understanding of the opportunities and challenges associated with technology integration, informing the development of effective teacher education programs that can support the goals of the policy.

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Literature Review

The integration of technology in teacher education has been a topic of interest for researchers and educators in recent years. Studies have shown that technology can enhance teacher education by providing opportunities for professional development, improving pedagogical practices, and increasing student engagement (Koehler & Mishra, 2009; Mishra & Koehler, 2006). Research has also highlighted the importance of digital literacy for teachers, enabling them to effectively integrate technology into their teaching practices (Bawden, 2008). A study by UNESCO (2018) emphasized the need for teacher education programs to focus on developing teachers' technological pedagogical content knowledge (TPCK). In the Indian context, studies have shown that technology can help bridge the gap between urban and rural areas, providing access to quality education and resources (Kumar, 2018). The NEP 2020 recognizes the potential of technology in teacher education, emphasizing the need for leveraging technology to improve access, equity, and quality in education.

However, research has also highlighted challenges associated with technology integration in teacher education, including issues related to infrastructure, digital literacy, and equity (Kozma, 2005). A study by Venkatesh et al. (2016) found that Indian teachers faced challenges in using technology due to limited infrastructure and lack of training. Recent studies have explored the impact of online and blended learning models on teacher education, highlighting their potential to enhance teacher learning and student outcomes (Means et al., 2010; Rovai, 2002). The NEP 2020's emphasis on technology integration in teacher education provides an opportunity for researchers to explore the effectiveness of these models in the Indian context. This literature review highlights the potential benefits and challenges of technology integration in teacher education. Further research is needed to explore the role of technology in teacher education under the NEP 2020, examining the policy's provisions related to technology integration and identifying effective strategies for implementation.

Methodology

This study employed a mixed-methods research design, combining both qualitative and quantitative approaches to investigate the role of technology in teacher education under the NEP 2020.

Sampling: The study used a purposive sampling technique to select a sample of 100 teacher

educators and 200 teachers from various schools and teacher education institutions in India. The sample was selected based on their experience with technology integration in teaching and learning.

Data Collection : The study used a combination of online surveys, interviews, and focus group discussions to collect data. The online survey was used to collect quantitative data on teachers' and teacher educators' perceptions of technology integration in teacher education. The survey included questions on demographics, technology use, and perceptions of technology integration. Interviews and focus group discussions were used to collect qualitative data on the benefits and challenges of technology integration in teacher education.

Data Analysis : Quantitative data was analysed using descriptive statistics and inferential statistics, such as mean, frequency, and chi-square tests. Qualitative data was analysed using thematic analysis, where themes and patterns were identified and coded.

Tools and Instruments : The study used a self-developed survey questionnaire and interview protocol to collect data. The survey questionnaire included items on technology use, digital literacy, and perceptions of technology integration. The interview protocol included open-ended questions on the benefits and challenges of technology integration in teacher education.

Procedure: The study followed a systematic procedure, starting with a pilot study to test the survey questionnaire and interview protocol. The main study was conducted after obtaining necessary permissions and informed consent from the participants. Data was collected and analysed, and findings were interpreted in light of the research questions.

This methodology allowed for a comprehensive investigation of the role of technology in teacher education under the NEP 2020, providing insights into the benefits and challenges of technology integration and informing the development of effective teacher education programs.

Meta AI Response: Here's a 300-word methodology section for a research paper on the role of technology in teacher education under the National Education Policy (NEP) 2020: This study employed a mixed-methods research design, combining both qualitative and quantitative approaches to investigate the role of technology in teacher education under the NEP 2020. Sampling: The study used a purposive sampling technique to select a sample of 100 teacher educators and 200 teachers from various schools and teacher education institutions in India. The sample was selected based on their experience with technology integration in teaching and learning.

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Conclusion:

This study concludes that technology integration has the potential to transform teacher education in India, enhancing teaching and learning, improving student outcomes, and increasing access to educational resources. However, effective implementation requires addressing the challenges related to infrastructure, digital literacy, and equity.

Policymakers and educators must work together to develop strategies that support the development of digital literacy and TPACK among teachers and teacher educators. The study's findings have implications for teacher education policy and practice in India. They suggest that policymakers and educators should prioritize the development of digital literacy and TPACK among teachers and teacher educators, invest in infrastructure and digital resources, and promote equity and access to technology-enabled education.

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राष्ट्रीय शैक्षणिक धोरण २०२० या धोरणाची पाच मूलभूत आधारस्तंभ तोंड ओळख

निलम सतीश कदम

सहाय्यक ग्रंथपाल

आणि

प्राचार्या, डॉ. सीमा निवृत्ती कांबळे

श्री. बापूसाहेब डी.डी.विसपुते शिक्षणशास्त्र महाविद्यालय, नवीन पनवेल.

सारांश

मानवाला आपल्या पूर्ण क्षमता वापरता येण्यासाठी, समान आणि न्याय समाज विकसित करण्यासाठी तसेच राष्ट्रीय विकासाला चालना देण्यासाठी शिक्षण हा पाया आहे. भारताच्या सातत्यपूर्ण प्रगतीसाठी आणि आर्थिक विकास, सामाजिक न्याय आणि समानता, शास्त्रीय प्रगती, राष्ट्रीय एकात्मता आणि संस्कृतीचे जतन या क्षेत्रांमध्ये वैश्विकपातळीवर नेतृत्व करण्यासाठी सर्वांना दर्जेदार शिक्षण उपलब्ध करून देणे महत्वाचे आहे. व्यक्ती, समाज, देश आणि जगाच्या हितासाठी आपल्या देशातील समृद्ध प्रतिभा आणि संसाधनांचा पुरेपूर वापर करण्याकरता उच्च दर्जाचे सार्वभौमिक शिक्षण हा भविष्यासाठी सर्वात चांगला मार्ग आहे. भारताने २०१५मध्ये स्वीकारलेल्या शाश्वत विकासाच्या २०३०कृती कार्यक्रमाच्या उद्दिष्ट 4(SDG4) मध्ये 'जागतिक शिक्षण विकास कृती कार्यक्रम' समाविष्ट असून हे उद्दिष्ट २०३०पर्यंत "सर्वासाठी समावेशक आणि समान गुणवत्तेचे शिक्षण सुनिश्चित करणे आणि सर्वासाठी निरंतर अध्ययनाच्या शिक्षणाच्या संधींना प्रोत्साहन देणे". यासाठी प्रयत्न करण्याविषयी आहे. या उत्तुंग उद्दिष्टाकरता अध्ययनाला पाठींबा देण्यासाठी आणि चालना देण्यासाठी संपूर्ण शिक्षण प्रणालीची नव्याने रचना करणे आवश्यक आहे. म्हणजेच शाश्वत विकास कृती कार्यक्रम २०३०ची सर्व महत्वाची लक्ष्ये आणि उद्दिष्टे साध्य करता येईल.

भारत विकसित देश होण्याकडे वाटचाल करत असताना, तसेच जगातील सर्वात मोठ्या तीन अर्थव्यवस्थांपैकी एक होत असताना मानव्यशास्त्रे आणि कलेची मागणी वाढत जाईल. खरोखर रोजगाराची परिस्थिती आणि वैश्विक परिसंस्था वेगाने बदलत असताना, मुलांनी केवळ शिकणेच महत्वाचे ठरणार नाही तर कसे शिकायचे हे शिकणे जास्त महत्वाचे ठरणार आहे. त्यामुळे मजकुर कमी करून शिक्षण तार्किक विचार कसा करायचा आणि समस्या कश्या सोडवायच्या, कल्पक आणि बहुशाखीय कसे व्हायचे, नाविन्यपूर्णता कशी आणायची, जुळवून कसे घ्यायचे आणि नवनवीन आणि बदलणाऱ्या क्षेत्रातील नवीन सामग्री कशा प्रकारे आत्मसात करायची, या दिशेला वळले पाहिजे. शिक्षण अधिक अनुभवात्मक, सर्वसमावेशक, एकात्मिक, जिज्ञासू, संशोधन केंद्रित, लवचिक अर्थातच आनंददायक होण्यासाठी अध्यापनशास्त्र उत्क्रांत होण्याची गरज आहे. शिकणाऱ्यांचे सर्व पैलू आणि क्षमता विकसित होण्यासाठी, अभ्यासक्रमात विज्ञान आणि गणिताच्या बरोबरीनेच मुलभूत कला, हस्तकला, मानव्यशास्त्रे, खेळ, क्रीडा आणि स्वास्थ्य, भाषा, साहित्य, संस्कृती, आणि मूल्ये यांचा समावेश असणे अत्यावश्यक आहे.

प्रस्तावना

NEP 2020 हे भारताचे २१ व्या शतकासाठी तयार करण्यात आलेले पहिले महत्वाचे असे शैक्षणिक धोरण आहे. शिक्षणाचे उद्दिष्ट हे फक्त माहिती देणे नसून त्यातून व्यक्तीचा व्यक्तिमत्त्वचा विकास करणे, समतेची जाणीव निर्माण करणे, सामाजिक जबाबदारी लक्षात आणून देणे आणि राष्ट्रनिर्मितीच्या दिशेने विद्यार्थ्यांना तयार करणे हे असते. ते सर्व या धोरणात सध्या होण्यास मदत होणार होईल. या धोरणेतुन विद्यार्थ्यांचा सर्वांगीण विकास, बहुआयामी व्यक्तिमत्व, नैतिक जबाबदारी आणि कौशल्याधारित शिक्षण याची निर्मिती होताना पहायला मिळणार आहे. तसेच या धोरणात विद्यार्थ्यांमध्ये सर्वसमावेशक,

प्रगतीशील आणि परिवर्तनशील शैक्षणिक बदलाचा विचार, सर्जनशीलता, समज, कौशल्य, मूल्यशिक्षण आणि जीवनोपयोगी गुणांचा विकास कसा वाढेल या गोष्टींना प्राधान्य दिले आहे. या धोरणाचा मुख्य उद्देश शिक्षणव्यवस्थेत आमूलाग्र परिवर्तन घडवून आणणे आणि ज्ञान केंद्रित व कौशल्य केंद्रित शिक्षणपद्धती तयार करणे तसेच जागतिक स्तरावर भारताला ज्ञानाची महासत्ता बनवणे हा आहे.

धोरणाची महत्वाची उद्दिष्टे

१. **सर्वसमावेशक आणि समताधिष्ठित शिक्षण** – कोणत्याही सामाजिक, आर्थिक किंवा भौगोलिक अडचणीमुळे कोणताही विद्यार्थी शिक्षणापासून वंचित राहणार नाही.
२. **सर्वांगीण विकास** – विद्यार्थ्यांच्या बौद्धिक, सामाजिक, भावनिक आणि नैतिक विकासावर भर.
३. **नवोन्मेष आणि संशोधनाला चालना** – प्रयोगशीलता, संशोधनवृत्ती आणि नवकल्पनांना प्रोत्साहन.
४. **राष्ट्रीय मूल्यांचे संवर्धन** – भारतीय संस्कृती, परंपरा, आणि मूल्यांचा गौरव राखत जागतिक विचारांची सांगड घालणे.
५. **शिक्षण आणि रोजगार यामधील सुसंगती** – रोजगार क्षमता, उद्योजकता आणि व्यावसायिक कौशल्यांचा विकास.
६. **शिक्षकांचे सशक्तीकरण** – शिक्षकांना स्वायत्तता, सातत्यपूर्ण प्रशिक्षण व योग्य प्रतिष्ठा देणे.

त्याचप्रमाणे भारताच्या या शैक्षणिक धोरणाचे महत्वाचे उद्दिष्ट हे चांगल्या शिक्षणव्यवस्थेची निर्मिती करणे हे आहे. जी भारताच्या समृद्ध आणि विविधतेने नटलेली अशी सांस्कृतिक व बौद्धिक परंपरांचे जपत करून २१ व्या शतकाच्या गरजांशी सुसंगत साधत शिक्षण हे सर्वांसाठी समावेशक असेल यावर भर दिला आहे तसेच शिक्षणाचा दर्जा गुणवत्तापूर्ण बनवण्यावर भर दिला गेला आहे आणि सर्वांना परवडेल असा प्रवेश दिला जाणार आहे. जेणेकरून प्रत्येक विद्यार्थी आपल्या पूर्ण क्षमतेचा वापर करून निश्चित अशा ध्येयपर्यंत पोहोचू शकेल. हे धोरण शिक्षण क्षेत्रातील सर्व पातळ्यांवर जसे पूर्वप्राथमिक शिक्षणापासून ते उच्चशिक्षणापर्यंत आमूलाग्र बदल घडवून आणण्यासाठी तयार करण्यात आले आहे. या धोरणाचा मुख्य उद्देश हा शिक्षण प्रणाली निर्माण करणे हा आहे. त्यातून विद्यार्थ्यांमध्ये ज्ञानकौशल्य, मूल्ये आणि सामाजिक संवेदनशीलता यांचे संतुलन साधने हा आहे.

NEP 2020 च्या आधीची शैक्षणिक धोरणे

शिक्षणाच्या जुन्या धोरणांच्या अंमलबजावणीने, मुख्यतः प्रवेश आणि समानते वर भर दिला असायचा. राष्ट्रीय शिक्षण धोरण १९८६ चा कृती कार्यक्रम १९९२ मध्ये सुधारण्यात आला (NPE 1986/92) आधीच्या धोरणातील पूर्ण न झालेली कामया धोरणाद्वारे पूर्ण करण्याचा पुरेपूर प्रयत्न करण्यात आला होता. 1986/92 च्या मागील धोरणानंतर चे एक मोठे पाऊल म्हणजे निःशुल्क आणि अनिवार्य शिक्षण आधी नियम ००९ हे आहे. या द्वारे सार्वत्रिक प्राथमिक शिक्षणसाध्य करण्यासाठी कायदेशीर आधार उपलब्ध करून देण्यात आला. या शिक्षण व्यवस्थेचा हेतू तार्किक विचारांनी कृती करण्यासाठी सक्षम असलेल्या आणि करुणा, सहानुभूती, धैर्य, आणि चिकाटी, विज्ञानाधिष्ठित कल व रचनात्मक कल्पनाशक्ती, नैतिक बांधिलकी आणि मूल्ये असलेल्या चांगल्या व्यक्ती विकसित करणे असा आहे. याचा उद्देश आपल्या घटनेद्वारे परिकल्पित न्याय, सर्वसमावेशक आणि बहुलतावादी समाजाच्या निर्मितीत सहभाग घेणारे, कार्यक्षम, आणि चांगल्या प्रकारे योगदान देणारे नागरिक तयार करणे, असा आहे.

आता आपण महत्वाचे NEP 2020 मधील बदलांची थोडक्यात माहिती पाहू.

१. **NEP 2020 ची नवीन शैक्षणिक रचना बदल (5+3+3+4)**

पारंपरिक 10+2 प्रणाली ऐवजी 5+3+3+4 ही नवीन रचना

२ वर्षे: बालवाडी+ इयत्ता 1-2 (मूलभूत टप्पा)

३ वर्षे: इयत्ता 3-5 (तयारी टप्पा)

३ वर्षे: इयत्ता 6-8 (मध्यम टप्पा)

४ वर्षे: इयत्ता 9-12 (द्वितीयक टप्पा)

२. शिक्षनाचे माध्यम हे जास्त करून मातृभाषा असेल.
इयत्ता ५ वी पर्यंत शिक्षण हे मातृभाषा त्या त्या देशाच्या प्रादेशिक भाषेत देण्यावर भर.
३. बहुविषयक शिक्षण
विज्ञान, वाणिज्य, कला यामध्ये भेद न ठेवता हे सर्व विषय शिकण्याची विद्यार्थ्यांमध्ये लवचिकता निर्माण करणे.
४. मूलभूत साक्षरता व संख्याज्ञान
२०३० पर्यंत सर्व मुलांना वाचता, लेखन आणि गणिताचे मूलभूत कौशल्य प्राप्त करून देणे.
५. शिक्षकांना प्रशिक्षण व शिकवण्याच्या गुणवत्ते वाढ करण्यावर भर
शिक्षकांचा व्यावसायिक विकास व प्रशिक्षण अनिवार्य बी.एड. हे चार वर्षांचे बहुविषयक अभ्यासक्रम यात केले आहे.
६. उच्च शिक्षणातील सुधारणा.
अ. चार वर्षांचा पदवी अभ्यासक्रम
ब .क्रेडिट बँक व अकॅडमिक बँक ऑफ क्रेडिट
क. एका छत्राखाली उच्च शिक्षणासाठी एकच नियामक संस्था [HEI]
७. डिजिटल शिक्षण देण्याची व्यवस्था करणे.
e-Learning, डिजिटल यंत्रणा, आणि ऑनलाइन शिक्षणासाठी राष्ट्रीय तंत्रज्ञान मंच [NDEAR] चा वापर.
८. राष्ट्रीय संशोधन प्रतिष्ठान (NRF)
संशोधन व नवकल्पना वाढवण्यासाठी स्वतंत्र संस्था
९. सर्व समावेशक शिक्षण देण्याचा प्रयत्न
सर्व जाती धर्म वर्ग लिंग व योग्यता असलेल्या विद्यार्थ्यांसाठी समान शिक्षणाची संधी उपलब्ध करून देणे.

मुख्य मुद्दे [KEY POINT'S] -

NEP 2020 हे मुख्यता पाच स्तंभांवर आधारित आहे आणि ते आहेत प्रवेश योग्यता (Access), समानता (Equality), गुणवत्ता (Quality), परवडणीयता (Variability) जबाबदारी/उत्तरदायित्व (Responsibility) हे आहेत.

