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on

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Editor - Ashish Narayan Sharma

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<u>From the Desk of Executive Director</u>

I would like to take this opportunity to express my sincere gratitude to the scholars from the editorial board and to those in the editorial office for their collective effort and dedication to edit the content for this *journal of Research*. We have been extremely impressed by the insightfulness of reviews performed for the Journal, which in many cases have substantially improved the quality of our published articles. Our main focus will continue to be publishing high quality research articles that help Educational professionals navigate today's complex care environment. I thank all of our submitting authors who have toiled in the production of their work and have made their articles available for this journal of our choice. We look forward to the this journal continuing to provide to this young, burgeoning field in Ujjain an academic voice and a venue for discourse that will move us forward to steady growth, both professionally and intellectually.

Dr.Chitrangad Upadhyay
(Executive Director)

प्राचार्य की कलम से

यह प्रसन्नता का विषय है ,कि महाराजा महाविद्यालय में राष्ट्रीय शिक्षा नीति अवसर और चुनौतियां विषय पर दिनांक 18/10/2022 को एक दिवसीय सेमिनार महाविद्यालयीन स्तर पर आयोजित किया गया।

मुझे पूर्ण विश्वास है कि यह सेमिनार एवं शोध पुस्तक का प्रकाशन अपने उद्देश्यों को पूर्ण करने में कामयाब होगा आशा है विद्वान अध्यापक एवं शोधार्थियों के विचार अनुभव एक दूसरे तक पहुंचेंगे प्राथमिक से उच्च माध्यमिक स्तर तक गुणवत्ता के मायने में शिक्षक की मूल आधार है आज की महती आवश्यकता नवीन राष्ट्रीय शिक्षा नीति है उसी परिपेक्ष में इस संस्था में राष्ट्रीय शिक्षा नीति सेमिनार का आयोजन किया गया।

मैं सेमिनार एवं शोध पुस्तिका प्रकाशन की सफलता के लिए शुभकामनाएं एवं बधाइयां प्रेषित करती हूं।

डॉ.सुरेखा जैन

प्राचार्या

<u>CEO Message</u>

On behalf of Maharaja College, Ujjain, I welcome the readers of this journal published by Naveen Shodh Sansar, highly esteemed publication in the world of education.

We firmly believe that the students of our college are the future teachers of the world. Here, I would like to emphasize on our mission statement of grooming the youth as a pillar of a nation's progress and future hope. We envisage our students to imbibe right attitude, values, ideals & ideologies. We are committed to achieve academic excellence through hard work, critical thinking & effective decision making. We facilitate learning among our pupils through appropriate skill & methodologies. We exercise responsible leadership in the total formation of our pupils and we render Selfless Service to the Community. It is done by our team whose aim is to promote education and culture in all aspects so that we can achieve and fulfill the mission statement we believe in. As an established and esteemed institution, we maintain an extremely high academic standard incorporated with the conduct of the discipline, leading to a remarkable and outstanding percentage of results. We firmly believe that teachers are the key to the progress of a nation. The institute tries to provide the teachers with all the necessary knowledge and skills to be truly successful in the field of education.

Keeping in view our above mentioned mission, a seminar was organized on 'New Education Policy (NEP) – 2020 Challenges and Solutions.' It had been an experience worth remembering at all time. The guests in the seminar delivered insightful speeches, answered all queries and doubts. Students participated with full of enthusiasm. They presented well researched and meticulously written informative articles. Now, with the help of Naveen Shodh Sansar a collection of all articles is being published. I am sanguine that this bunch of useful and informative academic papers will help in achieving goals of 'New Education Policy (NEP) – 2020'.

I thank everyone who has contributed in making these efforts a great success.

Shantilal jain
(CEO)

विभागाध्यक्ष की कलम से
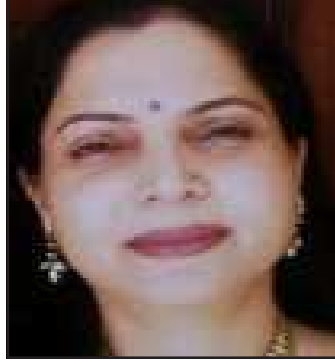
महाराजा महाविद्यालय ,उज्जैन छात्रों की गुणवत्ता को सुनिश्चित करने के लिए प्रतिबद्ध है। साथ ही शिक्षा के विविध क्षेत्रों में सम्मिलित होकर नवीन ज्ञान को विकसित करने एवं कुशल शिक्षक बनाने में योग्य मार्गदर्शन प्रदान करता है।

किसी भी राष्ट्र की पहचान उसका साहित्य एवं शिक्षा होती है। क्योंकि राष्ट्र के उज्जवल भविष्य का निर्माण विद्यालय की कक्षाओं में होता है।अत: शिक्षा को सर्वसुलभ बनाने एवं शिक्षा की गुणवत्ता को सुनिश्चित करने के उद्देश्य से समय–समय पर शिक्षा आयोग एवं शिक्षा नीति का निर्माण किया गया, उसी क्रम में नयी राष्ट्रीय शिक्षा नीति 2020 का निर्माण किया गया। निश्चित रूप से इस शिक्षा नीति ने शिक्षा के विभिन्न आयामों पर ध्यान क्रन्द्रित किया है जिससे विद्यार्थियों को लाभ मिलेगा।

इसी दृष्टिकोण को ध्यान में रखते हुए महाविद्यालय द्वारा राष्ट्रीय शीक्षा नीति 2020 चुनौतियाँ एवं समाधान विषय पर संगोष्ठी का आयोजन किया गया।

मुख्य अतिथि डॉ. राजीव पंड्या (प्राचार्य, शिक्षा महाविद्यालय, उज्जैन),डॉ.सकोरिकर (प्राध्यापक, शिक्षा महाविद्यालय, उज्जैन), शोधार्थी, महाराजा महाविद्यालय प्रबंधन ,कर्मचारीयों का धन्यवाद करना चाहती हूँ जिनके मार्गदर्शन,सहयोग एवं योगदान से संगोष्ठी का सफल आयोजन हो सका। साथ ही नवीन शोध संसार रिसर्च जर्नल के मुख्य संपादक श्री आशीष नारायणजी का धन्यवाद करना चाहती हूँ, जिन्होंने रिसर्च पेपर के प्रकाशन के लिए सहयोग प्रदान किया।

डॉ. अनुराधा सुपेकर

विभागाध्यक्ष

Potential Impact of Decoding Education 5G Communication Technology on Higher Education

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Introduction - In earlier days, every work was done manually. Due to improvement in technology, new inventions were found and used in many fields. It reduces time, work load of man power, increases productivity. Systems were automated. Communication Technology is used in many fields. The knowledge gained was based on the information that was in the text-books and the limited skill set of the teacher. So there was a huge difference in the education given by various institutions. Due to financial constraints not all teachers could travel to different places to impart education. The typical classroom setup where the teacher wrote on the blackboard and the students copied the data was marks oriented. The system was boring and monotonous. It also resulted in a random evaluation because of lack of identical standards for assessment. The assessment was always based on the current performance and there was no comparison with the previous results, and the actual improvement can be achieved by evaluating the mistakes in the previous assessment and suggesting ways to correct them, but there was no database maintained to ensure that the evaluation of the pupil is preserved. Only a basic report was given out that could map the marks obtained to his performance and there was no development after that.

Now with e-learning the skill set of a teacher is no more a hindrance as all students have access to top class education. School broadcasting, webcasting of important lectures and direct class teaching can help the students in a big way. In the recent years, there has been an increase of internet in how computers and internet could best be bound to enhance the efficiency and effectiveness of education.

Education will perhaps be one of the most beneficial industries with 5G. The concept of online university will be aided by 5G as it will enable millions of disconnected students to access higher education at their fingertips, drastically improving learning outcomes. Online universities plus 5G can enable learners to complete higher education anytime, anywhere.

5G Skilling: During pandemic, millions of students and impacted workers, doubled down on learning new skills, albeit remotely. But those with unequal access to digital devices, internet connectivity and reliable electricity were the worst hit. A Coursera spokeperson said that internet is a fundamental utility and the mobile is a powerful tool in bridging the digital and skills divide, but reports suggest the talentdemand-supply gap would continue to widen with the advent of 5G and allied technologies roll out. "For India to realize the full potential of new-age technologies, a focus on large-scale skilling s critical. IIT Roorkee's Postgraduate Certificate in 5G Technologies and is a great source for communication industry professionals who want to understand aspects of advanced communication systems and develop the software and hardware skills necessary to implement them."

Experts said that with the existing significant gap in digital infrastructure, 5G is the best hope for the country to achieve the planned digital inclusion. With the correct fiberisation of 35% as against the required rate of 55%, India has an uphill task of upgrading its digital infrastructure. In such a scenario, 5G enabled FWA is cost- effective solution that can shorten the time-to-market and enable mass scale adoption. But there are three concerns:

1. Economic feasibility of edtech programmes need to be ascertained through government sponsored initiatives such that it attracts private players to bring in the required network technologies, devices and content to make it a success.
2. A push towards digital literacy is required to train teachers and students to use digital tools.
3. There is a need to develop vernacular content to increase the relevance of the content to the masses.

The next generation of mobile technology, 5G is all set to bring huge advancements in all fields of work. It is envisaged to bring a "Networked Society", thereby providing unlimited access to information and data at anytime and anywhere by anyone and anything. 5G has an infinite capacity to provide huge enhancements in the areas of energy efficiency, the accuracy of terminal location and many more. It can change the world even more profoundly

than 3G and 4G.

As per a recent report of some Economists, it has been estimated that by the year 2035, the global economic impact of 5G in new goods and services will reach $12 trillion. The impact of 5G technology is not just limited to manufacturing autos, and healthcare. It will also make a major impact on the education industry by promoting quality education and a number of learning opportunities.

Following are the ways in which 5G will have a positive impact on Education:

1. Emphasis on Personalized Learning- Personalized Learning is highly encouraged as it will be better than traditional learning. Each learner will be having access to the mobile device and they will be connected into intelligent personalized systems that will promote better learning experience and efficient decision making.

2. Smart Classroom- Applications are making a huge impact on our lives and one of the fastest-growing areas of these applications is in education. Smart Classrooms will help in improving the teaching learning and campus operating experience. The administrative load on the teachers will be reduced by this and they will be able to concentrate on the individuals more. There will be enhanced concentration, real-time feedbacks, the efficient problem solving and many more in these types of classrooms.

   Mobile technologies and services always generate a decent amount of GDP. In the year 2016, they contributed to around 4.4% of GDP which is about $3.3 trillion in economic value and this is about to grow over $4.2 trillion by the year 2020. Investment in this industry will lead to huge benefits for the education industry also. New and innovative ways of learning will come into practice.

3. Skill set Communication- 5G networks are expected to be 100 times faster than the current 4G networks. This will lead to faster and easier communication. This has the capability to create new ways of Tele-Teaching and Tele mentoring, especially for manual training and skill development. Distance learning and distance team-working can also be initiated with this.

4. Virtual Reality- 5G will encourage more usage of virtual reality and this will help in providing quality education and than improving understanding among the students. There will be more hands-on-experience and the learning process can be much more interesting.

5. Augmented Reality- Recently, Augmented Reality started to show its relevance and usefulness in education. It adds digital elements in the live view and it can be an efficient way of providing the right amount of information at the right time to the right audience.

6. Distributed Cloud Data- Cloud-based storage helps us in accessing the data anywhere and anytime. But sometimes there is a delay in accessing the data here even with a relatively fast internet connection. So, in order to cumbersome, 5G will help us. Future mobile technology will help us in accessing the data anywhere by using distributed cloud and mobile edge computing. There will be immediate response and the students can easily resume their work according to their convenient time and place.

7. Walled-off classroom- Physical location constraints practices and information sharing can be minimized by the use of 5G. As the 5G network is way too faster, learning can be done easily between a larger numbers of students irrespective of their current location.

5G Technology and its impact on the Education Sector

5G or fifth generation is the latest upgrade in the long-term evolution (LTE) mobile broadband networks. It will increase the speed and responsiveness of wireless networks to a great extent. Initial trials for this new technology have commenced in many countries worldwide. 5G networks are primarily 100 times faster than the current 4G network. It is presumed to have an enormous impact on all the sectors of the economy, be it the healthcare sector, the manufacturing sector, the communication sector and the retail sector.

● 5G can offer remote-learning opportunities- Covid-19 and the resulted lockdown have had one of the most significant effects on the Education sector. It has entirely changed how classroom teaching takes place. It introduced online teaching, a relatively new trend especially for developing and underdeveloped countries where there is no fast internet connectivity. 5G, with its tremendous speed will make learning more accessible, appealing and engaging.

● 5G will pace up online education- Online education involves the use of live streaming, online lectures and watching videos. It requires fast internet connectivity. A slow connection will hamper the learning process leaving both students and teachers dissatisfied.

● Personalized and flexible learning- 5G technology will help in increasing individual student's grip over education. With high speed of internet students can access educational resources at their comfort location. Since, the learning attitude of every student is unique. 5G technology will help the students to access the same information multiple times to grasp the topic better.

● Quicker access to cloud-based data- Cloud- based data storage helps store unlimited data of educational institutions in a single platform, be it student's records, institute's official records. However, accessing the data with the current 4G technology can be slow and tedious process. 5G technology can be a game-changer in this field. It will help in accessing the data anywhere using distributed cloud andmobile edge computing. So, anyone can work according to their convenience and time.

● Students with special needs can learn better- Classroom teaching can be a challenge for students with special needs. They need more assistance than their peers.

But the advent of 5G will undoubtedly be a great help for these exceptional students. Thanks to 5G, robot applications can be implemented within the classroom, which is very responsive and helps students with special needs to have a decent learning experience.

Conclusion- It is believed that India's digital economy has the potential to reach USD 1 trillion by the year 2025, driven by increased internet proliferation, growth of mobile data and growth of social media. 5G technology can usher in a new era in India's education sector. 5G network will help India move towards Sustainable Development Goal- to ensure an inclusive and equitable quality education environment and promote lifelong learning opportunities for all. Many women and disadvantaged sections of society lack educational opportunities in India. These opportunities can be due to lack of infrastructural hurdles, economic power to afford education or the lack of education itself. 5G with its potential to boost online learning can provide a new leash for many of the disadvantaged sections of society to access and continue learning beyond the classroom's four walls.

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डिकोडिंग की शिक्षा 5G संचार प्रौद्योगिकी का उच्च शिक्षा पर संबंधित प्रभाव

मुक्ता अग्रवाल *

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प्रस्तावना – आज मोबाईल फोन ने दैनिक जीवन की गतिविधियों के लिए हमारे जीवन को बहुत आसान बना दिया है। आज कोई मोबाईल फोन पर लाइव ट्रैफिक स्थिति का आकलन कर सकता है और समय पर पहुंचने के लिए उचित निर्णय ले सकता है। इसके साथ मौसम की जानकारी, केब बुक करना और बहुत कुछ सभी के लिए मनोरंजन कभी भी कहीं भी मोबाईल के द्धारा किया जा सकता है।

विद्यार्थियों के जीवन पर मोबाईल का महत्व – विद्यार्थी आजकल मोबाईल का उपयोग करके अपनी पढ़ाई को बेहतर बनाने की कोशिश करते हैं। अगर उन्हें किसी सवाल का जवाब नहीं मिलता तो वह मोबाईल पर सर्च करके उन सवालों के जवाब आसानी से प्राप्त कर पाते हैं।

वर्तमान में तकनीकी प्रगति ने हमारे जीवन को आसान बना दिया है। आज एक मोबाईल फोन की मदद से हम दुनिया भर में किसी से भी आसानी से बात कर सकते हैं या वीडियो चौट कर सकते हैं।

शिक्षा में एन्कोडिंग और डिकोडिंग क्या है?
एन्कोडिंग का अर्थ है एक Message का Creation (जिसे आप अन्य व्यक्ति के साथ Communication करना चाहते हैं)। दूसरी ओर डिकोडिंग का अर्थ है Listener या Encoded Message को सुनना। तो डिकोडिंग का अर्थ है Message का अर्थ Explain करना।

डिकोडर्स कैसे काम करते हैं?
एक डिकोडर एक उपकरण है जो कोडित इनपुट सिग्नल से आउटपुट के रूप में मूल सिग्नल उत्पन्न करता है और इनपुट की n लाइनों को आउटपुट की 2n लाइनों में परिवर्तित करता है । एक और गेट को मूल डिकोडिंग तत्व के रूप में इस्तेमाल किया जा सकता है क्योंकि यह केवल उच्च आउटपुट उत्पन्न करता है जब सभी इनपुट उच्च होते हैं।

कंप्यूटर नेटवर्क – दो या दो से अधिक परस्पर जुड़े हुए कंप्यूटर का युक्तियों और जोड़ने वाली व्यवस्था को कंप्यूटर नेटवर्क कहते हैं। कंप्यूटर नेटवर्क का उपयोग इलेक्ट्रॉनिक संचार में किया जाता है। इलेक्ट्रॉनिक्स की सहायता से एक स्थान से दूसरे स्थान पर सूचित करने की क्रिया को दूरसंचार कहते हैं। 3**G**, 4**G**, 5**G**, **LAN** और **WAN** सहित कई सेल फोन नेटवर्क प्रकार हैं । इन प्रणालियों के बीच मुख्य अंतर यह है कि वे संकेतों को प्रसारित करने के लिए विभिन्न रेडियो नेटवर्क का उपयोग करते हैं।

5G क्या है, और यह 3G और 4G से कैसे अलग है?
5**G** पांचवीं पीढ़ी का मोबाईल नेटवर्क है जो बहुत तेज गति से डेटा के बड़े स्तर को प्रसारित करने में सक्षम है। 3**G** और 4**G** की तुलना में, 5**G** में बहुत कम विलंबता (Latency) है जो विभिन्न क्षेत्रों में यूजर्स के अनुभव को बढ़ाएगी।

नीलामी से सरकार को राजस्व कितना प्राप्त हुआ?
दूरसंचार विभाग को 5जी नीलामी से कुल 1.50 लाख करोड़ रुपये की बोलियां मिलीं। शुरुआत में नीलामियों से 80,000–90,000 करोड़ रुपये के राजस्व होने का अनुमान लगाया गया था।

केंद्रीय संचार, इलेक्ट्रॉनिक्स और सूचना प्रौद्योगिकी मंत्री अश्विनी वैष्णव ने कुछ दिन पहले सोशल मीडिया प्लेटफॉर्म k00 के जरिये 5जी का अपडेट दिया था। इसमें उन्होंने बताया था 5जी नेटवर्क के लिए स्पेक्ट्रम असाइनमेंट लेटर जारी कर दिए गए हैं। इसके साथ ही उन्होंने टीएसपी (Telecom Service Provider) से 5जी लॉन्च की तैयारी के लिए भी अनुरोध किया है। तब उन्होंने बताया था कि स्पेक्ट्रम आवंटन के साथ ही भारत अब हाई–स्पीड 5जी दूरसंचार सेवाओं को शुरू करने के अंतिम चरण में पहुँच चुका है।

5जी का महत्व – जैसे–जैसे महामारी का जीवन विकसित हुआ, 5जी कनेक्टिविटी ने हाइब्रिड लर्निंग इंफ्रास्ट्रक्चर डेवलपमेंट का मार्ग प्रशस्त किया। कठिन समय में निरंतरता प्रदान करने के अलावा, शिक्षा में 5जी तकनीक भी एक स्मार्ट निवेश है – दूरस्थ और हाइब्रिड शिक्षण कार्यक्रम निस्संदेह छात्रों को संलग्न करने के अधिक तरीके प्रदान करते हैं। लेकिन अगर संस्थान नामांकन बढ़ाना चाहते हैं, राजस्व को अधिकतम करना चाहते हैं, और संगठनात्मक रूप से खुद को अलग करना चाहते हैं, तो 5जी सीखने का विकास यहीं समाप्त नहीं हो सकता है।

5जी का प्रभाव – परिसर में, कक्षा में, और आईटी संचालन में 5जी–संचालित संसाधनों का आवंटन करते समय, ये पाँच क्षेत्र ऐसे हैं जहाँ 5जी शिक्षा पर एक बड़ा प्रभाव डाल रहा है।

जबकि नीतिगत समाधानों की आवश्यकता है, निजी और सार्वजनिक कॉलेजों और विश्वविद्यालयों के लिए भी निहितार्थ जटिल हैं। जीवन, कार्य और शिक्षा के मिश्रण के साथ, प्रशासनिक प्रणालियों और उपकरणों को एकीकृत करने वाले संस्थान एक संभावित छात्र के साथ पहले संपर्क बिंदु से बाहर खड़े होंगे। हाल ही में एक एज़ुकॉज फीचर इस बात पर प्रकाश डालता है कि कैसे मिशिगन विश्वविद्यालय–डियरबॉर्न जैसे संस्थान छात्र जीवन और समर्थन सेवाओं के साथ–साथ नामांकन प्रबंधन को कारगर बनाने के लिए मार्केटिंग तकनीक–सीआरएम प्लेटफॉर्म, छात्र पोर्टल, सामाजिक श्रवण उपकरण और व्यक्तिगत सामग्री का उपयोग करते हैं। सीधी प्रक्रिया जो

नामांकन करने वालों को आकर्षित करती है, छात्रों को उनके लक्ष्यों तक पहुँचने में मदद करती है, और कर्मचारियों के लिए गतिविधियों को बढ़ाती है।

उच्च-डेटा स्थानांतरण क्षमताओं और कम-विलंबता संचार के साथ, संस्थान विपणन प्रौद्योगिकी, परिसर संचालन और शैक्षणिक प्रणालियों के बीच अंतर-संचालन सुनिश्चित कर सकते हैं, जिससे स्वचालित कार्यों को वास्तविक समय के डेटा का उपयोग करके सही जरूरतों को पूरा करने की अनुमति मिलती है। आईटी और विकास विभागों के लिए जो नामांकन बढ़ाने और छात्रों को बनाए रखने की उम्मीद करते हैं, शिक्षा में 5जी कनेक्टिविटी गति और विश्वसनीयता का एक नया स्तर प्रदान करती है। स्नातक और पूर्व छात्रों के संचार के माध्यम से आवेदन से, एकीकृत परिचालन और विपणन प्रौद्योगिकी प्रणाली छात्रों, शिक्षकों और प्रशासकों को उनके शैक्षिक अनुभव के प्रक्षेपवक्र में विश्वास दिलाती है।

संस्थागत पारिस्थितिकी तंत्र और छात्र पाइपलाइन का विस्तार करने के लिए ऑनलाइन कार्यक्रम – व्यापक 5जी कवरेज ऑनलाइन और हाइब्रिड शिक्षण कार्यक्रमों की एक निरंतर बढ़ती संख्या को शक्ति प्रदान कर रहा है, जिससे विश्वविद्यालय प्रयोगशाला और अध्ययन समूहों को वीडियो-समृद्ध वातावरण में बुलाने और संवाद करने में सक्षम बनाया गया है। यह ग्रामीण क्षेत्रों और वंचित समुदायों को समान शैक्षिक अवसर प्राप्त करना भी सुनिश्चित करता है।

क्या 5जी से कैंसर होता है?

अब तक किए गए शोध के मुताबिक 5जी से कैंसर होने का खतरा बहुत कम होता है। हालांकि, अभी तक इसके बारे में बहुत कम अध्ययन हुआ है। इसलिए इसे पूरी तरह से नकारा नहीं जा सकता।

विश्व स्वास्थ्य संगठन (WHO) 5जी के स्वास्थ्य खतरों का आकलन कर रहा है, जिसकी रिपोर्ट इस साल के अंत तक आ सकती है। डब्ल्यूएचओ के अनुसार, अब तक मानव स्वास्थ्य से संबंधित मोबाईल तकनीक का कोई हानिकारक प्रभाव सामने नहीं आया है।

कुछ साल पहले आई डब्ल्यूएचओ की एक रिपोर्ट के मुताबिक, मोबाईल फोन का इस्तेमाल करने के बजाय शराब पीने या प्रोसेस्ड मीट खाने से कैंसर होने का खतरा ज्यादा होता है।

1. विशेषज्ञों के अनुसार, उच्च ऊर्जा और उच्च आवृत्ति विकिरण के कारण कैंसर का खतरा होता है। इस तरह के विकिरण को आयनकारी विकिरण कहा जाता है। उदाहरण एक्स-रे, गामा-किरणें और पराबैंगनी किरणें हैं।

2. मोबाईल फोन और माइक्रोवेव ओवन जैसे सामान्य इलेक्ट्रॉनिक उपकरण कम ऊर्जा और कम आवृत्ति वाले विकिरण का उपयोग करते हैं। ये गैर-आयनीकरण विकिरण की श्रेणी में आते हैं। इसलिए मोबाईल फोन से कैंसर का खतरा बहुत कम होता है।

3. अब नेटवर्क की दृष्टि से देखें तो 5जी नेटवर्क की फ्रीक्वेंसी भले ही 4जी से ज्यादा हो, लेकिन हमारे शरीर के टिश्यूज को नुकसान पहुंचाना इतना भी ज्यादा नहीं है। 5जी नेटवर्क की यह बात मोबाईल फोन और टावर दोनों पर लागू होती है।

4. विशेषज्ञों के अनुसार मोबाईल नेटवर्क तकनीक तभी हानिकारक हो सकती है जब वह शरीर के ऊतकों को गर्म करने लगे। दरअसल, बहुत अधिक ऊर्जा या उच्च विकिरण से उत्पन्न गर्मी न केवल हमारी प्रतिरक्षा प्रणाली को बल्कि डीएनए को भी नुकसान पहुंचा सकती है। यानी हाई

फ्रीक्वेंसी रेडिएशन हमारे स्वास्थ्य को प्रभावित कर सकता है, लेकिन 5जी टावर से निकलने वाले रेडिएशन की फ्रीक्वेंसी कम होने से हमारे स्वास्थ्य पर कोई असर नहीं पड़ता है।

5. यूएस फेडरल कम्युनिकेशंस कमिशन (FCC) के वर्तमान दिशानिर्देशों के अनुसार, लोगों को 300 KHz से 100 GHz की सीमा में विकिरण से जोखिम नहीं है। दुनिया के अधिकांश देशों में, 5जी फ्रीक्वेंसी रेंज वर्तमान में लगभग 25-40 GHz और 100 GHz से कम है। भारत में, 5जी के लिए 600 MHz से 24-47 GHz की आवृत्ति का उपयोग किया जाएगा।

6. 2021 में, यूरोपीय संसदीय अनुसंधान सेवा के भविष्य के विज्ञान और प्रौद्योगिकी के पैनल ने मानव स्वास्थ्य पर 5जी के प्रभाव पर एक अध्ययन किया। बताया गया कि 450 से 6000 मेगाहर्ट्ज की आवृत्ति वाले रेडिएशन से इंसानों में कैंसर का खतरा होता है।

7. यह विशेष रूप से ग्लियोमा और ध्वनिक न्यूरोमा जैसे कैंसर से ग्रस्त है। गिलिओमा मस्तिष्क और रीढ़ की हड्डी के कैंसर हैं। ध्वनिक न्यूरोमा भी मस्तिष्क का एक कैंसर है, जिससे सुनने की क्षमता कम हो जाती है।

भारत में छात्रों के लिए डिजिटल एक्सेस लाने के लिए 5जी का उपयोग करना – 5जी कनेक्टिविटी स्कूली शिक्षा को और अधिक प्रभावी बनाने, भारत के ग्रामीण और दूरदराज के हिस्सों में लाखों छात्रों को सीखने में मदद कर सकती है और आर्थिक विकास को बढ़ावा दे सकती है।

पिछले पांच वर्षों के दौरान मोबाईल ब्रॉडबैंड नेटवर्क की उपलब्धता और स्मार्टफोन के तेजी से अपनाने से भारत के उपभोक्ताओं, अर्थव्यवस्था और समाज पर महत्वपूर्ण प्रभाव पड़ा है। 2020 की शुरुआत में Covid 19 महामारी की शुरुआत के बाद से, भारतीयों ने दूरस्थ कामकाज, शिक्षा, स्वास्थ्य सेवाओं, खरीदारी और अन्य सेवाओं के लिए मोबाईल ब्रॉडबैंड पर भरोसा किया है। कनेक्टिविटी का प्रभाव शिक्षा के क्षेत्र में कहीं अधिक दिखाई नहीं दे रहा है। मोबाईल ब्रॉडबैंड कनेक्टिविटी और किफायती डेटा योजनाओं की व्यापक उपलब्धता के कारण, कई स्कूल दूरस्थ शिक्षा की ओर तेजी से बढ़े और लाखों छात्रों ने दूरस्थ शिक्षा की ओर रुख किया।

हालांकि, भारत के लगभग सभी हिस्सों में 4जी उपलब्ध कराने में महत्वपूर्ण प्रगति के बावजूद, अभी भी लाखों लोग ऐसे हैं जिनके पास ब्रॉडबैंड तक पहुंच नहीं है या अपर्याप्त है। ब्रॉडबैंड इंटरनेट की कमी देश के ग्रामीण और दूरदराज के हिस्सों में सबसे तीव्र है। ऐसे में अभी भी इन क्षेत्रों में लाखों छात्र रह रहे हैं जिनके पास इंटरनेट की अपर्याप्त या कोई पहुंच नहीं है। उनके लिए, 2020 की शुरुआत में शुरू होने वाली महामारी से प्रेरित स्कूल बंद होने के लगभग दो वर्षों के दौरान स्कूली शिक्षा एक चुनौती बन गई। अपर्याप्त या इंटरनेट तक पहुंच नहीं होने के कारण सीखने में गंभीर व्यवधान था। लेनासिया और इंडियन काउंसिल फॉर रिसर्च ऑन इंटरनेशनल इकोनॉमिक रिलेशंस द्वारा मार्च और सितंबर 2021 के बीच किए गए एक अध्ययन के अनुसार, औपचारिक शिक्षा प्रणाली में नामांकित स्कूली बच्चों (यानी, 5-18 वर्ष की आयु के बीच) में से केवल 20% बच्चों को दूरस्थ शिक्षा प्राप्त हुई। महामारी से प्रेरित स्कूल बंद के दौरान शिक्षा के अलावा, जैसा कि एक अन्य अध्ययन में पाया गया, कई छात्र जिनके पास सीखने के उपकरण तक पहुंच थी, उन्हें अपर्याप्त इंटरनेट गति के साथ चुनौतियों का सामना करना पड़ा या इंटरनेट एक्सेस की लागत निषेधात्मक पाई गई। यूनेस्को के अनुसार, 39% भारतीय माता-पिता इंटरनेट का खर्च वहन नहीं कर सकते

हैं। यदि हम विशेष रूप से स्कूलों को देखें, तो सरकारी आंकड़ों के अनुसार भारत में केवल 24.5% स्कूल इंटरनेट से जुड़े हैं– कुछ राज्यों में इंटरनेट के साथ 10% से भी कम स्कूल हैं। इसी तरह, कई शिक्षकों के पास भी एक अच्छे इंटरनेट कनेक्शन या दूरस्थ पाठ देने के लिए उपयुक्त उपकरण तक पहुंच नहीं हो सकती है।

5जी कैसे इन चुनौतियों से निपटने में मदद कर सकता है– यहां यह बताना महत्वपूर्ण है कि जैसे–जैसे शिक्षा अधिक डिजिटल रूप से समृद्ध होती जाती है – एक अच्छा विश्वसनीय ब्रॉडबैंड एक्सेस उतना ही महत्वपूर्ण हो जाता है जितना कि अच्छे शिक्षकों और पाठ्यपुस्तकों तक पहुंच। दूसरी ओर, प्रभावी शिक्षण प्रदान करने के लिए शिक्षकों को हमेशा विश्वसनीय ब्रॉडबैंड कनेक्शन की भी आवश्यकता होती है। दूसरी ओर, असंबद्ध लोगों के लिए डिजिटल शिक्षा लाने में इंटरनेट कनेक्टिविटी और एक्सेस डिवाइस की उपलब्धता और सामर्थ्य सुनिश्चित करने से लेकर अच्छी डिजिटल शिक्षण सामग्री की उपलब्धता और डिजिटल या दूरस्थ शिक्षा देने के लिए शिक्षकों के पर्याप्त प्रशिक्षण को सुनिश्चित करने से लेकर बहुआयामी दृष्टिकोण शामिल होगा। फिर दूरस्थ शिक्षण वातावरण में सीखने के परिणामों को मापने का मुद्दा है। आइए देखें कि इन सभी को संबोधित करने और भारत में शिक्षा को बदलने में 5जी कैसे प्रभावी हो सकता है।

1) **दूरस्थ शिक्षा को अधिक संवादात्मक और समृद्ध बनाना–** 5जी सीखने को अधिक प्रभावशाली और इंटरैक्टिव बनाने में मदद कर सकता है। ऑगमेंटेड रियलिटी/वर्चुअल रियलिटी टूल के साथ दिए गए पाठ सीखने को अधिक अनुभवात्मक बना सकते हैं। एआर/वीआर सैद्धांतिक अवधारणाओं को जीवन में उतारकर छात्रों को विषयों को बेहतर ढंग से समझने में मदद कर सकता है। एआर/वीआर का उपयोग शिक्षकों को प्रशिक्षण देने के लिए भी किया जा सकता है। दृश्य सामग्री से भरपूर इंटरएक्टिव पाठ सीखने के परिणामों पर सकारात्मक प्रभाव डाल सकते हैं।

2) **5जी नेटवर्क से हानि–** टेक्निकल यूनिवर्सिटी ऑफ बर्लिन की रिपोर्ट के अनुसार, हैकर्स यूजर्स का डाटा ज्यादा तेजी और आसानी से हैक कर पाएंगे, जिससे ऑनलाइन फ्रॉड में तेजी से इजाफा देखने को मिल सकता है। 5जी नेटवर्क के लिए ज्यादा बैंडविथ की जरूरत होती है, जिसके लिए अधिक मोबाईल टावर लगाने होंगे, इससे काफी खर्चा होगा।

निष्कर्ष – कई अन्य क्षेत्रों की तरह, 5जी का भारत में स्कूली शिक्षा पर परिवर्तनकारी प्रभाव पड़ेगा। यह न केवल लाखों असंबद्ध छात्रों के लिए विश्वसनीय ब्रॉडबैंड एक्सेस लाने में मदद कर सकता है, बल्कि शिक्षण विधियों में एक बड़ा बदलाव भी ला सकता है जिससे सकारात्मक सीखने के परिणाम सामने आ सकते हैं।

संदर्भ ग्रंथ सूची ः–

1. व्यक्तिगत शोध के आधार पर।

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Role of Education Policy 2020 in the Context of Teacher & Teacher Education

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Introduction - "The purpose of education is to make good human beings with skill and expertise…Enlightened human beings can be created by teachers."

Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community.

About National Education Policy (NEP) 2020: The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The NEP 2020 is is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE),1986.Built on the functional pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student NEP 2020 "It is covered major three types of Salient features of the NEP 2020):-

1. School Education.
2. Higher Education.
3. Teacher Education.

NEP 2020 emphasizes on ensuring universal access to school education at all levels- preschool to secondary. Infrastructure support, innovative education centre's to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

Early Childhood Care & Education with new Curricular and Pedagogical Structure: With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8.

ECCE will be delivered through significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD. Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

Attaining Foundational Literacy and Numeracy: Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.A National Book Promotion Policy is to be formulated.

Reforms in school curricula and pedagogy: The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential Learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra- curricular activities, between vocational and academic streams. Vocational education will start in schools from the 6th grade,

and will include internships. A new and comprehensive National Curricular framework for School Education, NCFSE 2020-21, will be developed by the NCERT.

Multilingualism and the power of language: The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

Assessment Reforms: NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard- setting body. Equitable and Inclusive Education NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups(SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centres, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.

Robust Teacher Recruitment and Career Path: Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTS, teachers and expert organizations from across levels and regions.

School Governance: Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community. Standard-setting and Accreditation for School Education NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

Higher Education: Increase GER to 50% by 2035. NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

Holistic Multidisciplinary Education: The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. Multidisciplinary Education and Research Universities (MERUS), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation: Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body the for entire higher education, excluding medical and legal education. HECI to have four independent verticals National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council(NAC) for accreditation. HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Rationalised Institutional Architecture: Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges, Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university. Motivated, Energized, and Capable Faculty NEP makes recommendations for motivating, energizing, and building of faculty thorugh clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivizing excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable**.** Education A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.Stringent action will be taken against substandard stand- alone Teacher Education Institutions (TEIS). Mentoring Mission**.** A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty including those with the ability to teach in Indian languages that would be willing to provide short and long-term mentoring/ professional support to university/college teachers.

Financial support for students: Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SDGs, The National Scholarship, legal, will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIS will be encouraged to offer larger numbers of free ship and scholarships to their students.

Open and Distance Learning: This will be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes.

Online Education and Digital Education: A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the E-education needs of both school and higher education.

Technology in education: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

Promotion of Indian languages:To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (ITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/ local language as a medium of instruction in more HEI programmers. "Higher Education Substrates be nationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world entered Universities to open campuses in our country.

Professional Education: All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities ete will aim to become multi-disciplinary institutions.

Adult Education: Policy aims to achieve 100% youth and adult literacy. Financing Education.The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Outcomes of NEP 2020:
1. Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4.
2. sustainable Development goals.
3. Attaining Foundational Learning & Numeracy Skills through National Mission by 2025 Gves Elverhurate. 100% GER in Pre-School to Secondary Level by 2030.
4. Bring Back 2 Cr Out of School Children Teachers to be prepared for assessment reforms by 2023.
5. Inclusive & Equitable Education System by 2030 Board Exams to test core concepts and application of knowledge.
6. Every Child will come out of School adept in at least one Skill.
7. Common Standards of Learning in Public & Private Schools &Institutions.

Conclusion of NEP 2020
1. Implementation of Skills, understanding & new learning methods in every child.
2. More focus on practical learning rather than theoretical learning.
3. Every student can get quality educations carte, gender or any disability no matter.
4. Different Learning techniques and experiments used by the teachers.

Reference:-
1. Personal Research.

शिक्षा में हाइब्रिड लर्निंग: एक नवाचार

नितेश नागर *

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शोध सारांश – डिजिटल शिक्षण प्रौद्योगिकी के सबसे महत्वपूर्ण इलाकों में से एक है। शिक्षा में ई लर्निंग एक महत्वपूर्ण सोपान बनकर विद्यार्थियों के समक्ष उपस्थित हुआ है। यह कॉलेजों विश्वविद्यालयों एवं विद्यालयों में एक लोकप्रिय प्रवृत्ति बन गई है।

प्रस्तावना – मिश्रित प्रणाली शिक्षा या ब्लेंडेड शिक्षा एक औपचारिक शिक्षा कार्यक्रम हैं, जिसमे विद्यार्थी पाठ्यक्रम के एक भाग को अपनी कक्षा में पूरा करता हैं और दूसरा भाग डिजिटल एवं ऑनलाइन संसाधनो का प्रयोग करके पूर्ण करता हैं। ब्लेंडेड शिक्षा में समय, जगह, विधि तथा गति का नियंत्रण विद्यार्थी के हाथ में होता है। ब्लेंडेड शिक्षा में विद्यालय की कक्षाओं में पढ़ाये गये पाठ के साथ ऑनलाइन माध्यम से शिक्षा विद्यार्थियों को प्रदान की जाती है।ब्लेंडेड शिक्षा के समर्थकों का कहना है कि यह एक ऐसा कार्यक्रम है जिसके द्वारा डेटा संग्रह तथा व्यक्तिगत अनुदेशन एवं मूल्यांकन का लाभ मिलता है। इस विधि को मिश्रित अधिगम विधि भी कहते हैं।

मिश्रित अधिगम विधि (Blended Learning Method)यह शब्द शिक्षण में नया है। इस शब्द का उद्गम संयुक्त राज्य अमेरिका मे हुआ है। इस शब्द की अभी तक कोई सर्वमान्य परिभाषा नहीं है। मिश्रित अधिगम विधि ऑनलाइन शिक्षण विधि को प्रत्यक्ष परम्परागत शिक्षण से जोड़ता है। यह विधि विभिन्न दृष्टिकोणों को शिक्षाशास्त्र में विकसित करती है। इस विधि का मुख्य उद्देश्य वितरण के तौर–तरीकों के संयोजन के अनुभव द्वारा कुशल और प्रभावी शिक्षा प्रदान करना है।

मिश्रित अधिगम शिक्षा का एक उदाहरण महाराजा महाविद्यालय उज्जैन में 30 अक्टूबर 2022 को आयोजित कार्यशाला है जिसमें परंपरागत कक्षाओं के साथ–साथ ऑनलाइन माध्यम से भी विद्यार्थियों को व्यक्तित्व विकास के संबंध में शिक्षा प्रदान की गई।

ब्लेंडेड शिक्षा की सही परिभाषा, सन 2006 में बॉक तथा ग्राहम के द्वारा लिखी पुस्तिका में पहली बार प्रकाशित हुई। 'आज, इंटरनेट एवं डिजिटल आधारित शिक्षा और कक्षा में पढ़ाये गये विद्या के मिश्रित शिक्षा कार्यक्रम को ब्लेंडेड कक्षा कहा जाता है।'

ऐतिहासिक परिप्रेक्ष्य में देखा जाए तो पारंपरिक शिक्षा के साथ प्रौद्योगिक शिक्षा का प्रचलन सन 1960 में पारंपरिक कक्षा के विकल्प में सामने आया इसमें एक अध्यापक सिर्फ कुछ ही विद्यार्थियों को शिक्षण प्रदान कर सकता था।

ब्लेंडेड शिक्षा के प्रकार –
ब्लेंडेड शिक्षा को छह प्रकार में वर्गीकृत किया गया है।
1. **आमने सामने का संचालन** – वह संचालन जिसमे अध्यापक अपना डिजिटल उपकरणों के द्वारा करते हैं।

2. **नियमित आवर्तन(Regular recurring)** – इसके अंतर्गत विद्यार्थी निश्चित निर्देशों का अनुसरण करके इंटरनेट के माध्यम से और परंपरागत कक्षा संचालन द्वारा शिक्षा प्राप्त करता है।

3. **फ्लेक्स** – इसके अंतर्गत विद्यार्थी लगभग अपना पूरा अध्ययन इंटरनेट तथा डिजिटल संसाधन का प्रयोग करके पूर्ण करता है।यहाँ अध्यापक सिर्फ योगदान और परामर्श विद्यार्थियों को देता है।

4. **प्रयोगशाला** – इसके अंतर्गत विद्यार्थी अपना प्रयोग संबंधी कार्य एक ही स्थान पर इंटरनेट तथा डिजिटल संसाधन का प्रयोग करके पूर्ण करता है।

5. **स्वत: ब्लेंड (Automatic Blend)** – किसके अंतर्गत विद्यार्थी स्वयं की प्रेरणा से अपने पाठ्यक्रम को ऑनलाइन माध्यम से पुन: दोहराता है।

6. **ऑनलाइन संचालन** – इसके अंतर्गत संपूर्ण पाठ्यक्रम ऑनलाइन साधनों द्वारा पढ़ाया जाता है।

प्रभावी हाइब्रिड लर्निंग की सफलता के लिए सुझाव:
1. छात्रों और शिक्षकों के बीच सकारात्मक संबंध होने चाहिए।
2. छात्रों एवं शिक्षकों के मध्य सार्थक संबंध के निर्माण के लिए सकारात्मक ऊर्जा होनी चाहिए।
3. छात्रों से बार–बार संवाद के माध्यम से ऑनलाइन कक्षाओं की उपयोगिता सिद्ध करनी चाहिए।
4. शिक्षा में प्रौद्योगिकी का प्रयोग करना चाहिए जैसे पावर पॉइंट प्रेजेंटेशन अथवा वीडियो का प्रयोग करना चाहिए।
5. शिक्षा पर प्रौद्योगिकी का प्रभाव बढ़ाने के लिए आर्टिफिशियल इंटेलिजेंसी वर्चुअल रियलिटी और ऑगमेंटेड रियलिटी जैसी तकनीक का प्रयोग करना चाहिए।

हाइब्रिड तकनीक के लाभ:
1. **लचीलापन (flexibility)** – हाइब्रिड लर्निंग छात्रों को अपने समय का कुशलतापूर्वक उपयोग करने की अनुमति प्रदान करता है।उदाहरण के लिए कुछ ऐसी स्थितियां जहां एक छात्र कक्षा में यदि किसी व्याख्यान में शामिल नहीं हो सकता है लेकिन हाइब्रिड लर्निंग पद्धति के flexibility के साथ वह कहीं भी किसी भी स्थान पर ऑनलाइन कक्षाओं में भाग ले सकते हैं,इस तरह की सीखने की विधि से छात्र अपने शेड्यूल के आधार पर उस

व्याख्यान का चयन कर सकते हैं जो उसके लिए सबसे अधिक उपयोगी है।

2. समय एवं श्रम की बचत–इस विधि के द्वारा विद्यार्थियों के श्रम एवं समय की बचत होती है पारंपरिक कक्षा की अपेक्षा हाइब्रिड लर्निंग एक आसान तरीका है जो विद्यार्थियों के समय एवं श्रम की बचत भी करता है।

3. आर्थिक लाभ– हाइब्रिड लर्निंग आर्थिक रूप से कमजोर छात्रों के लिए उपयोगी है जो ट्यूशन फीस देने में असमर्थ है।

4. स्वतंत्रता–हाइब्रिड लर्निंग छात्रों को पूर्ण स्वतंत्रता की अनुमति प्रदान करती है वे पाठ्य सामग्री को किसी भी समय और बार–बार पढ़ सकते हैं और न समझने पर उन्हें बार–बार लेक्चर देखने की भी स्वतंत्रता होती है।

5. क्षमता–हाइब्रिड लर्निंग के द्वारा विद्यार्थियों एवं शिक्षकों दोनों के लिए एक कुशल वातावरण का निर्माण होता है शिक्षक अपने कक्षा शिक्षण में कुशलता प्राप्त करते हैं एवं विद्यार्थी पाठ्य सामग्री को भलीभांति सीख पाते हैं अत: हाइब्रिड लर्निंग विद्यार्थी एवं शिक्षकों के क्षमता में वृद्धि करती है।

6. यह विधि शिक्षण को नवीन पद्धतियों से जोड़ती है।

7. इस विधि के द्वारा शिक्षण प्रक्रिया में विभिन्न दृष्टिकोणों का विकास सम्भव है।

8. यह विधि एक कुशल शिक्षण अधिगम प्रक्रिया के द्वारा एक प्रभावी शिक्षा प्रदान करने में सफल भूमिका निभाती है।

हाइब्रिड लर्निंग की हानियां– शिक्षा के प्रत्येक पद्धति जहां एक और लाभ देती है वही हानिया भी उत्पन्न होती है हाइब्रिड लर्निंग की भी कुछ हानियां हैं जो इस प्रकार है:

1. ब्लेंडेड शिक्षा तकनीकी साधनों पर निर्भर है। इस शिक्षा का सार्थक असर होने के लिए यह साधन विश्वसनीय और अद्यतन होने चाहिए एवं इनका प्रयोग आसान होना चाहिए अधिकतर स्थानों पर विश्वसनीयता संदिग्ध हो जाती है।

2. एक शोध अध्ययन में यह जानकारी पाई गयी कि चार विश्वविद्यालयों के सिर्फ आधे छात्र व्याख्यान के वीडियो देखते हैं। असल में 40% विद्यार्थी एक ही बार में सारे वीडियो से देखते थे। और यही विद्यार्थियों की असफलता का मुख्य कारण होता है।

3. नेटवर्क की समस्या ऑनलाइन कक्षाओं को बाधित करती है।

4. तकनीक का ज्ञान न होने के कारण विद्यार्थी ऑनलाइन कक्षाओं की उपयोगिता का लाभ नहीं ले सकता।

5. शिक्षक छात्रों का मूल्यांकन नहीं कर पाता है।

6. इस विधि में अधिक संसाधनों की आवश्यकता होती है।

7. यह विधि शिक्षण के बाह्य संसाधनों पर निर्भर होने के कारण यदि संसाधनों में कमी आती है तो अधिक प्रभावी नहीं हो पाती ।

उपसंहार–इस प्रकार निष्कर्ष स्वरूप हम यह कह सकते हैं कि डिजिटल और ऑनलाइन मीडिया के माध्यम से होने वाला औपचारिक शैक्षणिक कार्यक्रम मिश्रित शिक्षा शिक्षा के लिए एक दृष्टिकोण है, जो ऑनलाइन शैक्षिक सामग्री और पारंपरिक कक्षा विधियों के साथ ऑनलाइन माध्यम से अवसरों को प्रदान करती है। इस पद्धति में समय, स्थान, मार्ग या गतिविधि पर नियंत्रण के साथ साथ कुछ अन्य तत्वों की उपस्थिति की आवश्यकता होती है। परंपरागत कक्षा संचालन की पद्धति को पाठ्य सामग्री सामग्री और सभी के लिए शिक्षा के संबंध में ऑनलाइन माध्यम के साथ जोड़ा जाता है ।

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माध्यमिक स्तर के विद्यार्थियों की मानसिक योग्यता पर अध्यापन माध्यम एवं सामाजिक-आर्थिक स्थिति के प्रभाव का अध्ययन : उज्जैन जिले के संदर्भ में

डॉ. चंदनबाला जैन *

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प्रस्तावना – भारत एक बहुभाषी देश है। यहाँ शिक्षा के माध्यम के अनेक विकल्प उपलब्ध है। विद्यार्थियों के लिये कौन-सा माध्यम सबसे उपयुक्त है ? मातृभाषा और अन्य भाषाओं में विद्याध्ययन का विद्यार्थियों की मानसिक योग्यता पर क्या प्रभाव पड़ता है ? यह जानने से पूर्व हमें अंग्रेजी और भारतीय भाषाओं की स्थिति पर नजर डालना आवश्यक प्रतीत होता है। और इन भाषाओं का हाल-चाल जाँचते मापते दो किस्म के समंक प्राप्त होते हैं।

पहला तथ्य जनगणना का है। एक सर्वेक्षण में जारी सन् 2001 के समंको के अनुसार अंग्रेजी को अपनी मातृभाषा बताने वाले देश में केवल 0.02 प्रतिशत लोग थे, यानि हर दस हजार में सिर्फ दो व्यक्ति घर में पहली भाषा के रूप में अंग्रेजी बोलते थे। सन् 1991 और 2001 के बीच इस अनुपात में कोई फर्क नही आया। इससे लगा कि भारतीय भाषाओं के महासागर में अंग्रेजी एक बूंद के बराबर है। लेकिन अंग्रेजी के विस्तार के सच को समझने के लिए एक दूसरे तथ्य को भी देखना होगा। राष्ट्रीय शैक्षणिक योजना और प्रशासन विश्वविद्यालय ने माध्यमिक विद्यालयों में अंग्रेजी माध्यम से शिक्षा ग्रहण कर रहे विद्यार्थियों के समंक प्रकाशित किये हैं।

इनके अनुसार सन् 2006 में देशभर में 6 प्रतिशत बच्चे अंग्रेजी माध्यम वाले विद्यालयों में अध्ययनरत थे। सन् 2003 और 2006 के मध्य महज तीन वर्ष में जहाँ भारतीय भाषाओं में पढ़ने वाले विद्यार्थियों की संख्या में 24 प्रतिशत वृद्धि हुई। वहीं अंग्रेजी भाषाओं में पढ़ने वाले विद्यार्थियों की संख्या में 72 प्रतिशत वृद्धि हुई। इन्ही तथ्यों को देखकर यह लगता है, कि जहाँ एक ओर हम भारतीय भाषाओं को बढ़ावा देने के कदम उठा रहे हैं, वही दूसरी तरफ अंग्रेजी भाषा के फैलाव को रोकने के प्रयास भी कम ही कर पा रहे है, विभिन्न भाषाओं में शिक्षा प्राप्त करने के विकल्प उपलब्ध होने के बावजूद भी अंग्रेजी भाषा का प्रभुत्व स्कूली शिक्षा, उच्च शिक्षा और सामाजिक व्यवहारों में ज्यों का त्यों का बना हुआ है। अंग्रेजी भाषा के शिक्षा जगत में बढ़ते प्रसार और प्रभाव का विद्यार्थियों की मानसिक योग्यता पर कैसा और कितना असर हो रहा है? इस प्रश्न पर विचार करने के उद्देश्य से इस विषय को चुना गया है। शोधार्थी द्वारा यह भी अनुभव किया गया है कि मातृभाषा, परिवेश की भाषा और विद्यालयीन अध्ययन की भाषा में भिन्नता होने के कारण विद्यार्थियों की ग्रहण क्षमता का उपयोग पूरी तरह से नही हो पाता है। ऐसे उदाहरण भी देखने में आते है, जब विद्यार्थी प्राथमिक या माध्यमिक विद्यालय के स्तर पर पढ़ाई बीच में ही अधूरी छोड़ देते है।

हमारे देश में विद्यालयों में सन् 2000-2001 से लेकर 2012-2018 के मध्य औसत ड्राप आउट रेट 50 प्रतिशत से उपर ही रहा। सन् 2000-2001 में यह 54.50 प्रतिशत था, जो कि सन् 2012-2018 में 50.39 प्रतिशत रहा। कक्षा पहली से आठवीं तक के विद्यार्थियों पर जारी इन समंको में हम पाते हैं कि बालकों में विद्यालय से ड्राप आउट रेट 52 प्रतिशत रहा वहीं बालिकाओं में यह 55 प्रतिशत रहा। ऊँचे ड्राप आउट रेट के कारणों का विस्तृत एवं गहन अध्ययन किया जाये तो एक कारण भाषाई सामंजस्य का अभाव भी दिखलाई पड़ता है। प्रश्न यह है कि क्या द्विभाषीयता की स्थिति में विद्यार्थी मानसिक सामंजस्य स्थापित कर पाने में सफल होते है ? इसका उत्तर जानने का प्रयास शोधकार्य में किया गया।

एक अन्य महत्वपूर्ण पहलू को प्रस्तुत शोधकार्य में देखने का प्रयास किया गया है। 'विद्यार्थियों की मानसिक योग्यता पर सामाजिक-आर्थिक स्थिति का प्रभाव।' परिवार का एक व्यक्ति जो अपनी आय के माध्यम, शिक्षा, व्यवसाय, सांस्कृतिक संपदा तथा समुदाय की समूह गतिविधियों में सहभागिता के माध्यम से जो स्थिति प्राप्त करता है, वह उसकी सामाजिक आर्थिक स्थिति निर्धारित करती है। भारत एक विकासशील देश है और यहाँ जनसंख्या का एक बड़ा हिस्सा गरीबी की रेखा के नीचे जीवन यापन करता है। एक अन्य बड़ा वर्ग निम्न मध्यम श्रेणी का है। उच्च मध्यम वर्ग और उच्च वर्ग अत्यन्त सीमित है। परिवारों की आर्थिक स्थिति बच्चों के विद्या अध्ययन पर सीधा प्रभाव डालती है। परिवारों की जातिगत स्थिति का प्रभाव भी शिक्षा पर पड़ता है। पिछड़ी और दलित जातियों के बच्चे पढ़ाई में भी पिछड़ते हैं। विद्यार्थी की सामाजिक आर्थिक स्थिति की पहचान उसके परिवार से होती है। हमारे देश में स्वतंत्रता प्राप्ति के 60 वर्ष बाद भी एक बड़ा वर्ग ऐसे परिवारों का है, जिनमें सीमित आय या पढ़ाई के साधन उपलब्ध ना होने के कारण बच्चे विद्यालयों में प्रवेश ही नहीं लेते है या फिर विद्याध्ययन बीच में छोड़ देते है। भारत तथा विदेशों में पूर्व में किये गये अध्ययनों से स्पष्ट हुआ है कि माता-पिता की सामाजिक आर्थिक स्थिति तथा बच्चों की शैक्षिक उपलब्धि में सकारात्मक संबंध पाया गया है। जे.वेन. (1967) के अनुसार 'शैक्षिक रूप से पिछड़े बच्चे सामान्यतः निम्न अथवा अत्यधिक निम्न सामाजिक आर्थिक स्थिति वाले होते हैं।' उसी तरह गांगुली (1989) द्वारा यह निष्कर्ष निकाला गया कि उच्चतर सामाजिक-आर्थिक स्थिति वाले बच्चे निम्न और मध्यम सामाजिक आर्थिक स्थिति वाले बच्चों से शैक्षिक प्रक्रिया के लिये अधिक आकांक्षी थे।

आवश्यकता एवं महत्व – हमारे देश में शिक्षा के क्षेत्र में भाषा माध्यम के आधार पर एक गहन और विस्तृत अध्ययन करने की आवश्यकता लम्बे समय से अनुभव की जा रही है। भारत में स्वतंत्रता प्राप्ति के पश्चात् विकास तो तेजी से हो रहा हैं, परन्तु उसमें संतुलन का अभाव है। कुछ क्षेत्रों में जहाँ तेजी से प्रगति हुई हैं, वहीं कुछ क्षेत्र अभी भी पिछड़े हुए है। यही परिदृश्य शिक्षा के विस्तार का है। हम पाते हैं कि केरल, तामिलनाडु जैसे कुछ प्रदेशों में साक्षरता का प्रतिशत अधिक है बनिस्बत बिहार, झारखंड के। शिक्षा में भाषा माध्यम का इस असंतुलन पर प्रभाव पड़ा है। यह एक आम अवधारणा कि अंग्रेजी माध्यम वाले क्षेत्रों में विकास तेजी से हुआ है।

जिला उज्जैन – उज्जैन जिले में विकास की गति कम रही है। यहाँ का परिवेश अधिकतर ग्रामीण और धार्मिक होने के साथ-साथ परपंरावादी हैं। जिले में अशिक्षा के कारण रूढ़िवाद और अंधविश्वास की जड़े गहरी है। यहाँ के आसपास के क्षेत्रों में सामाजिक परिवर्तन की गति धीमी हैं। आज भी यहाँ पिछड़े जाति-जनजाति के लोगों की अधिकता होने के कारण शिक्षा की मात्रात्मक वृद्धि भी कम है, और गुणवत्ता भी वांछित स्तर से कम है।

उज्जैन जिले में शोधकार्य करने से पूर्व वहां की सामाजिक आर्थिक-स्थिति और शैक्षणिक स्थिति का अवलोकन किये जाने की आवश्यकता अनुभव की गई।

उज्जैन जिले की शैक्षणिक स्थिति एवं सामाजिक आर्थिक स्थिति से संबंधित कुछ समंको का विवरण निम्नानुसार है।

2001 के जनगणना अनुसार

जनसंख्या		साक्षरता दर	
कुल	429,933	कुल	72%
पुरुष	52%	पुरुष साक्षरता	79%
महिला	48%	महिला साक्षरता	66%
अनुसूचित जाति	38.07%		
अनुसूचित जनजाति	24.70%		

सामाजिक आर्थिक स्थिति के आधार पर 2007-08 के तथ्यों के अनुसार

स्टैण्डर्ड ऑफ लिविंग इंडेक्स	
निम्न वर्ग	65.2%
माध्यम वर्ग	25.2%
उच्च वर्ग	9.5%

5 से 14 वर्ष के बच्चों के विद्याध्ययन की स्थिति (Status of School Going Children)

	विद्यालय न जाकर कार्य करते हुवे	विद्यालय जाकर कार्य करते हुवे	विद्यालय जाकर कार्य ना करते हुवे
बड़नगर	6237	11286	16999
घटिया	3750	10643	8285
खचरौद	6468	15759	15994
महिदपुर	6866	17876	11641
तराना	5529	20173	12182
उज्जैन	3964	8863	10700
कुल	32814 (16.98%)	84600 (43.79%)	75801 (39.23%)

प्रस्तुत शोध का वर्तमान समय में विशेष महत्व है। जैसा कि हम पूर्व में देख चुके है भारतीय भाषाओं पर अंग्रजी भाषा को बढ़त मिल रही है। बच्चों पर दो-तीन भाषाऐं सीखने का मानसिक दबाव बढ़ गया है। जहाँ शिक्षा का माध्यम मातृभाषा से भिन्न है, वहाँ बच्चों की मानसिक योग्यता पर विपरीत प्रभाव पड़ रहा है। इन बिंदुओं पर विचार करने, विश्लेषण करने और नीतियाँ बनाने में शोध प्रबंध के नीतियाँ बनाने में महत्वपूर्ण भूमिका निभा सकते हैं। प्रस्तावित शोध कार्य का महत्व निम्न आधारों पर प्रतिपादित किया जा सकता है :

1. शिक्षा नीति में भाषा के माध्यम से प्रश्न पर विचार।
2. राष्ट्रीय और राज्यीय भाषा नीति का निर्धारण।
3. शिक्षा को रूचिकर बनाते हुये उसमें मात्रात्मक और गुणवत्तात्मक सुधार
4. भारतीय भाषाओं के संरक्षण-संवर्धन की कार्य योजना में योगदान।
5. शिक्षित-विकसित राष्ट्र का निर्माण।

अध्ययन के उद्देश्य:

1. विद्यार्थियों की मानसिक योग्यता पर अध्यापन माध्यम अंग्रेजी भाषा होने के प्रभाव का अध्ययन।
2. विद्यार्थियों की मानसिक योग्यता पर अध्यापन माध्यम हिन्दी भाषा होने के प्रभाव का अध्ययन।
3. हिन्दी अध्यापन माध्यम एवं अंग्रेजी अध्यापन माध्यम वाले विद्यार्थियों की मानसिक योग्यता में तुलनात्मक अध्ययन।
4. विद्यार्थियों की मानसिक योग्यता पर उनके परिवार की आय के प्रभाव का अध्ययन।
5. विद्यार्थियों की मानसिक योग्यता पर परिवार के आकार के प्रभाव का अध्ययन।
6. विद्यार्थियों की मानसिक योग्यता पर उनके माता-पिता की शिक्षा के प्रभाव का अध्ययन।

शोध प्रविधि – प्रस्तावित शोध कार्य के निष्कर्ष प्राप्त करने हेतु अपनाई जाने वाली विधि विभिन्न चरणों में पूरी की गई। मुख्य रूप से यह निम्न प्रकार से क्रियान्वित की गई।

शोध कार्य की योजना:

1. सर्वप्रथम उज्जैन जिले में विद्यालयों की सूची तैयार कर यादृच्छक विधि से विद्यालयों का चयन किया।
2. चुने गये विद्यालयों में विभिन्न समूहों के विभिन्न भाषा-भाषी विद्यार्थियों का चयन किया हल।
3. चयनित विद्यार्थियों पर सर्वप्रथम मानसिक योग्यता के परीक्षण हेतु उनकी भाषा के एवं सामाजिक, आर्थिक स्तर के आधार पर उन्हें विभिन्न समूहों में वर्गीकृत किया।
4. इन समूहों के अंतर्गत आने वाले विद्यार्थियों पर मानसिक योग्यता परीक्षण को प्रशसित किया।
5. तद्दोपरांत सामाजिक आर्थिक स्तर के मापन का परीक्षण किया।
6. इन परीक्षणों के फलांकन के पश्चात् प्राप्त परिणामों को सूचीबद्ध किया।

न्यायदर्श – प्रस्तुत शोध कार्य हेतु न्यायदर्श के चुनाव के लिये यादृच्छक विधि द्वारा विभिन्न शासकीय, अशासकीय विद्यालयों में अध्ययनरत विद्यार्थियों का चयन निम्न सारणी के अनुसार किया गया।

सारणी क्रं-01

विद्यालय	विद्यार्थियों की संख्या		कुल
	बालक	बालिकाएँ	
शासकीय	200	200	400
अशासकीय	200	200	400
योग	400	400	800

उपरोक्त सारणी के अनुसार विद्यार्थियों की संख्या को लिया गया। तद्‌परांत उज्जैन क्षेत्र के निम्न सभी 6 विकासखंडों को लिया गया।

1. उज्जैन
2. घटिया
3. महिदपुर
4. तराना
5. खाचरौद
6. बड़नगर

प्रत्येक विकासखंड से 4 विद्यालयों का चयन किया गया। इनमें से कम से कम एक कन्या विद्यालय लिया गया।

प्रयुक्त शोध अध्ययन के उपकरण:
1. मानसिक योग्यता उपलब्धि परीक्षण
2. सामाजिक आर्थिक स्तर अरबन स्केल

सांख्यिकी गणना – प्राप्त प्रदत्तों के विश्लेषण हेतु निम्नांकित सांख्यिकी का प्रयोग किया किया गया:

1. मध्यमान (Mean)
2. मानक विचलन (Standard Deviation)
3. क्रांतिक अनुपात (Critical Ratio)
4. टी-टेस्ट (T-Test)

उपकरण– प्रयुक्त शोध अध्ययन के उपकरण
1. सामान्य मानसिक योग्यता परीक्षण
   Constructed and Standardized -by S.S.Jalota
2. सामाजिक आर्थिक स्थिति मापनी (शहरी एवं ग्रामीण)
   Constructed and standardized-by L.N.Duby & B.Nigam

शोध में प्राप्त परिणाम – सांख्यिकीय गणना के उपरांत परिकल्पनाओं का सत्यापन किया गया एवं तद्‌नानुसार निष्कर्ष प्राप्त किया गया। निष्कर्ष के बाद शोधार्थी द्वारा यह अनुशंसा की गई कि माध्यमिक स्तर तक बालक के शिक्षा निर्देशन की भाषा ऐसी हो जिससे वह अच्छी तरह से परिचित हो। वह भाषा जो उसे वातावरण से तथा शिक्षण में सामंजस्य बनाने में सहायता प्रदान करे। विद्यालयों में भाषा नीति विशेष प्रायोजन से लागू होना चाहिये। दूसरे पहलू पर विद्यार्थियों की सामाजिक–आर्थिक स्थिति (उच्च/निम्न) का उसकी शिक्षा पर विपरीत प्रभाव नहीं होना चाहिए। अतएव उक्त शोधकार्य द्वारा शोधार्थी इस समस्या को कम करने संबंधी सुझाव देने एवं कार्य योजना प्रस्तुत करने का प्रयास किया गया ।

परिणाम एवं विश्लेषण उद्देश्यों और परिकल्पनाओं के आधार पर परिणाम जानने के लिए वर्तमान शोध में सांख्यिकीय विधियाँ मध्यमान टी परीक्षण प्रामाणिक विचलन का प्रयोग किया गया। सभी मानदंडों के अनुसार समग्र परिणाम।

क्र.	परिवर्त्य	मध्यमान	प्रामाणिक विचलन	टी मान
1	उपलब्धि मानसिक योग्यता परीक्षण	27.65	6.99	20.106
2	लिंग			
	बालक	57.74	11.70	1.97
	बालिकाएँ	60.11	12.50	
3	माध्यम			
	अँग्रेजी	59.57	12.17	2.66
	हिन्दी	55.39	11.27	
4	जाति			
	सामान्य	59.60	12.38	2.46
	आरक्षित	56.01	10.64	

सुझाव/अनुशंसाएँ

1. माध्यमिक स्तर तक बालक की निर्देशन की भाषा ऐसी हो जिससे वह अच्छी तरह से परिचित हो। एक बच्चे की मातृभाषा में सीखने की शुरुआत घर से होती है और जब कोई बच्चा विदेशी भाषा सीखने के लिए स्कूल आता है, तो यह सीखने की प्रक्रिया को धीमा कर देता है। मातृभाषा में सीखने को जारी रखने से तेजी से सीखने और प्रतिधारण सुनिश्चित होगा।

2. एक से अधिक भाषाओं के संपर्क में आने से बच्चे के मस्तिष्क में उच्च अन्तर्ग्रथनी गतिविधि होती है और बहु–भाषा प्रसंस्करण उच्च मानसिक चपलता की ओर जाता है। यह मानसिक लचीलापन मस्तिष्क के कामकाज के सभी क्षेत्रों में स्थानांतरित होता है।

3. शिक्षा के माध्यम के रूप में मातृभाषा के उपयोग से बच्चे के सीखने में माता–पिता की भागीदारी की दर भी अधिक होगी। भारत में अंग्रेजी के ज्ञान की कमी के कारण, कई माता–पिता अपने बच्चे की स्कूली शिक्षा में प्रभावी ढंग से भाग लेने में असमर्थ हैं। मातृभाषा को शामिल करने में परिवर्तन से घर–विद्यालय की भागीदारी मजबूत होगी।

4. स्थानीय भाषा में सीखने से बच्चों का आत्मविश्वास बढ़ता है और वे बिना किसी झिझक के खुद को बेहतर तरीके से व्यक्त कर पाएंगे।

5. मातृभाषा सिर्फ एक भाषा नहीं है बल्कि एक व्यक्ति के लिए अपनेपन की भावना है। स्थानीय भाषा में सीखने से हमारी सांस्कृतिक जड़ों को संरक्षित करने और हमारी विरासत के बारे में हमारी समझ को गहरा करने में मदद मिलती है।

6. विद्यार्थियों की सामाजिक–आर्थिक स्थिति (उच्च/निम्न) का उसकी शिक्षा पर विपरीत प्रभाव नहीं होना चाहिए। सीखने के लिए स्थानीय भाषाओं के उपयोग से ग्रामीण भारत में स्कूल छोड़ने की दर में नाटकीय रूप से कमी लाई जा सकती है।

7. विद्यालयों में भाषा नीति विशेष प्रयोजन से लागू होना चाहिए। स्थानीय भाषा में स्विच करना शिक्षकों के लिए भी एक बड़ा वरदान होगा। जमीनी स्तर पर वास्तविक स्थिति यह है कि 'अंग्रेजी माध्यमण स्कूलों में कई शिक्षक वास्तव में अंग्रेजी में पारंगत नहीं हैं। आखिरकार, किसी भाषा में धाराप्रवाह होने के लिए उसे सुनने और बातचीत करने का अभ्यास करने के लिए कई और कई अवसरों की आवश्यकता होती है। शिक्षकों की रुचि, उत्साह और रचनात्मकता की कल्पना कीजिए जब वे स्थानीय भाषा में पढ़ा सकते हैं! बहुत सारे छात्र स्कूल जाने के लिए अरुचि दिखाते हैं क्योंकि वे अंग्रेजी से जुड़ने में असमर्थ हैं और बिना किसी विकल्प के कोचिंग और माता–पिता के

हस्तक्षेप की कमी के कारण, उनके खिलाफ हैं। एक ज्ञात भाषा का उपयोग नाटकीय रूप से स्थिति को बदल सकता है।'

8. समय समय पर विद्यार्थियों को विद्यालयीन भाषाई सामंजस्य के सेमिनार आयोजित करना चाहिए।

9. एक से अधिक भाषा जानने से व्यक्ति के लिए नए दृष्टिकोण विकसित करने में मदद मिलती है और विभिन्न सामाजिक और सांस्कृतिक अवसर मिलते हैं।

ज्ञात से अज्ञात की ओर होने पर सीखना हमेशा प्रभावी होता है। मातृभाषा या स्थानीय भाषा में मजबूत नींव के साथ, एक बच्चा आसानी से दूसरी भाषा सीखने में बदलाव कर सकता है।

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6. के.रामसे, पी.एच.डी.: 'निर्देशन की भाषा एवं मातृभाषा एक सतत् द्वंद्व।

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विद्यालय के वातावरण के अंतर्गत अध्यापकों की कार्यकुशलता का विद्यार्थियों के सीखने की क्षमता एवं व्यक्तित्व पर प्रभाव

डॉ. चंदनबाला जैन *

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प्रस्तावना – विद्या +आलय = विद्यालय। विद्या का ऐसा घर जो बालकों को केवल शिक्षा ही नहीं अपितु संस्कार भी देता है। विद्यालयीन वातावरण का अर्थ विद्यालयी जीवन का, विद्यालय का, उस सारे वातावरण से जुड़ा है जिसके अंतर्गत केवल सुरक्षित एवं स्वच्छ सुविधाएँ ही नहीं अपितु अध्ययन, खेल, छात्र, अध्यापक, उनके आपसी संबंध आदि सभी इसमें शामिल हैं। स्कूली बच्चों के सीखने की प्रक्रिया में स्कूली वातावरण एक आवश्यक उपचार और अपरिहार्य अंग है। विद्यालयी वातावरण से तात्पर्य विद्यालय के कक्षा–कक्ष, कमरे, भवन, खेल का मैदान, बैठने का प्रबंध, वायु, प्रकाश, पेयजल एवं समय सारिणी जैसी अनुकूल परिस्थितियों से है। अध्यापक की कार्यकुशलता भी विद्यालयीन वातावरण का एक अहम् व महत्वपूर्ण हिस्सा है। अध्यापक का छात्र के मानसिक व शारीरिक विकास में उतना ही महत्व है जितना अन्य विद्यालयीन गतिविधियों / परिस्थितियों का होता है। वर्तमान में दोनो ही धीरे–धीरे बदलते जा रहे हैं। अध्यापक भी और छात्र भी अंको के पीछे भागते जा रहे हैं। इस भागदौड़ में वास्तविक शिक्षा और सीखने की क्षमता प्रभावित हो रही है। विद्यालयीन वातावरण और शिक्षक ही छात्र के व्यक्तित्व निर्माण में सहायक होते हैं। वर्तमान जीवन की परिस्थितियों में अच्छा नागरिक या अच्छा इंसान बनने का पहलू नजरअंदाज होता जा रहा है, और साथ ही विद्यार्थियों की वास्तविक ज्ञान क्षमता पर भी प्रभाव पड़ रहा है।

भूमिका – अध्यापक और विद्यालयीन वातावरण शिक्षण प्रक्रिया का एक महत्वपूर्ण अंग है। अध्यापक के बिना शिक्षा प्रक्रिया सफल रूप से नहीं चल सकती और साथ ही विद्यालयीन वातावरण भी छात्रों के सीखने की क्षमता को प्रभावित करता है। विद्यालयीन वातावरण में दो प्रकार का वातावरण आता है।

1. भौतिक वातावरण
2. संवेगात्मक वातावरण

भौतिक व संवेगात्मक वातावरण छात्रों के स्वास्थ्य के विकास एवं सुरक्षा से संबंधित होता है। जिसमें कुछ मुख्य तत्व शामिल होते है।

1. भौतिक वातावरण

अ. विद्यालय भवन स्थान व स्थिति – स्कूल भवन में आकार और प्रबंध की उतनी सुविधा और पर्याप्त उपकरण होने चाहिए जितनी विद्यालय में छात्रों की संख्या और समाज द्वारा दी जाने वाली शिक्षा के दृष्टिकोण से पर्याप्त हो। विद्यालय के भवन के लिए ऐसी जगह का चुनाव हो जहाँ पर वातावरण शान्तिमय और सुहावना हो।

ब. पर्याप्त शौचालय व जल सुविधा – विद्यालय में स्वच्छ और साफ पानी की आपूर्ति आवश्यक है। यदि पानी साफ और स्वच्छ नहीं तो बीमारियाँ पैदा होती हैं। यदि बच्चे बीमार रहेंगे, तो उनके शिक्षण कार्य में बाधा आएगी।

स. सफाई और शौचालय सुविधा – विद्यालयीन वातावरण में सफाई और शौचालय की सुविधा भी एक अनिवार्य माध्यम है। यदि ये सुविधाएँ बराबर नहीं हैं तो बच्चों की मानसिक और शारिरिक दोनो ही स्थितियों पर असर होता है।

द. आधुनिक संमजनीय फर्नीचर की व्यवस्था – वर्तमान में छात्रों को नई–नई सुविधाएँ व उपकरणों से सहित विद्यालय में पढ़ना पंसद होता है। यदि ये सारे चीजें होती है तो छात्रों की रूचि पढ़ने में बनी रहती है।

2. संवेगात्मक वातावरण– विद्यालय में स्वास्थ्यप्रद वातावरण के साथ–साथ भावात्मक वातावरण भी विद्यार्थियों की सीखने की क्षमता पर प्रभाव डालता है। विद्यालय में इस प्राकार के वातावरण को ध्यान में रखने के लिए निम्न बातें आवश्यक है।

i. स्वास्थ्यपूर्ण दैनिक कार्यक्रम – एक अच्छे उचित स्वास्थ्यप्रद स्कूल दिवस की व्यवस्था करने में स्कूल के स्वास्थ्य शिक्षकों का योगदान होता है। स्वास्थ्यप्रद स्कूल कार्यक्रम में उचित समय सारिणी, घंटियों की अवधि और उनकी संख्या बच्चों की आयु के अनुसार सहपाठ्य गतिविधियों की भी उचित व्यवस्था मनोरंजनात्मक गतिविधियों का समायोजन होना चाहिए।

ii. भेदभावपूर्ण नीति ना होना – विद्यालय की नियम संहिता में भेदभाव का स्थान नहीं होना चाहिए। सबके लिए समान नियम बनना चाहिए। सजा व पुरस्कार नीति का प्रयोग विवेकपूर्ण होना चाहिए।

शिक्षक के मुख्य रूप से 4 गुण जो बालक के विकास के लिए आवश्यक है

1. शैक्षिक योग्यता – एक अध्यापक में अध्ययन के लिए न्यूनतम शैक्षिक योग्यता अनिवार्य है। जैसे प्राइमरी कक्षाओं को पढ़ाने के लिए अध्यापक को हायर सेंकडरी तथा बी।एड। योग्यता सभी कक्षाओं में पढ़ाने के लिए अनिवार्य की गई है। अनेक विद्यालयों में अप्रशिक्षित अध्यापक या अध्यापिकाओं को रख लिया जाता है, जो बच्चों की पढ़ाई पर ध्यान नहीं दे पाते और बालकों की शिक्षा प्रभावित होती है।

2 व्यवसायिक गुण – व्यवसाय के प्रति अध्यापक की पूरी निष्ठा होनी चाहिए। उसे केवल अपनी कमाई का साधन ना समझे। तभी वह बालक को सही शिक्षा दे पाएगा।

1. अध्यापक जिस विषय में अध्यापन करता है। उसे उस विषय का पूर्ण ज्ञान होना चाहिए आधा अधूरा ज्ञान बालक के लिए जहर के समान है,

जो उसके भविष्य के लिए हानिकारक है।

2. अध्यापक को केवल व्याख्यान ना देकर नई–नई गतिविधियों का प्रयोग करके पढ़ाना चाहिए। ताकि विद्यार्थियों की रूचि विषय में बनी रहे।

3. एक कक्षा में अलग अलग स्वभाव के बालक होते हैं और उनकी समस्याएँ भह अलग अलग होती हैं। उन्हें सुलझाने के लिए अध्यापक को मनोविज्ञान का ज्ञान होना आवश्यक है।

4. अच्छे अध्यापक का महत्वपूर्ण गुण समय का पाबंद होना है। यदि वह समय पर आए व समय से हर कार्य करे, तो विद्यार्थी भी उनका अनुकरण करके सही सीख पाएंगे।

3. व्यक्तित्व संबंधी गुण: अध्यापक का व्यक्तित्व ऐसा होना चाहिए, जो बच्चों को अपनी तरफ बनाए रखें, बच्चे उनसे जुड़ाव महसूस करें।

1. टीचर का व्यक्तित्व प्रभावशाली होने के लिए उसका बाहरी आवरण आदर्श होना चाहिए। साफ सुथरे सुरुचिपूर्ण कपड़े, बालों को ढंग से संवारकर बनाकर कक्षा में जाना शिक्षक का सही आवरण होता है।

2. शिक्षक में आत्मसम्मान की भावना होना चाहिए। यदि वह अपने अधिकारों व कर्तव्यों के प्रति सचेत नहीं है तो वह छात्रों को सही शिक्षा नहीं दे पाएगा।

3. एक अच्छे शिक्षक में धैर्य का गुण होना आवश्यक है। छात्रों के प्रश्न बार बार पूछने पर उसे उखड़ना नहीं चाहिए। धैर्य के साथ सोच समझकर जवाब देना शिक्षक का सर्वप्रथम कर्तव्य है।

अध्यापक की कुशलता का और वातावरण का विद्यार्थियों के प्रदर्शन पर प्रभाव – विद्यालय एक उपवन है। जहाँ बच्चे उसके फूल है, उन फूलों का हम कैसी शिक्षा से पोषण करते है। उसके लिए विद्यालय का वातावरण और अध्यापकों की कार्यकुशलता जिम्मेदार ही कुछ विद्यालयों में सर्वे किया गया और दोनो ही पहलुओं पर आंकड़े इकहे करके जब परिणाम सामने आए तो उसके कुछ बिंदु निम्नलिखित है –

1. यदि अध्यापक का व्यवहार अच्छा नहीं है तो बालकों में विद्यालय और अध्यापक के प्रति दोष भर जाता है और वह सीखने में पीछे रह जाता है।

2. विद्यालयीन वातावरण में यदि भौतिक सुख सुविधाएँ बहुत ज्यादा उच्च है जो बालक के पारिवारिक स्तर को कम दिखाती है तो विद्यार्थी में हीन भावना भर जाती है।

3. शिक्षक पढ़ाने में असमर्थ है और वह किसी विषय की गलत जानकारी देता है और बालक उसी को सही समझता है तो विद्यार्थी का शैक्षिक स्तर गिर जाता है।

4. यदि विद्यालयीन वातावरण में समय सारिणी, स्कूली भवन, अन्य सुविधाएँ बहुत ही निम्न स्तर की है तो बालकों का मन पढ़ाई में नहीं लगता। उनमें स्कूल के प्रति रूचि जाग्रत नहीं होती।

5. शिक्षक का व्यवहार यदि किसी बालक के प्रति भेदभाव वाला निकला तो बालक के सीखने में पीछे रह जाता है।

6. बालक के आंतरिक और बाह्य वातावरण दोनो को समझना शिक्षक एवं विद्यालय दोनों का कर्तव्य है। जिसे यदि पूरा नहीं कर पाए तो बालक मानसिक तौर पर कई बार पीड़ित हो जाता है।

कुछ तथ्य जिनसे यह पता चलता है कि विद्यालयीन वातावरण का और शिक्षकों के व्यवहार का बालक के व्यक्तित्व विकास और सीखने की क्षमता पर किस तरह प्रभाव पड़ा।

1. मुंबई के डोंबिवली क्षेत्र के विद्यालय की छात्रा ने सन 2008 में केवल अपनी शिक्षिका को इस बात पर मार दिया क्योंकि उसने उसकी माँ से उसकी शिकायत की थी।

2. वाशी के गोल्ड क्रिस्ट स्कूल के छात्र ने सन 2018 में स्कूल इसलिए छोड़ा क्योंकि उसका पारिवारिक स्तर स्कूल के स्तर को मैच नहीं कर पा रहा था और वह पढ़ाई में ध्यान नहीं दे पा रहा था।

निष्कर्ष – यह ध्यान में रखना महत्वपूर्ण है कि शिक्षक का खराब कार्य प्रदर्शन आवश्यक तौर से इस बात से संबंधित नहीं होता कि शिक्षक अपने अध्यापन को या अपनी कक्षा को अन्य लोगों से अलग ढंग से समायोजित करता है या नहीं। अधिकतर इसका कारण यह होता है कि अध्यापन के परिणामस्वरूप उनके छात्र उतनी प्रगति नहीं करते जिसकी उनसे उस समय सामान्य तौर पर अपेक्षा की जाती है।

यदि आप कक्षाओं में जाकर या शिक्षकों से बातचीत करके छात्रों की सीखने की प्रक्रिया पर निश्चित डेटा एकत्र नहीं करते हैं तो हो सकता है छात्रों की शिक्षा के बुरी तरह से हानिग्रस्त होने से पहले आपको कार्य प्रदर्शन में इस कमी का पता न चले। इस वजह से नियमित निगरानी आवश्यक है। यदि स्कूलों के वातावरण का ब्यौरा न लिया जाए। तो शायद पता न चल पाए कि कौन सा तथ्य बालकों की सीखने की क्षमता को प्रभावित कर रहा है, क्योंकि बहुत सारे भौतिक सामाजिक भावात्मक वातावरण जो बालकों की शैक्षिक योग्यता पर प्रभाव डालते है।

सुझाव– उपरोक्त जानकारी व समस्या का अध्ययन करने के पश्चात कुछ सुझाव जो इस विषय को सुलझाने के लिए काम में लाए जा सकते हैं – वो निम्नलिखित हैं।

1. विद्यालयीन को समय–समय पर अपने उपकरणों, शिक्षकों व अन्य सभी साधनों के बारे में विचार विमर्श अपने विद्यार्थियों से करते रहना चाहिए। उन्हें एक प्रश्नोत्तर पेपर देकर उस पर रेटिंग्स और रिव्यूस का निशान देना चाहिए ताकि स्वयं विद्यार्थी अपनी परेशानी प्रत्यक्ष विद्यालय के समक्ष रख सके।

2. शिक्षकों को स्वयं अपने विद्यार्थियों से अपनी शिक्षण प्रक्रिया के बारे में समय–समय पर चर्चा करते रहना चाहिए, ताकि वे किस तरह सीख पा रहे हैं। इसका पता लगाया जा सके।

3. विद्यार्थियों को समान तौर से बोलने का अधिकार होना चाहिए। भेदभाव वाली नीति लागू नहीं होना चाहिए।

4. शिक्षक को अपने विषय में दिन प्रातिदिन नया और नया ज्ञान बढ़ाने में समाहित करने में लगाना चाहिए।

5. विद्यालय व शिक्षक दोनो का कर्तव्य है कि वह विद्यार्थी के आंतरिक व बाह्य वातावरण को समझें और उसके हिसाब से उसे शिक्षा देना चाहिए क्योंकि विद्यालय ही वह दूसरा घर है, जहौ बालक स्वयं को जीवन की चुनौतियों के लिए तैयार करता है।

परिभाषाए:

1. **वातावरण –** वातावरण में वह सभी तत्व आते हैं जिन्होंने व्यक्ति को जीवन आरंभ करने के समय से प्रभावित किया है।

2. **आंतरिक वातावरण –** विद्यार्थी के मन में दबी इच्छाओं व आकांक्षाओं की जानकारी होना।

3. **बाह्य वातावरण –** विद्यार्थी की बाहरी सुख–सुविधाओं व आवश्यकता

की जानकारी।

4. **संवेगात्मक**–संवेग अर्थात भाव जो हम केवल दुख, खुशी, गुस्सा, उत्साह के साथ व्यक्त कर सकते हैं।

संदर्भ ग्रंथ सूची ः–

1. सुंभदर पॉल – इन जनरल ऑफ एडवान्सेस एन्ड स्कॉलरली रिसर्चस् इन एलाइड एज्युकेशन मल्टीडिसीप्लीनरी रिसर्च।

2. वुडवर्थ के सिद्धांत – 1948 सीखना एवं अधिगम की पुस्तक।

3. डगलस डी। रेड्डी – 2013 शैक्षिक एवं विद्यालयी संरचना का अध्ययन शिक्षक महाविद्यालय अभिलेख 106, 20 अक्टूबर, 2004 पेज 1989 2014

4. शिक्षा के साधनों का अर्थ – विकासपीडिया गुगल जानकारी।

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मल्टी एन्ट्री, मल्टी एग्जिट : चुनौतियाँ एवं समाधान राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में

बलजीत सिंह *

* शोधार्थी, महाराजा महाविद्यालय, उज्जैन (म.प्र.) भारत

प्रस्तावना – भारत की आजादी से पूर्व व आजादी के बाद शिक्षा व्यवस्था को बदलने का निरंतर जो दौर चल रहा है तथा समय की मांग व बाजार की मांग के अनुसार व गुणवत्तापूर्ण शिक्षा के लिए जो सुधार हो रहे है उसी के क्रम में नई शिक्षा नीति जिसे हम राष्ट्री शिक्षा नीति 2020 कहते है। उसी के सदर्भ में विश्वविद्यालय अनुदान आयोग, नई दिल्ली द्धारा, क्रेडिट स्थानांतरण नीति का निर्माण किया हैं जो किसी भी विद्यार्थी की शिक्षा में एक प्रमाणिक प्रमाण पत्र तथा उनके द्धारा अर्जित उपलब्धियों को दर्शाती हैं।

टोटल क्वालिटी मैनेजमेंट इन एजुकेशन के माध्यम से जो प्रयास किये गये हैं या किये जा रहे है उसमें मल्टी एन्ट्री मल्टी एग्जिट भी एक पहलू है जो टी. क्यू. एम के लिए एक चुनौती भी है और व्यक्तिगत रूप से एक विद्यार्थी के लिए अवसर भी है।

किसी भी नई निति के कुछ सकारात्मक व नकारात्मक पहलू होते है जिसमें विद्यार्थियों के रिकार्ड को रखने में समस्याएँ बार–बार विश्वविद्यालय बदलने से कुछ विशेष ख्याती प्रास विश्वविद्यालयों की साख का आधार भारतीय संविधान के अन्य कानूनों व विनियमों के बारे में बाध्यताएँ, देश के अलग-अलग क्षेत्रों की भाषाएँ आदि अनेक तकनीकी पहलू भी शामिल है जो मल्टी एन्ट्री, मल्टी एग्जिट निति को प्रत्यक्ष या अप्रत्यक्ष रूप से प्रभावित करेंगे। इसी विषय को लेकर आज हम चर्चा करेंगे।

मल्टी एन्ट्री, मल्टी एग्जिट : चुनौतियाँ एवं समाधान

चुनौतियाँ :–

1. विद्यार्थियों के रिकार्ड रखने मे ंदिक्कतें – विद्यार्थियों को मल्टी–एन्ट्री, मल्टी–एग्जिट के विकल्पों से संबधित कॉलेज व विश्वविद्यालयों का रिकार्ड रखने में तथा विद्यार्थियों का रिजल्ट से रिकार्ड रखने में एक महत्वपूर्ण चुनौती होगा। इससे विश्वविद्यालयों को अतिरिक्त रखने में एक महत्वपूर्ण चुनौती होगा। इससे विश्वविद्यालयों को अतिरिक्त गैर शैक्षणिक स्टाफ की जरूरत होगी। जिनसे उनका अतिरिक्त बजट भी बढ़ेगा तथा पूरी प्रशासनिक व्यवस्था में एक ओर चुनौती होगी।

2. विश्वविद्यालयों व कालेजों के बार–बार परिवर्तन से ब्रांड विश्वविद्यालयों की विश्वसनीयता पर सवाल – मल्टी–एंट्री, मल्टी–एग्जिट व्यवस्था में कोई भी विद्यार्थी एक विश्वविद्यालय से दूसरे विश्वविद्यालय व एक कॉलेज से दूसरे कॉलेज बदलने से सम्बन्धित व पूर्व या पश्चात् विश्वविद्यालय की सांख व ब्रांड पर भी प्रभाव पड़ेगा, चूंकि यह किसी भी विद्यार्थी का अधिकार होगा किवह किसी भी विश्वविद्यालय में प्रवेश लेने के लिए स्वतंत्र होगा। मान ले कि किसी भी विद्यार्थी ने अन्तिम एक क्रैडिट के लिए जवाहर लाल विश्वविद्यालय दिल्ली, या दिल्ली विश्वविद्यालय में प्रवेश ले लिया तब कोई अन्य, डिमांड, प्राईवेट या राज्य विश्वविद्यालय के सभी क्रैडिट स्वीकार करना इन ब्रांड विश्वविद्यालयों की मजबूरी रहेगी कि वे पूर्व विश्वविद्यालय के क्रेडिट तथा उनकी शैक्षिक व्यवस्था व पाठ्यचर्या विधियों की लचर व्यवस्था को भी स्वीकार कर लेगें।

3. विद्यार्थियों की छात्रवृत्ति व्यवस्था में समस्याएँ – विद्यार्थियों की छात्रवृत्ति का निर्धारण राज्य या केन्द्र सरकार की ऐजेन्सियों द्धारा एक वर्षीय कोर्स में भाग के लिए निर्धारित करती है तथा इसका निर्धारण उस समय, सम्बन्धित एजेन्सियों के लिए चुनौती बन जायेगा जब मल्टी–एंट्री, मल्टी–एग्जिट व्यवथा उस समय लागू हो जायेगी। सम्बन्धित विद्यार्थी आवेदन करेगा तब छात्रवृत्ति शाखा बार–बार शैक्षणिक संस्थाओं से सत्यापन चुनौती होगा। उनका रिकार्ड रखना तथा उनके रिकार्ड को बार–बार विश्वविद्यालय बदलने के साथ–साथ सत्यापन अतिरिक्त मानव संसाधनों की आवश्यकता होगी।