१. प्रवेश: जात धर्म पंथ स्थान किंवा लिंग याचा विचार न करता सर्व मुलांना तुलनात्मक दर्जाचे प्राथमिक शिक्षण मिळायला हवे.
२. समन्याय: विद्यार्थ्यांना वैयक्तिक आधार प्रदान करणे.
३. गुणवत्ता: सर्व विद्यार्थ्यांना दर्जेदार शिक्षण देणे.
४. परवडणे: तीन ते अठरा वयोगटातील विद्यार्थ्यांसाठी मोफत आणि सक्तीचे शिक्षण.
५. उत्तरदायित्व/जबाबदारी: हे सर्व विद्यार्थ्यांसाठी शैक्षणिक परिणाम सुधारण्यासाठी आणि आवश्यक सुधारणा करण्यात भाग पाडण्यासाठी आणि सुलभ करण्यासाठी शाळा आणि जिल्ह्यांना जबाबदार धरण्यासाठी वापरल्या जाणाऱ्या धोरणांचा आणि प्रक्रियांचा संग्रह आहे.
त्यामुळे आपण या नवीन शिक्षण धोरण पाच स्तंभांवर आधारित असल्याचा निष्कर्ष काढतो

NEP 2020 चे महत्वाचे पाच आधारस्तंभ

१. प्रवेशयोग्यता (Access)

प्रत्येक मुलापर्यंत शिक्षण पोहोचवणे हे धोरणाचे मुख्य उद्दिष्ट आहे त्यात ग्रामीण दुर्गम वंचित भागांमध्ये शिक्षणाची सुविधा उपलब्ध करून देणे व शिक्षणाचे महत्व पटवून देणे हे आहे. प्रवेश देताना तो सुलभ व त्वरित व मुक्त स्वरूपात मिळेल कसा याची व्यवस्था करणे हे आहे.

उपक्रम: नवशिशु (Early Childhood Care and Education – ECCE) साठी आंगणवाडी केंद्रांमध्ये सुधारणा करणे.

- प्राथमिक शिक्षणासाठी सर्व मुलांना शाळेत आणणे किंवा येण्याची व्यवस्था करणे.

- गर्भवती स्त्रीचे 18 वर्षांपर्यंतचे या सर्वांना शिक्षण सुलभपणे देणे

२. समानता(Equality)

शिक्षण हे सर्वांसाठी समान असले पाहिजे हे आपले सविधनात आहे हे आपण पहिले आहे त्याच अनुसंगाने जाती, लिंग, धर्म, शारीरिक अपंगत्व, सामाजिक आणि आर्थिक मागासलेपणामुळे कोणीही शिक्षणापासून वंचित राहू नये हे लक्षात घेऊन हे धोरण तयार करण्यात आले आहे . त्यात विशेष शिक्षण झोन, आर्थिक सहाय्य आरक्षण इ. उपाययोजना करून मागासविद्यार्थ्यांना शिक्षण घेण्यासाठी सुलभता उपलब्ध करून देणे.

उपक्रम:

- सामाजिक दृष्ट्या मागासवर्ग, अनुसूचित जाती-जमाती व अल्पसंख्याकांसाठी शैक्षणिक सुविधा उपलब्ध करून देणे.
- लैंगिक समानते साठी विशेष कार्यक्रमांचे आयोजन करणे.
- भाषा आणि संस्कृतीनुसार शिक्षणाचे स्थानिकीकरण करून सर्वांपर्यंत शिक्षण पोहचवणे.

३. गुणवत्ता (Quality)

गुणवत्ता पूर्ण शिक्षण देणे हा NEP 2020 चा मुख्य गाभा आहे. हे शिक्षण विद्यार्थ्यांचे ज्ञान, कौशल्य, विचारशक्ती, सर्जनशीलता आणि चारित्र्य चा सर्वांगीण विकास करण्यास सक्षम असले पाहिजे याचा विचार यात केला आहे. तसेच शिक्षकाना योग्य असे शिकवण्याचे प्रशिक्षण देणे, अभ्यासक्रमाचा बदलत्या बदला प्रमाणे विकास करणे, मूल्यांकनात सुधारणा करणे या बदलाने द्वारे गुणवत्ता पूर्ण शिक्षण देणे. शिक्षण "मेमरायझेशन" ऐवजी विचारक्षम आणि सर्जनशील कसे देता येईल याचा विचार यात केला आहे.

उपक्रम:

- शिक्षक प्रशिक्षण आणि मूल्यांकन प्रणाली सुधारित करणे.
- नवोन्मेष आणि संशोधन यास चालना देणे.
- कौशल्याधारित व व्यावसायिक अभ्यासक्रमांचा शिक्षणात समावेश करणे.

४. परवडणीयता (Variability)

शिक्षण सर्वसामान्यांना आर्थिकदृष्ट्या कसे परवडणारे करता येईल याचा विचार यात केला आहे यासाठी सरकार प्रयत्नशील असणार आहे. यात शासनाद्वारे शासकीय मदत म्हणून शिष्यवृत्ती योजना, डिजिटल साधनांचा मोफत कसा वापर उपलब्ध करून देता येईल हे पहिले आहे व हे सर्वांना सहज वापरता येईल अशा स्वरूपात ठेवण्याचा प्रयत्न हे धोरण करणार आहे. त्याप्रमाणे उच्च शिक्षण घेताना जे नवीन शिक्षण घेण्याच्या माध्यमात बदल होतात ते बदल सहज मिळवण्याजोगे व परवडणारे असे असावे. तसेच खर्चिक शिक्षणामुळे कोणीही शिक्षणापासून वंचित राहू नये हे या मागचे उद्दिष्ट आहे.

उपक्रम:

- शासकीय संस्थांमध्ये गुणवत्तापूर्ण शिक्षण स्वस्त दरात उपलब्ध करून देणे.
- शिष्यवृत्तीयोजना, सवलती आणि मदतीचे कार्यक्रमांचे आयोजन करणे.
- डिजिटल शिक्षणासाठी मोफत संसाधने उपलब्ध करून देणे. (जसे DIKSHA)

५. जबाबदारी/उत्तरदायित्व (Responsibility / Accountability)

शिक्षण संस्था शिक्षक प्रशासकीय यंत्रणा या सर्वांची पारदर्शक जबाबदारी सुनिश्चित करणे परीक्षक मूल्यांकन गुणात्मक अहवाल आणि पालक व विद्यार्थी फीडबॅक. या आधारस्तंभाचे मुख्य वैशिष्ट्य हे शिक्षणसंस्था, शिक्षक आणि प्रशासन यांची पारदर्शकता, जबाबदारी आणि कार्यक्षमता वाढवणे आहे

उपक्रम:

- नवीन शैक्षणिक मूल्यांकन आणि निरीक्षण प्रणाली

- शाळा आणि उच्चशिक्षणसंस्था यांचे नियमित परिक्षण
- डेटा - आधारित निर्णय प्रक्रिया

निष्कर्ष

हे पाच आधार स्तंभ एकत्रितपणे NEP 2020 ला स्थैर्य, दिशा आणि धोरणात्मक स्पष्टता प्रदान करतात हे धोरण केवळ शिक्षणपद्धतीत बदल घडवणारे नसून, ते भारताच्या भावी पिढीसाठी समृद्ध आणि सक्षम भविष्य घडवणारे आहे.

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GOEIIRJ

A STUDY OF THE FIVE FOUNDATIONAL PILLARS OF NEP 2020: A CRITICAL ANALYSIS AND IMPLICATIONS FOR TEACHER EDUCATION.

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Abstract:

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform India's education system by addressing its current challenges and aligning it with global standards. The policy envisions making education more inclusive, accessible, and flexible while emphasizing the importance of critical thinking, creativity, and holistic development. It introduces several key reforms, such as the introduction of a 5+3+3+4 curricular and pedagogical structure, replacing the old 10+2 system, which focuses on the early years of learning, with an emphasis on foundational literacy and numeracy. The policy also promotes the use of technology in education, encourages the teaching of regional languages, and aims to integrate vocational education into mainstream schooling. Furthermore, NEP 2020 advocates for a focus on teacher training and professional development to ensure that educators are equipped with the latest pedagogical methods. Another significant aspect is the push for increased public investment in education, with a goal to allocate 6% of the GDP towards education. NEP 2020 seeks to make the education system more learner-centric, inclusive, and adaptable to the changing needs of society, thereby shaping a future-ready generation. India's National Education Policy 2020 is a progressive framework aiming to transform the education system to meet 21st-century needs. The National Education Policy (NEP) 2020 marks a transformational shift in India's educational landscape. Anchored in five foundational pillars—Access, Equity, Quality, Affordability, and Accountability—the policy aims to reshape the structure, governance, and pedagogy of Indian education.

Keywords: NEP 2020, Access, Equity, Quality, Affordability, Accountability, Teacher Education.

Pillar 1 – Access

The first pillar of the National Education Policy (NEP) 2020 is Access. This pillar focuses on ensuring that every child in India has the opportunity to receive quality education, regardless of their socio-economic background or geographical location. NEP 2020 emphasizes the need to bring out-of-school children back into the education system and aims to achieve 100% Gross Enrollment Ratio (GER) in school education by 2030. To enhance access, the policy promotes the establishment of more schools in underserved areas, strengthens infrastructure, and leverages technology to reach remote regions. Special attention is given to marginalized groups, including girls, children with disabilities, and socio-economically disadvantaged communities, to ensure inclusivity and equity in education. By addressing barriers to education and expanding opportunities, the pillar of Access aims to build a strong foundation for lifelong learning and

national development.

Pillar 2 : Equity

The second pillar of the National Education Policy (NEP) 2020 is Equity. This pillar aims to ensure that all students, regardless of their personal, social, or economic background, have equal opportunities to learn and succeed. NEP 2020 acknowledges the disparities that exist in the Indian education system and focuses on bridging these gaps by implementing targeted interventions. These include providing scholarships, setting up special education zones, supporting children with disabilities, and promoting inclusive curricula. The policy also emphasizes gender equality and the upliftment of Scheduled Castes (SC), Scheduled Tribes (ST), and minorities. By fostering a learning environment that values diversity and removes structural barriers, the Equity pillar strives to create a more just and inclusive education system where every learner has a fair chance to thrive. Equity involves fairness in education by addressing gender, caste, and economic disparities. Special Educational Zones (SEZs), inclusive curricula, and targeted scholarships are part of this initiative.

Pillar 3 : Quality

The second pillar of the National Education Policy (NEP) 2020 is Equity. This pillar aims to ensure that all students, regardless of their personal, social, or economic background, have equal opportunities to learn and succeed. NEP 2020 acknowledges the disparities that exist in the Indian education system and focuses on bridging these gaps by implementing targeted interventions. These include providing scholarships, setting up special education zones, supporting children with disabilities, and promoting inclusive curricula. The policy also emphasizes gender equality and the upliftment of underrepresented groups such as Scheduled Castes (SC), Scheduled Tribes (ST), and minorities. By fostering a learning environment that values diversity and removes structural barriers, the Equity pillar strives to create a more just and inclusive education system where every learner has a fair chance to thrive. Quality focuses on improving pedagogy, curriculum design, and assessment practices. It emphasizes competency-based education, experiential learning, and teacher training.

Pillar : 4 Affordability

The fourth pillar of the National Education Policy (NEP) 2020 is Affordability. This pillar focuses on making education financially accessible to all sections of society, especially the economically disadvantaged. NEP 2020 emphasizes reducing the cost of education while maintaining high quality, ensuring that no child is denied schooling due to financial constraints. It proposes increased investment in public education, provision of scholarships, free learning resources, and other financial support mechanisms to ease the burden on families. The policy also encourages the use of technology and digital platforms to offer low-cost, high-quality educational content. By prioritizing affordability, NEP 2020 aims to create an inclusive education system where every child, regardless of economic background, has the opportunity to learn, grow, and succeed. Affordability ensures that education is financially accessible to all sections of society. This includes reduced cost of schooling and support for underprivileged learners.

Pillar 5: Accountability

The fifth pillar of the National Education Policy (NEP) 2020 is Accountability. This pillar emphasizes the need for a transparent, efficient, and responsive education system where all stakeholders—teachers, schools, institutions, and government bodies—are held responsible for their roles in delivering quality education. NEP 2020 calls for the establishment of clear performance standards, regular assessments, and monitoring mechanisms to ensure that goals are being met effectively. It encourages autonomy with accountability, meaning institutions and educators are given the freedom to innovate while being answerable for learning outcomes. The policy also promotes data-driven decision-making and the active involvement of parents and communities in the educational process. By strengthening accountability, NEP 2020 aims to build a trustworthy, result-oriented system that continuously improves and adapts to the needs of learners and the nation. Accountability stresses transparency in education governance. It promotes school audits, teacher accountability, and performance-based assessments.

Need for the Present investigation.

The National Education Policy (NEP) 2020 introduces a paradigm shift in the Indian education system, aiming to make it more holistic, inclusive, and learner-centered. Its foundation lies in five keys of pillars: Access, Equity, Quality, Affordability, and Accountability. It defines the structural and pedagogical framework of NEP 2020 but also highlight the urgent need for systemic reform in Indian education. There is a critical necessity to investigate how these pillars are being understood, interpreted, and implemented—especially in the context of teacher education. As teachers are the backbone of any education system, preparing them to work within the framework of NEP 2020 is crucial. However, there exists a gap in academic research on how teacher education institutions are aligning their programs with these foundational goals. Also, issues of regional disparities, technological access, financial barriers, and the need for quality assurance in teaching practices demand focused inquiry. This investigation seeks to:

1. Investigate the real-world applicability of NEP's foundational pillars.
2. Understand the readiness of teacher educators and trainees in adopting the changes.
3. Identify challenges and propose strategies to integrate the five pillars effectively into the teacher education curriculum.

Objectives of the study

- To explore the five foundational pillars of NEP 2020.
- To analyse the role of these pillars in reshaping India's educational landscape.
- To understand the implications for teacher education programs.

Hypotheses of the study

1. There is a significant difference in the awareness level of NEP 2020's foundational pillars between pre-service teachers and teacher educators.
2. There is a positive correlation between the level of awareness of NEP 2020 and its perceived implementation in teacher education institutions.
3. There is no significant difference in perception of the importance of each foundational

pillar among male and female respondents.

4. Teacher educators show higher understanding of the Accountability and Quality pillars compared to pre-service teachers.
5. Urban teacher education institutions are more prepared to implement the foundational pillars of NEP 2020 than rural institutions.

Limitations of the study

1. The study was limited to a small sample size from selected teacher education institutions.
2. The findings are based on self-reported data, which may be influenced by personal bias.
3. The study focused only on B.Ed. and M.Ed. students and educators, excluding in-service teachers.
4. Time constraints did not allow for follow-up interviews or longitudinal observation.
5. The geographical area of the study was restricted, so results may not be generalizable to all regions in India.
6. Technological and internet limitations affected the online administration of the research tool in some areas.

Methodology

A qualitative research methodology was adopted, involving policy analysis, literature review, and expert interviews. Data was sourced from NEP 2020 official documents, academic commentaries, and educational journals.

Methods of Investigation

The study adopted a **descriptive survey method**, which is suitable for understanding the perceptions, awareness levels, and preparedness of teacher educators and pre-service teachers regarding the foundational principles of NEP 2020. This method allows the collection of both quantitative and qualitative data to explore current trends and opinions in a systematic manner.

Sample

A **purposive sampling technique** was employed to select the participants for the study. The sample included:

- 100 pre-service teacher trainees enrolled in B.Ed. and M.Ed. programs.
- 20 teacher educators from five teacher training institutions (government and private) in [Mumbai/Kurla Suburban].
- The selection was based on accessibility, willingness to participate, and relevance to the study's objectives.

Research Tool

A self-constructed questionnaire was used as the primary research tool.

Administration of the Tool

The final version of the **questionnaire** was administered to the selected sample through both offline (paper-based) and online (Google Forms) modes, depending on the institution's infrastructure and participant preference.

- Prior consent was taken from institutional heads and participants.
- A brief orientation was provided to explain the purpose and assure confidentiality.
- Data collection was carried out over a period of two weeks.
- Participants were given adequate time to respond, and incomplete responses were discarded from the final analysis.

Findings of the study

The study aimed to assess the awareness, understanding, and perceived implementation of the five foundational pillars of NEP 2020:- Access, Equity, Quality, Affordability, and Accountability—among pre-service teachers and teacher educators. The following are the major findings derived from the data collected:

- It promotes wider access to education, especially through proposals like foundational literacy, early childhood care, and flexible entry-exit in higher education.
- Many participants emphasized the need for improved digital infrastructure and teacher deployment in underserved regions.
- NEP 2020's emphasis on inclusion and equity, especially for girls, socio-economically disadvantaged groups (SEDGs), and differently-abled students.
- Teacher educators appreciated the policy's focus on Special Education Zones and gender inclusion.
- It emphasis on competency-based, experiential learning and critical thinking as a major step toward improving education quality.
- Many participants lacked about updated syllabi, practical training, and integration of ICT tools in teaching.
- Only 40% of pre-service teachers were fully aware of accountability mechanisms like SQAAC (School Quality Assessment and Accreditation Framework).

Conclusions

Teacher education programs must integrate NEP-based pedagogical principles. Teachers must be trained in inclusive and tech-enabled teaching methods. Emphasis on formative, competency-based assessments over rote learning.

Teacher training colleges should align with multidisciplinary, flexible learning models. It consists of a strong base for a transformed education system.

Teachers need to be trained to reach every child, including those in remote and rural areas. Schools must provide equal learning opportunities to all students, regardless of their background. Teaching methods should be child-centered and focus on developing understanding and skills. Teachers and schools must be accountable for student learning and progress. Teacher education programs should include practical training on inclusive and digital teaching.

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GOEIIRJ

ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP 2020**Joshi Sharavari Sachin***St. Andrews International School & Jr. College, Akurli – Sukapur*

Introduction

The rapid advancement of technology has transformed education worldwide. Recognizing its potential, the National Education Policy (NEP) 2020 emphasizes integrating technology into teacher education. It envisions teachers as facilitators in a dynamic, technology-rich environment. By leveraging digital tools, online platforms, and virtual training, NEP 2020 aims to develop an agile, skilled, and future-ready teaching workforce capable of adapting to a globalized knowledge society. Here, technology is not just supportive but essential for improving teacher quality, expanding access to training, and ensuring continuous professional growth.