4. विश्वविद्यालय एक स्वायत संस्था, पाठ्यक्रम व पाठ्यचर्या में भिन्नता का समावेश एक चुनौती– हर विश्वविद्यालय का पाठ्यक्रम अलग–अलग होता है तथा विश्वविद्यालयों द्धारा मार्केट मांग के अनुसार, पाठ्यक्रमों व कोर्सो का संचालन किया जाता है। स्थानीय विषयों व आपदा जैसे विषयों में अलग से कुछ पेपर विषय रख दिये जाते है जो अन्य राज्यों के विश्वविद्यालयों में हो या ना हो यह जरूरी नहीं है। इसलिए मल्टी–एंट्री, मल्टी–एग्जिट व्यवस्था में एक बाधा होगी। विश्वविद्यालय के बीच उनको स्वायतता व उनके आंतरिक नियम व विनियमों की बजट से सम्बन्धित स्टेकहॉलटर के लिए चुनौती पूर्ण कार्य होगा।

5. एक साथ दो नियमित कोर्सो की संकल्पना पर सवाल – जहाँ कहीं भी एक विद्यार्थी, एक साथ दो नियमित पाठ्यक्रमों में प्रतिभाग होगा वहाँ यदि किसी विद्यार्थी ने एक कोर्स को दूसरी जगह, परिवर्तित कर लिया तो उनकी दोनों उपाधियों की विश्वसनियता पर प्रश्न चिह्न लगेगा।

6. राष्ट्रीय शैक्षणिक डिपोजिटरी – राष्ट्रीय शैक्षणिक डिपोजिटरी एक ऐसा मंच है जहां वर्तमान में, शैक्षणिक संस्थाओं को उनके शैक्षणिक पुरूस्कारों को संग्रहित और प्रकाशित करने में एक चुनौती होगी तथा अतिरिक्त सरक्षित फाईलों व मानव संसाधनों की जरूरत होगी तथा इससे अतिरिक्त बजट का खर्च भी होगा।

7. जन सूचना अधिकार 2005 की चुनौतियाँ – जन सूचना अधिकार अधिनियम को स्वीकार करना प्रत्येक शैक्षणिक संस्था के लिए चुनौती होगा।

कुछ क्रेडिट एक विश्वविद्यालय में होगा तथा इस रिकॉर्ड को हर विश्वविद्यालय के लिए संरक्षित करके रखना चुनौतियाँ होगी।

8. हर राज्य की अपनी-अपनी भाषाओं के कारण चुनौतियाँ – हर राज्य की अपनी-2 भाषाऐं हैं तथा सभी राज्य स्थानीय सरकारें स्थानीय भाषाओं को ज्यादा महत्व देती हैं। इसके साथ-साथ शिक्षा समवर्ती सूची का विषय है भी जो राज्य की शिक्षा विषय पर स्वतन्त्रता के कारण प्रत्येक राज्य को अपनी अपनी स्थानीय भाषा में पाठ्यक्रम तैयार करने में, भाषायी बाधा बनकर चुनौती के रूप में, उभरेगी जो उपरोक्त प्रणाली को तकनीकी व व्यवहारिक रूप से भी हतोउत्साहित करेगी।

मल्टी एन्ट्री, मल्टी एग्जिट समाधान :

1. सभी भाषाओं में पाठ्यक्रम का निर्माण देश के सभी विश्वविद्यालयों के लिए अनिवार्य करना – सभी विश्वविद्यालयों की समान शैक्षणिक व्यवस्था, पाठ्यक्रम व पाठ्यचर्या में एकरूपता व सभी सेमेस्टरों में सत्रांक अनुसार समान क्रेडिट की व्यवस्था करने का प्रयास करना चाहिए। विश्वविद्यालय अनुदान आयोग नई दिल्ली व अन्य रेगुरेटरी बॉडी को देश के सभी विश्वविद्यालयों का पाठ्यचर्या/पाठ्यक्रम एक समान अपनाने हेतु किसी कमेटी/समिति का गठन करके उनकी संतुतियों के अनुसार पर, विश्वविद्यालयों पाठ्यचर्या/पाठ्यक्रम में एकरूपता का समावेश करना चाहिए।

2. सभी विश्वविद्यालयों में समान उपाधियों व गुणवत्ता पूर्ण शिक्षा पर बल देने की आवश्यकता – सभी विश्वविद्यालयों में उपाधियों का टाईटल व गुणवत्तापूर्ण शिक्षा पर बल देने की जरूरत रहेगी, इसलिए सभी विश्वविद्यालयों को एक साथ शैक्षणिक सत्र एक साथ संचालित करने, एक निष्पक्ष संस्था से एकीकृत शैक्षणिक व गैर शैक्षणिक स्टाफ की भर्तियों व सभी विश्वविद्यालयों में समान गुणवत्तापूर्ण शिक्षा पर बल देने की आवश्यकता है।

3. सभी विश्वविद्यालयों व शैक्षणिक संस्थाओं का विधानपालिका से एक समान विश्वविद्यालयों व केन्द्र के महत्वपूर्ण संस्थाओं व केन्द्रीय विश्वविद्यालयों की संकल्पना को हटाते हुए सभी विश्वविद्यालयों को एकरूपता के सूत्र में बांधने का कार्य करना जरूरी होगा क्योंकि सम्बन्धित रोजगार देने वाली संस्थाएं ऐसी उपाधियों पर संयश व प्रश्न चिह्न उठाऐगी जिनके क्रेडिट को आधारित अवस्था में बदलकर अलग-अलग विश्वविद्यालय में प्रवेश लेकर उत्तीर्ण की गई उपाधियों को पूरा किया गया हो।

4. सभी विश्वविद्यालयों के परीक्षा रिकार्ड का डिजटीलाईजेशन की प्रक्रिया को सम्बन्ध तरिके से पूरा करना – देश के सभी विश्वविद्यालयों को परीक्षा रिकार्ड को डिजटीलाईजेशन के माध्यम से व सभी अंकतालिकाओं पर बार कोडिंग करके तकनीकी रूप से विद्यार्थी के रिकार्ड को संरक्षित करके ही मल्टी-एन्ट्री, मल्टी एग्जिट निति को लागू करना सम्भव है।

केन्द्र सरकार को सभी राज्य को सभी भाषाओं में पाठ्यक्रम तैयार करने के लिए प्रोत्साहित करना जरूरी है। शिक्ष मंत्रालय, एनसीईआरटी/ एससीईआरटी/यूजीसी आदि सभी संस्थाओं में सभी राज्यों को संविधान की अनुसूची में वर्णित भाषाओं में पाठ्यक्रम व कान्टेंट अनिवार्य रूप उपलब्ध करवाने के लिए दिशा-निर्देश जारी किये जाने चाहिए।

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राष्ट्रीय शिक्षा नीति की विशेषताएं एवं कमियां

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प्रस्तावना – कस्तूरी रंगन समिति द्वारा तैयार नई शिक्षा नीति के प्रारूप पर चर्चा जारी है। इस दस्तावेज पर मानव संसाधन विकास मंत्रालय ने नागरिकों और संगठनों से सुझाव आमन्त्रित किये गये है। केन्द्र सरकार के गठन के तुरन्त बाद प्रारूप के सार्वजनिक होते ही बहस इसके भाषा सम्बन्धी हिस्से पर केन्द्रित हो गयी। विवाद के माहौल में प्रस्तावों पर समुचित रूप में चिन्तन नहीं हो सका है। दो दशकों से अधिक समय तक देश के शैक्षणिक भविष्य को निर्धारित करने वाले इस प्रारूप पर देश व्यापी बहस आवश्यक है। नीतिगत प्रस्तावों के प्रमुख बिन्दुओं के विवरण एवं विश्लेषण के साथ प्रस्तुत है। शिक्षा नीति नील के पत्थर 1948 डॉ0 राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग का गठन। 1952 में लक्ष्मन स्वामी मुदालियर की अगुआई में माध्यमिक शिक्षा आयोग बना। 1964 में दौलत सिंह कोठारी की अध्यक्षता में शिक्षा आयोग। 1968 कोठारी आयोग पर शिक्षा नीति का प्रस्ताव किया गया। तत्पश्चात् 1986 की नयी शिक्षा नीति लागू हुई। 1990 में आचार्य राममूर्ति की अध्यक्षता में एक समीक्षा समिति बनी। 1993 में प्रो0 यशपाल के नेतृत्व में समीक्षा समिति का गठन किया गया। 2017 में नयी शिक्षा नीति का प्रारूप बनाने के लिए कस्तूरी रंगन समिति का गठन किया गया।

शिक्षक वास्तव में छात्रों के भविष्य को बनाते है। अत: हमारे राष्ट्र के भविष्य को सुदृढ़ बनाते है। शिक्षकों के माध्यम से ही हमारे देश के छात्रों में मूल्यों, ज्ञान, सहानुभूति, रचनात्मकता, नैतिक मूल्य, जीवन कौशल और सामाजिक जिम्मेदारियों का विकास होता है। इस प्रकार 'शिक्षक शिक्षा' प्रणाली के केन्द्र में है और एक प्रगतिशील, न्यायी, शिक्षित और सम्पन्न समाज की ओर अग्रसर करने के लिए एक आवश्यक माध्यम है।

प्राचीन काल में इसीलिए शिक्षक सबसे ज्यादा सम्मानित सदस्य था। सबसे अच्छे और विद्धान व्यक्ति ही शिक्षक बनते थे। विद्यार्थियों को निर्धारित ज्ञान, कौशल और नैतिक मूल्य प्रदान करने के लिए समाज शिक्षकों/गुरुओं को उनकी जरूरत की सभी चीजे उपलब्ध कराते थे। शिक्षकों को रचनात्मक प्रक्रियाऐं अपनाने की पूर्ण स्वतन्त्रता दी गयी थी। इसके परिणामत्रस्वरूप शिक्षक प्रत्येक विद्यार्थी की मानसिक क्षमता एवं आवश्यकताओं को ध्यान में रखते हुए शिक्षण प्रदान करने का पूर्ण प्रयास करते थे। जिसके परिणामस्वरूप विद्यार्थी अपनी सामर्थ्य के अनुसार ज्ञान की प्राप्ति कर सकें।

लेकिन वर्तमान समय में निसन्देह शिक्षकों के स्तर में गिरावट आयी है और यह दुर्भायपूर्ण है। शिक्षकों की शिक्षा, भर्ती, पदस्थापन, सेवा की परिस्थितियाँ और शिक्षकों के अधिकारों की स्थिति निम्न स्तर पर है। इसके परिणामस्वरूप शिक्षकों की गुणवत्ता और उत्साह चिंताजनक स्थिति में है। समाज में शिक्षकों के लिए उच्च स्थान और उनके प्रति आदर और सम्मान के भाव को पुनर्जीवित करना होगा जिससे देश के सर्वश्रेष्ठ लोग इस पेशे में आने के लिए प्रेरित हो सकें। इससे प्रत्येक देश की शिक्षा वह उच्च स्तर हासिल करेगी जिससे हमारे विद्यार्थियों और देश का उत्कृष्ट भविष्य सुनिश्चित होगा।

नई राष्ट्रीय शिक्षा नीति की मुख्य विशेषताएँ इस प्रकार से रही है यह पोलिसी नई राष्ट्रीय शिक्षा नीति बधुवार 29 जुलाई को लागू की गई इससे पहले केंद्रीय कैबिनेट में देश की शिक्षा प्रणाली में सुधार करने के उद्देश्य वाली नीति को मंजूरी दी। केंद्रीय सूचना और प्रसारण मंत्री प्रकाश जावड़ेकर और मानव संसाधन विकास मंत्री रमेश पोखरियाल निशांक ने ने NEP 2020 की घोषणा की । NEP 2020 का लक्ष्य भारत को एक वैश्विक ज्ञान महाशक्ति बनाना है ।

नई राष्ट्रीय शिक्षा नीति के अंतर्गत शिक्षा का सार्वभौमीकरण किया जाएगा जिसमें मेडिकल और लॉ की पढ़ाई शामिल नहीं की गई है नई राष्ट्रीय शिक्षा नीति के अंतर्गत 5+3+3+4 का पैटर्न पैटर्न फॉलो किया जाएगा जिसमें 12 साल की स्कूली शिक्षा होगी और 3 साल की प्री स्कूली शिक्षा होगी । NEP 2020 के तहत HHRO द्वारा द्वारा बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन की स्थापना का प्रस्ताव किया गया है। इसके द्वारा वर्ष 2025 तक कक्षा 3 स्तर तक के बच्चों के लिए आधारभूत कौशल सुनिश्चित किया जाएगा।

नई शिक्षा नीति की कमियां भारत जैसे विशाल देश के लिए एक ही शिक्षा नीति को समान रूप से लागू करना बहुत ही मूर्खतापूर्ण निर्णय है। 130 करोड़ की आबादी वाला देश जो अपनी विविधता के लिए विश्व में प्रसिद्ध है वहां भला एक केंद्रीय पॉलिसी कैसे सफल हो सकती है। भारत के उच्च शिक्षा विभाग, चिकित्सा और कानूनी विभाग को छोड़कर, को संभालने के लिए 4 विभाग होंगे । इतने सारे संगठन होने से प्रशासनिक परेशानी और भ्रष्टाचार बढ़ सकता है कोई एक संगठन दूसरे से सहमत नहीं होगा। तो समय की बर्बादी होगी लेने में देरी भी हो सकती है। न्यू एजुकेशन पॉलिसी 2020 में संस्कृत पर जरूरत से ज्यादा ही ध्यान दिया जा रहा है। भारत का संविधान 22 भाषाओं की मान्यता देता है। संस्कृत के लिए हमारे देश में 6 विश्वविद्यालय हैं। जबकि, 2011 की जनगणना के अनुसार केवल 24821 लोगों ने संस्कृत को अपनी मातृभाषा के रूप में दावा किया है। इतनी कम लोगों की मातृभाषा के लिए पिछले 3 वर्षों में 643 करोड़ खर्च किए गए हैं

नई शिक्षा नीति में कहां गया है कि सभी सरकारी और गैर सरकारी उच्च शिक्षा देने वाले इंस्टिट्यूट पर एक जैसे नियम लागू होंगे। लेकिन यह स्पष्ट नहीं है कि इनमें केंद्र विद्यालय स्कूल, सैनिक स्कूल, आईआई टी, आई आई एम, एनआई टी आदि शामिल है या नहीं। कुछ लोगों का कहना है कि केंद्र विद्यालय के स्कूलों का उद्देश्य केंद्र सरकार के लिए आवश्यक कर्मचारी बनाना है और इसलिए मातृभाषा या क्षेत्रीय भाषा में शिक्षा प्रदान करना मुश्किल है। और कॉलेजों के अधिकांश छात्र विदेश में काम करने जा रहे हैं, तो लोगों के द्वारा भरे गए टैक्स के पैसे का उपयोग क्यों किया जाता है। इन में पढ़ने वाले छात्र, पर कम से कम 3 या 5 साल की सेवा की आवश्यकता वाले नियमों को लागू किया जाना चाहिए, जैसे कि ए एफ एम सी में दाखिला लेने वाले मेडिकल के विद्यार्थियों के लिए अनिवार्य है।

निष्कर्ष के तौर पर हम नई राष्ट्रीय शिक्षा नीति 2020 एक अच्छी नीति है क्योंकि इसका उद्देश्य शिक्षा प्रणाली को समग्र, लचीला, बहू विषयक बनाना है । जिसमें नीति का आशय कई मायनों में आदर्श प्रतीत होता है लेकिन यह है जहां सफलता की कुंजी नहीं है। राष्ट्रीय शिक्षा नीति 2019 का प्रारूप तैयार होने से पूर्व हमारे देश में अनेक शिक्षा नीतियां लागू की गई जैसे राष्ट्रीय शिक्षा नीति 1968, 1986 एवं 1992 इत्यादि। इन के माध्यम से शिक्षा में विभिन्न प्रकार के परिवर्तन किए गए तथा शिक्षा को संचालित किया गया, लेकिन समय–समय पर शिक्षा नीतियों के द्वारा विभिन्न प्रकार के बदलाव किए जाते रहे रहे हैं वर्तमान में राष्ट्रीय शिक्षा नीति 2019 का प्रारूप तैयार किया गया है इस नीति के द्वारा वर्तमान शिक्षा में क्या बदलाव होंगे ।

शिक्षा के द्वारा किसी भी राष्ट्र के विकास की गति को बढ़ाया जा सकता है। शिक्षा प्रणाली सुदृढ़ एवं सशक्त बनाने के लिए समय–समय पर विभिन्न शिक्षा नीतियों का निर्माण किया जाता है। जिनके माध्यम से शिक्षा प्रणाली में परिवर्तन किया जाता है समय के साथ–साथ शिक्षा प्रणाली में बदलाव किया जाना आवश्यक होता है। लेकिन इसे प्रभावी बनाने के लिए शिक्षा कौशल और शाम मंत्रालय के बीच घनिष्ठ समन्वय होना चाहिए। सभी शिक्षा नीति का भविष्य उज्जवल हो सकता है। शिक्षा का शाब्दिक अर्थ होता है सीखने और सिखाने की प्रक्रिया से शुरू होता है, परंतु अगर इसके व्यापक अर्थ को देखें तो शिक्षा किसी भी समाज में निरंतर चलने वाली सामाजिक प्रक्रिया है जिसका कोई उद्देश्य होता है और इससे मनुष्य की आंतरिक शक्तियों का विकास तथा व्यवहार को परिष्कृत किया जाता है शिक्षा द्वारा ज्ञान एवं कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाया जाता है।

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राष्ट्रीय शिक्षा नीति 2020 : विशेषताएं एवं कमियां

अनीता शर्मा *

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प्रस्तावना – शिक्षा का शाब्दिक अर्थ है सीखने और सिखाने की क्रिया। इस प्रकार हम कह सकते हैं कि किसी भी समाज में चलने वाली वह निरंतर प्रक्रिया जिसका उद्देश्य इंसान की आन्तरिक शक्तियों का विकास करना और उसके व्यवहार में सुधार लाना है। शिक्षा का प्राथमिक उद्देश्य ज्ञान और कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाना है। अगले दशक में भारत दुनिया का सबसे युवा जनसंख्या वाला देश होगा और इन युवाओं को उत्तार गुणवत्तापूर्ण शैक्षिक अवसर उपलब्ध करने पर ही भारत का भविष्य निर्भर करेगा।

आजादी के बाद भारत में पहली शिक्षा नीति सन 1986 में बनाई गई थी जो मुख्यत: लॉर्ड मैकाले की अंग्रेजी प्रधान शिक्षा नीति पर आधारित थी। इसमें सन 1992 में कुछ संशोधन भी किए गए किंतु इसका ढांचा मूलत: अंग्रेजी माध्यम शिक्षा पर ही केंद्रित रहा।

आज समय के साथ हमें यह महसूस हुआ कि 1986 की वह शिक्षा नीति में कुछ खामियां हैं इसके तहत बच्चा ज्ञान तो हासिल कर रहा है किन्तु यह ज्ञान उससे भविष्य में रोजगार के अवसर पैदा करने योग्य नही बन पा रहा हैं। अत: इन कमियों को दूर करने के लिए नई राष्ट्रीय शिक्षा नीति 2020 लाने की आवश्यकता पड़ी।

नई शिक्षा नीति को कैबिनेट द्वारा मंजूरी मिली। यह स्वतंत्र भारत की तीसरी शिक्षा नीति है इससे पहले 1968 तथा 1986 में शिक्षा नीतियां लागू की गई थी 1986 के बाद इस शिक्षा नीति को आने में 34 वर्ष लग गए यह 19 जनवरी 2020 से 31 अक्टूबर 2019 तक व्यापक स्तर पर सभी पहलुओं को सम्मिलित करते हुए चर्चा की गई तथा सुझाव लिए गए।

29 जुलाई 2020 को केंद्रीय मानव संसाधन मंत्री रमेश पोखरियाल निशंक ने नई शिक्षा नीति के प्रारूप को पेश किया तथा इसे नए युग की शुरुआत कहां वरिष्ठ केंद्रीय मंत्री तथा प्रवक्ता प्रकाश जावेडकर ने इस नवीन शिक्षा नीति को ऐतिहासिक फैसला बताया। भारत की पहली राष्ट्रीय शिक्षा नीति जुलाई 1968 में घोषित की गई यह कोठारी प्रतिवेदन पर आधारित थी दूसरी शिक्षा नीति 1986 में घोषित की गई जिसमें 1990 में गठित आचार्य राममूर्ति की अध्यक्षता वाली कमेटी तथा 1993 में गठित प्रोफेसर यशपाल समिति की समीक्षाओं के आधार पर संशोधन भी किया गया।

नई शिक्षा निति का मुख्य उद्देश्य बच्चों को कुशल बनाने के साथ–साथ, जिस भी क्षेत्र में वह रुचि रखता हैं, उसी क्षेत्र में उन्हें प्रशिक्षित करना है। इस तरह, सीखने वाले अपने उद्देश्य, और अपनी क्षमताओं का पता लगाने में सक्षम होते हैं। शिक्षार्थियों को एकीकृत शिक्षण प्रदान किया जाना

है यानी उन्हें प्रत्येक अनुशासन का ज्ञान होना चाहिए। उच्च शिक्षा में भी यही बात लागू होती है। नई शिक्षा नीति में शिक्षक की शिक्षा और प्रशिक्षण प्रक्रियाओं के सुधार पर भी जोर दिया गया है।

राष्ट्रीय शिक्षा नीति के प्रमुख बिंदु
स्कूली शिक्षा संबंधी प्रावधान:

1. नई शिक्षा नीति में 5+3+3+4 डिजाइन वाले शैक्षणिक संरचना का प्रस्ताव किया गया है जो 3 से 18 वर्ष की आयु वाले बच्चों को शामिल करता है।

*   **फाउंडेशन स्टेज –** फाउंडेशन स्टेज में 3 से 8 साल के बच्चे शामिल किए गए हैं , इस स्टेज में 3 साल की अपनी स्कूली शिक्षा तथा 2 साल प्री स्कूली शिक्षा जिसमें कक्षा 1 तथा दो शामिल है ।

*   **प्रीप्रेटरी स्टेज –** प्रीप्रेटरी स्टेज के तहत 8 से लेकर 11 साल के बच्चे को शामिल किया गया है, प्रीप्रेटरी स्टेज के तहत कक्षा 3 से कक्षा पांच के बच्चे शामिल होंगे।

*   **मिडिल स्टेज–** मिडिल स्टेज के अंतर्गत कक्षा 6 से कक्षा 8 के बच्चे शामिल होंगे, मिडिल स्टेज के तहत कक्षा 6 के बच्चों को कोडिंग सिखाया जाएगा साथ ही उन्हें व्यावसायिक प्रशिक्षण और इंटर्नशिप भी प्रदान की जाएगी ।

*   **सेकेंडरी स्टेज –** सेकेंडरी स्टेज के तहत कक्षा 9 से कक्षा 12 तक के बच्चों को शामिल किया गया है, सेकेंडरी स्टेज के तहत जैसे बच्चे पहले साइंस, कॉमर्स तथा आर्ट्स लेते थे इस सुविधा को खत्म कर दी गई है, सेकेंडरी स्टेज के तहत बच्चे अपने पसंद की सब्जेक्ट ले सकेंगे और आगे की पढ़ाई कर सकेंगे ।

2. NEP 2020 के तहत HHRO द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन' की स्थापना का प्रस्ताव किया गया है। इसके द्वारा वर्ष 2025 तक कक्षा–3 स्तर तक के बच्चों के लिये आधारभूत कौशल सुनिश्चित किया जाएगा।

पाठ्यक्रम और मूल्यांकन संबंधी सुधार:

1. इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्येतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।

2. कक्षा–6 से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटर्नशिप (Internship) की व्यवस्था भी की जाएगी।

3. 'राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद' (National Council of Educational Research and Training& NCERT) द्वारा 'स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा' (National Curricular Framework for School Education) तैयार की जाएगी।

4. छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा– 10 और कक्षा– 12 की परीक्षाओं में बदलाव किया जाएगा। इसमें भविष्य में समेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है।

5. छात्रों की प्रगति के मूल्यांकन के लिये मानक–निर्धारक निकाय के रूप में 'परख' (PARAKH) नामक एक नए 'राष्ट्रीय आकलन केंद्र' (National Assessment Centre) की स्थापना की जाएगी।

6. छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये 'कृत्रिम बुद्धिमत्ता' (Artificial Intelligence- AI) आधारित सॉफ्टवेयर का प्रयोग।

शिक्षण व्यवस्था से संबंधित सुधार:

1. शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय–समय पर किये गए कार्य–प्रदर्शन आकलन के आधार पर पदोन्नति।

2. राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष 2022 तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' (National Professional Standards for Teachers& NPST) का विकास किया जाएगा।

3. राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा NCERT के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा' (National Curriculum Framework for Teacher Education-NCFTE) का विकास किया जाएगा।

4. वर्ष 2030 तक अध्यापन के लिये न्यूनतम डिग्री योग्यता 4–वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

नई शिक्षा नीति की विशेषताएं:

1. नई शिक्षा नीति में मातृभाषा पर विशेष जोर दिया गया है जिससे बच्चा बचपन से ही अपनी मातृभाषा को अच्छे से समझ और जान पाएगा।

2. इस नई नीति के तहत यदि कोई बच्चा अपनी उच्च शिक्षा पूरी कर पाने में असमर्थ है या 3 वर्ष का कोर्स पूरा नहीं कर पाता है तो भी उसका नुकसान नहीं होगा उसे सर्टिफिकेट, डिप्लोमा प्राप्त हो पाएगा। जिसका उपयोग वह रोजगार के क्षेत्र में कर पाएगा।

3. छठी कक्षा से ही बच्चों को इंटर्नशिप कराई जाएगी जिससे व्यावहारिक ज्ञान प्राप्त कर सकेंगे।

4. शिक्षा नीति में कोडिंग को भी शामिल किया गया है, यानी बच्चे मात्र किताबी और व्यावहारिक ज्ञान ही नहीं अपितु तकनीकी क्षेत्र में भी बेहतर प्रदर्शन कर पाएंगे।

5. कुल मिलाकर यह नीति बच्चे के सर्वांगीण विकास को सुनिश्चित करेगी।

6. नई शिक्षा नीति शिक्षार्थियों के एकीकृत विकास पर केंद्रित है।

7. यह 10+2 सिस्टम को 5+3+3+4 संरचना के साथ बदल देता है, जिसमें 12 साल की स्कूली शिक्षा और 3 साल की प्री-स्कूलिंग होती

है, इस प्रकार बच्चों को पहले चरण में स्कूली शिक्षा का अनुभव होता है।

8. परीक्षाएं केवल 3, 5 और 8वीं कक्षा में आयोजित की जाएंगी, अन्य कक्षाओं का परिणाम नियमित मूल्यांकन के तौर पर लिए जाएंगे। बोर्ड परीक्षा को भी आसान बनाया जाएगा और एक वर्ष में दो बार आयोजित किया जाएगा ताकि प्रत्येक बच्चे को दो मौका मिलें।

9. नीति में पाठ्यक्रम से बाहर निकलने के अधिक लचीलेपन के साथ स्नातक कार्यक्रमों के लिए एक बहु–अनुशासनात्मक और एकीकृत दृष्टिकोण की परिकल्पना की गई है।

10. राज्य और केंद्र सरकार दोनों शिक्षा के लिए जनता द्वारा अधिक से अधिक सार्वजनिक निवेश की दिशा में एक साथ काम करेंगे, और जल्द से जल्द जीडीपी को 6% तक बढ़ाएंगे।

11. नई शिक्षा नीति सीखने के लिए पुस्तकों का भोझ बढ़ाने के बजाय व्यावहारिक शिक्षा को बढ़ाने पर ज्यादा केंद्रित है।

12. NEP यानी नई शिक्षा निति सामान्य बातचीत, समूह चर्चा और तर्क द्वारा बच्चों के विकास और उनके सीखने की अनुमति देता है।

13. NTA राष्ट्रीय स्तर पर विश्वविद्यालयों के लिए एक आम प्रवेश परीक्षा आयोजित करेगा।

14. छात्रों को पाठ्यक्रम के विषयों के साथ–साथ सीखने की इच्छा रखने वाले पाठ्यक्रम का चयन करने की भी स्वतंत्रता होगी, इस तरह से कौशल विकास को भी बढ़ावा मिलेगा।

15. सरकार NRF (नेशनल रिसर्च फाउंडेशन) की स्थापना करके विश्वविद्यालय और कॉलेज स्तर पर अनुसंधान और नवाचारों के नए तरीके स्थापित करेगी।

नई शिक्षा नीति की कमियां:

1. राष्ट्रीय शिक्षा नीति (National Education Policy) 2020 में, भाषा एक नकारात्मक कारक है, शैक्षणिक संस्थानों में प्रत्येक विषय के लिए मातृभाषा की शुरुआत एक समस्या है। कभी–कभी एक सक्षम शिक्षक ढूंढना एक समस्या बन जाता है और अब NEP 2020 की शुरुआत के साथ एक और चुनौती आती है, जो अध्ययन सामग्री को मातृभाषा में लाता है।

2. 2020 की राष्ट्रीय शिक्षा नीति (National Education Policy) के अनुसार, जो छात्र स्नातक की पढ़ाई पूरी करना चाहते हैं, उन्हें चार साल की पढ़ाई करनी होगी, जबकि कोई भी आसानी से दो साल में अपना डिप्लोमा पूरा कर सकता है। यह छात्र को पाठ्यक्रम को आधा छोड़ने के लिए प्रोत्साहित कर सकता है।

3. राष्ट्रीय शिक्षा नीति 2020 के अनुसार, निजी स्कूलों के छात्रों को सरकारी स्कूलों के छात्रों की तुलना में बहुत कम उम्र में अंग्रेजी से परिचित कराया जाएगा। सरकारी स्कूल के छात्रों को संबंधित क्षेत्रीय भाषाओं में शैक्षणिक पाठ्यक्रम पढ़ाया जाएगा।

4. यह नई शिक्षा नीति की प्रमुख कमियों में से एक है क्योंकि इससे अंग्रेजी में संवाद करने में असहज छात्रों की संख्या में वृद्धि होगी जो की अंग्रेजी में संवाद करने में असहज महसूस करेंगे।

5. भाषा का कार्यान्वयन यानि क्षेत्रीय भाषाओं में जारी रखने के लिए 5वीं कक्षा तक पढ़ाना एक बड़ी समस्या हो सकती है। बच्चे को क्षेत्रीय भाषा में पढ़ाया जाएगा और इसलिए अंग्रेजी भाषा के प्रति कम

दृष्टिकोण होगा, जो 5वीं कक्षा पूरा करने के बाद आवश्यक है।

राष्ट्रीय शिक्षा निति 2020 की विशेषतारें और बेहतर क्रियान्वयन हेतु सुझाव:

1. शिक्षा को न केवल शिक्षार्थियों में संज्ञानात्मक कौशल विकसित करना चाहिए–दृढ़ता, नेतृत्व और टीम वर्क के साथ बच्चों को शुरू से ही अंग्रेजी अक्षरों का ज्ञान भी करवाना जरूरी है।

2. ऐसे साहसिक उद्देश्यों को लागू करने के लिए उत्कृष्ट, प्रेरक मार्गदर्शकों का एक पूल तैयार करने के साथ–साथ शिक्षकों, शिक्षकों और आधिकारिक कर्मचारियों को उचित रूप से प्रशिक्षित करने की आवश्यकता होगी। सीखना एक कठिन अभ्यास के बजाय एक मनोरंजक और आकर्षक कार्य होना चाहिए।

3. इस नीति को एक ऐसा शिक्षण पारिस्थितिकी तंत्र तैयार करना होगा जो हमारे देश की भौगोलिक और सांस्कृतिक विविधता के साथ–साथ प्रत्येक छात्र की सीखने की गति को भी ध्यान में रखे।

निष्कर्ष:

1. मौजूदा शिक्षा नीति में बदलाव की आवश्यकता थी जिसे 1986 में लागू किया गया था। परिणामस्वरूप परिवर्तन नई शिक्षा नीति का ही नतीजा है। नीति में कई सकारात्मक विशेषताएं हैं, लेकिन इसे केवल सख्ती से ही हासिल किया जा सकता है। लेआउट के लिए केवल विचार

2. यह भारतीय मूल्यों से विकसित शिक्षा प्रणाली है जो सभी को उच्च गुणवत्ता शिक्षा उपलब्ध कराकर और भारत को वैश्विक ज्ञान महाशक्ति बनाकर भारत को एक जीवंत बनाए समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी।

3. इस नीति में परिकल्पित है हमारे संस्थानों की पाठ्य चर्चा और शिक्षा विधि जो छात्रों में अपने मौलिक दायित्व और संवैधानिक मूल्य देश के साथ जुड़ाव और बदलते विश्व में नागरिक की भूमिका के उत्तरदायित्व की जागरूकता उत्पन्न करें।

4. इस नीति का विजन है छात्रों में, भारतीय होने का गर्व, केवल विचार में नहीं बल्कि व्यवहार, बुद्धि और कार्यों में भी रहेय साथ ही ज्ञान, कौशल, मूल्यों और सोच में भी होना चाहिए। जो मानव अधिकार हो स्थाई विकास और जीवन यापन तथा वैश्विक कल्याण के लिए प्रतिबद्ध हो ताकि वह सही मायने में एक योग्य नागरिक बन सकें।

संदर्भ ग्रंथ सूची :–

1. www.google.com
2. www.education.gov.in
3. www.drishtiias.com

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राष्ट्रीय शिक्षा नीति 2020 अवसर और चुनौतीयां व सुझाव

महाबीर *

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प्रस्तावना – जीवन में शिक्षा के महत्त्व को देखते हुए गुणवत्तापूर्ण शिक्षा उपलब्ध कराने के उद्देश्य से वर्तमान सरकार ने शिक्षा क्षेत्र में व्यापक बदलावों के लिये नई राष्ट्रीय शिक्षा नीति को मंजूरी दे दी है। करीब तीन दशक के बाद देश में नई शिक्षा नीति को मंजूरी दी गई है। इससे पूर्व वर्ष 1986 में राष्ट्रीय शिक्षा नीति बनाई गई थी और वर्ष 1992 में इसमें संशोधन किया गया था। उम्मीद की जा रही है कि यह शिक्षा नीति शिक्षा क्षेत्र में नवीन और सर्वांगीण परिवर्तनों की आधारशिला रखेगी। विदित है कि राष्ट्रीय शिक्षा नीति, 2020 को तैयार करने के लिये विश्व की सबसे बड़ी परामर्श प्रक्रिया आयोजित की गयी थी। जिसमें देश के विभिन्न वर्गों से रचनात्मक सुझाव माँगे गए थे।

प्राप्त सुझावों और विभिन्न शिक्षाविदों के अनुभव तथा के. कस्तूरीरंगन समिति की सिफारिशों के आधार पर शिक्षा तक सबकी आसान पहुँच, समता, गुणवत्ता, वहनीयता और जवाबदेही के आधारभूत स्तंभों पर निर्मित यह नई शिक्षा नीति सतत विकास के लिये 'एजेंडा 2030' के अनुकूल है और इसका उद्देश्य 21वीं शताब्दी की आवश्यकताओं के अनुकूल स्कूल और कॉलेज की शिक्षा को अधिक समग्र, लचीला बनाते हुए भारत को एक ज्ञान आधारित जीवंत समाज और वैश्विक महाशक्ति में बदलकर प्रत्येक छात्र में निहित अद्वितीय क्षमताओं को सामने लाना है।

भारतीय शिक्षा की विकास यात्रा

राष्ट्रीय शिक्षा नीति, 1968

1. स्वतंत्र भारत में शिक्षा पर यह पहली नीति कोठारी आयोग (1964–1966) की सिफारिशों पर आधारित थी।
2. शिक्षा को राष्ट्रीय महत्व का विषय घोषित किया गया।
3. 14 वर्ष की आयु तक के सभी बच्चों के लिये अनिवार्य शिक्षा का लक्ष्य और शिक्षकों का बेहतर प्रशिक्षण और योग्यता पर फोकस।
4. नीति ने प्राचीन संस्कृत भाषा के शिक्षण को भी प्रोत्साहित किया, जिसे भारत की संस्कृति और विरासत का एक अनिवार्य हिस्सा माना जाता था।
5. शिक्षा पर केन्द्रीय बजट का 6 प्रतिशत व्यय करने का लक्ष्य रखा।
6. माध्यमिक स्तर पर 'त्रिभाषा सूत्र' लागू करने का आह्वान किया गया।

राष्ट्रीय शिक्षा नीति, 1986

1. इस नीति का उद्देश्य असमानताओं को दूर करने विशेष रूप से भारतीय महिलाओं, अनुसूचित जनजातियों और अनुसूचित जाति समुदायों के लिये शैक्षिक अवसर की बराबरी करने पर विशेष जोर देना था।
2. इस नीति ने प्राथमिक स्कूलों को बेहतर बनाने के लिये 'ऑपरेशन ब्लैकबोर्ड' लॉन्च किया।
3. इस नीति ने इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय के साथ 'ओपन यूनिवर्सिटी' प्रणाली का विस्तार किया।
4. ग्रामीण भारत में जमीनी स्तर पर आर्थिक और सामाजिक विकास को बढ़ावा देने के लिए महात्मा गांधी के दर्शन पर आधारित 'ग्रामीण विश्वविद्यालय' मॉडल के निर्माण के लिये नीति का आह्वान किया गया।

राष्ट्रीय शिक्षा नीति में संशोधन, 1992

1. राष्ट्रीय शिक्षा नीति, 1986 में संशोधन का उद्देश्य देश में व्यावसायिक और तकनीकी कार्यक्रमों में प्रवेश के लिये अखिल भारतीय आधार पर एक आम प्रवेश परीक्षा आयोजित करना था।
2. इंजीनियरिंग और आर्किटेक्चर कार्यक्रमों में प्रवेश के लिये सरकार ने राष्ट्रीय स्तर पर संयुक्त प्रवेश परीक्षा (Joint Entrance Examination-JEE) और अखिल भारतीय इंजीनियरिंग प्रवेश परीक्षा (All India Engineering Entrance Examination-AIEEE) तथा राज्य स्तर के संस्थानों के लिये राज्य स्तरीय इंजीनियरिंग प्रवेश परीक्षा (SLEEE) निर्धारित की।
3. इसने प्रवेश परीक्षाओं की बहुलता के कारण छात्रों और उनके अभिभावकों पर शारीरिक, मानसिक और वित्तीय बोझ को कम करने की समस्याओं को हल किया।
4. शिक्षा नीति में परिवर्तन की आवश्यकता क्यों ?
5. बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिये मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी।
6. शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिये नई शिक्षा नीति की आवश्यकता थी।
7. भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुँच सुनिश्चित करने के लिये शिक्षा के वैश्विक मानकों को अपनाने के लिये शिक्षा नीति में परिवर्तन की आवश्यकता थी।

राष्ट्रीय शिक्षा नीति, 2020 – राष्ट्रीय शिक्षा नीति–2020 में शिक्षा की पहुँच, समता, गुणवत्ता, वहनीयता और उत्तरदायित्व जैसे मुद्दों पर विशेष ध्यान दिया गया है। नई शिक्षा नीति के तहत केंद्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर देश की जीडीपी के 6% हिस्से के बराबर निवेश का लक्ष्य रखा गया है। नई शिक्षा नीति के अंतर्गत ही 'मानव संसाधन विकास मंत्रालय' (Ministry of Human Resource Development- MHRD) का नाम

बदल कर 'शिक्षा मंत्रालय' (Education Ministry) करने को भी मंजूरी दी गई है।

प्रमुख बिंदु

प्रारंभिक शिक्षा से संबंधित प्रावधान:

1. 3 वर्ष से 8 वर्ष की आयु के बच्चों के लिये शैक्षिक पाठ्यक्रम का दो समूहों में विभाजन–

2. 3 वर्ष से 6 वर्ष की आयु के बच्चों के लिये आँगनवाड़ी/बालवाटिका/ प्री-स्कूल (Pre-School) के माध्यम से मुफ्त, सुरक्षित और गुणवत्तापूर्ण 'प्रारंभिक बाल्यावस्था देखभाल और शिक्षा' की उपलब्धता सुनिश्चित करना।

3. 6 वर्ष से 8 वर्ष तक के बच्चों को प्राथमिक विद्यालयों में कक्षा 1 और 2 में शिक्षा प्रदान की जाएगी।

4. प्रारंभिक शिक्षा को बहुस्तरीय खेल और गतिविधि आधारित बनाने को प्राथमिकता दी जाएगी।

5. NEP में MHRD द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन' (National Mission onFoundational Literacy and Numeracy) की स्थापना की मांग की गई है।

6. राज्य सरकारों द्वारा वर्ष 2025 तक प्राथमिक विद्यालयों में कक्षा–3 तक के सभी बच्चों में बुनियादी साक्षरता और संख्यात्मक ज्ञान प्राप्त करने हेतु इस मिशन के क्रियान्वयन की योजना तैयार की जाएगी।

भाषायी विविधता को संरक्षण:

1. NEP-2020 में कक्षा–5 तक की शिक्षा में मातृभाषा/ स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है, साथ ही इस नीति में मातृभाषा को कक्षा–8 और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।

2. स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।

पाठ्यक्रम और मूल्यांकन संबंधी सुधार–इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्येतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।

1. कक्षा–6 से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटर्नशिप (Internship) की व्यवस्था भी दी जाएगी।

2. 'राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद' (National Council of Educational Research and Training) द्वारा 'स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा' तैयार की जाएगी।

3. छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा–10 और कक्षा–12 की परीक्षाओं में बदलाव किये जाएंगे। इसमें भविष्य में समेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है।

4. छात्रों की प्रगति के मूल्यांकन के लिये मानक–निर्धारक निकाय के रूप में 'परख' (PARAKH) नामक एक नए 'राष्ट्रीय आकलन केंद्र' (National Assessment Centre) की स्थापना की जाएगी।

5. छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये 'कृत्रिम बुद्धिमत्ता'

(Artificial Intelligence) आधारित सॉफ्टवेयर का प्रयोग।

शिक्षण व्यवस्था से संबंधित सुधार:

1. शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय–समय पर लिये गए कार्य–प्रदर्शन आकलन के आधार पर पदोन्नति।

2. राष्ट्रीय अध्यापक शिक्षा परिषद वर्ष 2022 तक 'शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक' का विकास किया जाएगा।

3. राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा NCERT के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा' (National Curriculum Framework for Teacher Education) का विकास किया जाएगा।

4. वर्ष 2030 तक अध्यापन के लिये न्यूनतम डिग्री योग्यता 4–वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

उच्च शिक्षा से संबंधित प्रावधान:

1. NEP-2020 के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' (Gross Enrolment Ratio) को 26.3% (वर्ष 2018) से बढ़ाकर 50% तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में 3.5 करोड़ नई सीटों को जोड़ा जाएगा।

2. NEP-2020 के तहत स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एक्जिट व्यवस्था को अपनाया गया है, इसके तहत 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण-पत्र प्रदान किया जाएगा (1 वर्ष के बाद प्रमाणपत्र, 2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों के बाद स्नातक की डिग्री तथा 4 वर्षों के बाद शोध के साथ स्नातक)।

3. विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक 'एकेडमिक बैंक ऑफ क्रेडिट' (Academic Bank of Credit) दिया जाएगा, जिससे अलग–अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके।

4. नई शिक्षा नीति के तहत एम.फिल. (M.Phil) कार्यक्रम को समाप्त कर दिया गया।

भारत उच्च शिक्षा आयोग – चिकित्सा एवं कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा क्षेत्र के लिये एक एकल निकाय के रूप में भारत उच्च शिक्षा आयोग (Higher Education Commission of India) का गठन किया जाएगा।

HECI के कार्यों के प्रभावी और प्रदर्शितापूर्ण निष्पादन के लिये चार संस्थानोंधनिकायों का निर्धारण किया गया है–

• **विनियमन हेतु**– राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद (National Higher Education Regulatory Council)

• **मानक निर्धारण**– सामान्य शिक्षा परिषद (General Education Council)

• **वित पोषण**– उच्चतर शिक्षा अनुदान परिषद (Higher Education Grants Council)

• **प्रत्यायन**– राष्ट्रीय प्रत्यायन परिषद (National Accreditation Council)

• देश में आईआईटी (IIT) और आईआईएम (IIM) के समकक्ष वैश्विक

मानकों के 'बहुविषयक शिक्षा एवं अनुसंधान विश्वविद्यालय' (Multidisciplinary Education and Research Universities) की स्थापना की जाएगी।

संबंधित चुनौतियाँ

महँगी शिक्षा – नई शिक्षा नीति में विदेशी विश्वविद्यालयों के प्रवेश का मार्ग प्रशस्त किया गया है, विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों के प्रवेश से भारतीय शिक्षण व्यवस्था महँगी होने की संभावना है। परिणामस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो जाएगा।

शिक्षकों का पलायन– विदेशी विश्वविद्यालयों के प्रवेश से भारत के दक्ष शिक्षक भी इन विश्वविद्यालयों में अध्यापन हेतु पलायन कर सकते हैं।

शिक्षा का संस्कृतिकरण– दक्षिण भारतीय राज्यों का यह आरोप है कि 'त्रि-भाषा' सूत्र से सरकार शिक्षा का संस्कृतिकरण करने का प्रयास कर रही है।

संसद की अवहेलना –विपक्ष का आरोप है कि भारतीय शिक्षा की दशा व दिशा तय करने वाली इस नीति को अनुमति देने में संसद की प्रक्रिया का उल्लंघन किया गया। पूर्व में राष्ट्रीय शिक्षा नीति, 1986 भी संसद के द्वारा लागू की गई थी।

मानव संसाधन का अभाव –वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति2020 के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ हैं।

करिकुलम के कंटेंट में सुधार यासुझाव– प्रत्येक विषय में करिकुलम के भार को कम किया जाना चाहिए और करिकुलम में उस विषय के मूल कंटेंट पर जोर दिया जाना चाहिए। इससे क्रिटिकल सोच, चर्चा और विश्लेषण आधारित लर्निंग संभव होगी। विद्यार्थियों को अध्ययन के विषय में ज्यादा फ्लेक्सिबिलिटी और विकल्प दिए जाने चाहिए, खासकर सेकेंडरी स्कूल में। इन सिद्धांतों के आधार पर एनसीईआरटी स्कूली शिक्षा का नया और व्यापक राष्ट्रीय करिकुलम फ्रेमवर्क बनाएगा। इस फ्रेमवर्क पर हर पांच से दस साल बाद गौर किया जा सकता है।

निर्देश का माध्यम– कक्षा पांच तक, या अच्छा हो कि कक्षा आठ तक के बच्चों के लिए निर्देश का माध्यम स्थानीय भाषा/उनकी मातृभाषा होनी चाहिए (सरकारी और निजी, दोनों स्कूलों में)। मौजूदा त्रिभाषा का फार्मूला आगे भी जारी रहेगा। हालांकि इस फार्मूले में ज्यादा फ्लेक्सिबिलिटी होनी चाहिए और किसी भी राज्य पर कोई भाषा थोपी नहीं जाएगी। तीन भाषा के फार्मूले के अंतर्गत राज्य निम्नलिखित के अध्ययन को अपना और लागू कर सकते हैं: (i) हिंदी भाषी राज्यों में हिंदी, अंग्रेजी और आधुनिक भारतीय भाषा (अच्छा हो कि दक्षिण भारतीय भाषा), और (ii) हिंदी, अंग्रेजी और गैर हिंदी भाषी राज्यों में क्षेत्रीय भाषा। एनईपी में सुझाव दिया गया है कि इन तीन भाषाओं को राज्यों और विद्यार्थियों की पसंद पर आधारित होना चाहिए। हालांकि तीन में से दो भाषाओं को भारत की देशीय भाषा होना चाहिए। इसके अतिरिक्त संस्कृत को शिक्षा के सभी स्तरों पर विकल्प के तौर पर पेश किया जाना चाहिए।

विद्यार्थियों का मूल्यांकन– कमिटी ने कहा था कि सेकेंडरी स्कूल की परीक्षाओं और प्रवेश परीक्षाओं की मौजूदा प्रकृति ने कोचिंग की संस्कृति को बढ़ावा दिया है जिसका असर विद्यार्थियों की पढ़ाई पर पड़ा है। उसने कहा कि इन परीक्षाओं की मौजूदा प्रणाली में सुधार किया जाए। बोर्ड की परीक्षाओं को केवल मूल अवधारणाओं की जांच करनी चाहिए और इसमें अनेक विषयों को शामिल किया जाना चाहिए। इसके लिए विद्यार्थी अपने विषय चुन सकते हैं और उनके पास किसी एक वर्ष में दो बार परीक्षाएं देने का विकल्प होगा। स्कूलों में विद्यार्थियों की प्रगति का मूल्यांकन करने के लिए कक्षा तीन, पांच और आठ में परीक्षाएं ली जाएंगी। कक्षा तीन में मूलभूत साक्षरता और अंक ज्ञान की परीक्षा ली जाएगी और उसके परिणाम को केवल स्कूली शिक्षा प्रणाली में सुधार के लिए इस्तेमाल किया जाएगा। इसके अतिरिक्त एमएचआरडी के अंतर्गत राष्ट्रीय मूल्यांकन केंद्र की स्थापना की जाएगी जोकि विद्यार्थियों के मूल्यांकन के लिए मानक निर्धारण इकाई होगी।

शिक्षकों का प्रशिक्षण और प्रबंधन– शिक्षकों के प्रशिक्षण के मौजूदा बीएड प्रोग्राम के स्थान पर चार वर्ष का एकीकृत बीएड प्रोग्राम होगा जिसमें उच्च क्वालिटी का कंटेंट, पेडेगॉगी और व्यावहारिक प्रशिक्षण शामिल होगा। इसके अतिरिक्त शिक्षकों से यह अपेक्षा की जाएगी कि वे हर वर्ष न्यूनतम 50 घंटे निरंतर पेशेवर विकास का प्रशिक्षण प्राप्त करें। राष्ट्रीय शिक्षक शिक्षण परिषद एनसीईआरटी के सहयोग से शिक्षकों की शिक्षा का राष्ट्रीय करिकुलम फ्रेमवर्क तैयार करेगा। शिक्षकों से शिक्षण के अतिरिक्त प्रशासनिक कार्य नहीं कराए जाएंगे और उनके बहुत अधिक तबादले नहीं किए जाएंगे (विशेष परिस्थितियों में राज्य सरकारों द्वारा निर्धारित तबादलों को छोड़कर)।

स्कूलों में सुशासन–कमिटी ने कहा था कि देश के प्रत्येक क्षेत्र में प्राइमरी स्कूलों को शुरू करने से शिक्षा तक सबकी पहुंच बनी है। लेकिन इससे ऐसे स्कूलों की संख्या भी बढ़ी है जहां विद्यार्थी बहुत कम संख्या में मौजूद हैं (2016–17 में प्राथमिक शिक्षाओं में विद्यार्थियों की औसत संख्या 14 थी)। स्कूलों के छोटे आकार के कारण उन्हें चलाना मुश्किल होता है, खासकर आर्थिक रूप से क्योंकि तब शिक्षकों की नियुक्ति और फिजिकल रिसोर्सेज जैसे लाइब्रेरी की किताबों, स्पोर्ट्स के सामान को जुटाने में ज्यादा खर्च होता है। एनईपी ने सुझाव दिया है कि कई स्कूलों को मिलाकर एक स्कूल परिसर बनाया जाए। स्कूल परिसर में सेकेंडरी स्कूल और 5–10 किलोमीटर के दायरे में आने वाले स्कूल और आंगनवाड़ियां शामिल होंगी। इससे निम्नलिखित सुनिश्चित होगा: (i) स्कूल परिसर में सभी विषयों के लिए शिक्षकों की पर्याप्त संख्या, (ii) पर्याप्त भौतिक संसाधन (जैसे लाइब्रेरी की किताबों, स्पोर्ट्स का सामान), और (iii) स्कूलों के लिए सुशासन।

स्कूल का रेगुलेशन – वर्तमान में स्कूल शिक्षा विभाग स्कूलों के गवर्नेस और रेगुलेशन का सारा काम करता है। कमिटी ने कहा था कि इससे हितों का टकराव होता है और सत्ता का केंद्रीकरण भी होता है। उसने सुझाव दिया था कि विभाग को सिर्फ नीतियां बनाने और उसकी निगरानी करने में शामिल किया जाए, पर स्कूलों के रेगुलेशन में नहीं। प्रत्येक राज्य में एक स्वतंत्र स्कूल स्टैंडर्ड्स अथॉरिटी बनाई जानी चाहिए। वह सरकारी और निजी स्कूलों के लिए बुनियादी मानदंड निर्दिष्ट करेगी। स्कूलों के लिए सेल्फ रेगुलेशन या एक्रेडिटेशन प्रणाली बनाई जाएगी।

उच्च शिक्षा

जीईआर को बढ़ाना – एनईपी का उद्देश्य उच्च शिक्षा में सकल दाखिला अनुपात को 2035 तक 50% तक करना है (2018 में 26.3%)। संस्थानों को ओपन डिस्टेंस लर्निंग और ऑनलाइन प्रोग्राम्स चलाने का विकल्प दिया जाएगा ताकि उच्च शिक्षा तक लोगों की पहुंच बढ़े और इससे देश में जीईआर में सुधार होगा।

संस्थानों का पुनर्गठन – सभी उच्च शिक्षण संस्थानों को तीन श्रेणियों में

पुनर्गठित किया जाएगा: (i) अनुसंधान विश्वविद्यालय, जिनका अनुसंधान और शिक्षण पर समान रूप से ध्यान होगा, (ii) शिक्षण विश्वविद्यालय जो शिक्षण पर ध्यान केंद्रित करेंगे, और (iii) डिग्री देने वाले कॉलेज जिनका मुख्य ध्यान अंडरग्रैजुएट शिक्षण पर होगा। ऐसे सभी संस्थान धीरे धीरे शैक्षणिक, प्रशासनिक और वित्तीय स्वायत्तता की ओर बढ़ेंगे। सभी एचईआईज अंतत: 3,000 या उससे अधिक विद्यार्थियों वाले बड़े मल्टीडिस्पलिनरी विश्वविद्यालयों और कॉलेजों में तब्दील हो जाएंगे। 2030 तक प्रत्येक जिले में, या उसके निकट एक बड़ा मल्टीडिस्पलिनरी एचईआई होना चाहिए।

मल्टीडिस्पलिनरी शिक्षा– सभी एचईआईज के करिकुला को मल्टीडिस्पलिनरी यानी बहुअनुशासिक बनाया जाना चाहिए ताकि ह्यूमैनिटीज और आर्ट्स को साइंस, टेक्नोलॉजी, इंजीनियरिंग और गणित से जोड़ा जा सके। अंडरग्रैजुएट डिग्री को अधिक फ्लेक्सिबल बनाया जाएगा जिसमें उपयुक्त सर्टिफिकेशन के साथ मल्टीपल एग्जिट ऑप्शंस होंगे। उदाहरण के लिए विद्यार्थियों को पढ़ाई पूरी करने के एक साल बाद एक सर्टिफिकेट मिलेगा, दो साल बाद डिप्लोमा, तीन साल बाद बैचलर्स डिग्री और चार साल पूरा करने के बाद बैचलर्स के साथ रिसर्च डिग्री मिलेगी। इसके अतिरिक्त विभिन्न शैक्षणिक संस्थानों से अर्जित एकैडमिक क्रेडिट्स को डिजिटली स्टोर करने के लिए एकैडमिक बैंक ऑफ क्रेडिट बनाया जाएगा ताकि क्रेडिट्स के आधार पर डिग्रियां दी जा सकें। एचईआईज के पास मास्टर्स प्रोग्राम को डिजाइन करने की फ्लेक्सिबिलिटी होगी। एमफिल प्रोग्राम को बंद कर दिया जाएगा।

रेगुलेटरी संरचना– भारत में उच्च शिक्षा के रेगुलेटरी ढांचे में कायापलट की जाएगी ताकि यह सुनिश्चित हो कि अलग, स्वतंत्र निकाय रेगुलेशन, एक्रेडिटेशन, वित्त पोषण और शिक्षण मानदंडों को बनाने जैसे कार्य करें। इससे हितों का टकराव कम होगा और सत्ता का केंद्रीकरण खत्म होगा। यह सुनिश्चित करने के लिए भारतीय उच्च शिक्षा आयोग (एचईसीआई) की स्थापना की जाएगी जिसमें चार स्वतंत्र वर्टिकल होंगे: (i) राष्ट्रीय उच्च शिक्षा रेगुलेटरी परिषद, जोकि सिंगल रेगुलेटर होगी (इसमें शिक्षकों की शिक्षा शामिल होगी, पर कानूनी और मेडिकल शिक्षा शामिल नहीं होंगी), (ii) संस्थानों का एक्रेडिटेशन करने के लिए राष्ट्रीय एक्रेडिटेशन परिषद, (iii) उच्च शिक्षण संस्थानों के वित्त पोषण के लिए उच्च शिक्षा अनुदान परिषद, और (iv) उच्च शिक्षा के करिकुलम का फ्रेमवर्क और लर्निंग लेवल्स को तय करने के लिए सामान्य शिक्षा परिषद। इन चारों के बीच विवाद होने पर एचईसीआई के अंतर्गत विशेषज्ञों का एक निकाय उसे हल करेगा।

अनुसंधान में सुधार– कमिटी ने कहा कि भारत में अनुसंधान और नवाचार में सुधार पर जीडीपी का केवल 0.69% निवेश किया जाता है, जबकि यूएसए में यह 2.8%, दक्षिण कोरिया में 4.2% और इजराइल में जीडीपी का 4.3% है। एनईपी ने सुझाव दिया कि भारत में उच्च स्तर के अनुसंधान को वित्त पोषित करने और सुविधाजनक बनाने के लिए एक स्वतंत्र नेशनल रिसर्च फाउंडेशन की स्थापना की जाए। वर्तमान में अनुसंधान को वित्त पोषित करने वाले विशेष संस्थान जैसे विज्ञान और तकनीक विभाग, भारतीय चिकित्सा अनुसंधान परिषद स्वतंत्र प्रॉजेक्ट्स की मदद करेंगे। फाउंडेशन डुप्लिकेशन से बचने के लिए इन एजेंसियों के साथ सहयोग करेगा।

विदेशी विश्वविद्यालय– उच्च प्रदर्शन वाले विदेशी विश्वविद्यालयों को दूसरे देशों में कैंपस बनाने के लिए प्रोत्साहित किया जाएगा। इसी प्रकार चुनींदा प्रमुख ग्लोबल विश्वविद्यालयों को भारत में संचालन की अनुमति दी जाएगी। विदेशी विश्वविद्यालयों के प्रवेश को सुविधाजनक बनाने के लिए एक कानूनी फ्रेमवर्क बनाया जाएगा। इन विश्वविद्यालयों को देश में स्वायत्ता संस्थानों के अनुरूप रेगुलेटरी और गवर्नेंस के नियमों में छूट दी जाएगी।

व्यावसायिक शिक्षा– कमिटी ने कहा कि भारत में 2012–2017 के दौरान 19–24 वर्ष के आयु वर्ग के 5% से भी कम श्रमबल को व्यावसायिक शिक्षण प्राप्त था। यूएसए में यह दर 52%, जर्मनी में 75% और दक्षिण कोरिया में 96% है। एनईपी ने सुझाव दिया था कि सभी स्कूलों और उच्च शिक्षण संस्थानों में अगले दस वर्षों में व्यावसायिक प्रशिक्षण को चरणबद्ध तरीके से एकीकृत किया जाना चाहिए। इसके लिए एमएचआरडी के अंतर्गत व्यावसायिक शिक्षण के एकीकरण के लिए एक राष्ट्रीय कमिटी बनाई जाएगी। प्रत्येक विषय से संबंधित व्यवसाय के लिए राष्ट्रीय दक्षता क्वालिफिकेशन फ्रेमवर्क पर विस्तार से विचार किया जाएगा। एनईपी का उद्देश्य यह सुनिश्चित करना है कि स्कूल और उच्च शिक्षा के कम से कम 50% विद्यार्थियों को 2025 तक व्यावसायिक शिक्षा से रूबरू कराया जाना चाहिए।

अन्य सुझाव

शिक्षा का वित्त पोषण– एनईपी ने शिक्षा के क्षेत्र में सरकारी निवेश जीडीपी का 6% करने की प्रतिबद्धता दोहराई। उल्लेखनीय है कि पहली राष्ट्रीय शिक्षा नीति, 1968 ने कहा था कि शिक्षा क्षेत्र में सरकारी व्यय जीडीपी का 6% होना चाहिए जिसे 1986 की राष्ट्रीय शिक्षा नीति ने भी दोहराया था। 2017–18 में भारत में शिक्षा क्षेत्र पर सरकारी निवेश जीडीपी का 4.4% था।

प्रौढ़ शिक्षा– प्रौढ़ शिक्षा के लिए राष्ट्रीय करिकुलम फ्रेमवर्क विकसित किया जाएगा ताकि निम्नलिखित पांच व्यापक क्षेत्र इसके दायरे में आ जाएं: (i) मूलभूत साक्षरता और अंक ज्ञान, (ii) महत्वपूर्ण जीवन दक्षताएं (जैसे वित्तीय और डिजिटल साक्षरता, स्वास्थ्य देखभाल और परिवार के संबंध में जागरूकता), (iii) व्यावसायिक दक्षता विकास, (iv) मूलभूत शिक्षा (मिडिल और सेकेंडरी शिक्षा के बराबर), और (v) निरंतर शिक्षा (आर्ट्स, तकनीक, खेल और संस्कृति के पाठ्यक्रमों में संलग्नता के जरिए)।

शिक्षा में तकनीक– राष्ट्रीय शिक्षा तकनीक फोरम (एनईटीएफ) की स्थापना की जाएगी ताकि तकनीक के इंडक्शन, तैनाती और उपयोग के संबंध में निर्णय लेने की सुविधा मिले। यह फोरम केंद्र और राज्य सरकारों को तकनीक संबंधी पहल से जुड़ी प्रमाण आधारित सलाह देगा।

डिजिटल शिक्षा– हाल की महामारी में देखा गया है कि जब व्यक्तिगत स्तर पर शिक्षा देना संभव न हो तो उच्च स्तरीय शिक्षा प्रदान करने के लिए वैकल्पिक तरीकों को विकसित किया जाना चाहिए। समावेशी डिजिटल शिक्षा को सुनिश्चित करने के लिए अनेक पहल की जानी चाहिए, जैसे: (i) ऑनलाइन क्लास के लिए टू वे ऑडियो और वीडियो इंटरफेस विकसित करना, (ii) कोर्सवर्क, लर्निंग गेम्स और वर्चुअल रिएलिटी के जरिए स्टिमुलेशंस की डिजिटल रेपोजिटरी बनाना, (iii) कई भाषाओं में टेलीविजन, रेडियो और मास मीडिया जैसे दूसरे चैनलों का इस्तेमाल, ताकि डिजिटल कंटेंट उन जगहों तक पहुंचे जहां डिजिटल इंफ्रास्ट्रक्चर मौजूद नहीं है, (iv) मौजूदा ई-लर्निंग प्लेटफॉर्म्स पर वर्चुअल लैब्स बनाना ताकि विद्यार्थियों को भागीदारी पूर्ण प्रयोग आधारित शिक्षण प्राप्त हो सके, और (v) शिक्षकों को उच्च स्तर के ऑनलाइन कंटेंट क्रिएटर्स बनाने के लिए प्रशिक्षण प्रदान करना।

संदर्भ ग्रंथ सूची :–
1. व्यक्तिगत शोध के आधार पर।

What NEP 2020 has for Teachers and Problems in Teacher Education

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Abstract - Education is the key for development of any society which depends on the quality of teachers. Teachers' knowledge, teachers dedication, teachers quality, teachers professional commitment and his inner motivation are the factors responsible teaching learning process. Necessary improvement in teacher education is a challenge for every nation to provide effective and competent teachers. In India for the development of teacher education various commission and policy like Kothari commission (1964-66), NPE (1986), NCF (2005), NCTE regulations 2009, NCFTE (2010) etc. have experienced a paradigm sift. Purpose of the present paper is an attempt to highlight what NEP 2020 has for teachers and problems in teacher education.