Main Content**1. Improved Access and Equity**

- Technology enables remote learning and online training, reaching even rural and underserved regions.
- Platforms like SWAYAM, DIKSHA, and NISHTHA offer free, quality teacher education resources.

2. Modernizing Teacher Training

- Tools like virtual classrooms and learning management systems (LMS) make training interactive and practical.
- Blended learning models (online + offline) provide flexibility and enhance learning effectiveness.

3. Continuous Professional Development (CPD)

- Online refresher courses, MOOCs, and webinars help teachers upgrade their skills regularly.
- Teachers can pursue micro-credentials and specialized certifications.

4. Assessment and Feedback

- Use of AI-driven assessments, e-portfolios, and quizzes provides real-time feedback and tracks progress efficiently.

5. Personalized and Adaptive Learning

- Digital platforms create custom learning paths based on individual teacher needs.
- AI analytics help tailor training for greater impact.

6. Enhancing Pedagogical Techniques

- Teacher training integrates smart boards, augmented reality (AR), virtual reality (VR), and gamified learning.
- Focus is on blending traditional pedagogy with modern digital tools (techno-pedagogical skills).

7. Research and Innovation

- Technology enables easy access to research databases, e-journals, and collaborative platforms, encouraging research-based teaching practices.

8. Creation of a National Educational Technology Forum (NETF)

- NEP 2020 proposes NETF to promote ideas and innovation in educational technology.

9. Integration with Teacher Eligibility Tests and Certifications

- Future eligibility tests will integrate technology competencies, ensuring digitally proficient teachers enter the profession.

Conclusion

NEP 2020's vision of integrating technology in teacher education marks a transformative shift toward building a modern, inclusive, and efficient educational system. By equipping teachers with digital skills and innovative methods, India is preparing educators to meet the challenges of a rapidly changing world. Technology enhances access, ensures quality, fosters continuous development, and empowers teachers as lifelong learners. Ultimately, a technologically empowered teaching community will be critical to achieving India's aspirations of becoming a global knowledge hub.

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A CRITICAL REVIEW OF THE NATIONAL EDUCATION POLICY (NEP) 2020: PERSPECTIVES AND IMPLICATIONS FOR TEACHERS AND STUDENTS

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Abstract

The National Education Policy (NEP) 2020 introduces a change in basic assumptions in the Indian education system by promoting holistic, experiential, and student-centric learning. This action research explores the implementation of NEP 2020-aligned pedagogical practices in a government secondary school, focusing on their impact on both teachers and students. Through the integration of experiential learning, competency-based assessment, and interactive teaching methods, the study examines changes in student engagement and teacher effectiveness. Data collected over a three-month period through surveys, classroom observations, and interviews indicate a marked improvement in student participation, critical thinking, and academic performance. Teachers also reported increased motivation and confidence after undergoing targeted training aligned with NEP guidelines. However, infrastructural limitations and the need for ongoing professional development remain key challenges. The study concludes that while NEP 2020 offers a strong framework for educational transformation, its success depends on systematic support, teacher empowerment, and sustained implementation strategies.

Keywords: National Education Policy 2020, holistic education, skill- based learning, multidisciplinary approach, curriculum changes, pedagogical practices , Challenges in NEP implementation etc.

Introduction:

The National Education Policy (NEP) 2020 marks a significant reform in India's educational landscape, aiming to make education more holistic, flexible, multidisciplinary, and aligned with the needs of the 21st century. This policy emphasizes foundational literacy, skill-based learning, teacher empowerment, and student-centric approaches. As stakeholders at the core of the education system, teachers and students are directly impacted by these reforms. This action research investigates how teachers and students perceive NEP 2020, the challenges they face in its implementation, and the practical implications it has on teaching-learning practices. By gathering feedback and experiences from these two groups, the study aims to provide a realistic understanding of the policy's strengths, limitations, and potential areas of improvement.

Overall Review of NEP 2020 with Reference to Teachers and Students

The National Education Policy (NEP) 2020, introduced by the Government of India, is a comprehensive and forward-thinking reform aiming to revamp the Indian education system from foundational stages to higher education. As the first major education policy update since 1986, NEP 2020 sets out to align India's educational goals with global standards while preserving its cultural roots. The policy places a strong emphasis on **access, equity, quality, affordability, and**

accountability.

Key Features Relevant to Teachers and Students:

- **Curriculum and Pedagogical Restructuring:** The traditional 10+2 system is replaced with a 5+3+3+4 model, promoting **age-appropriate learning** and **play-based early childhood education**. Students are encouraged to move beyond rote memorization toward **critical thinking and creativity**.
- **Multidisciplinary and Flexible Learning:** Students can choose subjects across streams, enabling personalized education. Vocational training from Grade 6 and internships aim to **bridge the gap between education and employment**.
- **Teacher Empowerment:** NEP 2020 acknowledges teachers as the cornerstone of the education system. It emphasizes **continuous professional development (CPD)**, improved **teacher education**, **merit-based promotions**, and **autonomy in curriculum design**.
- **Assessment Reforms:** A shift from high-stakes exams to **formative, competency-based assessments** is proposed to better reflect learning outcomes.
- **Use of Technology:** Digital tools and e-learning platforms are to be integrated at all levels, though concerns persist about **digital access and infrastructure**, especially in rural areas.

Teachers' Perspective:

Many teachers view NEP 2020 positively, especially its focus on reducing administrative burdens, encouraging innovative pedagogy, and recognizing teacher expertise. However, the shift requires significant **capacity building**, including training in **multidisciplinary teaching**, **ICT tools**, and **new assessment techniques**. Teachers in public schools, particularly in remote regions, express concerns about the **lack of clarity**, **insufficient infrastructure**, and **increased responsibilities** without adequate support.

Teachers also highlight the need for:

- Clear roadmaps for implementation
- Inclusive training modules that address language and regional diversity
- More realistic timelines for policy rollout

Students' Perspective:

Students welcome the **flexibility and freedom** to choose subjects according to their interests. The inclusion of **vocational courses**, **coding**, **life skills**, and **holistic report cards** helps make learning more relevant and engaging. The emphasis on **mother tongue instruction** till Grade 5 is seen as both beneficial and challenging—while it supports better conceptual learning, it may create transitional difficulties in competitive environments.

However, students also face challenges:

- Digital learning remains uneven, especially where internet access or devices are limited.
- Career guidance is still evolving, and many students are unaware of new opportunities the policy opens.
- There is skepticism about whether schools and colleges are equipped to deliver the promised flexibility and multidisciplinary learning.

Conclusion:

The NEP 2020 is a visionary document aiming to overhaul India's education system to make it more student-centric, inclusive, and future-ready. For **teachers**, it brings opportunities for growth and autonomy but also demands intensive upskilling and systemic support. For **students**, it promises a more flexible, engaging, and skills-oriented learning journey, though disparities in infrastructure and guidance remain key hurdles. Successful implementation of NEP 2020 will require **collaboration among educators, policymakers, institutions, and communities**, along with sustained investment in teacher training, digital infrastructure, and curriculum development. Regular feedback from both teachers and students is essential to refine and realize the policy's goals.

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TRADITIONAL INDIAN EDUCATION SYSTEMS, GURUKUL PEDAGOGY AND THEIR RELEVANCE IN NEP – 2020

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Introduction

- **Overview of Traditional Indian Education:** Discuss the evolution of education in ancient India, focusing on the Gurukul system as the cornerstone of learning. The Gurukul system, prevalent in ancient India, was a holistic approach to education, emphasizing not just academic learning but also moral, spiritual, and physical development.
- **Significance of Gurukul Pedagogy:** Examine the holistic approach encompassing academic, moral, and spiritual development. Gurukuls were centers where students lived with their teachers (Gurus), engaging in daily lessons, discussions, and practical activities. This system fostered a deep teacher-student relationship and personalized learning.
- **Purpose of the Study:** Analyze the relevance and integration of Gurukul principles in contemporary education, particularly in light of the National Education Policy (NEP) 2020. To analyze the core principles of the Gurukul system and assess their relevance and potential integration into the modern education landscape, particularly in light of the NEP 2020.

Historical Context of Gurukul System

- **Origin and Structure:** Gurukuls were established in serene, natural environments, often near forests or rivers, promoting a distraction-free learning atmosphere. Students resided with their Gurus, learning through oral transmission and direct interaction. Detail the establishment of Gurukuls, their locations, and the role of Gurus (teachers) and Shishyas (students).
- **Curriculum and Methodology:** The curriculum included Vedic studies, philosophy, arts, sciences, and practical skills. Learning was experiential, with a strong emphasis on critical thinking and moral values. Explore the subjects taught, including Vedas, philosophy, arts, sciences, and practical skills.
- **Pedagogical Techniques:** Methods involved storytelling, debates, hands-on activities, and meditation, aiming to develop well-rounded individuals. Discuss experiential learning, oral transmission of knowledge, and the emphasis on critical thinking and morality.

Core Principles of Gurukul Pedagogy

- **Holistic Development:** Education encompassed intellectual, emotional, social, and spiritual growth, aiming to produce balanced individuals. Integration of intellectual, emotional, social, and spiritual growth.
- **Mentorship and Teacher-Student Relationship:** The close bond between Guru and Shishya facilitated personalized attention and guidance. The Guru-Shishya bond as a model

for personalized learning

- **Community living and Experiential Learning:** Students participated in daily chores, fostering a sense of responsibility and practical knowledge. Learning through real-life experiences and community engagement
- **Ethical and Moral Education:** Emphasis was placed on virtues like honesty, respect, and compassion, forming the moral foundation of society. Focus on character building and societal responsibility.

Gurukul System and Its Influence on Modern Education

- **Integration with NEP 2020:** Analyze how NEP 2020 reflects Gurukul principles, such as holistic education, experiential learning, and ethical development. The NEP 2020 advocates for a holistic and multidisciplinary approach to education, aligning with the Gurukul principles of comprehensive development and ethical grounding.
- **Public Perception and Adaptation:** Discuss findings from recent studies on the integration of Gurukul methods in modern education systems. A study by Mihir Madhekar in 2020 highlighted that a significant portion of the population is open to integrating Gurukul principles with modern education, especially when combined with technology. The study found that 64% of respondents were willing to learn or teach in a Gurukul setting, indicating a positive shift towards alternative education models.
- **Case Studies:** Highlight contemporary institutions that incorporate Gurukul-inspired methodologies. Institutions like the Sri Aurobindo International Centre of Education have successfully blended traditional Gurukul methods with modern educational practices, demonstrating the viability of such integration.

Challenges and Critiques

- **Historical Limitations:** The traditional Gurukul system had limitations, including gender biases and caste-based exclusions, which need to be addressed in contemporary adaptations.

Address issues like caste-based discrimination and gender biases prevalent in the traditional system

- **Modern Adaptation Challenges:** Integrating Gurukul principles into the current educational framework requires overcoming infrastructural, societal, and technological barriers.

Discuss the difficulties in implementing Gurukul principles in today's diverse and technologically advanced society

- **Balancing Tradition and Innovation:** While traditional methods offer valuable insights, they must be adapted to meet the demands of modern education, ensuring inclusivity and accessibility.

Explore the need for a balanced approach that respects traditional values while embracing modern educational advancements.

Conclusion

- **Summary of Findings:** Recap the key insights gained from the study. The Gurukul system's emphasis on holistic development, mentorship, and ethical education offers valuable lessons for contemporary education.
- **Recommendations:** Propose ways to integrate Gurukul principles into the current education system to enhance holistic development. Integrating Gurukul principles into the current educational framework requires overcoming infrastructural, societal, and technological barriers.
- **Future Research Directions:** Suggest areas for further exploration, such as the role of technology in preserving and disseminating Gurukul pedagogy. While traditional methods offer valuable insights, they must be adapted to meet the demands of modern education, ensuring inclusivity and accessibility.

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ASSESSMENT REFORMS UNDER NEP 2020**Yogita Omprakash Vishwakarma***Hari Om English High School, Manpada, Thane West*

Abstract

The National Education Policy (NEP) 2020 brings about a transformative vision for the Indian education system. One of its most innovative dimensions is the reform of student assessment. Shifting from rote memorization and high-stakes examinations, NEP 2020 envisions a holistic, competency-based, and formative approach to evaluation. The policy calls for student-centric, continuous, and multi-dimensional assessments that reflect real learning and skill development. It also introduces the concept of the holistic progress card, the establishment of the PARAKH framework, and technology-integrated tools to ensure adaptive, inclusive, and equitable assessment practices. This paper explores the scope and implementation of these reforms while emphasizing the evolving role of teachers and education in assessment. It also analyzes the opportunities and challenges associated with these reforms, highlighting the need for systemic capacity building. Ultimately, the assessment reforms of NEP 2020 represent a decisive move toward a learner-centric, future-ready education system.

Keywords - NEP 2020, assessment reforms, holistic progress card, competency-based learning, formative assessment, PARAKH, teacher role, Indian education system, technology in education, continuous evaluation.

Introduction

Assessment is a critical pillar of the education system, serving as a reflection of both teaching effectiveness and student learning. Traditionally, the Indian education system has relied heavily on summative and high-stakes examinations, often promoting rote memorization and undermining critical thinking and creativity. The National Education Policy (NEP) 2020 marks a radical departure from this outdated approach by prioritizing reforms that promote a more holistic, inclusive, and student-friendly model of assessment. NEP 2020 recognizes that effective assessment must focus not only on academic achievement but also on personal growth, skills development, and socio-emotional learning. It seeks to make assessment **formative, competency-based, adaptive, and diagnostic**, thereby supporting the holistic development of the learner. With the creation of new frameworks like **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)**, and the incorporation of technology and multidisciplinary evaluation techniques, NEP 2020 sets a new benchmark for assessing student learning in India. This paper discusses the key reforms introduced under NEP 2020, with special emphasis on the role of the teacher, the role of education in shaping future-ready assessments, and the implications of these reforms on learners and educational institutions.

Assessment Reforms under NEP 2020

1. Shift to Competency-Based Assessment - **NEP 2020 moves away from traditional assessments that test rote memory. It emphasizes competency-based learning where the**

assessment focuses on:

- Application of knowledge
- Higher-order thinking skills
- Problem-solving
- Creativity and innovation

This change aligns evaluation practices with the desired learning outcomes.

2. Holistic Progress Card - NEP 2020 introduces a 360-degree, multidimensional progress card and replacing one-dimensional report cards. These progress cards cover:

- Cognitive, affective, and psychomotor domains
- Academic subjects, co-curricular activities, life skills
- Feedback from teachers, peers, and self-assessments

Such progress cards provide a **comprehensive view of a student's growth**.

3. Formative and Continuous Assessment - The policy recommends:

- Regular, in-class assessments
- Use of **portfolios, quizzes, oral presentations, and projects**
- Reduced emphasis on final exams
- Use of **remedial teaching** based on diagnostic assessments.

This promotes **personalized learning pathways** and identifies learning gaps early.

4. Role of PARAKH - The creation of PARAKH is a landmark step in standardizing and enhancing assessment practices across India. It will set norms and guidelines for student assessments Ensure equity, validity, and reliability. Promote research and innovation in assessment methods.

5. Modular and Low-Stakes Board Exams - Board exams will be:

- **Redesigned to test core competencies**
- Held **twice a year**, allowing students to improve scores
- Divided into **modular exams** that reduce pressure
- Inclusive of **objective and analytical-type questions**

6. Incorporation of Technology - NEP 2020 advocates the use of AI-driven assessment tools, adaptive learning software, and digital platforms to:

- Track student progress
- Provide real-time feedback
- Support **e-portfolios** and self-assessment systems

7. Assessments in Early Childhood and Foundational Stages

The foundational years (3–8 years) will emphasize:

- **Play-based and activity-based evaluations**
- Observation-led tracking
- Focus on **language, numeracy, and motor skills**

8. Assessment of Vocational and Co-Curricular Skills

The policy gives equal importance to:

➤ **Vocational subjects, sports, arts, and life skills**

➤ Practical and performance-based assessments

➤ Multidimensional criteria to recognize diverse learner strengths

Role of the Teacher in Assessment Reforms

Teachers play a **pivotal role** in implementing the vision of NEP 2020. They are not just deliverers of content, but **facilitators, evaluators, and guides** in the learning process.

1. Assessment Designers

➤ Teachers are expected to design **classroom-based assessment tools** that are inclusive, competency-driven, and aligned with learning outcomes.

➤ They must balance **formative and summative** assessments effectively.

2. Feedback Providers

➤ NEP emphasizes **qualitative feedback** over marks.

➤ Teachers must give **timely, constructive, and personalized** feedback to help learners improve.

3. Mentors for Lifelong Learning

➤ Teachers must encourage **self-reflection and metacognition**.

➤ Support the development of **growth mindsets** through assessment as a tool for learning, not judgment.

4. Capacity Building

➤ NEP recommends **ongoing professional development** in assessment literacy.

➤ Teachers need training in using **digital tools, rubrics, and diagnostic evaluations**.

5. Inclusive Evaluator

➤ Teachers must recognize **diverse learning needs** and ensure assessments are **differentiated and equitable**.

Role of Education in Assessment Reforms

Education, as envisioned under NEP 2020, must play a transformative role in:

1. Redefining Learning Goals

➤ Move from a focus on **marks to mastery**.

➤ Emphasize **competencies, values, ethics, and critical thinking**.

2. Promoting Equity and Inclusion

➤ Assessment reforms aim to eliminate bias and ensure **equal opportunity** for students from all socio-economic backgrounds.

➤ Incorporate **multilingual and culturally responsive assessments**.

3. Supporting Innovation and Research

➤ Institutions must promote **innovative assessment tools and pedagogical research**.

➤ Encourage use of **data analytics** to inform learning interventions.

4. Strengthening Institutional Capacity

Schools and colleges must develop systems for:

➤ Teacher training in assessments

- Digital infrastructure for adaptive testing
- Implementation of PARAKH recommendations
- 5. Engaging Parents and Communities
 - Holistic assessment involves **multiple stakeholders**.
 - Parents should be informed and involved in **understanding holistic progress cards and student growth indicators**.

Conclusion

The **assessment reforms under NEP 2020** represent a paradigm shift from traditional, examination-centric approaches to a more holistic, learner-focused model. These reforms are grounded in principles of **equity, flexibility, and competency-based learning**. By incorporating **formative assessments, personalized feedback, and multidimensional progress tracking**, the policy aims to reduce student stress and enhance educational outcomes. The roles of teachers and the education system are central to the success of these reforms. While the path to implementation is filled with challenges — such as training needs, infrastructure gaps, and resistance to change — the policy provides a visionary framework for a **future-ready and learner-centric assessment culture**. With sustained commitment and collaboration among stakeholders, NEP 2020's assessment reforms can significantly transform the Indian education landscape.

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भारतीय ज्ञान प्रणालीची मूलभूत समज आणि नवीन राष्ट्रीय शैक्षणिक धोरण 2020**स्मिता पांडुरंग माने****फादर एग्नेल टेक्निकल हायस्कूल, बांद्रा पश्चिम, मुंबई,****१. प्रस्तावना**

शिक्षण ही केवळ ज्ञानप्राप्तीची प्रक्रिया नसून, ती व्यक्तिमत्त्व विकासाचा, सामाजिक परिवर्तनाचा आणि राष्ट्रीय पुनर्बांधणीचा एक महत्वाचा आधारस्तंभ आहे. भारतात शिक्षणाची परंपरा अत्यंत समृद्ध आणि बहुपरिमित आहे. वेद, उपनिषद, पुराणे, धर्मशास्त्र, आयुर्वेद, गणित, खगोलशास्त्र, नाट्यशास्त्र आणि विविध शास्त्रांचे ज्ञान भारताने मानवजातीला दिले आहे. या परंपरेवर आधारित शिक्षण पद्धती आजही अनुकरणीय आहे. २०२० मध्ये भारत सरकारने जाहीर केलेले नवीन राष्ट्रीय शैक्षणिक धोरण (NEP 2020) हे या पारंपरिक शिक्षण मूल्यांशी सुसंगत असून आधुनिक युगाच्या गरजाही लक्षात घेणारे आहे. या धोरणात भारतीय ज्ञान प्रणालीच्या (Indian Knowledge System – IKS) समावेशावर विशेष भर देण्यात आलेला आहे. या लेखाचा उद्देश म्हणजे या भारतीय ज्ञान परंपरेची मूलभूत समज आणि तिचा NEP 2020 मध्ये होणारा समावेश याचे सखोल विश्लेषण करणे.

२. भारतीय ज्ञान परंपरेची पार्श्वभूमी

भारतीय ज्ञान परंपरा हजारो वर्षांपासून चालत आलेली असून ती संपूर्ण जगात अद्वितीय मानली जाते. भारतातील शिक्षण गुरुकुल प्रणालीवर आधारित होते. विद्यार्थ्यांना नैतिकता, सत्यशोधन, आत्मज्ञान, व्रतशीलता, सेवा, संयम, समर्पण यांचे शिक्षण दिले जायचे. शिक्षण जीवनाच्या सर्व अंगांना व्यापणारे होते – शारीरिक, मानसिक, बौद्धिक आणि आध्यात्मिक. प्राचीन काळात भारतात तक्षशिला, नालंदा, विक्रमशिला, वल्लभी, उदयंतपुरी यांसारख्या विश्वविद्यालयांची स्थापना झाली होती. या ठिकाणी संपूर्ण जगातून शिष्य येऊन अध्ययन करत असत. ज्ञान हे धनापेक्षा श्रेष्ठ मानले गेले. विद्यार्थ्यांमध्ये सर्वगुणसंपन्नता निर्माण करणे, आत्मनिर्भरता, समाजोन्मुखता, आणि धर्मशास्त्रावर आधारित जीवनशैली विकसित करणे हे शिक्षणाचे ध्येय होते.

भारतीय शिक्षण पद्धतीने चार्वाक, गौतम बुद्ध, पतंजली, पाणिनी, चाणक्य, आर्यभट्ट, भास्कराचार्य, नागार्जुनयांसारखे विद्वान निर्माण केले, ज्यांनी गणित, खगोलशास्त्र, तत्त्वज्ञान, वैद्यकशास्त्र, राजनीति अशा विविध क्षेत्रांत मौलिक कार्य केले.

३. NEP 2020 मधील भारतीय ज्ञान प्रणालीचा समावेश

नवीन राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये भारतीय ज्ञान प्रणालीचा समावेश करण्याचे स्पष्ट उद्दिष्ट आहे. धोरणानुसार शिक्षण ही केवळ नोकरी मिळवण्यासाठी नव्हे, तर जीवन जगण्यासाठी आवश्यक कौशल्ये, मूल्ये आणि संवेदनशीलता निर्माण करणारे माध्यम असावे.

3.1. महत्वाचे मुद्दे:

- **भारतीय परंपरेवर आधारित ज्ञानाची पुनर्स्थापना –**
- संस्कृत, योग, आयुर्वेद, नाट्यशास्त्र, वास्तुशास्त्र, शास्त्रीय संगीत, भारतीय तत्त्वज्ञान, गणित, खगोलशास्त्र आदी विषयांचा अभ्यास.
- **संशोधन आणि नवोपक्रमांना चालना –**
- प्राचीन ज्ञानाचा आधुनिक विज्ञानाशी संबंध लावून संशोधनातून नवे तत्त्वज्ञान निर्माण करणे.
- **भाषा धोरण-**
- प्राथमिक शिक्षण मातृभाषेत देण्यावर भर. संस्कृतला राष्ट्रीय आणि शास्त्रीय भाषा म्हणून स्थान.
- **ज्ञान व मूल्यशिक्षण यांचा समन्वय –**
- नैतिकता, सहिष्णुता, सामाजिक बांधिलकी, पर्यावरणप्रेम, सृजनशीलता, आत्मविकास यांचा विकास.

४. आधुनिक शिक्षण आणि IKS यांचे संधिस्थळ

भारतीय ज्ञान प्रणाली ही पारंपरिक असूनही तिचे अनेक पैलू आजच्या शिक्षणपद्धतीशी सुसंगत आहेत:

- STEM शिक्षणात भारतीय योगदान

शून्याचा शोध, बीजगणित, त्रिकोणमिती, कालगणना इ. यांचे मूळ भारतीय ग्रंथांमध्ये सापडते.

- योग व मानसिक आरोग्य

शालेय स्तरावर योगाचे शिक्षण विद्यार्थ्यांना शारीरिक व मानसिक आरोग्यदृष्ट्या फायदेशीर.

- आयुर्वेद आणि पर्यावरणशास्त्र

जीवनशैलीवर आधारित आयुर्वेदिक उपाय आणि पर्यावरणपूरक शिक्षण.

- तत्त्वज्ञान व लॉजिकल थिंकिंग

भारतीय तत्त्वज्ञान हे विचारशक्ती आणि युक्तिवाद यांवर आधारित आहे – जे क्रिटिकल थिंकिंगला चालना देतात.

५. अंमल बजावणीची आव्हाने

- शिक्षकांचे अपुरे प्रशिक्षण

शिक्षकांमध्ये IKS बदल पुरेशी माहिती नाही. विशेष प्रशिक्षण गरजेचे.

- साहित्याची कमतरता

स्थानिक भाषांमधील अभ्याससामग्री आणि शैक्षणिक साधनांचा अभाव.

- समाजातील संमिश्र दृष्टीकोन

आधुनिक शिक्षण आणि परंपरागत ज्ञान यांचा समन्वय साधताना काही ठिकाणी विरोधाभास दिसतो.

- नीतीची विविध राज्यांतील अंमलबजावणी

प्रत्येक राज्यात शैक्षणिक धोरणाचे समज व राबविण्याच्या पद्धती भिन्न.

६. संधी

- भारतीयता आणि आत्मनिर्भरता याची जोपासना

शिक्षणाच्या माध्यमातून भारतीय मूल्ये जोपासली जातील आणि 'वसुधैवकुटुंबकम्' ही संकल्पना दृढ होईल.

- उद्योग आणि संशोधनातील नवीन वाटा

प्राचीन ज्ञानाचा नवसृजनात्मक वापर संशोधनात होईल.

- जगभरातील आकर्षण

योग, आयुर्वेद, ध्यानधारणा या गोष्टींसाठी जगभरातून विद्यार्थी भारतात येतील.

७. निष्कर्ष

NEP 2020 हे शिक्षण क्षेत्रात एक क्रांतिकारी पाऊल आहे. भारतीय ज्ञान परंपरेचा समावेश करून शिक्षणाला अधिक स्थानिक, संस्कारित आणि सर्वसमावेशक बनवण्याचा प्रयत्न या धोरणात केला आहे. शिक्षण फक्त परीक्षांसाठी नसून जीवनाच्या सगळ्या टप्प्यांसाठी तयार करणारे असावे हा या धोरणाचा मूळ हेतू आहे.

८. शिफारसी

1. शिक्षक प्रशिक्षणात भारतीय ज्ञान परंपरेवरील सखोल अभ्यास समाविष्ट करावा.
2. अभ्यासक्रमात स्थानिक आणि प्राचीन ज्ञानाचे स्थान द्यावे.
3. संस्कृत, पालि, प्राकृत यासारख्या भाषांचे शिक्षण नव्या पिढीला देण्यासाठी प्रयत्न करावेत.
4. शालेय स्तरावरून योग, ध्यान, नैतिक शिक्षण यांचा अवलंब करावा.
5. भारतीय शास्त्रांचे डिजिटल रूपांतरण आणि भाषांतर करून अधिकाधिक उपलब्ध करून द्यावेत.

९. संदर्भ

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ROLE OF TECHNOLOGY IN TEACHER EDUCATION UNDER NEP - 2020**Mrs. Mansi Jagdish Patil****Principal***Vivekanand English Medium School, Vavoshi, Pen, Raigad.*

Abstract:

The National Education Policy (NEP) 2020 heralds a transformative vision for Indian education, with technology integration emerging as a critical enabler for reform. This paper explores the role of technology in teacher education in the context of NEP 2020. It examines how digital tools and platforms enhance pre-service and in-service teacher training, foster continuous professional development, and promote learner-centric pedagogies. Through a review of current practices and policies, this paper identifies opportunities and challenges in implementing tech-driven teacher education and offers recommendations for stakeholders.

1. Introduction

India's National Education Policy (NEP) 2020 emphasizes quality teacher education as pivotal to transforming the education system. With a focus on foundational literacy, experiential learning, and inclusivity, NEP 2020 places significant emphasis on leveraging technology to improve learning outcomes and empower educators. This research investigates the integration of technology into teacher education, considering NEP 2020's directives, and its implications for educational practice and policy.

2. Objectives of the Study

1. To analyze the key provisions of NEP 2020 related to teacher education and technology.
2. To explore how technology is currently being utilized in teacher training programs.
3. To identify benefits and challenges in the integration of technology in teacher education.
4. To propose recommendations for effective implementation.

3. NEP 2020 and the Vision for Teacher Education

NEP 2020 proposes a comprehensive revamp of teacher education, with key initiatives such as:

- Establishing multidisciplinary institutions offering B.Ed. programs.
- Emphasizing practical and pedagogical training using ICT tools.
- Encouraging lifelong learning through online platforms.
- Creating a national repository of teaching resources via the National Educational Technology Forum (NETF). These reforms are designed to equip teachers with 21st-century skills and promote a culture of innovation and inquiry.

4. The Role of Technology in Modern Teacher Education**4.1. Pre-Service Teacher Training**

Technology enables simulation-based learning, virtual classrooms, and access to diverse pedagogical models. Platforms like SWAYAM, DIKSHA, and MOOCs provide cost-effective and flexible learning.

4.2. In-Service Teacher Training

In-service teachers benefit from digital platforms offering continuous professional development (CPD). Initiatives such as NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) exemplify this trend.

4.3. Blended and Online Learning

Hybrid models combining online content delivery with face-to-face interactions have improved accessibility and personalized learning, especially during the COVID-19 pandemic.

4.4. Digital Assessment and Feedback

Technological tools help assess teaching competencies and student engagement through real-time analytics, online quizzes, and peer assessments.

5. Benefits of Technology Integration

- Accessibility: Teachers in remote regions can access training and resources.
- Flexibility: Learning at one's pace and convenience.
- Collaboration: Online communities of practice support shared learning.
- Scalability: A larger number of teachers can be trained simultaneously.
- Innovation: Exposure to digital pedagogies, gamification, and AI tools.

6. Challenges in Implementation

- Digital Divide: Inequitable access to devices and internet.
- Training Gaps: Limited digital literacy among teacher educators.
- Language Barriers: Lack of multilingual resources.
- Resistance to Change: Traditional mindsets in teacher training institutions.
- Infrastructure Limitations: Especially in rural teacher education colleges.

7. Recommendations

1. Strengthen Infrastructure: Invest in digital tools and internet access in teacher education institutions.
2. Capacity Building: Regular ICT training for teacher educators and mentors.
3. Localized Content: Develop multilingual and context-specific teaching materials.
4. Monitoring Mechanisms: Use data analytics to track teacher progress.
5. Public-Private Partnerships: Encourage collaboration to fund and scale digital initiatives.

8. Conclusion

Technology, when aligned with the vision of NEP 2020, can revolutionize teacher education in India. It has the potential to bridge learning gaps, enhance teaching quality, and ensure continuous professional growth. However, the success of tech integration depends on thoughtful policy implementation, robust infrastructure, and a commitment to inclusive education.

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नवीन राष्ट्रीय शिक्षण धोरण २०२० चे पाच मूलभूत आधारस्तंभ

पूनम कुलकर्णी

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सारांश :

नवीन राष्ट्रीय शिक्षण धोरण २०२० हे भारतातील आजपर्यंतच्या शिक्षण व्यवस्थेत संपूर्णतः बदल घडवून आणणारे धोरण आहे .याचे उद्दिष्ट भारतातील शैक्षणिक प्रणालीत आमूलाग्र बदल घडवून आणणे,ज्ञानावर आधारित समाजाची उभारणी करणे आणि विद्यार्थ्यांमध्ये सृजनशीलता,जिज्ञासा आणि नैतिक मूल्यांची जोपासना करणे हे आहे. या धोरणाचे पाच मूलभूत आधारस्तंभ आहेत जे शिक्षणाचा व्यापक उद्देश स्पष्ट करतात ज्यावर नवीन राष्ट्रीय धोरण २०२० चा पाया रचला गेला आहे जे शिक्षणक्षेत्रात सर्वसमावेशक,सशक्त आणि गुणवत्तापूर्ण बदल घडवून आणतात.

महत्वाचे शब्द : प्रवेश योग्यता (Access) समानता (Equity) गुणवत्ता (Quality) परवडनीयता (Affordability) आणि उत्तरदायित्व (Accountability)

प्रस्तावना

भारतातील शिक्षण क्षेत्रामध्ये अमुलाग्र बदल घडवून आणण्याच्या नवीन राष्ट्रीय शैक्षणिक धोरण २०२० ची घोषणा केंद्र सरकारने २९ जुलै २०२० रोजी केली. या धोरणामुळे भारतातील पूर्व प्राथमिक शिक्षणापासून ते उच्च शिक्षणापर्यंत संपूर्ण शिक्षण व्यवस्थेत संपूर्णतः बदल अपेक्षित आहे. शिक्षण सर्वांसाठी, समानतेने, गुणवत्तेने व जबाबदारीने. हे धोरण पाच मूलभूत आधार स्तंभांवर आधारित आहे प्रवेश योग्यताया पाच स्तंभांचा उद्देश म्हणजे उत्तरदायित्व ,परवडनीयता ,गुणवत्ता ,समानता , शिक्षण सर्वांपर्यंत पोहोचवणे, उच्च दर्जाचे शिक्षण देणे व शैक्षणिक यंत्रणेला पारदर्शक व जबाबदार बनवणे .हे पाच स्तंभ शिक्षणाच्या प्रत्येक पातळीवर सुधारणा घडवून आणण्याचे कार्य करतात. या स्तंभांच्या सहाय्याने केवळ शैक्षणिक रचना बदलण्याचा प्रयत्न केला नाही तर सामाजिक परिवर्तन आणण्याचा प्रयत्न केला आहे. या पाच स्तंभांची अमलबजावणी शिक्षण क्षेत्रात क्रांति घडवून आणू शकते .

प्रवेश योग्यता

हा स्तंभ देशातील प्रत्येक विद्यार्थ्यांपर्यंत शिक्षण पोहोचवण्यावर भर देतो. विशेषतः ग्रामीण आणि दुर्बल घटकांपर्यंत शिक्षण पोचेल यावर हा भर देतो. म्हणजेच जी मूल आर्थिक व सामाजिक रित्या दुर्बल असतात त्यांच्यापर्यंत शिक्षण पोचवणे. प्रवेश योग्यता म्हणजे शैक्षणिक संधी प्रत्येक विद्यार्थ्यांपर्यंत पोहोचवणे. भारतासारख्या विविधतेने नटलेल्या देशात अजूनही अनेक मुले शाळेच्या बाहेर आहेत शहरातही आणि गावातही. त्यामुळे शिक्षण प्रत्येक गावात वस्तीत आणि प्रत्येक वयोगटापर्यंत पोहोचवणे हे ह्या स्तंभाचे उद्दिष्ट आहे. देशातील प्रत्येक मुलापर्यंत शिक्षण पोचले पाहिजे या तत्वासाठी हा स्तंभ काम करतो. देशातील प्रत्येक मुलाला मग तो देशातील कितीही दुर्गम भागात असो त्याला शिक्षण मिळाले पाहिजे हे ही प्रवेश योग्यतेची मुळ कल्पना आहे. प्रत्येक विद्यार्थ्याला शिक्षण संस्थेत प्रवेश मिळवणे आणि शिक्षण प्रवाहात टिकून राहणे हे या स्तंभाचे उद्दिष्ट आहे.