Introduction - Education is the process of learning or acquisition of knowledge, skills, values, morals, beliefs for full human potential. It is considered to be the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Though we learn many things in our everyday life, formal education, which is preferred tool for human resources development, refers to the academic institution where defined curriculums are taught or demonstrated by teachers. This formal education is conceptualized as a tri-polar process with aims, curriculum and evaluation, leading to bringing of a child to a human resource. This formal education has four verticals, namely infrastructure, students, teachers and curricula, where this third vertical – teachers play a vital role in making the objectives of education successful. John Adam, the great American statesman and diplomat described teachers as the maker of man. National Policy on Education of 1986 of India also described that no system of education can rise higher than its teachers. There is n- number of sayings about the role of a teacher in the transformation of society. Keeping in mind the importance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation building. In this policy, the teachers have been put at the center of the most needed fundamental reforms in the education system. The policy has also emphasized re-establishing teachers, at all levels, as the future generation of the country. As a step forward, the NEP-2020 has also elaborated on the recruitment of good teachers in a transparent method, to give autonomy while also instilling a sense of responsibility and accountability in every teacher. All must appreciate that the role of a teacher is not confined to teaching in a classroom of four walls, but also in developing course curriculum, producing quality books and study materials, innovation in teaching learning methods, assessing students, mentoring students etc. The NEP 2020 hence, has reiterated the restoration of high respect and status for teachers in the society will empowerment. Accordingly, an action plan for capacity building has been outlined so that man making becomes flawless. At the same time, the NEP has elaborated on the required attributes for teachers to make them good teachers to achieve the objectives of NEP and make it fruitful.

Education is a mission, and its success depends on the involvement of all stakeholders. An ideal teacher focuses on collaboration as a teacher does not work alone. It is a collaborative work from para-professional to another teacher to work in a group indeed. In such situation, a teacher may have to play different roles for effective collaborations within the group for gainful teaching learning, but should not be devoid of job satisfaction.

Teachers truly shape the future of our children and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or Gurus, what they needed to pass on their knowledge, skills and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the standards. The high respect for teachers and the high status of teaching profession must be restored so

as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

During 2015 to 2019 a lot of emphasis was given on the use of technology in education and at the nucleus was the teacher. The Government of India established its own massive open online platform by the name of SWAYAM and also launched its bouquet of thirty two educational television channels by the names of swayam Prabha. Any teacher from anywhere in the country or abroad can take the course. This initiative was a precursor of the pandemic which hits the world in 2020. Geogra. The competition is no more with the teachers in the school or town but from any or all teachers of the world. Now every teacher has the opportunity to teach to a real global classroom but the challenge is to be the best otherwise the student can exit anytime. The opportunity to perform and be recognized is unlimited but the competition is also equally unlimited. The policy has committed to provide opportunity to students with aptitude for teaching through a nationwide test to enter teaching profession and also provide scholarships, especially to women who want to enter the teaching profession. Section of NEP says "To ensure that outstanding students enter the teaching profession – especially from rural areas – a large number of merits-based scholarships shall be instituted across the country for studying quality 4-year integrated BED. Programmes." The teacher education program may be long, of four year duration but all would be supported to pursue the training. Conjoined with the pre-service training will be continuous professional development. NEP provides the opportunity to continuously grow and become better teachers. Coordination between boards has been poor. To fill that gap a central agency will be established to coordinate between boards.

What Nep 2020 has for Teachers
Changes in B.Ed.: Since schools will need teachers who can teach in multiple languages and have knowledge of new – age courses like computational thinking, coding etc., introduced at the school level under the NEP, Bed course will also be changed accordingly. The Bed courses will be of four-year duration. Dual Bed degrees with a focus on one language and having bilingual lectures will be offered too. Bed programmes will allow specialization in the education of 'gifted children'. One and two – year Bed options will also be available. Two-year-Bed will be for candidates having a Bachelor's degree, and one-year- Bed programmes will be offered only to those who have completed the equivalent of four-year multidisciplinary Bachelor's degree or who have obtained a master's degree. These candidates will be later hired as subject teachers in the area of specialty (or the subject pursued at UG or PG level). Additionally, shorter post – B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities.

Merit – based scholarships: To ensure that outstanding students enter the teaching profession – especially from rural areas – a large number of merit based scholarships shall be instituted across the country for studying quality 4 – year integrated Bed programs. In rural areas, special merit based scholarships will be established that also include preferential employment in their local areas upon successful completion of their Bed programmes. Incentives will be provided for teachers to take up teaching jobs in rural areas.
Mandatory training courses: Teachers who have already been hired will be expected to participate in at least 50 hours of continuous professional development (CPD) every year. The merit based structure of tenure, promotion, and salary structure will be developed. Under this model, teachers will be incentivized. The system of assessment will consist of multiple parameters. These parameters will be developed by each state and will include peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community. A common guiding of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education. The professional standards will be reviewed every 10 years. Teachers transfer will be halted, as per NEP 2020. Transfers will be allowed in "very special circumstances". Furthermore, transfers will be conducted through an online computerized system that ensures transparency. "in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required," as per NEP.

The major challenges would be to:
1. Become lifelong learners.
2. Keep in touch with the disciplinary knowledge as learners will have access to the latest information online.
3. Learn new technologies regularly as every machine is updated every few months
4. Degrees won't matter much but the performance will count.
5. Compete with global teaching community to remain relevant.

The Ministries – Central and states have been regulating and deciding on issues related to schooling whereas it should be done by the experts and professionals.
Major challenges of Teacher Education
1. Faulty curriculum: The curriculum is highly theoretical and less importance is given to the practical aspect. There is little integration of theory and practice. It continues to be rigid and traditional.
2. Less qualified teacher educators: Teacher educators are less qualified and less competent. They are not efficient enough to develop desired level of skills among the students' teachers. They have lack of subject matter mastery. They are less competent to deal with the problems of classroom and behavior problems of student teachers.

3.   Selection problem: Defective selection procedure of teacher education infects, there is no definite system which is to be followed while for admission in teacher education. Any candidate who posses minimum required qualification has easily got admission in the course.

4.   Lack of control over teacher education institutions: There is a regulatory body known as NCTE, which controls the functioning of teacher education institutions and control over the quality education. It sets and maintains the standards of education in these institutions.

5.   Traditional methods of teaching: Traditional methods of teaching are still widely used for teaching the upcoming teachers. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions.

6.   Lack of co-curricular activities: The co-curricular activities in teacher education are unplanned and not sufficient. Now- a days in this competitive world this activity becomes an integral part of school education. Student teachers do not provide proper opportunities of planning and organizing these activities which creates problem in the coming professional life of teachers.

7.   Lack of supervision: Student teacher requires proper supervision at each step in order to bring desirable improvement in skills and behaviour. They need supervision while practicing skills, developing and delivering lessons, to develop confidence in facing the classroom situations. But there is lack of good supervision and supervisory staff in teacher education institutions.

8.   Lack of proper Evaluation: Evaluation of teacher education is faulty. Examinations are conducted at the last of the session. External and internal assessment is subjective. Sometimes to get good result the college of education marked good internal assessment to the undeserved candidates also.

Suggestions: There are some suggestions here for improving the condition of teacher education which is given as:

1.   Innovative techniques can be used for developing curriculum.
2.   The socio-economic status of the teachers must be raised.
3.   Teachers should train in order to help students in adjusting to the classroom and in school environment.
4.   Teachers should be able to think critically to take right decisions.

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शिक्षा नीति 2020 :अध्यापक शिक्षा के संदर्भ में

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प्रस्तावना – 'ठीक होंगे अंध शिक्षा के रोगी
अब गुणवत्ता अपनी शिक्षा में होगी।'

नई शिक्षा नीति का यही आधार – 29 जुलाई 2020 में आयी इस राष्ट्रीय शिक्षा नीति में शिक्षा के आमूल चर परिवर्तन की बात है और इस के लिए पूरी नीति में शिक्षकों को धुरी मानते हुए केन्द्र में रखा गया।नई शिक्षा नीति ये मानती है, कि गुणात्मक सुधर हाने ा आवश्यक है।शिक्षा में कोई भी गुणात्मक सुधार के बिना गुणात्मक शिक्षकों के नहीं हो सकता अर्थात गुणात्मक शिक्षक ही राष्ट्र का विकास कर सकते हे। ओर गुणात्मक शिक्षण बिना अच्छी Teacher Education के तैयार नहीं हो सकते इसलिए इस नई शिक्षा नीति ने कई जगह पर शिक्षक के संदर्भ में महत्वपूर्ण चर्चा की है।'जितनी अच्छी शिक्षक शिक्षा होगी, उतने ही अच्छे शिक्षक तैयार होंगे, यही इस नई शिक्षा नीति की पहचान है।' नीति ने अपने दस्तावेज के विद्यालयी शिक्षा नामक भाग के अंतर्गत शीर्षक क्रमांक–05 के अंतर्गत शिक्षकों के संदर्भ में उनके गुणमहत्व? इत्यादि बताते हुए उनकी सामाजिक स्थिति के चर्चा की है। साथ ही शिक्षकों की शिक्षा के विषय में भी दिशा–निर्देश प्रदानकी है।

इसके अतिरिक्त उच्च शिक्षा नामक भाग के अंतर्गत शीर्षक क्रमांक– 15 पूर्णरूपेण अध्यापक शिक्षा अर्थात् Teacher Education पर ही केन्द्रित किया गया है। जो इस प्रकार हें– 15.1 संदर्भ क्रमांक में नीति 2020 का दस्तावेज कहता है कि 'अगली पीढ़ी को आकार देने वाले शिक्षको की एक टीम के निर्माण में अध्यापक की भूमिका महत्वपूर्ण हे। साथ ही साथ भारतीय मूल्यों, भाषाओं, ज्ञान, लोकाचार और परंपराओं जनजातीय परंपराओं के प्रति भी जागरूक रहे।'

शीर्षक 15.2 में राष्ट्रीय शिक्षा नीति ने एक बहुत ही रोमांचक बात कही है, इस शीर्षक के अंतर्गत भारत में शिक्षक शिक्षा वर्तमान में व्यास भ्रष्टाचार एवं बदहाली पर टिप्पणी हुए उच्चतम न्यायालय द्वारा गठित न्यायमूर्ति जे.एस.वर्मा आयोग 2012 के अनुसार भारत मे स्थित 10,000 से अधिक स्टैंड–अलोन शिक्षक–शिक्षा संस्थान शिक्षक शिक्षा के प्रति गंभीर नहीं हैं, वरन् 'संस्थान ऊँचे दामों पर डिग्रीयों को बेच रहे इसके अंतर्गत शिक्षक शिक्षा प्रणाली में अखंडता, विश्वसनीयता, प्रभावितता और उच्चतर गुणवत्ता को बहाल किया जाना चाहिए इस बात पर जोर दिया गया है।' 15.3 संदर्भ के अंतर्गत नई शिक्षा नीति स्पष्ट संदेश देती है। कि सभी स्टैंड– अलोन बी.एड. कॉलेजों को 2030 तक MultiDisciplinary संस्थानों में बदलना होगा। ताकि वे 4 वर्षीय एकीकृत बी.एड. Integrated B.Ed. कार्यक्रम चला सके। इस नई शिक्षा प्रणाली के नियमों के अनुसार उन निम्न स्तरीय और बेकार अध्यापक शिक्षा सस्थानों (T.E.I.E.) के खिलाफ उल्लंघन करने पर 1 वर्ष का समय दिया जाएगा। अथार्त् बुनियादी शैक्षिक मानदंडों को पूरा नहीं कर पा रहे है। अध्यापक शिक्षा कार्यक्रम ही कार्यान्वित होंगे। उन संस्थानों पर टीआई को कठोर कार्यवाही करने का अधिकार हागेा। अथार्त् 2023 तक केवल शैक्षिक रूप से सुदृढ, बहु–विषयक और एकीकृत अध्यापक शिक्षा कायक्रम ही कार्यान्वित होंगे।

15.4 संदर्भ क्रमांक के अंतर्गत नई शिक्षा नीति ने गागर में सागर भरने वाली बात कही है यानि की सभी बड़े बहुविषयक विश्वविद्यालयो सावर्जनिक विश्वविद्यालय और बड़े बहुविषयक महाविद्यालय का लक्ष्य हागेा कि, वे अपने यहाँ ऐसे उत्कृष्ट शिक्षा विभागों की स्थापना ओर विकास करे जो कि शिक्षा में अत्याधुनिक अनुसंधनों को अंजाम देने के साथ ही मनोविज्ञान, दर्शनशास्र, समाजशास्र, तंत्रिकाविज्ञान, भारतीय भाषाओं, कला, संगीत, इतिहास अरे साहित्य के साथ–साथ विज्ञान और गणित जैसे अन्य विषयों से संबंधित विभागों के सहयोग से भविष्य के शिक्षकों को शिक्षित करने के लिए बी.एड. कार्यक्रम भी संचालित करेंगे।

15.5 संदर्भ क्रमांक एकीकृत बी.एड. शिक्षा और इसके साथ ही एक अन्य विशेष विषय जैसे– भाषा, इतिहास, संगीत, गणित,कम्प्युटर, विज्ञान, रसायनविज्ञान अर्थशास्र आदि में एक समग्र डयुअल मेजर स्नातक डिग्री होगी। वही शिक्षक शिक्षा में यह नीतिज्ञान दीप प्रज्वलन का काय करेगी जिसके अंतर्गत शिक्षण के साथ शिक्षक शिक्षा में मनोविज्ञान, प्रारंभिक बाल्यावस्था शिक्षा, बुनियाद साक्षरता और संख्या ज्ञान, भारत से जूड़े ज्ञान और इसके मूल्यों लोकाचार कला परंपराए और भी बहुत कुछ शामिल होगा।

साथ ही 4 वर्षीय एकीकृत बी.एड. प्रदान करने वाला प्रत्येक उच्च शिक्षण संस्थान, किसी एक विषय विशेष में पहले से ही स्नातक की डिग्री हासिल कर चूके विद्यार्थी जो आगे चलकर शिक्षण करना चाहते है, उनके लिए संस्थान या परिसर में 2 वर्षीय बी.एड. कार्यक्रम डिजाइन कर सकेंगे।और विशेष रूप से ऐसे उत्कृष्ट विद्यार्थी जिन्होंने किसी विशेष विषय में 4 वर्ष की स्नातक डिग्री हासिल की है, उनके लिए संस्थान 1 वर्षीय एकीकृत बी.एड. कार्यक्रम संचालित करेगी। इसके अंतर्गत उत्कृष्ट एवं मेधावी शिक्षक छात्रों को छात्रवृत्तियों की भी व्यवस्था की गई।

15.6 संदर्भ क्रमांक– शिक्षा नीति कह रही है कि अयापक शिक्षा प्रदान करने वाले उच्चतर शिक्षण संस्थान, शिक्षा और इससे संबंधित विषयों के साथ ही विशेष विषयों में विशेषज्ञों की उपलब्धता को सुनिश्चित करेंगे।

अर्थात् प्रत्येक उच्च्तर संस्थान के पास एक सधन जुड़ाव होगा। यानेकि, सार्वजनिक एवं निजी स्कूलों का एक नेटवर्क होगा।

15.7 सदर्भ क्रमांक – नीति ने एक और रोमांचक बात कही है कि सेवा पूर्व शिक्षक तैयारी कार्यक्रमों में प्रवेश राष्ट्रीय परीक्षण एजेन्सी द्वारा आयोजित उपयुक्त विषय और योग्यता परीक्षणों के माध्यम से होगा जिससे देशभर में एक समान प्रकार की परीक्षा आयोजित होगी अर्थात् नई शिक्षा नीति 2020 इक्यावन (15) प्रतियोगी प्रवेश परीक्षा (NTA) द्वारा आयोजित की जाएगी, जिससे बढ़िया क्वालिटी शिक्षक देश को मिले जिससे शिक्षा का स्तर उच्च हो सके।

15.8 सदर्भ क्रमांक– शिक्षा विभाग में संकाय सदस्यों अर्थात् फैकल्टी के प्रोफाइल में विविधता पर भी राष्ट्रीय शिक्षा नीति ने बल दिया है।

15.9 सदर्भ क्रमांक– एक बहुत ही इनोवेटिव संस्तुति की है जो इस दस्तावेज के क्रमांक 15.9 के अंतर्गत की गई है वह है पी.एच.डी. करने वाले सभी शोधकर्ताओं के लिए अपने डॉक्टोरल प्रशिक्षण के दौरान अपने विषय से संबंधित टीचिंग में क्रेडिट आधारित कोर्स करना अनिवार्य होगा। जो कि टीचिंग में स्टेबलिस्ट होगें। इससे फायदा यह होगा कि अभी तक बहुत सारे विषयों में हायरएजूकेशन शिक्षक बनने के लिए टिचिंग का ओरियन्टेशन कही नही होंगे।

संदर्भ क्रमांक 15.10 के अंतर्गत नई शिक्षा नीति 2020 ने कॉलेज और विश्वविद्यालय के शिक्षकों के लिए ज्योति कलश के समान बात कही है अर्थात् शिक्षक सेवारत रहते हुए पने व्यावसायिक विकास का प्रशिक्षण संस्थात व्यवस्था और जारी पहलों के माध्यम से ही जारी रख सकेंगे। साथ ही शिक्षकों के online प्रशिक्षण के लिए स्वयं दीक्षा जैसे– प्रौद्योगिक प्लेटफार्मो के उपयोग कोर्पोत्साहित किया जाएगा।

15.11 शीर्षक क्रमांक में पॉलिसी ने मेंटरिंग के लिए राष्ट्रीय मिशन स्थापित करने की संस्तुति भी की है। इसके अंतर्गत वरिष्ठ सेवानिवृत्त संकाय सदस्यों को जोड़ा जाएगा। इनमें वे संकाय सदय शामिल होंगे जिनमें भारतीय भाषाओं में पढाने की क्षमता है, जो कॉलेज/विश्वविद्यालय शिक्षकों को लघु एवं दीघर्कालीन परामर्श व्यावसायिक सहायता प्रदान करने के लिए तैयार होंगे।

संदर्भ ग्रंथ सूची :–

1.   व्यक्तिगत शोध के आधार पर।

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National Education Policy (NEP) 2020 and Reforms for Teachers and Teacher Education

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Abstract - The National Education Policy 2020, which was approved by the Union Cabinet of India on 29th July 2020. The policy is a comprehensive frame work for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transfer India's education system by 2030. The teacher will require training in high quality. The envision of this policy is to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. NEP 2020 recommends major changes in the teacher education area. To improve the education sector, the present government of India introduced National Education Policy 2020. The main objectives of NEP is to "ensure that teachers are given the highest quality training in content, pedagogy, and practice, moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed offered by such multidisciplinary HEIs will, by 2030, become the minimum degree qualification for school teachers. By 2021, a New and comprehensive National Curriculums Work for Teacher Education NCFTE 2021, will consultation with NCERT based on the principle of national education policy 2020. This policy brings a lot of opportunities for the teachers and also for the teacher education sector, with the opportunities it also brings challenges for teacher education scenario. The present paper tries to analyze National Education Policy 2020 with regard to challenges and opportunities for teacher and teacher education sector.
Key words: National Education Policy 2020, opportunities and challenges, teacher and teacher education.

Introduction - A well-defined and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. Government of India, as part of the adoption of the fourth sustainable development goal – SDG4- Education. The NEP in education was prepared to improve the quality of education in the country and was focused on providing education facilities to all citizen of nation. The National Education Policy (NEP) 2020 recommends major changes in the Teacher Education scenario. The recommendation on teacher education is given in chapter – 15 of the NEP2020 under part II which details the policy changes in Higher Education. It has divided into eleven sub points. The main objectives of NEP is to "ensure that teachers education system into multidisciplinary colleges and universities, and establishing the 4- year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers". The new education policy must be recruiting the very best and brightest to entire the teaching profession at all levels. Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher

prepare is an activity that requires multidisciplinary perspective and knowledge. Education is a dynamic process. Teacher performance is the most crucial input in the field of education.

The education gives a new shape to the individual and the nation as well. Education plays major role in bringing social change, economic and political development of any society. Education helps people to learn right actions at right time. For this education requires efficient teachers. It is a well-known saying that teacher is the nation builder. A teacher is the central figure in the formal teaching learning process. Teachers are the frontline providers of quality education and considered to be the most vital single factor in the system of education. A teacher is just like the backbone of the society and acts as an architect of the nation's development. Teachers, thus from the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated, and prosperous society. In the present scenario, system does not show trust in its teachers, this is why society also not pay high regards to teachers. The quality of training, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does

not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation.

In order to ensure quality in learning, it has become imperative to prepare teachers to face the challenges of the dynamic society and impart quality education. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, effectiveness of curriculum, soundness of structure, viability of organization, efficiency of transactional modes, appropriate integration of technology. The National Education Policy 2020 has addressed the issues and concerns of teachers and teacher education and made recommendations to ensure quality teachers at all levels of school education, their improved service conditions, career management, professional development, etc.

NEP 2020 and reforms for teachers: The policy recommends that for ensuring adequate number of teachers across subjects, teachers could be recruited to a school complex and the sharing of teachers across schools could be considered in accordance with the grouping of schools adopted by state/UT governments. The selection of teacher's classroom demonstration or interview will be an integral part from TET or NTA test scores.

Development of National Curriculum for Teacher Education: By 2021, a new and comprehensive National Curriculum Framework for teacher education, NCFTE 2021, will be formulated by NCTE in consultation with NCERT.

Improving Working Conditions for Teachers: This also includes ensuring decent and pleasant service conditions at schools, rationalization of schools without reducing accessibility in any way for effective school governance, resource sharing, community building and engaging teachers any longer in work that is not directly related to teaching.

Continuous professional development of teachers and teacher educators: The policy has given due importance to the continuing professional development programme for teachers. Continuous opportunities for self-improvement will be offered in multiple modes, such as, workshops, online teacher development modules, etc.

For Teacher education Systematic reform:
1. The regulatory system shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions that do not meet basic educational criteria, after giving one year for remedy of the breaches.
2. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
3. All multidisciplinary universities and colleges will aim to establish, education departments will also run B.Ed programmes, in collaboration with other departments.
4. All stand alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
5. The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
6. All fresh Ph.D entrants, irrespective of discipline, will be required to take credit-based courses in teaching related to their chosen Ph.D subject and will also have a minimum number hours of actual experience.
7. The use of technology platforms such as SWAYAM/ DIKSHA for online training of teachers will be encouraged.
8. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support university/college teachers.

Major challenges in Teacher-Education:
1. Faulty curriculum
2. Problem selection
3. Less competent teacher education
4. Lack of use of science and technology
5. Lack of control over teacher education institutions.
6. Rigid methods of teaching
7. Lack of creativity
8. Lacking in life skills
9. Lack of co-curricular activities
10. Lack of quality education
11. Erosion of values
12. Social issues
13. Lack of teaching practice
14. Lack of management
15. Lack of supervision
16. Lack of evaluation
17. Lack of infrastructure facilities
18. Time duration
19. Lack of time planning in teaching
20. Lot of paperwork
21. Handling special students
22. Lack of proper funding
23. Lack of parental engagement

Suggestions:
1. There is need for a separate teacher education university at the state level for framing appropriate policies to strengthen both pre-service and in-service teacher education programmes for govt. aided and unaided schools and colleges of teacher education.
2. Teacher education policy at the state level should not permit any new teacher education institutions till 2030 for encouraging integrated teacher education

programme (ITEP).

3. Higher education department and school education department must come together to frame curriculum framework for teacher education.

4. For continuous professional development of teachers/ teacher educators both at pre service and in service levels, a separate wing for monitoring and assessment of teacher educators and leaders based on core competencies and professional behaviour, has to be formed either at teacher education university or higher education department.

5. For quality education in the schools, accountability of teachers and teacher educators has to be considered as most important factor.

6. Minimum qualification for teacher educators at multi-disciplinary institutions has to be specified.

7. The teacher education institutions have to be ear-marked separately for foundational, preparatory, middle and secondary levels.

8. Required infrastructure should be provided to convert them into multidisciplinary institutions. One in each district should be identified to run teacher education course at foundational, preparatory, middle and secondary level.

9. Qualified teacher educators to be deputed or recruited to these institutions and to CTEs and DIETs to work for minimum 10 years in those institutions.

10. Direct practical oriented teacher education programmes have to be given for curricular, co-curricular and extracurricular activities throughout teacher education programmes.

11. Research and development wing should be started at DSERT to promote research activities among teachers and teacher educators.

12. Online course certificates from MOOC, NPTEL etc. should be considered for upgrading the status, if teacher aspirants would like to enhance their expertise in the related subjects or skills.

13. If possible, differently abled teacher aspirants should be given preference for teacher education.

14. The teacher preparation should act as an instrument in the realization of national goals and people's aspirations and should reflect the Indian heritage.

15. This new curriculum should familiarize teachers with the social, cultural customs and values of native communities in order to meet the needs of future students in the context of NEP2020.

16. Department of Higher education should set up a national mission for mentoring.

17. The teacher preparation should focus on the development of the physical, emotional, intellectual, and spiritual aspects, through communication, interpersonal/social, psychological, organizational/ managerial and technological skills for the overall development of a multi skilled teacher, thus enabling him/her to teach at any level.

18. To develop positive attitude towards constructivist experiences in the teacher aspirants, varied pedagogical practices/approaches have to be introduced.

19. RTE act has to be given due importance in teacher education programme.

20. There is a need for community participation in the teacher education programme at each level.

Conclusion: It is the responsibility of the society and the nature to produce excellent teachers. It is our sacred duty that we get best teachers through the program of B.Ed., M.Ed. from all possible angles we must encourage the genius, highly motivated, fully spirited young men and women to the teaching field. Teachers are the guiding personnel and for the student community. They must be regarded as Gurus and Acharyas. Teachers also need to grow to the levels that they command respect from all sections of society.

There is an urgent need to improve the quality of teachers in order to achieve this goals . The above reforms should be implemented very soon and the challenges must be reduced and the opportunities should be encouraged.