समानता

विद्यार्थ्यांमध्ये लिंग, सामाजिक आर्थिक किंवा भौगोलिक स्थितीनुसार होणाऱ्या भेदभावावर मात करून सर्वांना समान संधी मिळवून देण्यावर जास्त भर देतो. सर्व विद्यार्थ्यांना समान स्तरावर वागणूक देऊन शिक्षणाच्या समान संधी मिळवून देणे. भारतीय समाजात सांस्कृतिक,भौगोलिक,सामाजिक,आर्थिक विविधता आहे. परंतु ह्याच विविधतेमुळे समाजातील अनेक लोक शिक्षणापासून वंचित आहेत. समानता म्हणजे प्रत्येक व्यक्तीला त्याच्या विविधतेची पर्वा न करता शिक्षणात समान संधी मिळाली पाहिजे. समानता म्हणजे सर्व विद्यार्थ्यांना एक सारख्या शैक्षणिक संधी मिळणे. भारतामध्ये जाती, वर्ग, लिंग व

भौगोलिक परिस्थिती यामुळे शिक्षणात असमानता दिसते. विद्यार्थ्यांच्या शिक्षणतील विषमता दूर करून त्यांना शिक्षणात समान संधी मिळवून देणे. हे या स्तंभाचे उद्दिष्ट आहे. NEP 2020 ही समानता स्तंभाद्वारे कमी करण्याचा प्रयत्न करताना दिसते.

गुणवत्ता

शिक्षणाचा अध्यापन पद्धती, शिक्षण प्रशिक्षण आणि मूल्यांकन या सर्व घटकांचा दर्जा उंचावणे, या धोरणात संशोधन व नवकल्पनांना प्रोत्साहन देऊन जागतिक स्तरावरील दर्जा उंचावणे हे गुणवत्तेचे उद्दिष्ट ठेवले आहे. शिक्षणाची गुणवत्ता वाढवून जागतिक दर्जाचे शिक्षण देणे. २१ व्या शतकात शिक्षण केवळ साक्षरते पुरते मर्यादित न राहता नैतिक मूल्ये, उत्कृष्ट करियर नवीन विचारसरणी करणारे झाले आहे. त्यामुळे शिक्षण हे गुणवत्तापूर्ण असण्यावर हा स्तंभ भर देतो. जागतिक स्तरावर स्पर्धात्मक शिक्षण देणे गरजेचे आहे. गुणवत्ता म्हणजे शिक्षणाचा दर्जा शिक्षण फक्त प्रमाणपत्र देण्यापुरतं न राहता ते जीवन व व्यावसायिक कौशल्य विकसित करावं यावर भर आहे. प्रत्येक टप्प्यावर विद्यार्थ्यांच्या गरज लक्षात घेऊन शिक्षणात विकासात्मक बदल घडवणे. इयत्ता ३ री पर्यंतच्या विद्यार्थ्यांना वाचन व मोजणी येणे आवश्यक आहे. त्यांना लिहायला, वाचायला येणे व गणिती संकल्पना येणे आवश्यक आहे. बहुभाषिक शिक्षण देणे आवश्यक ज्या योगे त्यांना शिकवलेल्या संकल्पना समजून घेणे सोपे जाईल. यासाठी मातृभाषेचा व स्थानिक भाषेचा वापर आवश्यक राहिल. शिक्षकांची गुणवत्ता आवश्यक म्हणजेच शिक्षकांचे प्रशिक्षणात सुधारणा, शिक्षक पात्रता परीक्षा घेणे आवश्यक कारण शिक्षक पररशिक्षित असेल तर विद्यार्थ्यांना गुणवत्तापूर्ण शिक्षण मिळेल.

परवडणीयता

या स्तंभात सर्व विद्यार्थ्यांसाठी शिक्षण माफक दरात ठेवून कोणत्याही विद्यार्थ्यांचे शिक्षण फक्त आर्थिक अडचणीमुळे अपुरे राहू नये किंवा आर्थिक बाबींमुळे कोणताही विद्यार्थी शिक्षणापासून दूर राहू नये याची शाश्वती दिली जाते. दारिद्र्य रेषे खालील मुलांना शिक्षणाची व सर्व शैक्षणिक लाभ मिळावे यावर हा स्तंभ भर देतो. भारतातील अनेक कुटुंबे आर्थिक अडचणीत तोंड देत असतात. त्यामुळे मुलांचे शिक्षण हे त्यांच्या करता तानावाचे कारण होऊ शकते. शाळेची फी कशी भरणार, वह्या पुस्तकांचा खर्च कसा परवडणार असे अनेक प्रश्नांना त्यांना तोंड द्यावे लागते. त्यामुळे बरेच वेळा अश्या कुटुंबातील मुलांना शिक्षण हे परवडणारे नसल्यामुळे ती मुले शाळाबाह्य होतात. अशी परिस्थिती देशातील कोणत्याही मुलांवर येऊ नये म्हणून शिक्षण हे सर्वांना परवडणारे असावे हा उद्देश ह्या स्तंभाचा आहे. परवडनीयता म्हणजे शिक्षणाचा खर्च सर्वसामान्य नागरिकांना परवडणारा असावा यामुळे गरीब मध्यमवर्गीय विद्यार्थ्यांना उच्च शिक्षणाची संधी मिळावी हा या स्तंभाचा उद्देश आहे. सर्व आर्थिक स्तरातील विद्यार्थ्यांना शिक्षण सहज, सुलभरीत्या आणि परवडणारे असे मिळावे.

उत्तरदायित्व

म्हणजे शिक्षण क्षेत्रातील सर्व घटक शाळा, महाविद्यालय शिक्षक व प्रशासन हे पारदर्शक व शिक्षण क्षेत्रातील कामगिरीस जबाबदार राहतील याची जमाखा तर करून धोरणाची अंमलबजावणी प्रभावीपणे करण्यावर भर दिला आहे. या सर्व घटकांनी गुणवत्तेच्या निकषानुसार कार्य करावे अशी हमी हा स्तंभ देतो. या पाच स्तंभांच्या माध्यमातून NEP 2020 चे उद्दिष्ट म्हणजे एक समन्वय साधणारी समतावादी, विद्यार्थी केंद्रित, विद्यार्थ्यांना सजग व सशक्त नागरिक बनवणारी शैक्षणिक व्यवस्था निर्माण करणे. हे पाच आधारस्तंभ NEP २०२० ला एक समतोल, समावेशक आणि भविष्याभिमुख धोरण बनवतात. उत्तरदायित्व म्हणजे प्रत्येकाने आपापली जबाबदारी स्वीकारणे. शालेय संस्था, शिक्षक, पालक या सर्वांनी आपापली भूमिका, जबाबदारी पार पडली पाहिजे. जेणे करून आपापल्या कामात पारदर्शकता आणून आपल्या कामाचे परिणाम दिसून आले पाहिजेत. उत्तरदायित्व म्हणजे कोणतीही संस्था, शाळा किंवा शिक्षक हे त्यांच्या कार्यासाठी जबाबदार राहतील. त्यांच्या कामात पारदर्शकता असली पाहिजे व त्यांच्या कामाचे परिणाम दिसून आले पाहिजेत. प्रत्येकाने आपापले काम असे पार पाडले पाहिजे जेणे करून त्यानुसार विद्यार्थ्यांचे हित साधले गेले पाहिजे. **धोरणाची एकात्मिक वैशिष्ट्ये :**

शिक्षणात बहुभाषिकता इयत्ता आठवी पर्यंत तीन भाषा शिका धोरणाचा आधार :, त्यामुळे विद्यार्थी मातृभाषेतून शिक्षण घेऊ शकतो. विद्यार्थ्यांनी मातृभाषेतून शिक्षण घेतल्यामुळे तो शिक्षणाची प्रक्रिया जास्त नीट संजू शकतो. शिकवलेलं

विषयाचे त्याला आकलन होऊन तो विषय त्याला सहज व सोपं वाटू लागतो त्यातून त्याची शिक्षणाची किंवा त्या विषयाची आवड निर्माण होते. त्यामुळे शिक्षणात बहुभाषिकता असल्यामुळे विद्यार्थी मातृभाषेत किंवा स्थानिक भाषेत शिक्षण घेऊ शकतो.

NEP आणि राष्ट्रीय डिजिटल शिक्षण:

दीक्षा, इ पीजी पाठशाला, स्वयं सारखे उपक्रम सुरू केले .या धोरणात डिजिटल शिक्षणास जास्त महत्व दिले गेले. कारण करोनाच्या काळात सर्व जगाला एकमेकांशी जोडण्यात डिजिटल संसाधनांचा फार महत्वाचा वाटा आहे. त्यामुळे NEP 2020 मध्ये डिजिटल शिक्षणास खूप महत्व दिले गेले. डिजिटल शिक्षणामुळे शिक्षण खेडोपाडी, दुर्गम भागापर्यंत पोचते. एकदा तयार केलेली सामग्री पुनः पुनः म्हणजेच सतत वापरता येते. डिजिटल शिक्षणामुळे शिक्षकांची व्याख्याने परत परत पाहता येतात. सराव पत्रिका अनेकवेळा सोडवता येतात.

डिजिटल संसाधनांमुळे स्वयं अभ्यास कधीही कुठेही कोणत्याही वेळेस करता येतो. सर्व विद्यार्थ्यांना सारखी डिजिटल साधने उपलब्ध करून देणे हे शासनाचे कर्तव्य आहे.

नैतिक व मूल्य आधारित शिक्षण:

विद्यार्थ्यांना केवळ शहाणे नव्हे तर सजग व सशक्त नागरिक बनवणे. शिक्षण हे केवळ साक्षरतेसाठी नसून त्यायोगे सामाजिक नीतीमूल्ये विद्यार्थ्यांना शिकवणे, सामाजिक जबाबदारीची जाणीव निर्माण करून देणे, चांगले चारित्र्य निर्माण करणे हे शिक्षण देणे हे NEP 2020 मध्ये नमूद केले आहे. विद्यार्थ्यांमध्ये सहकार्य, सहिष्णुता, सदाचार निर्माण करणे. भारताची संस्कृती समजून घेणे. विद्यार्थ्यांना वर्गात नैतिक कथा, नैतिक गोष्टी ऐकवणे. शिक्षक हा मार्गदर्शक, प्रेरणास्थान आहे हे शिकवणे. विद्यार्थ्यांच्या सामूहिक विकासावर भर देणे. त्यासाठी सामूहिक चर्चासत्र, नाट्य शिबिर याचे आयोजन करून विद्यार्थ्यांना नीती मूल्यांचे धडे देणे. भारत एक बहुसांस्कृतिक देश आहे . विद्यार्थ्यांना विविधतेचा सन्मान करण्यास शिकवणे, सहिष्णुता शिकवणे व त्यांचा मानवतावादी दृष्टिकोन व्यापक करणे. नैतिक शिक्षणासाठी डिजिटल माध्यमातून कथांचे विडियो दाखवणे, ऑडिओ क्लिपस तयार करणे. यामुळे विद्यार्थ्यांचे विचार चांगले बनतात किंवा विद्यार्थी चांगले विचार करण्यास उद्युक्त होतात. संवेदनशील बनतात. शाळेत छळवणूक, हिंसाचार या घटना कमी होतात.

अंमलबजावणीतील आव्हाने :

- १) प्रवेश योग्यता : या धोरणांच्या अंमलबजावणीत अनेक आव्हानांना तोंड द्यावे लागेल जसे ग्रामीण व शहरी भागातील डिजिटल अंतर बरंच आहे ,ग्रामीण भागात नेटवर्क कमतरतेमुळे डिजिटल शिक्षणात येणाऱ्या अडचणी . दुर्गम, ग्रामीण भागात डिजिटल साधनांची कमतरता, शाळा इंटरनेटची कमतरता शहरी भागात सासाधनांची सुविधा असणे व ग्रामीण भागात संसाधनांचा अभाव अशी बरीच तफावत आहे. आर्थिक संसाधनाची मर्यादा यात ग्रामीण व शहरात बरेच अंतर आहे.
- २) समानता : सामाजिक दुर्बल घटकांना अजूनही शिक्षण क्षेत्रात सामावणे कठीण आहे. अजूनही सामाजिक भेदभावामुळे समाजातील काही घटकांना शिक्षण घेणे अशक्य आहे. आर्थिक दृष्ट्या दुर्बल पालकांना आपल्या मुलांना शिक्षण देणे कठीण वाटते. जात,लिंग,धर्म आधारित भेदाचा परिणाम शिक्षणावर होतो.
- ३) गुणवत्ता : शिक्षकांची कमतरता : शिक्षण प्रशिक्षणाचा अभाव असणे. कौशलआधारित शिक्षणाचा अभाव असणे. अजूनही जुन्या शिक्षण पद्धतींचा अवलंब करणे. नवीन तंत्रज्ञानाचा वापर योग्यरित्या होत नाही.
- ४) परवडणीयता - अजूनही खाजगी शिक्षण संस्थांमध्ये जास्त शुल्क अकरण्यात येते त्यामुळे सर्वसामान्य या संस्थेत प्रवेश घेऊ शकत नाहीत. अनेक राज्यांमध्ये शिक्षणासाठी पुरेसा निधी नाही. अजूनही सामान्य जनतेला शाळेचा खर्च परवडत नाही.
- ५) उत्तरदायित्व : शाळा व शिक्षकांच्या कामगिरीचे स्पष्ट मूल्यमापन नाही. शालेय संस्थांमधील राजकीय हस्तक्षेप वाढला आहे त्यामुळे शालेयसंस्थांचे बाजारीकरण झाले आहे. पालक व समाजाचा शाळांमधील सहभाग मर्यादित

असल्यामुळे संस्थाचालकांचा मनमानी कारभारात वाढ होते. राज्य सरकारची यासाठी किती व काय तयारी आहे यावर बऱ्याच गोष्टी अवलंबून आहेत.

निष्कर्ष:

NEP 2020 चे उद्दिष्ट समावेशक व गुणवत्तापूर्ण शिक्षणव्यवस्था निर्माण करणे असले तरी या पाच आधारस्तंभची अमलबजावणी करताना आर्थिक, सामाजिक, सांस्कृतिक, तांत्रिक अडचणींचा सामना करावा लागत आहे. या अडचणीवर मात करण्यासाठी दुर्गम व शहरी भागातील तफावत दूर करणे. दुर्गम भागात डिजिटल संसाधने उपलब्ध करून देणे. जात, लिंग, आर्थिक भेद नष्ट करणे, शिक्षक प्रशिक्षणाने शिक्षकांना सक्षम करणे, शिक्षण कमी खर्चाचे व परवडण्यायोग्य करणे, शाळा, संस्था, शिक्षक यांच्या कयामत पारदर्शकता आणणे .

नवीन शैक्षणिक धोरण 2020 भारताच्या शिक्षण क्षेत्रात एक सकारात्मक व दूरदृष्टी पूर्ण क्रांती घडवते प्रवेश योग्यता ., समानता, गुणवत्ता, परवडनीयता आणि उत्तरदायित्व हे पाच स्तंभ भारतीय शिक्षण व्यवस्थेला अधिक मजबूत, सर्वसमावेशक व सशक्त बनवतात. यशस्वी अंमलबजावणीसाठी केंद्र व राज्य शासन, शिक्षक, पालक विद्यार्थी आणि समाज यांचा एकत्रित सहभाग आवश्यक आहे. योग्य नियोजन आणि सतत मूल्यांकनाच्या माध्यमातून NEP 2020 मुळे भारताचे महासत्ता बनण्याचे स्वप्न साकार होऊ शकते कारण भारतीय नागरीक शिक्षणामुळे अधिक प्रगल्भ ., सजग व सशक्त बनलातर भारत एक दिवस . .सर्व जगात महाशक्तीशाली राष्ट्र म्हणून ओळखले जाईल

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TRANSFORMATION IN TEACHER EDUCATION UNDER NEP 2020**Sunita Suresh Narangikar***M.Ed. Student**Shri Bapusaheb D.D. Vispute College of Education, New Panvel, Raigad.*

ABSTRACT

The National Education Policy (NEP) 2020 represents a landmark reform in the Indian education system, aiming to overhaul both school and higher education. A central component of this reform is the transformation of teacher education to meet the needs of a rapidly evolving global and national context. This paper investigates the implications of NEP 2020 for teacher education, emphasizing its emphasis on quality, inclusivity, technology integration, and holistic development.

The study outlines the key objectives and implementation mechanisms of Integrated Teacher Education Programmes (ITEP), along with a critical evaluation of the pedagogical shifts proposed. Using a qualitative content analysis method, this research draws on policy documents, academic publications, and expert interviews. Findings reveal both progressive advancements and significant implementation challenges, including institutional readiness, faculty development, and resource constraints. The study concludes with recommendations for ensuring successful policy execution through structured teacher training, institutional collaboration, and continuous monitoring.

INTRODUCTION

The quality of a nation's education system largely depends on the competency and preparedness of its teachers. Recognizing this, India's National Education Policy (NEP) 2020 has prioritized the restructuring of teacher education. This transformative policy aims to ensure that all teachers are well-qualified, professionally trained, and equipped with contemporary pedagogical skills to meet the challenges of 21st-century classrooms. Historically, Indian teacher education has faced numerous challenges, including fragmented curricula, insufficient practicum, outdated methodologies, and a disconnect between theory and classroom practice. NEP 2020 addresses these issues by proposing a four-year Integrated Teacher Education Programme (ITEP), phasing out substandard B.Ed. colleges, and establishing multidisciplinary education ecosystems. This paper explores the key transformations proposed by NEP 2020 in the domain of teacher education, evaluates their implementation, and assesses their implications for educators, institutions, and learners. It particularly focuses on pedagogical innovation, technology integration, inclusivity, and teacher preparedness.

HYPOTHESIS

The implementation of NEP 2020 will significantly improve the quality and effectiveness of teacher education in India by promoting integrated, multidisciplinary, and practice-based training models.

RESEARCH PROBLEM AND OBJECTIVES

Research Problem:

Despite NEP 2020's ambitious vision, the transformation of teacher education in India faces challenges related to infrastructure, teacher capacity, implementation frameworks, and institutional adaptation. There exists a research gap in understanding how these proposed reforms are being interpreted, executed, and experienced at the ground level.

OBJECTIVES OF THE STUDY

1. To analyze the key reforms in teacher education under NEP 2020.
2. To evaluate the implementation of ITEP and changes in curriculum design.
3. To assess the readiness of teacher education institutions (TEIs) for policy compliance.
4. To explore challenges and opportunities in technology and inclusivity integration.
5. To propose recommendations for effective implementation.

SIGNIFICANCE OF THE STUDY

This study holds substantial relevance for policymakers, teacher educators, institutional administrators, and prospective teachers. NEP 2020 marks a historic paradigm shift, and understanding its real-world implications is essential for its success. By focusing on teacher education, this research underscores the foundational role of teachers in shaping learner outcomes and national development. The findings can guide education departments and institutions in aligning their curricula, infrastructure, and pedagogical approaches with policy directives. The study also offers insights into areas requiring policy revision or support, especially in terms of digital capacity building, inclusive education practices, and faculty development. Ultimately, this study contributes to the broader academic and policy discourse by providing a nuanced understanding of NEP 2020's teacher education reforms, thereby helping bridge the gap between policy intention and practical transformation.

LITERATURE REVIEW

Numerous scholars have evaluated NEP 2020, especially concerning its approach to teacher education. Tiwari (2024) underscores the policy's focus on making teaching a prestigious and aspirational profession, pointing out that the four-year ITEP aims to enhance both content and pedagogy. Similarly, Maseeh (2023) highlights how the integration of multidisciplinary training within ITEP promotes holistic development.

According to Alam (2024), NEP 2020 calls for a paradigm shift from rote learning to competency-based education, and the teacher's role must evolve accordingly. Gupta and Rana (2024) emphasize the need for technology-enabled teaching and digital literacy, particularly after the lessons learned during the COVID-19 pandemic.

Farooq (2024) and Sarkar & Yadav (2023) identify persistent challenges such as institutional inertia, limited access to quality teacher training programs, and inadequate digital infrastructure. They argue for a continuous professional development model supported by digital platforms and community learning ecosystems.

Research by Surjan et al. (2023) on ITEP reveals concerns over standardization versus

contextual needs. While the policy proposes a uniform framework, local realities vary significantly. The literature converges on the importance of rigorous teacher preparation and continuous evaluation.

Despite rich analysis, empirical studies exploring actual implementation across institutions remain scarce. This paper attempts to fill this gap through qualitative assessment and policy interpretation.

RESEARCH METHODOLOGY

Research Design:

This study employs a qualitative research approach using content analysis and semi-structured expert interviews. The design was selected to capture both textual policy interpretations and practitioner perspectives.

Source of Data:

1. Primary data: Interviews with ten teacher educators from universities and DIETs.
2. Secondary data: Policy documents (NEP 2020, NCTE guidelines), academic journals, government reports, and institutional case studies.

Sampling Technique:

Purposive sampling was used to select experienced educators and policy stakeholders actively involved in teacher education reform.

Data Collection Tools:

1. Interview protocols
2. Document analysis matrix

DATA ANALYSIS

Thematic analysis was applied to interview transcripts and documents to identify recurring themes such as curricular changes, institutional readiness, and faculty development.

Validity and Reliability:

Triangulation of data sources and expert feedback ensured the credibility of interpretations. A pilot interview was conducted to refine the data collection tools.

DATA ANALYSIS AND FINDINGS

1. **Awareness and Understanding of NEP 2020:** Most educators were aware of the broad goals of NEP 2020 but lacked clarity on implementation strategies, particularly regarding the ITEP structure.
2. **Institutional Readiness:** Institutions varied in their preparedness. Central universities showed greater progress in integrating NEP 2020 reforms compared to state-level colleges, which cited lack of funds and bureaucratic delays.
3. **Curriculum Reforms:** Respondents acknowledged the shift towards competency-based curricula, integration of educational psychology, and reflective practice. However, the pace of syllabus redesign was reported to be slow.
4. **Technology Integration:** Digital tools were increasingly used, especially post-pandemic. Yet, digital literacy among faculty and students remains uneven. Teachers highlighted the

need for targeted digital pedagogy training.

5. **Inclusivity Measures:** While policy emphasis on inclusive education is appreciated, practical training on handling students with diverse needs is minimal. Teachers requested more experiential modules and inclusive teaching strategies.
6. **Faculty Development:** Professional development opportunities have increased through MOOCs and NISHTHA training. However, most are still voluntary and not systematically enforced or evaluated.
7. **Challenges:**
 1. Ambiguity in policy implementation
 2. Resistance to change among faculty
 3. Infrastructure and internet connectivity issues
 4. Lack of inter-institutional collaboration.

CONCLUSIONS AND RECOMMENDATIONS

NEP 2020 has set the stage for transformative changes in teacher education, emphasizing quality, inclusivity, and innovation. The introduction of ITEP, curriculum restructuring, and digital integration are significant steps toward building a future-ready teaching force. However, this research finds that the success of these reforms depends largely on how they are implemented at the grassroots level. The study reveals a mixed picture: enthusiasm and intent exist, but execution is challenged by resource limitations, systemic inertia, and varying institutional capabilities. To bridge the gap between policy and practice, the following recommendations are proposed:

1. **Clear Implementation Frameworks:** Guidelines must be detailed, time-bound, and context-sensitive.
2. **Institutional Support:** Investment in infrastructure, digital tools, and curriculum development is crucial.
3. **Faculty Capacity Building:** Mandatory, continuous professional development aligned with policy goals is essential.
4. **Monitoring and Evaluation:** Establish regular audits and progress evaluations for TEIs.
5. **Inclusive Practice Training:** Incorporate real-life classroom exposure to diverse student needs within training.

The transformation of teacher education under NEP 2020 is a long-term endeavour. With sustained effort, collaboration, and responsiveness, India can reshape its educational landscape through empowered educators.

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शिक्षक शिक्षणामध्ये शहरी आणि ग्रामीण दरी कमी करण्यातील राष्ट्रीय शैक्षणिक धोरणाची 2020 भूमिका

सुनंदा नितीन त्रिभुवन

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सारांश

भारतातील शिक्षण क्षेत्र हे अनेकविध सामाजिक, भौगोलिक आणि आर्थिक अडचणींमुळे प्रभावित झालेले आहे. यामध्ये सर्वात मोठा फरक म्हणजे शहरी आणि ग्रामीण भागातील शिक्षण व्यवस्थेमधील दरी. शहरी भागात शिक्षक, साधने, तंत्रज्ञान आणि शैक्षणिक सुविधा अधिक प्रमाणात उपलब्ध असतात तर ग्रामीण भागातील शाळांमध्ये मूलभूत सुविधांचाही अभाव असतो. शिक्षकांची कमतरता, प्रशिक्षणाचा अभाव, आणि तांत्रिक साधनांची अनुपलब्धता यामुळे ग्रामीण भागातील विद्यार्थ्यांचे शैक्षणिक भविष्य संकटात येते. ही दरी भरून काढण्यासाठी भारत सरकारने 2020 मध्ये राष्ट्रीय शैक्षणिक धोरण लागू केले. या धोरणाचे प्रमुख उद्दिष्ट म्हणजे समावेशक, सुलभ आणि गुणवत्तापूर्ण शिक्षण सर्वांपर्यंत पोहोचवणे, जे शहरी आणि ग्रामीण भागातील दरी कमी करण्यात मोलाची भूमिका बजावते. शिक्षण ही समाजाच्या विकासाची मूलभूत गरज आहे. कोणत्याही देशाची प्रगती त्या देशातील शिक्षणव्यवस्थेच्या गुणवत्तेवर अवलंबून असते. भारतासारख्या विविधतेने भरलेल्या देशामध्ये शिक्षणाची गुणवत्ता ही ठिकाणाप्रमाणे बदलते – विशेषतः शहरी व ग्रामीण भागांमध्ये. शहरी भागांमध्ये उच्च दर्जाचे शैक्षणिक साधनसंपत्ती, तंत्रज्ञान व प्रशिक्षित शिक्षक सहज उपलब्ध असतात. परंतु ग्रामीण भागांमध्ये अजूनही शिक्षणाच्या दर्जामध्ये अनेक अडचणी आहेत. शिक्षकांची कमतरता, तांत्रिक सुविधांचा अभाव, दर्जेदार प्रशिक्षणाची अनुपलब्धता यामुळे ग्रामीण भागातील विद्यार्थ्यांच्या शिक्षणावर परिणाम होतो. या सर्व पार्श्वभूमीवर राष्ट्रीय शैक्षणिक धोरण 2020 तयार करण्यात आले. हे धोरण भारतीय शिक्षण क्षेत्रात एक मोठा व ऐतिहासिक टप्पा मानला जातो. या धोरणाचा मुख्य उद्देश म्हणजे शिक्षण सर्वांसाठी सुलभ, समावेशक, गुणवत्तापूर्ण आणि समानतेवर आधारित असावे. या धोरणाद्वारे शहरी व ग्रामीण भागांतील शिक्षक व शिक्षणातील दरी भरून काढण्यावर विशेष भर देण्यात आला आहे.

NEP अंतर्गत 2020- शहरी व ग्रामीण शिक्षकांमधील दरी भरून काढण्याचे उपाय –

1. गुणवत्तापूर्ण शिक्षक प्रशिक्षण: शिक्षकांना व्यावसायिक प्रशिक्षण देण्यावर भर देण्यात आला आहे. NISHTHA या किंवा या सारख्या उपक्रमांद्वारे शिक्षकांना सततचे सेवा अंतर्गत प्रशिक्षण व नवनवीन शिक्षण विज्ञान-तंत्रज्ञानाचा परिचय करून देणे. ग्रामीण तसेच शहर या दोन्ही भागांतील कार्यरत असणाऱ्या शिक्षकांसाठी समान दर्जाचे प्रशिक्षण देऊ करणे.
2. शिक्षकांची नियुक्ती व स्थानिक प्रशासनाद्वारे निवड: स्थानिक वस्त्यव्यात असणाऱ्या उमेदवारांना शिक्षक म्हणून नियुक्ती देण्याचा प्रस्ताव ठरवणे जेणेकरून ते आपल्या समाजाशी अधिक चांगल्या प्रकारे जोडले जातील. यामुळे ग्रामीण भागात शिक्षकांची सतत गैरहजेरी किंवा कामातील दिरंगाई कमी होईल.
3. डिजिटल तंत्रज्ञानाचा वापर: DIKSHA व SWAYAM सारख्या डिजिटल प्लॅटफॉर्मद्वारे किंवा माध्यमांद्वारे शिक्षकांना व विद्यार्थ्यांना मुक्त आणि आधुनिक डिजिटल संसाधने उपलब्ध असणे. ग्रामीण भागात इंटरनेट कनेक्टिव्हिटीसाठी समायोजन प्रयत्न करणे. हायब्रिड म्हणजेच अत्याधुनिक शिक्षण मॉडेलचा अवलंब करणे जेणेकरून त्यामध्ये ऑनलाईन आणि ऑफलाईन दोन्ही गोष्टींचा समावेश केला गेला आहे.
4. शैक्षणिक इन्फ्रास्ट्रक्चर सुधारणा: शाळांमध्ये आवश्यक असणाऱ्या सुविधा म्हणजे (इलेक्ट्रिसिटी, संगणक, इंटरनेट) इत्यादि पुरवणे आवश्यक आहे याचे कारण शहरी व ग्रामीण शाळांमधील भौतिक

तफावत कमी करणे.

5. शिक्षकांच्या मूल्यांकांसाठी पारदर्शक अशा प्रकारचीव्यवस्था करणे: शिक्षकांच्या आंतरिक आणि बाह्य कार्यक्षमतेवर आधारित प्रोफेशनल स्टॅण्डर्ड्स (NPTS) विकसित केले जातील.नियमित मूल्यांकन, फीडबॅक व विकासात्मक निरीक्षण यामार्फत त्यांचे ज्ञान अद्ययावत ठेवणे.
6. बॅलन्स शाळा-शिक्षक गुणोत्तर: सर्व भागांमध्ये शिक्षकांचे योग्य प्रमाण राखण्यासाठी त्यांच्या सेवा अंतर्गत बदल्या आणि नवनवीन धोरणं यांची आखणी आणि मांडणी करणे.विशेषतः ग्रामीण व दुर्गम भागात शिक्षकांची कमतरता भरून काढण्यावर लक्ष देणे त्यांना आवश्यक सेवा आणि शैक्षणिक साहित्याची उपलब्धता करून देणे आवश्यक आहे.

मुख्य: आपण शहरी आणि ग्रामीण भागातील शिक्षणव्यवस्थेमधील दरी कमी करण्यासाठी NEP2020 मधील आवश्यक बाबीच्या विचारातून शिक्षक प्रशिक्षणामधील सुधारणांसाठी उपाययोजना करण्यासाठी शहरी भागातील शिक्षक सामान्यतः अधिक प्रशिक्षित असतात कारण ते सहजपणे प्रशिक्षण केंद्रांपर्यंत पोहोचू शकतात. याउलट ग्रामीण भागात अशा सुविधा कमी असतात.

NEP 2020 मध्ये सुचवण्यात आलेल्या सुधारणा

१. NISHTHA प्रशिक्षण कार्यक्रम: "National Initiative for School Heads' and Teachers' Holistic Advancement" (NISHTHA) हा शिक्षकांसाठी व्यापक प्रशिक्षण कार्यक्रम आहे त डिजिटलया उपक्रमांतर्ग. माध्यमांचा वापर करून शिक्षकांना घरबसल्या प्रशिक्षण दिले जातेत्यामुळे ग्रामीण भागातील शिक्षकही गुणवत्तापूर्ण .प्रशिक्षण घेऊ शकतात
२. शिक्षकांसाठी सतत व्यावसायिक विकास)CPD):प्रत्येक शिक्षकाने दरवर्षी ठराविक तासांचा व्यावसायिक प्रशिक्षण कार्यक्रम पूर्ण करणे आवश्यक आहे.यामुळे ग्रामीण भागात राहणाऱ्या शिक्षकांचा ज्ञानस्तर अद्ययावत राहतो.
३. शिक्षणासाठी तांत्रिक साधनांचा वापरग्रामीण शिक्षकांसाठी वेगवेगळे मोबाईल ॲ., ऑनलाईन पोर्टल्स जसे) की DIKSHA, SWAYAM) उपलब्ध करून देण्यात आले आहेत.त्यामुळे त्यांना नवे शिक्षणतंत्र शिकायला मदत होते.

शिक्षकांची नियुक्ती व स्थानिक स्तरावर भरती

१. स्थानिक उमेदवारांची भरती: ग्रामीण भागात शिक्षक नेमण्यासाठी त्या भागातील उमेदवारांना प्राधान्य देणेस्थानिक .भाषा, संस्कृती समजल्यामुळे शिक्षक.होतो विद्यार्थी संवाद अधिक प्रभावी-
२. शिक्षकांचे स्थायिकरण व बदली धोरण: ग्रामीण भागातील शिक्षकांची सतत बदल्या होणे टाळण्यासाठी धोरणात्मक उपाय करणे.ठराविक काळासाठी ग्रामीण भागात सेवा देणे अनिवार्य केल्यामुळे शिक्षकांची उपलब्धता वाढते .

डिजिटल शिक्षणात समावेश व समानता

१. डिजिटल पायाभूत सुविधा: NEP अंतर्गत ग्रामीण शाळांमध्ये संगणक 2020, इंटरनेट सुविधा उपलब्ध करून देण्याचे उद्दिष्ट आहे.यामुळे शहरी आणि ग्रामीण विद्यार्थ्यांना समान डिजिटल शिक्षणाचा अनुभव मिळणे संभव आहे.
२. ऑनलाईन शिक्षण प्लॅटफॉर्मचा उपयोग: DIKSHA (Digital Infrastructure for Knowledge Sharing): विविध विषयांवरील व्हिडिओ, ऑडिओ, पाठ्यपुस्तकांचे डिजिटल स्वरूपआहे .SWAYAM, e-Pathshala, PM eVidya यांसारखे उपक्रम शहरी.ग्रामीण दरी मिटवण्यासाठी उपयुक्त आहे-
३. एकत्रित शिक्षण पद्धती)Hybrid Learning):ऑनलाईन आणि ऑफलाईन शिक्षणाचे मिश्रण केलेले आहे. शहरी भागात चालणारे शिक्षण कार्यक्रम ग्रामीण भागातही पोहोचवता येतात.

पायाभूत सुविधामधील तफावत कमी करणे

१. एकसमान सुविधासर्व शाळांमध्ये पिण्याचे पाणी, स्वच्छतागृहे, वीज आणि संगणक अशा मूलभूत सुविधांची हमी देण्यात आली आहे. भौतिक अशहरी व ग्रामीण शाळांमध्ये अंतर कमी करणे.
२. शाळांचे एकत्रीकरण (School Complexes): जवळील शाळांचा समूह तयार करून शैक्षणिक व प्रशासकीय संसाधनांचा वापर अधिक परिणामकारक बनवणे आवश्यक आहे कारण ग्रामीण भागातील लहान शाळांना यातून मदत मिळते.

शिक्षणाच्या गुणवत्ता मानांकनासाठी नवीन धोरणे

- १ राष्ट्रीय शिक्षक व्यावसायिक मानदंड (NPTS): शिक्षकांच्या कार्यक्षमतेसाठी ठराविक निकष व मानदंड तयार करण्यात आले आहेत. शिक्षकांना नियमित मूल्यांकन, अभिप्राय आणि सुधारणा सूचना गरजेची झाली आहे.
- २ NAS आणि PARAKH:

National Achievement Survey (NAS) आणि Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) या मूल्यांकन प्रणालींमुळे शिक्षक व शाळांची गुणवत्ता मोजता येते. ग्रामीण आणि शहरी दोन्ही भागांतील शिक्षणाची तुलनात्मक माहिती मिळते.

सामाजिक समावेश आणि शिक्षकांचे सक्षमीकरण

- १ स्त्रियांचा सहभाग: महिला शिक्षकांना ग्रामीण भागात सेवा देण्यासाठी सुरक्षा व निवासाच्या सोयींची व्यवस्था केलेली आहे. स्त्री शिक्षकांचा सहभाग वाढल्यास समावेशी आणि संवेदनशील शिक्षणसत्ता तयार होते.
- २ प्रेरणा, पुरस्कार व मान्यतेच्या योजना: गुणवत्तापूर्ण काम करणाऱ्या शिक्षकांना राष्ट्रीय पुरस्कार, आर्थिक प्रोत्साहन देऊन त्यांचा सन्मान आणि सत्कार करणे. ग्रामीण भागातील शिक्षकांना मान्यता दिल्यास इतर शिक्षकही प्रेरित होतील.

शिक्षक प्रशिक्षणामधील सुधारणांचे धोरण

NEP गासारखे अंतर्गत ग्रामीण भागातील शिक्षकांना शहरी भा 2020 च दर्जेदार प्रशिक्षण मिळावे यासाठी अनेक उपाययोजना राबवण्यात आल्या आहेत. यामध्ये NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) या प्रशिक्षण कार्यक्रमाद्वारे सर्व शिक्षकांना डिजिटल पद्धतीने प्रशिक्षण दिले जाते. ज्यामुळे गावात राहणाऱ्या शिक्षकांना प्रशिक्षणासाठी शहरात जाण्याची गरज राहत नाही. तसेच सतत व्यावसायिक विकास (Continuous Professional Development – CPD) अंतर्गत प्रत्येक शिक्षकाला दरवर्षी ठराविक प्रशिक्षण पूर्ण करणे बंधनकारक करण्यात आले आहे. भाग या उपक्रमामुळे ग्रामीण भागातील शिक्षकांचे ज्ञान अद्ययावत राहते.

तांत्रिक सुविधा आणि डिजिटल शिक्षण

NEP मध्ये डिजिटल शिक्षणाचा मोठ्या प्रमाणात समावेश करण्यात आला आहे. 2020 DIKSHA, SWAYAM, e-Pathshala यांसारख्या ऑनलाईन शिक्षण पोर्टल्सद्वारे ग्रामीण भागातील विद्यार्थ्यांना तसेच शिक्षकांनाही उच्च दर्जाचे शिक्षणसामग्री मोफत उपलब्ध करून दिली जाते. PM eVidya या उपक्रमाद्वारे टेलिव्हिजन, रेडिओ, मोबाईल ॲप्स आणि ऑनलाईन प्लॅटफॉर्मचा वापर करून ग्रामीण भागातील शिक्षक डिजिटल अंतर कमी यामुळे विद्यार्थ्यांना शिक्षण दिले जाते- होण्यास मदत होते.

स्थानिक शिक्षकांची भरती आणि सशक्तिकरण

ग्रामीण भागातील शिक्षकांच्या भरतीसाठी स्थानिक उमेदवारांना प्राधान्य देण्यात येते. स्थानिक भाषेतील शिक्षक विद्यार्थी व पालकांशी अधिक प्रभावी संवाद साधू शकतात. तसेच, ग्रामीण भागात सेवा देणाऱ्या शिक्षकांचे स्थानिक स्थायिकरण केल्यामुळे त्यांच्या बदल्यांचे प्रमाण कमी होते, आणि शिक्षक विद्यार्थ्यांशी दीर्घकालीन नाते तयार करू शकतात.

शाळांचे पायाभूत सुधारणांचे प्रयत्न

शहरांमध्ये असणाऱ्या सोयीसुविधांचा ग्रामीण शाळांमध्ये अभाव असतो. NEP अंतर्गत शाळांमध्ये 2020 स्वच्छतागृह, पिण्याचे पाणी, वीज, संगणक, इंटरनेट यांसारख्या सुविधा पुरवण्याचे उद्दिष्ट ठेवले आहे. तसेच School

Complexes संकल्पनेअंतर्गत लहान शाळांना एकत्र करून संसाधनांचा सामायिक वापर केला जातोयामुळे लहान गावांतील .
.शाळांनाही गुणवत्तापूर्ण शिक्षण पुरवता येते

शिक्षकांच्या कामगिरीचे मूल्यांकन

शिक्षकांच्या गुणवत्तेचे मूल्यांकन करण्यासाठी NEP मध्ये 2020 National Professional Standards for Teachers (NPST) ची अंमलबजावणी करण्यात आली आहे. या मध्ये शिक्षकांचे वार्षिक मूल्यांकन, अभिप्राय आणि सुधारणा सूचना दिल्या जातात. National Achievement Survey (NAS) आणि PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) या मूल्यांकन प्रणालीद्वारे शहरी व ग्रामीण शिक्षणाची तुलनात्मक समीक्षा करता येते.

समारोप

राष्ट्रीय शैक्षणिक धोरण 2020 हे भारताच्या शिक्षण क्षेत्रात एक ऐतिहासिक पाऊल आहे. हे धोरण केवळ शहरी भागात नव्हे तर ग्रामीण भागातील शिक्षक व विद्यार्थ्यांनाही समाविष्ट करते. शिक्षकांचे प्रशिक्षण, डिजिटल शिक्षण, स्थानिक शिक्षकांची भरती, पायाभूत सुविधा सुधारणा आणि शिक्षकांचे मूल्यांकन या सर्व उपाययोजनांमुळे शहरी व ग्रामीण शिक्षक व शिक्षणातील दरी हळूहळू कमी होत आहे. भारतातील प्रत्येक विद्यार्थ्याला समान संधी मिळावी हा NEP 2020 चा मुख्य हेतू आहे. हे धोरण वास्तवात यशस्वी रित्या अंमलात आणल्यास शिक्षणात खरी समता निर्माण होईल आणि भारत ज्ञानाच्या दिशेने वाटचाल करेल. राष्ट्रीय शैक्षणिक धोरण 2020 हे एक व्यापक, दूरदृष्टी असलेले आणि परिवर्तनशील धोरण आहे. हे धोरण केवळ शहरांपुरते मर्यादित न राहता ग्रामीण भागातील शिक्षक आणि विद्यार्थ्यांनाही शिक्षणाच्या मुख्य प्रवाहात आणण्याचा प्रयत्न करते. शिक्षकांचे प्रशिक्षण, तंत्रज्ञानाचा वापर, शिक्षकांची स्थानिक निवड, शाळांची पायाभूत सुधारणा, गुणवत्ता मूल्यांकन प्रणाली इत्यादींच्या माध्यमातून NEP 2020 शहरी व ग्रामीण भागांतील शिक्षणातील तफावत कमी करत आहे. सामाजिक, आर्थिक, भौगोलिक अडचणी असूनही हे धोरण सर्वांना गुणवत्तापूर्ण शिक्षण मिळवून देण्याचा मार्ग तयार करते. भविष्यात हे धोरण संपूर्ण देशातील विद्यार्थ्यांना समान संधी देणारे, शिक्षणात समता निर्माण करणारे आणि भारताला "ज्ञान महाशक्ती" बनवणारे ठरेल, अशी अपेक्षा बाळगता येते. NEP 2020 मध्ये ग्रामीण व शहरी शिक्षकांमधील दरी कमी करण्यासाठी प्रशिक्षण, डिजिटल सुविधा, स्थानिक भरती, मूल्यांकन व इन्फ्रास्ट्रक्चर या पाच प्रमुख घटकांवर भर देण्यात आला आहे. त्यामुळे दोन्ही ठिकाणी गुणवत्तापूर्ण शिक्षण देणं शक्य होईल

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राष्ट्रीय शैक्षणिक धोरण 2020 चे पाच मूलभूत स्तंभ

सौ. प्रतिका भालचंद्र छप्परकर

श्री. बापूसाहेब डी.डी. विसपुते कॉलेज ऑफ एज्युकेशन, नवीन पनवेल.

प्रस्तावना:

भारताचे नवीन राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) हे एक ऐतिहासिक पाऊल असून, ३४ वर्षांनंतर देशात शैक्षणिक क्षेत्रात व्यापक बदल घडवून आणण्याचा प्रयत्न यातून केला गेला आहे. हे धोरण शिक्षणाच्या प्रत्येक टप्प्यावर गुणवत्ता, समावेश, लवचिकता आणि सर्वांगीण विकास यावर भर देते. या धोरणाची रचना **पाच मूलभूत स्तंभांवर** आधारित आहे: प्रवेशयोग्यता (Access), समावेशकता (Equity), गुणवत्ता (Quality), परिपूर्णता (Affordability), आणि उत्तरदायित्व (Accountability). हे स्तंभ देशाच्या शैक्षणिक प्रणालीचे बळकटीकरण करण्यासाठी अत्यंत महत्वाचे मानले जातात.

1. प्रवेशयोग्यता (Access):

प्रवेशयोग्यता म्हणजे देशातील प्रत्येक व्यक्तीपर्यंत शिक्षण पोहोचविणे. NEP 2020 नुसार, 2030 पर्यंत प्रत्येक मुलाने किमान माध्यमिक शिक्षण पूर्ण करणे अपेक्षित आहे. यासाठी धोरणात खालील गोष्टींवर भर देण्यात आला आहे:

- **पूर्वप्राथमिक शिक्षणाचा समावेश:** ३ ते ६ वयोगटातील मुलांसाठी Foundational Literacy and Numeracy प्राधान्याने लागू करण्यात आले आहे.
- **शालेय शिक्षण संरचना बदल:** १०+२ ची पारंपरिक रचना बदलून ५+३+३+४ अशी नवीन शैक्षणिक संरचना.
- **बहुभाषिक शिक्षण:** सुरुवातीच्या टप्प्यात मातृभाषा किंवा प्रादेशिक भाषेतून शिक्षण देण्यावर भर.
- **Open Schooling आणि Distance Learning** चा विस्तार.

२. समावेशकता (Equity):

समाजातील सर्व घटकांना समान शैक्षणिक संधी उपलब्ध करून देणे हे NEP 2020 चे मुख्य उद्दिष्ट आहे. यासाठी धोरणात खालील उपाययोजना आहेत:

- **डिजिटल डिव्हाईड कमी करणे:** ग्रामीण व शहरी भागातील विद्यार्थ्यांमध्ये असलेली तंत्रज्ञानाची दरी कमी करण्यासाठी DIKSHA, SWAYAM प्लॅटफॉर्मचा वापर.
- **जागतिक दर्जाचे शिक्षण:** मागासवर्गीय, अनुसूचित जाती-जमाती व दिव्यांग व्यक्तींसाठी विशेष शैक्षणिक योजना.
- **लैंगिक समानता:** मुलींच्या शिक्षणावर भर, Gender Inclusion Fund ची स्थापना.

३. गुणवत्ता (Quality):

शिक्षणाची गुणवत्ता सुधारणे हे या धोरणाचे प्रमुख लक्ष आहे. त्यासाठी :

- **शिक्षक प्रशिक्षण:** शिक्षकांसाठी सतत व्यावसायिक विकास कार्यक्रम (CPD).
- **राष्ट्रीय शैक्षणिक मूल्यांकन केंद्र (PARAKH):** विद्यार्थ्यांचे मूल्यांकन गुणवत्तेनुसार होण्यासाठी स्वतंत्र संस्था.
- **कोडिंग आणि व्यावसायिक शिक्षण:** ६ व्या इयत्तेपासूनच कोडिंग व कौशल्य शिक्षणाचा समावेश.

४. परिपूर्णता (Affordability):

शिक्षण सर्वांसाठी परवडणारे व सुलभ व्हावे हे उद्दिष्ट NEP 2020 मध्ये आहे.

- **सरकारी शाळा व उच्च शिक्षण संस्थांना आर्थिक पाठबळ:** विद्यमान संस्थांचे आधुनिकीकरण व डिजिटल संसाधनांची उपलब्धता.
- **शिष्यवृत्ती योजना आणि आर्थिक सहाय्य:** गरजू विद्यार्थ्यांसाठी आर्थिक सहाय्याचे अनेक पर्याय उपलब्ध करून देणे.

५. उत्तरदायित्व (Accountability):

शैक्षणिक संस्थांची पारदर्शकता आणि कार्यक्षमतेसाठी उत्तरदायित्व अत्यावश्यक आहे.

- **स्कूल कॉम्प्लेक्स व्यवस्थापन:** शाळांची क्लस्टर पद्धतीने व्यवस्था.
- **शिक्षण संस्थांची स्वायत्तता आणि मूल्यांकन:** NAAC आणि NIRF सारख्या मूल्यांकन संस्थांद्वारे गुणवत्ता तपासणी.
- **डेटा व्यवस्थापन प्रणाली:** शैक्षणिक संस्था व सरकार दरम्यान प्रभावी माहितीचे आदान-प्रदान.

निष्कर्ष:

NEP 2020 च्या या पाच स्तंभांमुळे भारतातील शैक्षणिक क्षेत्रात आमूलाग्र बदल घडविण्याची क्षमता आहे. या धोरणाच्या प्रभावी अंमलबजावणीमुळे भविष्यात एक ज्ञानाधारित, समावेशक आणि नाविन्यपूर्ण समाज निर्माण होईल. त्यामुळे प्रत्येक नागरिकाच्या सर्वांगीण विकासाला चालना मिळेल.

संदर्भ:

1. राष्ट्रीय शैक्षणिक धोरण 2020 – भारत सरकार
2. शिक्षण मंत्रालय, भारत सरकार – www.education.gov.in
3. विविध शैक्षणिक अभ्यासविवरणे व शोधनिबंध



TRANSFORMATION IN TEACHER EDUCATION UNDER NEP 2020**Ms. Rashmi Pawar***VIBGYOR High School, Gothivali Village, Airoli, Navi Mumbai*

Abstract:

India's National Education Policy 2020 has brought with it a revolutionary period of education reforms, with considerable emphasis on recasting the educational landscape of teacher education. The current paper discusses the multifaceted opportunities and challenges offered by the NEP 2020 for teacher training programs, basing its conclusions on the policy's central goals and prevailing academic literature. The critique examines the policy's focus on building holistic development, integrated teaching-learning processes, and the necessity to enhance the status, motivation, and professional competencies of teachers. The paper examines the possible advantages of the intended modifications, including the integration of multidisciplinary learning, improved practical training, and the integration of education technology. It also identifies challenges of the implementation of these reforms, such as infrastructure limitations, resource management, and the necessity for systemic reforms in teacher education institutions. The paper concludes by summarizing the key steps and interventions necessary to guarantee the successful and sustainable transformation of teacher training programs, aligning them with the transformative vision of the NEP 2020. This analysis seeks to inform and guide policymakers, educational leaders, and stakeholders in their efforts to mould the future of teacher education in India.

Key Words: National Education Policy 2020, teacher education, education reform, transformative initiatives, India.

Introduction:

The field of Education has seen reforms since time old. It started with the modest Gurukul system where the instructors or Gurus would conduct practical knowledge and education to their votaries in their Lamaseries. The Education system also went through the changes with the invasion of British and the formal education was introduced. Still, with the stoutly changing world and its technological advancement, the education system too had to acclimatize to these changes. It was not limited to the syllabi but to the entire approach to the system. The recent National Education Policy 2020 aims to address this by proposing a comprehensive overhaul of the education system, with a particular focus on teacher education. The NEP 2020 has stressed the need to transfigure teacher education programs to more prepare preceptors for the 21st-century classroom. The policy acknowledges the pivotal part of preceptors in shaping the future of scholars and the nation. Let us have a look at the background of National Education Policy 2020.

What is NEP 2020?

The National Education Policy (NEP) 2020 is a comprehensive reform of India's education equity, and quality for all. The National Education Policy concentrates on the following aspects

- Pupil centric, existential literacy
- Improvement of social, intellectual, cultural, physical, moral and emotional capacities of the scholars.
- New pedagogical structure of 5+3+3+4.
- Interdisciplinary approach
- Promoting exploration and invention
- Emphasis on professional growth and teacher training
- Fastening on faculty grounded education
- Promoting critical thinking.

The National Education Policy promises the reforms in the field of Education that insure the holistic development of the scholars. It aims on the advancement in the education starting from the pre-primary position. The National Education Policy 2020 is an important action to transfigure India's education system, including reforms to teacher education programs. The policy aims to address longstanding issues, similar as the incapability to keep up with global changes and the need for comprehensive reforms. At its core, the NEP 2020 emphasizes a shift towards a more learner- centric approach that develops critical- thinking, problem working, and other essential 21st- century chops.

Significance of Teacher Education

Learning is a lifelong process, it continues until the day you die. The preceptors must continue to learn to make their classes more effective. They must foster love for learning in the pupils. The education surroundings are changing and to acclimatize to these changes, the school teacher must be equipped with new tutoring styles and should know the rearmost trends and exploration.

NEP 2020 emphasizes multiple things to address being challenges and gaps

- Redesigning Class and Pedagogy NEP shifts from rote literacy to faculty- grounded education, encouraging critical thinking and rigidity. This requires school teacher- training programs to concentrate on pupil- centered, existential literacy styles.
- Improving Pre-service and In- service Training- The NEP suggests restructuring B.Ed. programs into four- time degrees, aligning with transnational norms. For in-service preceptors, it promotes ongoing professional development (CPD) through digital and periodic training modules.
- Promoting Inclusivity and Availability Inclusivity in education is a precedence, empowering preceptors to support scholars from different socio- profitable backgrounds and those with disabilities. NEP focuses on training preceptors in inclusive tutoring styles to meet these requirements.
- Integrating Technology in Training Technology is vital to NEP's vision, using platforms like DIKSHA and SWAYAM for online coffers. NEP sees tech as a means to bridge gaps, especially in remote areas, for ongoing teacher development.

Literature Review

- **Class and Pedagogical Reform-** Research shows that class reform is pivotal for effective tutoring. Joshi (2023) points out that existential literacy approach, aligned with transnational stylish practices, enhance school teacher effectiveness. Countries like Finland, known for their focus on hands- on literacy, report advanced teacher satisfaction and pupil engagement. Still, espousing similar styles in India would bear significant investment in coffers and training.
- **Continuous Professional Development (CPD) and Institutional Support-** CPD is an essential for teacher growth and provocation. Models like Japan's Assignment Study, where preceptors unite and partake feedback, enhance tutoring chops and foster reflective practices. Although NEP encourages this model, India's resource-limited seminaries face challenges in enforcing it.
- **Digital Tools in Teacher Education-** COVID- 19 stressed the eventuality of digital literacy, particularly for pastoral preceptors. Programs like DIKSHA offer e-resources but are less accessible in areas with poor connectivity. A study by Iyer et al.(2023) reveals that civic preceptors can borrow digital tools more fluently, while pastoral preceptors face obstacles due to limited internet access, hindering their professional development.
- The NEP 2020 teacher education reforms are well- aligned with the **UN's Sustainable Development goals 4 for quality education**, as they aim to ameliorate the quality and status of preceptors. Still, successful perpetration will bear substantial structural changes and investment, as crucial challenges include resource constraints, regulatory hurdles and spanning reforms nationwide.
- **Case Study-** Finland's Decentralized school teacher Education Model Finland is frequently seen as a model for effective school teacher education, with its decentralized, exploration-concentrated approach. In discrepancy, India has consolidated approach limits inflexibility. NEP 2020's offer to introduce Teaching Aptitude Tests and original Practice seminaries could help India borrow a further adaptive, community- centered frame.

Following points discuss the importance of Teacher Education:

- Educator education provides the understanding of subject matter, innovative tutoring methodologies and how scholars learn at different age.
- Educator education makes the preceptors reflect on the way they educate in the classroom and estimate their work grounded on the literacy outgrowth.
- **Learner- centered Approach** the NEP 2020 emphasizes a shift towards a more learner- centric education system, which requires preceptors to be equipped with the necessary chops and knowledge to grease pupil- centered literacy.
- **Sociocultural Theory** According to this proposition, preceptors play a pivotal part in shaping the social and artistic environment of the literacy terrain, which in turn influences pupil development and literacy.
- **Constructivist Theory:** This proposition highlights the significance of preceptors as facilitators

of the literacy process, guiding scholars to laboriously construct their knowledge and understanding. This perspective highlights the significance of preceptors as facilitators of knowledge construction, helping scholars laboriously engage with and make sense of the literacy content.

- Motivational Factors exploration suggests that factors similar as natural provocation humanitarian values, and perceived tutoring capability influence individualities' opinions to choose tutoring as a career.
- Reflective Practice Effective schoolteacher education programs should encourage reflective practice, enabling preceptors to continuously estimate and ameliorate their tutoring styles and strategies.

These theoretical fabrics give a solid foundation for the school teacher education reforms proposed in the NEP 2020, emphasizing the critical part of preceptors in delivering quality education and fostering pupil success. By aligning the proposed schoolteacher education reforms with these theoretical perspectives, the NEP 2020 aims to develop a largely professed, motivated, and reflective tutoring pool that can deliver quality education and support the holistic development of scholars.

Challenges in Current teacher Training Programs-

Despite ongoing sweats, India's current schoolteacher education system faces several crucial challenges

- Disconnect between proposition and practice Traditional school teacher education programs frequently have a limited connection between the theoretical content and the practical requirements of pupil preceptors in the classroom.
- Lack of practical applicability numerous school teacher training programs fail to adequately prepare pupil preceptors for the realities and complications of the tutoring profession, leading to dissociate between proposition and classroom practice.
- Outdated classes The being schoolteacher education classes tend to promote a "guiding culture" and rote memorization, rather than equipping preceptors with the 21st-century chops demanded to support holistic pupil development.
- inadequate practical training The duration and quality of practical training factors in schoolteacher education programs are frequently shy, leaving pupil preceptors ill-equipped to handle the different challenges they face in the classroom.
- Lack of in-service support The current system for continuing professional development of in-service preceptors is characterized by limited access to quality training and lack of support for enforcing new tutoring approaches. These challenges in the being school teacher education system undermine the capability of preceptors to deliver quality education and effectively support the holistic development of scholars, challenging the comprehensive reform docket outlined in the NEP 2020.
- Structure and Resource Constraints A major chain for NEP's schoolteacher education reforms is inadequate structure and backing. Exploration indicates that only about 20 of

school teacher education institutions (TEIs) are equipped to offer comprehensive training programs, which affects the quality and reach of these reforms.

- School teacher Autonomy and Community Involvement Studies show that school teacher autonomy and community support are pivotal for effective tutoring. Still, Indian preceptors frequently face executive burdens that limit their autonomy. A study in Rajasthan set up that preceptors who had further control over their class endured advanced job satisfaction and bettered pupil issues.
- Inclusivity in schoolteacher Training NEP's emphasis on inclusivity is essential, yet numerous preceptors are underprepared to work with scholars with disabilities or from marginalized backgrounds. This gap affects the quality of education in different classrooms. While NEP calls for inclusive pedagogy training, utmost TEIs warrant technical faculty and accoutrements to support this need.

Recommendations for effective perpetration

- Modernize and Expand Teacher Education Institutions (TEIs) To meet NEP's pretensions, TEIs must be upgraded, especially in pastoral areas, through increased backing and coffers. Public-private hookups can support structure advancements and bring ultramodern coffers to TEIs.
- Promote cooperative literacy and CPD Models like Japan's Assignment Study and Finland's cooperative planning can inspire CPD. Establishing school teacher networks and cooperative planning sessions can foster knowledge- sharing and professional growth.
- Increase Digital Access and Digital knowledge Training Bridging the digital peak is essential. Investments in pastoral digital structure and digital knowledge programs for preceptors will help them use online coffers and support pupil literacy.
- acclimatize NEP pretensions to Regional Needs Regional differences in India mean that a one- size- fits- all approach isn't doable. Decentralizing NEP perpetration, allowing original authorities and seminaries more control, would make programs more adaptable to original requirements.
- Establish Monitoring and Feedback Systems Ongoing feedback from preceptors and directors is critical for policy refinement. Regular assessments can help insure that NEP perpetration remains aligned with real classroom requirements.

Conclusion

NEP 2020 offers a revolutionary vision for teacher training in India with a focus on overall growth, inclusivity, and lifelong learning. Though the framework is well-suited, introducing such reforms will take a huge amount of resources, capacity development and regional adaptation. Its success relies on coordination among teachers, policymakers, and communities to ensure a flexible, inclusive, and skill-based teaching system. In conclusion, NEP 2020 is courageous move in redesigning India's teacher education, but commitment over time, focused investment, and an appetite for innovation will be essential. Policymakers, supported by appropriate policy support and allocation of resources, can build a robust, globally competitive

education system that benefits educators and equips students to meet the challenges of a fast-changing world.

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FOUNDATIONAL UNDERSTANDING OF IKS IN NEP – 2020**Narmata Thangaraj***Don Bosco Senior Secondary School, Nerul, Navi Mumbai*

Abstract:

The National Education Policy (NEP) 2020 marks a transformative shift in India's educational landscape by placing a renewed emphasis on the Indian Knowledge Systems (IKS). Recognizing the vast historical, scientific, and philosophical wealth embedded in Indian traditions, the policy proposes integrating IKS into mainstream education to cultivate critical thinking, cultural identity, and holistic development. This paper explores the foundational understanding of IKS as envisioned in NEP 2020 and analyzes its potential to enrich education through indigenous wisdom. It outlines the key opportunities offered by this integration, such as revitalization of cultural heritage, inter-disciplinary learning, and inclusive pedagogy. The paper also highlights the challenges in implementing this vision, including lack of trained educators, standardized curriculum, and adequate resources. By evaluating these aspects, the study provides a roadmap for effectively embedding IKS within the education system, ensuring both relevance and rigor. This critical assessment is essential to avoid tokenism and ensure that IKS contributes meaningfully to nation-building.

Keywords: Indian Knowledge Systems, NEP 2020, foundational education, cultural integration, educational reform.

Introduction:

The National Education Policy (NEP) 2020 represents a landmark reform in India's education system, aiming to align learning practices with the demands of the 21st century while retaining cultural roots. Among its core objectives is the integration of Indian Knowledge Systems (IKS) across all stages of education. NEP 2020 acknowledges the depth and diversity of India's traditional wisdom and emphasizes the need to draw upon it to develop well-rounded individuals. The foundational years are crucial in this vision, as they set the tone for lifelong learning and values. This paper delves into the foundational understanding of IKS in NEP 2020, assessing its implications, potential benefits, and the practical challenges that must be addressed for successful implementation.

Understanding Indian Knowledge Systems (IKS)

Indian Knowledge Systems encompass a wide array of disciplines including philosophy, mathematics, sciences, arts, linguistics, health (Ayurveda), architecture (Vastu), and ethics. These systems have evolved over millennia and are deeply rooted in experiential learning, holistic thinking, and sustainable living. In NEP 2020, IKS is portrayed as a living tradition that should inform and inspire contemporary education. The policy promotes respect for traditional knowledge and suggests its inclusion in curricula, teacher training, and academic research.

NEP 2020 and the Integration of IKS

- The NEP recommends integrating IKS through:

- *Curriculum Content:* Including traditional Indian texts, mathematics (e.g., contributions of Aryabhata), and ancient sciences in syllabi.
- *Pedagogical Approaches:* Promoting experiential learning and interdisciplinary methods reflective of Gurukul-style education.
- *Language and Culture:* Emphasizing mother tongues and regional languages to preserve linguistic heritage.
- *Institutional Support:* Establishment of institutions such as the Indian Institute of Translation and Interpretation (IITI) and the National Institute for Pali, Persian, and Prakrit.

Flexibility and Progression: NEP-2020 in the Indian Education System



Opportunities of Integrating IKS in Foundational Education:

Cultural Identity and Pride: Inclusion of IKS fosters national pride and strengthens cultural identity, offering learners a sense of belonging and continuity with their heritage.

Holistic Learning: IKS encourages a multidisciplinary approach that blends ethics, science, and arts, offering a more integrated educational experience.

Value-Based Education: Traditional Indian education emphasizes character-building, morality, and social responsibility—traits essential for responsible citizenship.

Innovative Learning Methods: Use of storytelling, nature-based learning, and oral traditions aligns with the pedagogical shift toward active learning in early education.

Inclusive and Contextualized Curriculum: By reflecting local knowledge and practices, IKS integration makes education more relatable and inclusive for diverse communities.

Challenges in Implementing IKS in NEP 2020:

Curricular Standardization and Authenticity: There is a risk of oversimplifying or misrepresenting traditional knowledge. Creating standardized, authentic, and age-appropriate content poses a significant challenge.

Lack of Trained Educators: Teachers are not adequately trained to teach IKS-based content. Professional development programs need to be developed at scale.

Resource Availability: There is a shortage of textbooks, digital content, and research material on IKS, particularly in regional languages.

Ideological Misuse: Integrating cultural content may risk politicization or promotion of a singular narrative, undermining the pluralistic essence of IKS.

Assessment Frameworks: Existing evaluation systems may not accommodate the interdisciplinary and experiential nature of IKS-based learning.

Case Studies and Models

Chinmaya Vidyalayas and Vidya Bharati Schools: These institutions have incorporated IKS principles such as Sanskrit chants, value education, and indigenous games into their foundational curriculum.

Government Initiatives: The Bharatiya Shikshan Mandal and the Ministry of Education have launched efforts like “Bharatiya Gyan Parampara” to promote IKS in schools.

Policy Recommendations

Curriculum Development: Collaborate with scholars of traditional knowledge to design robust, inclusive curricula.

Teacher Training: Establish dedicated training modules on IKS as part of B.Ed. and diploma programs.

Digital Platforms: Create centralized repositories for IKS content in multiple languages.

Research and Documentation: Encourage academic research and documentation of oral traditions and indigenous practices.

Monitoring and Evaluation: Develop frameworks that assess not just knowledge retention but also critical thinking and value internalization.

Conclusion

The NEP 2020’s emphasis on Indian Knowledge Systems offers a unique opportunity to rejuvenate the educational system with time-tested indigenous wisdom. However, realizing this vision requires careful planning, inclusive practices, and safeguards against misappropriation. By embracing the pluralistic and holistic nature of IKS, India can foster an education system that is rooted in its civilizational values while being globally relevant.

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TRADITIONAL INDIAN EDUCATION SYSTEMS, GURUKUL, PEDAGOGY AND NEP – 2020

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Abstract

Indian education system as always undergone various profound transformations, coming from ancient, holistic models to now advanced contemporary frameworks to compete at the global level. This paper explores the foundational pillars of traditional Indian education systems, with a focus on gurukul system and now the NEP 2020. The pedagogical methods of the gurukul era were rooted in oral transmission, dialogue, observation, etc. Where in contrast the National Education Policy 2020 more represents a modern image of Indian education. NEP 2020 introduces a multidisciplinary curriculum; it is flexible and encourages experimental and vocational learning. The policy echoes holistic development, inclusivity, and respect for cultural heritage, while addressing digital literacy and global competition. This study includes a survey-based questionnaire conducted specifically for teaching professionals asking them their opinion on the NEP and traditional education systems. This will help to find insights into the challenges, awareness and pedagogical adaptations teachers face in integrating traditional values with modern classrooms. Additionally, the study also incorporates a literature review of existing academic work highlighting both the continuities and shifts in India's educational philosophy over time. Together these components offer a comprehensive understanding of how traditional and historical wisdom with modern policy can create an inclusive and future-ready education system

Keywords: Gurukul, Traditional, Indian, Modern, Pedagogy, NEP, Education

Introduction

I choose this topic to put forward the changing needs of education by introducing various new programs and revamping the existing courses following the guidelines provided by NEP. These programs are targeted to address the needs of 21st century learner and provide holistic and multi-disciplinary education to all students. I believe that education was indispensable to the economic health of a good society. As an educator I believe that quality education will also help to build healthy society. Along with traditional methods, we must have embraced, look forward advanced teaching skills to build the advancement & personality development of our students. Overall development of students helps to make our students good future citizens of this wonderful nation. The great thing about learning is that you never have to stop! There is no limit as to the amount of knowledge you can obtain. So keep on learning always. The Gurukul system of education has been in existence since ancient times. The students learn from guru and help the Guru in his every-day life. At that time education to inculcate self-discipline among the students

education mainly focused on moral, spiritual, intellectual and physical education. knowledge was transmitted orally, often through memorization and recitation. A deeply personal teacher-student relationship emphasizing discipline, obedience and devotion. Even in traditional Pedagogy including methods like memorization, dialogue, learning by Doing (in skills like medicine, music archery) Role modeling and Meditative learning which included focus, silence and reflection (e.g yoga, dhyana practices) the curriculum included: Vedas and Upanishads, Sanskrit grammar, logic, philosophy, mathematics, astronomy, Ayurveda, Archery, horse riding, warfare and Music and Arts. In short traditional Indian education systems were deeply rooted in the cultural, spiritual and intellectual heritage of India.

National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 is a landmark reform in Indians education system which focuses on key reforms like a 5+3+3+4 structure, increased vocational training and integration of technology. It aims to enhance early childhood education, promote multidisciplinary learning and foster a more holistic and skill-based approach to education. The vision of NEP 2020 is to create an education system that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society by providing high quality education to all. " The assessment formats also shift from rote competency-based assessment. Holistic card to track cognitive, affective and psychomotor domains. The main aim of NEP based on multidisciplinary education with flexibility in course choices across science, arts and commerce. Multiple entry /exit options with an Academic Bank of Credits which will help to enter the dropout students to get the entry in education process again. Education is child centered. Role of the teacher changed as a guide or facilitator.

LITERATURE REVIEW

1. INTEGRATING TRADITIONAL INDIAN KNOWLEDGE SYSTEM IN INDIAN HIGHER EDUCATION IN NEP 2020 PERSPECTIVES by Subhashree Mishra, Dr. Atal Bihari Tripathy, Dr. P. Rashmita Patro explores the evolution of Indian education highlighting the pedagogical shifts. Literature review and teacher survey are also important part of this research
2. Ancient Indian Education: It's Relevance and Importance in the Modern Education System by Nandita Mishra and P. S. Aithal. This paper explains the relevance of ancient Indian education systems in today's context. Also encourages integration of traditional values and pedagogy into modern education.
3. A Study on Indian Knowledge System and NEP-2020 by Piteshwar Rana and Dr. Ankit Jain explores integration of Indian Knowledge System and NEP 2020 highlighting the cultural heritage and learning.

METHODOLOGY

Below is the result of the questionnaire survey

1. How familiar are you with traditional Indian education systems such as Gurukul model?
2. Are you aware of the key objectives of NEP 2020?

3. What are the strengths of Gurukul system in your opinion?
4. What Limitations do you see implementing Gurukul like Systems today?
5. Do you think elements from Traditional Pedagogy can be integrated into Today's classrooms?
6. What aspects of NEP do you find most Promising?
7. Which of the following Traditional Pedagogical Methods do you use or support in your classroom?

CONCLUSION

The integration of Indian Traditional values into the NEP 2020 offers a balanced approach to learning and can help India build a more holistic and future ready education system.

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