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राष्ट्रीय शिक्षा नीति के सन्दर्भ में सीखने को बढ़ावा देने के लिए अभिनव शिक्षा

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प्रस्तावना – यद्यपि सतत रूप से नवाचार शिक्षण व्यवस्था में महत्वपूर्ण है। सोचना और नया करने का कौशल, 21शताब्दी के छात्रों के लिए वांछनीय कौशल है। शिक्षा में नवाचार न केवल छात्रों को प्रोत्साहित करता है, अपितु शिक्षकों के लिए भी यह मांग करता है कि वे नए विचारों और रणनीतियों के साथ अनुसंधान एवं खोज के माध्यम से नए तथ्यों को उजागर करें।नवाचार किसी समस्या को नए तरह से देखने एवं हल करने का अलग तरीका है।यह शिक्षा की समग्र गुणवत्ता में सुधार में भी योगदान देता है।क्योंकि यह छात्रों को सोचने के लिए प्रेरित करता है,एवं जटिल समस्याओं को हल करने में भी मदद करता है।यदि विद्यालयी वातावरण में अध्यापकों के लिए नवाचार करने के लिए प्रोत्साहित करते हैं तो छात्रों और सीखने में तेजी आयेगी।

इसी का परिणाम है कि भारत नवाचार में तेजी से बड़ रहा है।

ग्लोबल इनोवेशन इंडेक्स रिपोर्ट 2020 के अनुसार भारत नवाचार में 131देशों की तुलना में 48 वें पायदान पर है।

शोध के उद्देश्य:

1. शिक्षकों को नवोन्मेषी शिक्षा के प्रति प्रेरित करना।
2. शिक्षकों को अभिनव शिक्षा प्रति जागरूक करना।
3. राष्ट्रीय शिक्षा नीति 2020 में इससे संदर्भित तत्वों को सभी के सम्मुख रखना।

शोध की आवश्कता–शिक्षा के अर्थशास्त्र ने शिक्षा की परिभाषा एवं उनके उद्देश्यों में अमूलचूक परिवर्तन किया है। जहाँ पहले शिक्षा को व्यक्ति की बौद्धिक संपदा के समझा जाता था,वही अब इसे व्यक्ति की भौतिक संपदा के रूप में देखा जाने लगा है। इसने अभिभावकों के दृष्टिकोण मे परिवर्तन तो किया ही है, साथ ही साथ बच्चों की सोच में भी परिवर्तन हमे दृष्टिगत होने लगा है। अब बच्चे पुरानी परंपरागत शिक्षण व्यवस्था में परिवर्तन चाहते हैं।

ऐसी स्थिति में शिक्षा, शिक्षक, शिक्षण संस्थाओं को अपने आप में परिवर्तन करने की आवश्यकता है। यही आवश्यकता उन्हें नवोन्मेषण के लिए प्रेरित करती है। क्योंकि बदलते शिक्षा बाजार में वहीं शिक्षा, शिक्षण संस्थाएं एवं शिक्षक अपने आप को स्थापित रख सकेंगे, जो अभिनव शिक्षा को अपनाएंगे। इसी को ध्यान में रखते हुए यह शोध पत्र लिखा जा रहा है। जिसका शीर्षक 'राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में सीखने को बढ़ावा देने के लिए अभिनव शिक्षा।'

कक्षा मे नवाचार का पोषण– बच्चो को नवोन्मेषी बनाने के लिए उनका पालन पोषण इस तरह से करना चाहिए कि, अभिनव उनकी प्रकृति में आ जाए।इसके लिए अध्यापक को कक्षा कक्ष प्रणाली मे आने वाली चुनौतियों का सामना करने के लिए उन्हें तैयार कर आपसी सहयोग सहभागिता से हल करने का प्रयास करना चाहिए ।हमें एहसास है कि नए और अज्ञात रास्ते पर चलने से जोखिम और असफलताओं का सामना करने का डर मन में होता है ,लेकिन यदि शिक्षक लीक से हटकर सोचता है तो ऐसे कई तरीके हैं जिनसे शिक्षक धीरे–धीरे अभिनव को अपनी कक्षा में कर सकता है। उनमें से कुछ निम्न है:

1. छात्रों को समस्या समाधान गतिविधि के माध्यम से सोचने के अवसर प्रदान कराना।
2. बच्चों में अलग तरह की सोच विकसित करने के लिए, उन्हें लगातार चुनौतियों एवं समस्याएं प्रदान करना।
3. विविध विचारों एवं दृष्टिकोणो को समायोजित और स्वीकार करना।
4. परंपरागत शिक्षण विधियों को छोड़, नवीन शिक्षण विधियों का उपयोग करना।
5. बच्चों के मन में जिज्ञासा पैदा कर, प्रश्न पूछने के लिए प्रोत्साहित कर,उत्तर खोजने में सहयोग करना।
6. छात्रों को सोचने, कार्य करने, दोहराने और नया करने के लिए पर्याप्त समय देना।
7. पूर्व ज्ञान से प्रारंभ कर शिक्षण एवं अधिगम प्रकिया को आनंद दायक और सुखद बनाकर।
8. बच्चों को सतत रूप से प्रेरित करके।

राष्ट्रीय शिक्षा नीति 2020 भावी शिक्षकों एवं कार्यरत शिक्षकों केलिये एक ऐसी पाठ्यचर्चा प्रस्तुत करती है,जो उन्हें पर्याप्त अवसर , सोचने के लिए समय प्रदान करती है, जिससे वे कुछ नया कर सके।

इस पृष्ठभूमि पर NEP 2020 की सिफारसे:

1. राष्ट्रीय शिक्षा नीति के आधारभूत सिद्धांत तार्किक निर्णय लेने की क्षमता एवं नवाचार द्वारा प्रोत्साहित छात्रों की रचनात्मक एवं आलोचनात्मक चिंतन को पहचानकर उनमें छिपी अद्वितीय क्षमताओं को बड़वा देना।
2. राष्ट्रीय शिक्षा नीति 2020 शिक्षा योजनाओं,प्रबंधन एवं भाषाई अवरोध को दूर करने की बात कहती है ।यह स्वायत्ता सुशासन, और सशक्तिकरण के माध्यम से नवाचार और नए विचारों को प्रोत्साहित करती है। यह अपेक्षित रूप से उत्कृष्ट संस्थानों को बढ़ावा देती है।
3. NEP– 2020 शिक्षा के सभी क्षेत्रों में नवाचार को बढ़ावा देने की

कल्पना करती है ।और सभी क्षेत्रों में नवाचार करने की आवश्यकता की सिफारिश करती है,इसके साथ ही यह नवाचार में योगदान देने वाली रचनात्मक और महत्वपूर्ण सोच को बढ़ावा देती है।

4. इस नीति का उद्देश्य रचनात्मकता के लिए समान अवसर ,नवाचार एवं भारतीय समाज को जीवंत समाज में बदल कर, शिक्षा की गुणवत्ता में सुधार करना।

नीति शिक्षा निम्नलिखित तरीकों से नवाचार एवं रचनात्मकता पर केंद्रित कही जा सकती है:

1. NEP 2020 मूलभूत साक्षरता और सांख्यिकी आंकड़ों पर उच्च गुणवत्ता वाले संस्थानों के ज्ञान एवं कौशलों को DIKSHA(Digital Information for knowledge sharing) पर लाने की बात करती है।

2. यह DIKSHA app शिक्षकों के लिए तकनीकि के उपयोग में आने व्यवधानो को, छात्रों के बीच किसी भी प्रकार की भाषागत बाधा को दूर करने में सहायक होगा।

3. सभी स्तरों पर आनंददायक एवं प्रेणादायक पुस्तकों को विकसित किया जाएगा ।

4. भारती भाषाओं में अनुवाद तकनीक को स्कूल, स्थानीय सार्वजनिक पुस्तकालयों में व्यापक रूप से उपलब्ध कराया जाएगा।

5. व्यवसायिक एवं तकनीकि शिक्षा जैसे प्रौद्योगिकी,प्रबंधन, वास्तुकला, नगर नियोजन, फॉर्मेसी, होटल प्रबंधन, आदि में नवाचार को बड़वा दिया जाएगा।

6. राष्ट्रीय तकनीकी मंच (NETE) स्कूलों, उच्च शिक्षण संस्थानों के द्वारा बनाया जायेगा।

7. इस पटल को मुफ्त एवं स्वतंत्र रूप से प्रगट किए विचारों, तकनीकों को, मूल्यांकन, नियोजन एवं प्रबन्धन के अनुभवों से सीखने में प्रयोग किए जाएगा।

कक्षाओं को नवोन्मेषी बनाने के उपाय:

1. रचनात्मकता और नवाचार की बाधाओं को दूर किया जाना चाहिए।

2. नए तरीकों की खोज, बच्चों में रचनात्मकता की प्रकृति को दर्शाती है। इसलिए इसका अभ्यास सतत रूप विद्यालय के सभी स्तरों पर किया जाना चाहिए।

3. न केवल विज्ञान और गणित के क्षेत्र में अपितु छात्रों को सभी विषयों में प्रयोग करने एवं प्रतिविम्बित करने के अवसर प्रदान किए जाने चाहिए।

4. विचारों कि विविधता को सम्मान देकर और उनका पालन पोषण करके कक्षा में नवाचार के लिए अनुकूल वातावरण तैयार कर सकते हैं।

5. अध्यापकों की क्षमता को इस क्षेत्र में इस प्रकार विकसित किया जाए कि वे विभिन्न संस्थानों की मदद एवं प्रोत्साहन द्वारा छात्रों में नवोन्मेषी वातावरण का निर्माण कर सकें ।

6. कक्षा कक्ष प्रक्रिया में लचीलेपन को प्रोत्साहित किया जाए।

7. सतत रूप से अच्छा कर रहे अध्यापकों को प्रेरित करने के लिए प्रोत्साहन, एवं पुरस्कार दिए जाए।

निष्कर्ष – नवाचार के लिए एक अनुकूल और सक्षम वातावरण बनाना न कि शिक्षण की पारंपरिक पद्धति से चिपके रहना ।जबकि वह परिक्षण आज के समय की आवश्यकता है। विभिन्न विषयों को मिलाकर, मूलभूत बातों से आगे बढ़ते हुए ,कक्षा कक्ष से बाहर निकलना,सभी से मिलकर नए और अलग परिणाम छात्रों में शुरू से ही नवाचार की एक लकीर विकसित करने में मदद करता है ।सबसे पहले मूल बातों को जाने तदुपरांत आगे बढ़ते हुए तब तक खोजबीन जारी रखें जब तक की छात्रों के संदर्भ में सर्वोत्तम उत्तर न मिल जाए ।

कवि विलियम बटलर येट्स ने शिक्षा में नवाचार की भूमिका के संदर्भ में समांतर उदाहरण दिया जो इस प्रकार है 'शिक्षा बाल्टी भरना नहीं बल्कि आग द्वारा रोशनी जैसा है।'

सारांश – ज्ञान की अभिवृद्धि, वैज्ञानिक एवं तकनीकी प्रगति तथा भौतिकता के संचार के कारण समाज तेजी से बदल रहा है ।समाज में आर्थिक ,सामाजिक, सांस्कृतिक एवं राजनीतिक परिवर्तन भी तेजी से परिदृश्य को बदलते जा रहे हैं। लेकिन इन परिवर्तनों के अनुरूप शिक्षा प्रणाली में परिवर्तन नहीं हो पा रहा है ।अतएव शिक्षा को सामाजिक परिवर्तन के अनुरूप लाने तथा जन आकांक्षाओं की प्रतिपूर्ति हेतु सक्षम बनाने के लिए नए विचारों, नई तकनीकों, नई विधियों अथवा नवाचार की आवश्यकता है ।बच्चों को नवोन्मेषी हम तभी बना पाएंगे, जब उनका पालन पोषण इस तरह से किया जाए कि अभिनव उनकी प्रकृति में आ जाए ।इसके लिए अध्यापकों, अभिभावकों को अपनी सोच कामों में अभिनव को बढ़ावा देना चाहिए ।इसके साथ सरकारों को भी इस पृष्ठभूमि पर आधारित शिक्षा के विकास के लिए शिक्षा नीति का निर्माण करना होगा। इसी को ध्यान में रखते हुए राष्ट्रीय शिक्षा नीति– 2020 में नवाचार के विकास के लिए विभिन्न उपायों का वर्णन किया गया है ।ये उपाय न केवल अध्यापकों को नवाचार अपनाने के लिए पर्याप्त समय, संसाधन एवं स्वतंत्रता देने की बात करते हैं, वहीं दूसरी ओर बच्चों को इससे जोड़ने के लिए छात्रों के पाठ्यक्रम ,शिक्षण विधियों एवं शिक्षक व्यवहार में परिवर्तन लाने कि बात करते है।

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National Education Policy 2020 : Merits and Demerits

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Introduction - The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE),1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030Agenda for Sustainable Development and aims to transform India into avibrant knowledge society and global knowledge superpower by makingboth school and college education more holistic, flexible,multidisciplinary, suited to 21st century needs and aimed at bringing outthe unique capabilities of each student.School Education Ensuring Universal Access at all levels of school education NEP 2020 emphasizes on ensuring universal access to school educationat all levels-pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the main stream, trackingof students and their learning levels, facilitating multiple pathways tolearning involving both formal and non-formal education modes,association of counselors or well-trained social workers with schools,open learning for classes3,5 and 8 through NIOS and State OpenSchools, secondary education programs equivalent to Grades 10 and 12,vocational courses, adult literacy and life-enrichment programs are someof the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.Early Childhood Care & amp; Education with new Curricular and Pedagogical Structure With structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hither to uncovered age group of 3-6years under school curriculum, which has been recognized globally asthe crucial stage for development of mental faculties of a child.NCERT will develop a National Curricular and Pedagogical Frameworkfor Early Childhood Care and Education (NCPFECCE) for children upto the age of 8 . ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trainedin the ECCE pedagogy and

curriculum. The planning andimplementation of ECCE will be carried out jointly by the Ministries ofHRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

Attaining Foundational Literacy and Numeracy Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD.States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.A National Book Promotion Policy is to be formulated.

Reforms in school curricula and pedagogy The school curricula and pedagogy will aim for holistic development oflearners by equipping them with the key 21st century skills, reduction incurricular content to enhance essential learning and critical thinking andgreater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT. Multilingualism and the power of language The policy has emphasized mother tongue/ local language/regional language as the medium of instruction at least till Grade 5, butpreferably till Grade 8 and beyond. Sanskrit to be offered at all levels ofschool and higher education as an option for students, including in thethree-language formula. Other classical languages and literatures ofIndia also to be available as options. No language will be imposed on any student Equitable and Inclusive Education NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Specialemphasis will be given on Socially and Economically Disadvantaged Groups(SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender InclusionFund and also Special Education

Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate inthe regular schooling process from the foundational stage to higher education, with support of educators with cross disability training,resource centres, accommodations, assistive devices ,appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish "BalBhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school in frastructure can be used as Samajik Chetna Kendras Robust Teacher Recruitment and Career Path Teachers will be recruited through robust, transparent processes.Promotions will be merit-based. A common National Professional Standards for Teachers (NPST) will be developed by the NationalCouncil for Teacher Education by 2022, in consultation with NCERT,SCERTs, teachers and expert organizations from across levels andregions.School Governance Schools can be organized into complexes or clusters which will be thebasic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professionalteacher community.Standard-setting and Accreditation for School Education.

NEP 2020 envisages clear, separate systems for policy making,regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laiddown by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with astake holders. Higher Education Increase GER to 50 % by 2035 NEP 2020 aims to increase the Gross Enrolment Ratio in highereducation including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

Holistic Multidisciplinary Education The policy envisages broad based, multi-disciplinary, holistic UnderGraduate education with flexible curricula, creative combinations ofsubjects, integration of vocational education and multiple entry and exitpoints with appropriate certification. UG education can be of 3 or 4years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.An Academic Bank of Credit is to be established for digitally storingacademic credits earned from different HEIs so that these can betransferred and counted towards final degree earned.Mull disciplinary Education and Research Universities (MERUs), at parwith IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.The National Research Foundation will be created

as an apex body forfostering a strong research culture and building research capacity across higher education. Rationalised Institutional Architecture Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities andAutonomous degree-granting Colleges. Motivated, Energized, and Capable Faculty NEP makes recommendations for motivating, energizing, and building capacity of faculty thorugh clearly defined, independent, transparent recruitment , freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable Teacher Education A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE inconsultation with NCERT. By 2030, the minimum degree qualificationfor teaching will be a 4-year integrated B.Ed. degree .Stringent actionwill be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Mentoring MissionA National Mission for Mentoring will be established, with a large poolof outstanding senior/retired faculty – including those with the ability toteach in Indian languages – who would be willing to provide short andlong-term mentoring/professional support to university/college teachers.Financial support for students efforts will be made to incentivize the merit of students belonging toSC, ST, OBC, and other SEDGs. The National Scholarship Portal willbe expanded to support, foster, and track the progress of studentsreceiving scholarships. Private HEIs will be encouraged to offer largernumbers of free ships and scholarships to their students.Open and Distance LearningThis will be expanded to play a significant role in increasing GER.Measures such as online courses and digital repositories, funding forresearch, improved student services, credit-based recognition ofMOOCs, etc., will be taken to ensure it is at par with the highest qualityin-class programmes.Online Education and Digital Education:

A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics inorder to ensure preparedness with alternative modes of quality education Technology in education An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange ofideas on the use oftechnology to enhance learning, assessment, planning, administration Promotion of Indian languagesTo ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translationand Interpretation (IITI), National Institute (or Institutes) for Pali,Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use

mother tongue/local language as amedium of instruction in more HEI programmes .Internationalization of education will be facilitated through bothinstitutional collaborations, and student and faculty mobility andallowing entry of top world ranked Universities to open campuses in our country.

Professional Education: All professional education will be an integral part of the highereducation system. Stand-alone technical universities, health scienceuniversities, legal and agricultural universities etc will aim to becomemulti-disciplinary institutions.

Adult Education: Policy aims to achieve 100% youth and adult literacy.Financing Education.The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Merits

Advantages of National Education Policy 2020 :

1. More Spending on Education Sector: At present, the education sectorin India gets only a 3% share from GDP, but with the implementation ofNEP 2020, spending will increase to almost 6% which is going tobreathe a new life into the education sector.

2. Changes in the School Structure: The current structure of 10+2 school education will be replaced with the 5+3+3+4 pattern, to reduce students' burden of board exams. There will also be a focus on vocational learning right from class 6 to 8, so that the students can learn practical skills suchas gardening, carpentry, plumbing, artists, potters, etc., to introspect andunderstand their interests while developing a better understanding, respect for these skills.

3. Broader Options to Learn: The children in classes from 9 to 12 willnow have multidisciplinary course options available to them, which means that the different streams will be more porous with various subject combinations. Any student will be able to take up subjects oftheir interest, even if they are outside of their core discipline without strict adherence to the streams of Arts, Science and Commerce; ascience student will be able to study history and an art student shall be free to pursue biology.

4. Focus on Critical Thinking: The board exams system that primarilytested the memorization and rote learning ability of students will be replaced to develop critical thinking, rationalization, and creativity of students with the practical application of their knowledge.

5. Making Education a Basic Right: At present, the Government ensures that children from the age of 6 to 14 years may get compulsory education for which numerous programs were successfully carried out,including the one such as "Sarva Shiksha Abhiyan".

6. Option to Learn Coding in School: The introduction of computers and coding classes as early as class 6 will be in the curriculum will be apositive step towards upgrading the learning process.

7. Entrance Tests for Colleges: Instead of countless independent entrancetests for getting admission in colleges,

standard entrance tests will be put in place and administered by National Testing Agency (NTA) for uniformity and better clarity, which in the long run, will support students in getting into the disciplines and educational institutes of their choice asexpensive, sometimes exploitative entrance tests can be ended.

8. Upgraded Undergraduate Program: The 3-year undergraduateprogram will be replaced with a 4-year program that will give the optionto have a one-year degree after completing the 1st year, a diploma aftercompleting the 2nd year, and a degree for the completion of 3 years. The fourth-year will be researched-based. The students will also have theoption to change their discipline, their accrued credits will be transferable and available till their education pursuit is active.

9. Regulating the Fees: The implementation of NEP will put a ceiling onthe extent fee is charged, so that the private institutions may not charge exuberantly for higher education making education more accessible andaffordable, even to economically disadvantaged students.

10. More Scope for Global Education: The new NEP will welcome theglobal educational institutions and foreign universities to set up their campuses in India. The Indians will have a better reach to quality education in their nation, making the dream affordable to more studentsas it may even reduce the brain drain.

11. More Inclusive Policy: The new NEP delves into the provision of funds and the creation of special education zones, gender inclusion funds for the underprivileged students to give them access to learning and growth.Even the creation of the bal bhavans in every state will be a welcomestep that will support the students residing in remote regions.

12. Propagation of Culture and Ethos: The Indian culture and ethos willbe part of the learning curriculum so that the students will be able to learn about India's ancient history and its glorious past, a step towards reviving our traditions and promote unity and brotherhood right at the early stage.

13. Improvement in Teaching Quality: By 2030, B.Ed. will be made amandatory 4-year course to improve the quality of education for teachersand steps will be taken to make them capable of tackling various issues of the education system, including providing support and mentorship tothe students, as well as being trained to teach the students withdisabilities.

Demerits :

1. Enforcement of Languages: The NEP emphasizes the introduction of mother tongue in the primary classes which will be used to teach the principal subjects, while English will be taught at a much later stage. India is a diverse nation with 22 major languages and thousands of dialects. So, converting the basic subjects to these various regional languages (and mother tongues) will be a monumental task that will require a considerable amount of time, effort, and skilled professionals.

2.   Delay in Teaching of English: The NEP suggests that the government schools will start teaching English after class 5, which is going to be a setback for the students who can only afford to go to government-run institutes. While the private schools will keep on with the practice of introducing English right from the beginning, which is going to be highly beneficial for their students.

3.   Focus on Digital Learning: Though it sounds practical and the need of the hour, but the focus on digitization of education and the promotion of e-learning under the NEP 2020 seems to overlook thefact that just about 30% of Indians can afford smartphones and fewer still have access to computers.

4.   In accordance to number of students admitted each year, allottingthem the courses of their choice in line with Choice Based Credit System (CBCS) norms will also be not easy to handle.

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National Education Policy 2020

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Introduction - The Union Cabinet approved the National Education Policy (NEP) in July 2020. This policy will usher in sweeping changes to the education policy of the country, including a renaming of the Ministry of Human Resource Development as the Education Ministry.

The Union Cabinet has approved the new National Education Policy 2020 with an aim to introduce several changes in the Indian education system – from the school to the college level.

1. Its aims at making "India a global knowledge superpower".
2. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education.
3. The New Education Policy cleared by the Cabinet is only the third major revamp of the framework of education in India since independence.
4. The two earlier education policies were brought in 1968 and 1986

National Education Policy of India – Background: The Ministry of Human Resource Development formed a Committee chaired by Dr K. Kasturirangan for preparing the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019.

The National Policy on Education covers elementary and university education in urban as well as rural India.

1. The very first policy for education was promulgated in 1968 with the second one following in 1986.
2. The first NPE was based on the recommendations of the Education Commission (1964-66). This policy sought to have a 'radical restructuring' of India's educational system and equalizing opportunities for education for all, to accomplish national integration and better economic and cultural development.
3. The NPE also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution.
4. It also aimed at providing enhanced training and improving teachers' qualifications.

Compare NEP 2020 with NEP 1991 in the linked article.
Some relevant points from the official NEP 2020 PDF that can be useful for the UPSC Mains Exam:

1. NEP 2020 is the 21st Century's first education policy in India.
2. The development of the creative potential of each student is emphasized in the National Education Policy 2020.
3. The NEP 2020 mentioned the ancient scholars like Charka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar.
4. The principles of National Education Policy 2020 as mentioned by the government are:
a. Flexibility
b. No hard separations between subjects, curricular and extra-curricular activities
c. Multi-disciplinary education
d. Conceptual understanding
e. Critical thinking
f. Ethical Values
g. Teachers as the heart of the learning process
h. The strong public education system

Features of National Education Policy 2020: The National Education Policy as submitted by the Kasturirangan Committee submitted an education policy that seeks to address the following challenges facing the existing education system:

1. Quality
2. Affordability
3. Equity
4. Access
5. Accountability
● The policy provides for reforms at all levels of education from school to higher education.
● NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.
● Other intentions of the NEP include:
a. Increasing public investment in education,
b. Setting up NEC (National Education Commission),
c. Increasing focus on vocational and adult education,
d. Strengthening the use of technology, etc.
Compare the features of the New Education Policy

with National Agricultural Education Policy.

Key Recommendations of National Education Policy 2020

The National Education Policy 2020 has recommendations and reforms with respect to the following items:

1. Early Childhood Care and Education
2. The Right to Education Act, 2009 (RTE Act)
3. Curriculum Framework
4. School Exams
5. Higher Educational Institutions [Accreditations & Structure]
6. National Mission on Education [Through Communication & IT]
7. National Research Foundation
8. Education Governance
9. Financing Education
10. Vocational Courses
11. Three Language Formula

Early Childhood Care and Education: The NEP recommended that early childhood care & education be developed in a two-part curriculum consisting of:

1. Guidelines for Parents & Teachers of students up to 3 years of age.
2. An educational framework for students between the ages of 3-8 years.

The NEP talks about the implementation of these recommendations by expanding and improving the quality of the Anganwadi system and co-locating them with primary schools.

Right to Education Act, 2009: The NEP recommended extending the range of the Right to Education Act,2009 to include the following education levels:

1. Early Childhood &
2. Secondary School

This will allow coverage of RTE to all children between the ages of 3-18 years. In addition, it suggested the elimination of detention of children until class eight.

Curriculum Framework: Reforms in the framework of the current curriculum of school education are based on the development needs of the students. The NEP recommends the 5-3-3-4 pattern explained in the table below:

Years	Stage	Curriculum
5	Foundational	3 years of pre-primary followed by class 1 and 2
3	Preparatory	Classes 3 to 5
3	Middle	Classes 6 to 8
4	Secondary	Classes 9-12

School Exam Reforms: Reforms in the school exam recommended by the NEP include tracking the progress of the students throughout their school experience.

1. It includes State Census Exams in class 3, 5 and 8.
2. Another important recommendation was the restructuring of the 10th board exam that would mainly focus and test only the skills, core concepts and higher-order thinking & capacities.

Regulatory Structure and Accreditation of Higher Educational Institutions: In terms of Accreditation and Regulatory structure, the NEP recommended the following changes:

1. Setting up NHERA (National Higher Education Regulatory Authority),
2. Separating NAAC from UGC into an autonomous and independent body.

National Research Foundation: In order to improve the quality of research in India, the NEP recommended:

1. Establishment of a National Research Foundation.
a. It would be an autonomous body that would administer the mentoring, funding and capacity building for quality research in India.

Education Governance: The NEP recommended establishing an apex body for education headed by the Prime Minister under the name **Rashtriya Shiksha Aayog or National Education Commission**.

1. It also suggested changing the name of the Ministry of Human Resources & Development to the Ministry of Education.

Financing Education: Doubling the public investment for education was one of the important recommendations of the NEP 2020.

1. NEP 2020 insisted on the expenditure of 6% of the GDP on education.
2. Doubling the current 10% of total public expenditure to 20% in the next decade was recommended.

National Mission on Education through Information and Communication Technology: The NEP suggested setting up an autonomous body that would facilitate decision making on the deployment, induction and use of technology. NEP said that this would be achieved by implementing the following measures:

1. Establishment of National Education Technology Forum.
2. The recommended autonomous body would be administered under this mission.
3. It will also include virtual laboratories in various disciplines providing remote access.

Vocational Courses: Recommendations of NEP 2020 with respect to Vocational courses can be listed as follows:

1. Students in classes 9 to 12 must receive vocational education on at least one vocation,
2. Schools should build expert curriculum delivery methods that are aligned with National Skills Qualifications Framework (NSQF) competency levels,
3. Higher Education Institutes must also provide vocational courses that are integrated into undergraduate education programmes.

Three Language Formula: The Policy recommended that the three-language formula be continued and flexibility in the implementation of the formula should be provided. The three-language formula states that state governments should adopt and implement the study of a modern Indian

language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking states, and of Hindi along with the regional language and English in the non-Hindi speaking states.

National Education Policy 2020 Concerns: Some of the concerns expressed about the NEP 2020 are as follow:

1. The report fails to address and incorporate ideas based on contemporary global thinking like the emphasis on creativity and critical thinking and the need for learning in a non-competitive and non-hierarchical ecosystem and discovering one's true passion without any sense of fear.

2. Delivering the changes proposed related to Anganwadis may be difficult despite the focus given to early childhood care and schooling.

3. The propositions of volunteer teachers, peer tutoring, rationalisation of the system of schools and sharing of resources do not seem like long-term solutions.

4. Lack of clarity in government strategies regarding the Public Sector like municipal schools, state-run institutions, Kendra Vidyalaya, etc.

5. The creation of a National Testing Agency (NTA) has generated scepticism. The NTA, though envisaged to serve as a premier, expert, autonomous testing organisation to conduct entrance examinations for admissions and fellowships in higher educational institutions may, in reality, lead to loss of autonomy among the universities and departments over admissions.

For a critical analysis of the National Education Policy 2020, check CNA dated July 31, 2020 editorials.

5G skilling: During the pandemic, millions of students and impacted workers doubled down on learning new skills, albeit remotely. But those with unequal access to digital devices, internet connectivity and reliable electricity were the worst hit. A spokesperson said the internet is a fundamental utility and the mobile is a powerful tool in bridging the digital and skills divide. But reports suggest the talent demand-supply gap would continue to widen with the advent of 5G and allied technologies' rollout. "For India to realize the full potential of new-age technologies, a focus on large-scale skilling is critical. IIT Roorkee's Postgraduate Certificate in 5G Technologies and IoT is a great resource for communication industry professionals who want to understand aspects of advanced communication systems and develop the software and hardware skills necessary to implement them."

According to the learning portal ITLH, 5G will enable more effective and efficient learning methods. "Digital textbooks will allow instant access to content. 5G will enable the usage of more advanced e-learning tools and services, which students can use to learn at their own pace," said Alex George, chairman & managing director, ITLH. "With its ability to provide seamless connectivity, 5G technology can potentially be a one-for-all solution for deploying e-

learning tools for students and teachers alike."

Maninder Singh Bajwa, the CEO, founder of the edtech platform iScuela said that with 5G technologies like augmented reality will become commonplace. "Near-real learning experiences even in the virtual world can enable students to learn some of the most complex topics with ease—for instance, observing the exact 3D model of the human heart or the working of a dam or the production of hydroelectricity. Interactivity will enhance the learning experience way more than just watching a video."

Merits of New Education Policy 2020

● **Comprehensive**: NEP seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.

● **Early Childhood Education**: In adopting a 5+3+3+4 model for school education starting at age 3, the New education Policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future.

● **Easy on Regulations:** NEP 2020 makes a bold prescription to free our schools, colleges and universities from periodic "inspections" and place them on the path of self-assessment and voluntary declaration.

● **Holistic**: The policy, inter alia, aims to eliminate problems of pedagogy, structural inequities, access asymmetries and rampant commercialization.

● **Promote Inclusion:** The Policy proposes the creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.

2. Approximately two crore school students will be able to come back to educational institutes through this new approach.

3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams

for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

8. Parakh national education policy is to be set up by the Government.

9. Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.

12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.

13. Phased out college affiliation and autonomy will be granted to colleges.

14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.

15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Demerits :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Implementation: The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state-level ministries for discussing the implementation strategy.

Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

Reference:-

1. Personal Research.

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अध्यापक एवं अध्यापक शिक्षा के संदर्भ में : शिक्षानीति 2020 की भूमिका

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प्रस्तावना – नई शिक्षा नीति भारत की शिक्षा नीति है, जिसे भारत सरकार द्वारा 29 जुलाई2020 को घोषित किया गयाऐसन 1986 में जारी हुई नई शिक्षा नीति के बाद भारत सरकार की शिक्षा नीति में यह पहला नया परिवर्तन है। यह नीति वैज्ञानिक के कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।

इस नीति के अंतर्गत स्कूलों में 10+2 के फॉर्मेट के स्थान पर 5+3+3+4 फॉर्मेट को शामिल किया जाएगा। इसके तहत पहले पांच में प्री प्राइमरी स्कूल के 3 साल और कक्षा 1 और कक्षा 2 के सहित फाउंडेशन स्टेज शामिल होंगी। पहले जहाँ सरकारी स्कूल कक्षा 1 से शुरू होती थी वहीं अब 3 साल के प्री प्राइमरी के बाद कक्षा एक शुरू होगी। तीन से पांच के 3 साल शामिल हैं। इसके बाद 3 साल का मिडिल स्टेज आएगा। यानी कक्षा 6 से 8 तक की कक्षा। चौथा स्टेज कक्षा 9 से 12 तक का 4 साल का होगा। पहले जहाँ 11 वीं कक्षा से विषय चुनने की आजादी थी, वही अब कक्षा 9 से रहेगी।

इस नीति के अंतर्गत पांचवीं कक्षा तक की शिक्षा में मातृभाषा/स्थानीय या क्षेत्रीय भाषा को शिक्षा के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही मातृभाषा को कक्षा आठ और आगे की शिक्षा के लिए प्राथमिकता देने का सुझाव दिया गया है।

किसी कारण विद्यार्थी उच्च शिक्षा के बीच में ही कोर्स छोड़कर चले जाते हैं। ऐसा करने पर उन्हें कुछ नहीं मिलता एवं उन्हें डिग्री के लिए दोबारा से नई शुरुआत करनी पड़ती है। नई नीति में पहले वर्ष में कोर्स को छोड़ने पर प्रमाणपत्र, दूसरे वर्ष में छोड़ने पर डिप्लोमा एवं अंतिम वर्ष में जोड़ने पर डिग्री देने का प्रावधान है।

अध्यापक एवं अध्यापक शिक्षा के संदर्भ में शिक्षानीति 2020 की भूमिका

हमारी देश में नई राष्ट्रीय शिक्षा नीति 2020 की अपेक्षाओं के अनुरूप एक गुणवत्तापूर्ण अध्यापक शिक्षक का पाठ्यक्रम लागू करने की घोषणा की गयी है। अब एनसीटीई यानी राष्ट्रीय शिक्षक शिक्षा परिषद की यह जिम्मेदारी है कि वह एक गुणवत्तापूर्ण अध्यापक की शिक्षा का पाठ्यक्रम देश के समक्ष प्रस्तुत करें।

अध्यापक शिक्षा क्या है?क्या अध्यापक जन्मजात होते हैं? या उन्हें किसी प्रशिक्षण के माध्यम से तैयार किया जाता है? वैदिक काल में अध्यापकों की शिक्षा एवं प्रशिक्षण से वैदिक काल मेंसंबंधित कोई औपचारिक व्यवस्था नहीं हुआ करती थी,परन्तु आज भारत में जो अध्यापक शिक्षा का रूप है, हम उसकी जड़ें वैदिक काल से आकार लेते हुए देख सकते

हैं।वैदिक काल में शिक्षा की पूरी प्रणाली मौखिक हुआ करती थी। एक शिष्य को भावी अध्यापक के रूप में विकसित करने के लिये चयन और तैयारी बहुत गंभीरता से की जाती थी। वैदिक काल में अध्यापक और शिष्यों का संबंध पिता–पुत्र के समतुल्य माना जाता था, जहाँ दोनों एक दूसरे के प्रति सम्मान और देखभाल का भाव रखते थे। चूँकि यह अध्यापक शिक्षा की कोई औपचारिक व्यवस्था मौजूद नहीं थी तो शिष्य उन्हीं पद्धतियों का उपयोग करते थे, जो उन्हें अध्यापक द्वारा सिखाए जाते थे। हालांकि वे समय के साथ उनपंक्तियों को समयानुकूल ढाला करते थे।

शिक्षण कौशल सीखने के लिए जिन अन्य पंक्तियों को अभ्यास में लाया गया,वे अनुकरणीय थी। इस व्यवस्था में अध्यापकों को जिस तरीके से तैयार किया जाता था, हम उसे वर्तमान के मेंटरिंग मॉडल के रूप में देख सकते हैं। वैदिक काल में शिक्षकों की अनुपस्थिति के दौरान सामान्य रूप से कक्षा में अध्यापन के लिए भौतिक रूप से तेज एवं कुशाग्र छात्रों को कर्तव्य सौंपे जाते थे, ताकि अध्यापक की अनुपस्थिति में वे अपनी क्षमताओं और सीखी गयी पंक्तियों को प्रयोग में ला सकें।

वैदिक युग के अंत तक आते–आते अध्यापकों को तैयार करने की प्रणाली में वैदिक साहित्य से अधिक समावेशी पाठ्यक्रम ने स्थान ले लिया, जिसमें दर्शन, धर्म शास्त्र,(महाकाव्य रामायण और महाभारत), अरबी, व्याकरण, खगोलविद्या, मूर्तिकलाआदि शामिल किए गए। हालांकि तब भी शिशुओं को अध्यापक के रूप में ढालने के लिए कोई औपचारिक शिक्षा की व्यवस्थानहीं थी। जो शिष्य इन विषयों या कौशलों में निपुणता प्राप्त कर लेते थे, उनके लिए प्रशिक्षण की आवश्यकता नहीं मानी जाती थी।

प्राचीन काल से मध्य काल तक कमोबेश यही मॉडल प्रचलित रहा। ब्रिटिश काल में अध्यापकों के शिक्षण को बढ़ावा देने के लिए अनेक उपाय किये गए। इस क्रम में कई सारे आयोग समितियों की रिपोर्ट को आधार बनाया गया, जिसमें 1854 के वुड्सनीति पत्र का उल्लेखनीय योगदान रहा, जिसने शिक्षकों को तैयार करने के लिए एक औपचारिक व्यवस्था को जन्म दिया। भारत में 1932 तक 18 विश्वविद्यालयों में से 13 में शिक्षा विभाग स्थापित किए गए। यहाँ से देश में औपचारिक अध्यापक शिक्षा व्यवस्था रूप लेने लगी।

स्वतंत्रता प्राप्ति के बाद भारत में विभिन्न शिक्षा आयोग एवं समितियों के सुझाव के जरिए अध्यापक शिक्षा के क्षेत्र में सुधार एवं परिवर्तन किया गया।इसमें सबसे खास योगदान 1964–66 के राष्ट्रीय शिक्षा आयोग का रहा, जिसे कोठारी आयोग भी कहते हैं।इसकी रिपोर्ट में इस बात पर बल दियागया कि सेवाकालिन शिक्षा के दौरान व्यापक इंटर्नशिप कार्यक्रम को

बढ़ावा दिया जाए।व्यवसायिक शिक्षा में सेवाकालीन कार्यक्रम प्रदान किए जाएँ। इसके साथ अध्यापक शिक्षा से जुड़े सभी पाठ्यक्रमों की अवधि बढ़ाने पर भी जोर दिया गया। बाद में आई शिक्षा नीति 1968 और राष्ट्रीय शिक्षक आयोग (चट्टोपाध्याय आयोग) 1983-85ने क्षेत्रिय शिक्षा संस्थानों में चलाए जा रहे अध्यापक शिक्षा के चार वर्षीय एकीकृत कार्यक्रम की वकालत की।

अध्यापक शिक्षा के मामले में राष्ट्रीय शिक्षा नीति 2020 एक मील का पत्थर प्रतीत होती हैं,जो वर्तमान अध्यापक शिक्षा में सुधार और शिक्षण को आकार देने के लिये सभी आवश्यककारों का समावेश करती ही।यह अपनी बहुआयामी दृष्टिकोण से अध्यापक शिक्षा को पुनर्जीवित करने को समर्पित है। नई शिक्षा नीतिमें बहु विषयक संस्थानों में चार वर्षीय एकीकृत शिक्षक शिक्षा लाने पर पर्याप्त जोर दिया है।

शिक्षा के क्षेत्र में शिक्षक के व्यवसाय का ऐसा ही महत्तव है जैसा कि ऑपरेशन करने के लिए किसी डॉक्टर का शिक्षक ही शिक्षा और शिष्य के उद्देश्य पूरे करते ही। इसीलिए किसी भी शिक्षा प्रणाली या शिक्षा योजना की सफलता या असफलता शिक्षा क्षेत्र के सूत्रधार शिक्षकों के रवैये पर निर्भर करती है।

नई शिक्षा नीति इन बहु विषयक संस्थानों में चार वर्षीय एकीकृत शिक्षक शिक्षा लाने पर पर्याप्त जोर देती है। इसमें जिस बहु विषयात्मक, शिक्षा एवं नए स्कूली ढांचे की परिकल्पना की गई है। उसके लिए ऐसे प्रभावी और शोध उन्मुखी अध्यापकों की जरूरत है जो विषयवस्तुके साथ-साथ शिक्षा शास्त्र में भी पारंगत हो।इसमें जिस बहू-विषयात्मक शिक्षा एवं नए स्कूली ढाँचे की परिकल्पना की गयी है,ट उनके लिए ऐसे प्रभावी शोधउन्मुखी अध्यापकों की जरूरत है,जोअपने विषय वस्तु के साथ-साथ शिक्षा शास्त्र में भी पारंगत हो।यह शिक्षा नीति भ्रष्ट और गैर जिम्मेदार अध्यापक शिक्षक संस्थानों के उपचार के लिए सख्त कार्यवाही करने का खाका भी प्रस्तुत करती है।

एकीकृत शिक्षक शिक्षा एक ऐसे व्यापक इंटर्नशिप कार्यक्रम को महत्तव देती है, जो विद्यार्थी अध्यापकोंके समुदायों की अवधारणाओं से जोड़ सकें।विद्यालयों एवं समुदायों में जाकर कार्य करना और समाज उपयोगी एवं राष्ट्र प्रेम की भावनाओं को बढ़ावा देना, इस नीति का एक महत्वपूर्ण सुझाव हैं।

वर्तमान में राष्ट्रीय शिक्षा नीति 2020 भी गुणवत्तापूर्ण शिक्षा के लिये शिक्षक के महत्व पर सर्वाधिक जोर देती है, जिसमें उल्लेख है कि प्रत्येक छात्र का विशिष्ट क्षमताओं की पहचान और उसके विकास के लिए शिक्षकों और अभिभावकों को इनकी क्षमताओं के प्रति संवेदनशील होना पड़ेगा। जिससे कि छात्रों की अकादमी और अन्य क्षमताओं का पूर्ण विकास हो सके। उच्चतर शिक्षा के अनुभवजन्य क्षेत्रों में प्रवेश की ऐसी अपार संभावनाओं के द्वार खुल सकते हैं, जो व्यक्ति और समुदायों को भी प्रतिकूल परिस्थितियों के कुचक्र से निकाल सकते हैं। इसी कारण सभी के लिए उच्चतर गुणवत्तायुक्त शिक्षा के अवसर उपलब्ध कराने को सर्वोच्च प्राथमिकता होनी चाहिए।

शिक्षक वास्तव में बच्चों के भविष्य को आकार देते हैं तथा छात्र और शिक्षक दोनों मिलकर हमारे समृद्ध राष्ट्र का निर्माण करते हैं। पूर्ण योगदान के कारण मेधावी छात्र और योग्य शिक्षक हमेशा समाज में सम्मानित सदस्य रहे हैं। विद्वान ही हमेशा अच्छे शिक्षक बनते हैं। प्राचीन सभ्यताओं के अनुसार अच्छा शिक्षक छात्रों को निर्धारित ज्ञान, कौशल और नैतिक मूल्य प्रदान

करने का कार्य करते हैं। राष्ट्रीय शिक्षा नीति 2020 में अध्यापक की शिक्षा, गुणवत्ता, भर्ती, पदस्थापना, सेवा शर्तें और शिक्षकों के अधिकारों की स्थिति पर विशेष ध्यान दिया गया है।उक्त तथ्यों पर ध्यान देने से ही शिक्षा की गुणवत्ता और शिक्षकों के उत्साह को वांछित मानक प्राप्त होगा।

हमारे राष्ट्र को सरलतम राष्ट्र बनाने के लिए शिक्षकों और छात्रों में प्रेरणा के सशक्तिकरण की आवश्यकता है ।ग्रामीण क्षेत्रों में अच्छे शिक्षण संस्थानों का अभाव सदियों से चला आ रहा ही जिससे, वहाँ की युवा पीढ़ी अध्ययन अध्यापन में पीछे रह जाते हैं। राष्ट्रीय शिक्षा नीति में इस पर विशेष ध्यान दिया गया है तथा बीएड पाठ्यक्रम में अध्ययन कर रहे छात्रों को मेरिट के आधार पर छात्रवृत्ति आवंटित करने का प्रावधान रखा गया है। चार वर्षीय बीएड डिग्री सफलतापूर्वक करने के बादस्थानीय क्षेत्रों में छात्रों विशेषकर छात्राओं को निश्चित रोजगार देने का प्रावधान भी शामिल है, जिससे कि यह विद्यार्थी स्थानीय क्षेत्रों के रोल मॉडल के रूप में और उच्चतर शिक्षकों के रूप में सेवा दे सके।

उत्कृष्ट शिक्षकों को ग्रामीण क्षेत्रों में कार्य करने के लिए प्रोत्साहन प्रदान किया जाएगा और विशेष तौर पर उस क्षेत्र में जहाँ शिक्षकों की कमी पहले से ही है। ग्रामीण क्षेत्रों में छात्रों को पढ़ने के लिए एक प्रमुख प्रोत्साहन स्कूल और आसपास स्थानीय आवास का प्रावधान भी रखा गया है। शिक्षक का दायित्व है के समुदाय के बीच संबंध बनाए रखे,जिससे छात्रों को रोल मॉडल और शैक्षिक वातावरण मिल सके, जो कि शिक्षक का बार-बार स्थानांतरण से संभव नहीं हो पाता है। अतः शिक्षक के स्थानांतरण को शासन द्वारा अत्यावश्यक होने पर ही करने की बात कही गई है। शिक्षक का चयन विशेष प्रतियोगी परीक्षाओं से होना चाहिए। इसके लिए शिक्षक पात्रता परीक्षा टीईटी को और विकसित करने पर बल दिया गया है। शिक्षक भर्ती परीक्षा प्रक्रिया एक अभिन्न अंग होता है,इसके लिए सभी साक्षात्कारों को स्थानीय भाषा में करने से किसी भी व्यक्ति की दक्षता का सही आकलन किया जा सकता है। ऐसा करने से शिक्षक छात्रकी प्रचलित भाषा में बातचीत कर सकेंगे इस बात पर विशेष जोर दिया गया है।

छात्रों का पुनर्विकास केवल संबंधित विषय का अध्ययन करने से नहीं हो पाता है। पुनर्विकास के लिए छात्रों को कला, शारीरिक शिक्षा, व्यवसायिक शिक्षा, प्रतियोगी परीक्षाओं का भी ज्ञान होना आवश्यक है। इसके लिए सभी राज्यों, केंद्र शासित प्रदेशों में संभावित शिक्षकों की नियुक्ति के बारे में भी जोर दिया गया है। आवश्यकतानुसार शिक्षकों की भर्ती में गुणवत्ता प्रोत्साहन भी किये जाने की बात। विद्यालय केकार्यों के वातावरण और संस्कृतियों को आमूलचूल परिवर्तन करने का प्राथमिक लक्ष्य है, जिससे शिक्षक और छात्र दोनों का अधिकतम स्तर पर विकास हो सके।

वातावरण और संस्कृतियों में परिवर्तन होने से शिक्षक, छात्र, अभिभावक, प्रधानअध्यापक और अन्य सहायक कर्मचारियों की समावेशी समुदाय का हिस्सा बन सकेंगे। इन सबका एकलक्ष्य यह सुनिश्चित करना होगा कि सभी छात्र अच्छी शिक्षा प्राप्त कर सके। स्कूलों में जब भी कोई कार्य सुनिश्चित करने के लिए संसाधनों की विशेष जरूरत पड़ती है, जैसे कि भौतिक संसाधन, शौचालय, स्वच्छ पेयजल,सीखनेके लिए स्वच्छ और आकर्षक स्थान, बिजली, कंप्यूटर उपकरण, इंटरनेट, पुस्तकालय और खेल मनोरंजन के साधन। राष्ट्रीय शिक्षा नीति 2020 में इन सारी आवश्यक चीजों पर विशेष जोर दिया गया है। छोटे-छोटे स्कूलों, कॉलेजों को मिलाकर एक कॉम्प्लेक्स बनाकर शिक्षा देने का भी प्रयास काफी प्रभावशाली रहेगा।

इससे छात्रों को बड़े समुदाय के साथ छेड़छाड़ करने का मौका मिलेगा। शिक्षकों को आगे बढ़ाने और सीखने के लिए प्रभावी सामुदायिक वातावरण बनाने में मदद मिलेंगी।

इस प्रकार यह परिलक्षित होता है कि राष्ट्रीय शिक्षा नीति 2020 का मूल उद्देश्य है अच्छे मनुष्यों का विकास करनाजो कि तर्कसंगत विचार और कार्य करने में सक्षम हो। जिसमें करुणाऔर सहानुभूति, साहस और लचीलापन, वैज्ञानिक चिंतनऔर रचनात्मक कल्पना शक्ति,नैतिक मूल्य और आधार जैसी भावनाओं का समावेश हो। इसका उद्देश्य ऐसे उत्पादक लोगों को तैयार करना है जो कि अपने संविधान द्वारा परिकल्पित, समावेशी और बहुलतावादी समाज के निर्माण में बेहतर तरीके से योगदान करें ताकि भारत पुनरू विश्वगुरु का दर्जा हासिल कर मानवता के विकास में अग्रणी भूमिका निभा सके।

संदर्भ ग्रंथ सूची :–

1. व्यक्तिगत शोध के आधार पर।

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National Educational Policy 2020 Opportunities and Challenges

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Introduction - The National Policy on Education (NEP 2020) states that education is one of the most significant tools for changing the entire country and creating a more educated and empowered society. Technology and education are intertwined, and they both play major roles in the dissemination of knowledge at trying times like the COVID-19 issue. All children under the age of 14 must receive compulsory education at a satisfactory standard under the National Education Policy, which was first established in 1968 and revised in 1986. Even though the act assured that everyone had access to education, the ongoing issues with the system continued, which prevented India's education system from reaching a worldwide standard. The Government of India has made some new amendments to this policy, which is also makes an effort to bridge the technology and academic gap.

The choice to make any subject up to Class 5 the medium of instruction in our mother tongue or regional language is one of the major attractions of NEP 2020. By establishing a National Assessment Centre and creating a system like Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes, the policy also emphasises the need for formative assessments and encourages peer review systems of assessment. It also provides guidance to school boards to help make learning more modern and appropriate for the needs of the future. The NEP 2020s most notable features include a single rule for institutions of higher learning and the establishment of India.

Higher Education Commission, which will eventually take the role of current regulating organisations including the University Grants Commission and AICTE (All India Council of Technical Education). With the help of this policy, India is projected to meet the sustainable development objective of 2030 by ensuring inclusive and equitable access to high-quality education. This policy intends to close several gaps in the Indian educational system.

The Place Of Education In The Priority Of The Government; An Approach In The Context Of Education Policy 2020.

After extensive consultation with all parties, including the state and local governments, the National Policy of Education, 2020 (NEP 2020) was developed and approved by the Union Cabinet. The most important thing is to carry out the Policys spirit and meaning. According to the Policy, this is holistic and interrelated, ensuring that the desired objectives are met. Because of this, the subject of education is a concurrent one that requires careful planning, shared oversight, and cooperative implementation between the Center and States. In order to execute NEP 2020, the Ministry has written to all of its implementing agencies, regulatory organisations, State/UT Governments, other stakeholder Ministries/Departments, etc.

The National Education Policy 2020 makes a number of recommendations to improve education for all students, but especially for girls. These include bringing back out-of-school youth into the mainstream, enhancing access by establishing high-quality vocational education with school and higher education, scholarships, etc. levels of education that offer equal access and opportunity to all students, effective and sufficient infrastructure, safe transportation, and hostels. Targets have been set in the Policy to reach 100% Gross Enrolment Ratio from Preschool through Secondary Level by 2030 and 50% in Higher Education by 2035.The NEP 2020 clearly defines the roles of the Indian government and the state/UT governments, including general oversight of and policymaking for the public education systems ongoing improvement, educational operations and service delivery for the public schooling system, an effective quality self-regulation system for all stages of education, scholarships for disadvantaged and underprivileged students, online education and Open Distance Learning (ODL), and infrastructure development. The information was given by the Union Minister of Education, Shri Dharmendra Pradhan in a written replyin the Lok Sabha.

National Educational Policy 2020 Feature and Drawbacks

The government wants to make education available to

everyone, which is a key component of the New Education Policy (NEP 2020). About two crore school pupils would be able to return to their educational institutions thanks to this policy. A 5+3+3+4 structure will take the place of the current 10+2 system, according to the National Education Policy 2020. The early years of learning for students are the main focus of this system. The 5+3+3+4 method represents the ages 3 to 8, 8 to 11, 11 to 14, and 14 to 18. 12 years of education, with an additional 3 if Anganwadi and preschool are taken into account.

(NCERT will plan and create a National Curricular and Pedagogical Framework for Early Childhood Care and Education for children under the age of eight. The Education Ministry will create a National Mission on Foundational)

Language is a drawback in the National Education Policy 2020 due to Indias problematic teacher-to- student ratio, which makes it challenging to introduce mother tongues for each topic in academic institutions.

Sometimes it can be challenging to find a qualified instructor, and the introduction of the NEP 2020, which includes using research materials in mother tongues, has made things more difficult. The national education strategy 2020 states that while a diploma degree can be earned in as little as two years, students who intend to complete their education must prepare for four years. The student will be able to discontinue the course at any time thanks to this. Private school students will only have limited exposure to English

Multi Entry and Multi Elite Challenges and Solutions
Multidisciplinary and vocational education, which would equip students with the essential real-world skills to find employment after college, is one of the main changes that NEP 2020 seeks to implement.

For the NEPs inclusionary vision to be realised, the private sectors engagement is crucial, especially in dealing with the higher education system. It should be emphasised that the private sector manages up to 70% of higher education institutions (colleges and universities).

Finally, significant financial resources must be made available for decades in order for major programmes to be successfully implemented. In this regard, the NEP has declared that the government must increase public spending on education to 6 percent of GDP in order to achieve the aims of the new policy. If one takes into account the previous promises and their actual fulfilment, this is a difficult assignment.

The policy will guarantee that HEI students have access to co-curricular activities. Students would be urged to join clubs for sports, volunteer work, and cultural activities. On-campus amenities include yoga, a gym, stress-reduction counselling, and medical services. Under-represented groups (under-represented groups, i.e., SC, ST, Minorities, special needy) students will receive academic mentoring, socio-emotional assistance, andfree shipping in spare cases from the universities. The administration is required

to strictly enforce the anti-harassment and anti-discrimination laws. The key components of the campus climate will be gender neutrality, equity, and inclusiveness.

Role Of Education Policy 2020 In The Context Of Teacher And Teacher Education

The National Education Policy (NEP), which was just issued, will be put into effect at the start of 2021.

Similar policy suggestions, like those of the Kothari Commission, have been made in previous decades, but many of them have not yet been put into practise. A critical analysis of two earlier policies reveals that there are implementation gaps and insufficient teacher preparation programmes. NEP 2020 shouldnt experience a same destiny, delaying the development of human potential and impeding national progress.

The entire Indian educational system should be restructured, according to NEP. It talks about educating children in fundamental reading, numeracy, and skill sets to prepare them for the difficulties of the twenty-first century. Any education policys success depends on the support and work of those in it. The National Education Policys ethos, primary goals, objectives, and motto must be thoroughly understood by educators who must also advance their own skills through rigorous Continuous Professional Development programmes, trainings, participation in seminars, workshops, and conferences at various levels. Teachers and educators must comprehend, accept, and promote the ideas of integrated and multidisciplinary approaches as well as the necessity of developing 21st century abilities. The teaching community must coordinate well, work well together, and be driven to change students lives by developing their skills and character as the NEP is implemented on the ground. Therefore, the government and school administrators must support teachers by developing in-service and pre-service teacher education programmes that have the backing of decision-makers in both the K–12 and higher education sectors.

The National Education Policy places a strong emphasis on the contributions, sacrifices, and efforts made by teachers to protect the honour, respect, and dignity of their profession. In order to attract young, intelligent, and creative minds to this profession, policymakers should be flexible in their approach while providing them with all the benefits and facilities. However, they should be strict when monitoring them to ensure that the desired results are achieved and that they are held accountable and responsible.

Potential Impact Of Decoding Eduaction 5GCommunication Technology On Higher Eduation
The National Education Policy places a strong emphasis on the contributions, sacrifices, and efforts made by teachers to protect the honour, respect, and dignity of their profession. In order to attract young, intelligent, and creative minds to this profession, policymakers should be flexible in their approach while providing them with all the benefits

and facilities. However, they should be strict when monitoring them to ensure that the desired results are achieved and that they are held accountable and responsible.

India has become a "information intense society" over the past 10 years, and there is an increasing need to embrace the use of technology in the field of education. Students and teachers have been forced to rethink traditional learning and teaching strategies under the current "pandemic circumstances," where virtual learning is replacing in-person learning experiences. The Policys introduction at this crucial time is noteworthy becauseit outlines the vision for education for future generations and will be a key tool in creating a "self-reliant" India.

We have mentioned below some of the key aspects of the Policy dealing with technology- Primary Education, Professional and Higher Education, Administration of Education, Adapting to AI, Digital India. In the context of education, it is crucial that every student, whether they live in a city or a rural location, has access to digital technology that is solely for their use, such as smartphones, PCs, or tablets. Most students from low-income households currently have limited or no access to expensive digital equipment, the internet, or even energy.

Conclusion: Overall, the effectiveness of the Policy will depend on its manner and means of implementation, together with the capability of successfully integrating its goals into ongoing initiatives and involving the appropriate stakeholders in its efficient implementation. The Policy is aware that content will become more digital and dematerialized in education in the future. This attention is an amazing accomplishment for Indias historically traditional educational system. Although the Policy is a groundbreaking and forward-thinking document that recognises the invaluable contribution that technology makes to enhancing learning and teaching, it is crucial to create a cogent strategy for fostering technological proficiency to support successful engagement with technology (and its future advancements), while putting in place effective safeguards.

Reference:-

1. Personal Research.

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राष्ट्रीय शिक्षा नीति 2020 : विशेषताएं एवं कमियां

रेशमा मेहता*

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प्रस्तावना – नई शिक्षा नीति 2020 की शैक्षणिक संरचना 5+3+3+4 के हिसाब से की गई है। इस निति को बच्चे की 3-8, 8-11, 11-14, और 14-18 उम्र के अनुसार 4 अलग-अलग हिस्सों में विभाजित किया गया है। पहले हिस्से में प्राइमरी से दूसरी कक्षा, दूसरे हिस्से में तीसरी से पांचवीं कक्षा, तीसरे हिस्से में छठी से आठवीं कक्षा और चौथे हिस्से में नौवीं से 12वीं कक्षा को शामिल किया गया है।

1. **5 – फाउंडेशन स्टेज (3 से 8 वर्ष)** – पहले तीन वर्ष बच्चों को आंगनबाड़ी में प्री-स्कूलिंग शिक्षा अगले 2 वर्ष कक्षा 1 एवं 2 स्कूल पढ़ेंगे।

2. **3 – प्रीप्रेटरी स्टेज (8 से 11 वर्ष)** – प्रीप्रेटरी स्टेज में कक्षा 3 से 5 तक की पढ़ाई होगी।

3. **3– मिडिल स्टेज (11 से 14 वर्ष)** – मिडिल स्टेज में कक्षा 6 से 8 तक की पढ़ाई होगी।

4. **4– सेकेंडरी स्टेज (14 से 18 वर्ष)** – सेकेंडरी स्टेज में कक्षा 9 से 12 तक की पढ़ाई होगी।

नई शिक्षा नीति की विशेषता– नई शिक्षा नीति 2020 शिक्षा के क्षेत्र में एक क्रांति के रूप में सामने आई है क्योंकि इसका उद्देश्य सभी को उच्च गुणवत्ता वाली शिक्षा प्रदान करके समाज के लिए एक समान और जीवंत ज्ञान का निर्माण करना है। साथ ही यह मौलिक अधिकारों, कर्तव्यों और संवैधानिक मूल्यों के प्रति सम्मान की गहरी भावना विकसित करने, किसी के देश के साथ संबंध बनाने और बदलती दुनिया में अपनी भूमिका और जिम्मेदारियों के प्रति जागरूकता विकसित करने के लिए प्रोत्साहित करता है। नई शिक्षा नीति कौशल, मूल्यों और स्वभाव को स्थापित करने में विश्वास करती है जो मानव अधिकारों, सतत विकास और जीवन और वैश्विक कल्याण के लिए जिम्मेदार प्रतिबद्धता का समर्थन करती है, जिससे वास्तव में वैश्विक नागरिक प्रतिबिंबित होता है।

एनईपी के प्रमुख सिद्धांत:

1. विविधता और स्थानीय संदर्भ का सम्मान,
2. इक्विटी और समावेश,
3. सामाजिक सहभाग,
4. प्रौद्योगिकी का उपयोग,
5. वैचारिक समझ पर जोर दें,
6. अद्वितीय क्षमताएँ,
7. गंभीर सोच और रचनात्मकता,
8. निरंतर समीक्षा;

सभी स्तरों पर शिक्षा के लिए सार्वभौमिक पहुंच सुनिश्चित करना

RSI नई शिक्षा नीति सीखने के लिए मल्टीपल पाथवे का उपयोग करके समाज में गुणवत्ता शिक्षा के प्रसार को बढ़ावा देता है जिसमें औपचारिक और गैर–औपचारिक दोनों शिक्षा मोड शामिल हैं। एनईपी सरकार और गैर–सरकारी परोपकारी संगठनों दोनों को बढ़ावा देकर बिल्डिंग स्कूलों पर जोर देता है। संपूर्ण शिक्षा प्रणाली अब सभी स्तरों पर लर्निंग आउटकम प्राप्त करने पर ध्यान केंद्रित करेगी। इसके साथ ही स्कूल छोड़ने वाले बच्चों को वापस लाने का प्रयास किया जाएगा। व्यावसायिक और नवीन शिक्षा के लिए वैकल्पिक केंद्र शुरू किए जाएंगे। पीयर ट्यूटरिंग शुरू की जाएगी जो सभी श्रेणियों के व्यवसाय और व्यक्तिगत प्रस्तुति के लिए उपयुक्त है।

अपेक्षित परिणाम – सभी स्तरों पर शिक्षा के लिए यूनिवर्सल एक्सेस निम्नलिखित परिणामों की उम्मीद है:

1. प्रवेश का सार्वभौमिकरण – ईसीईसी से माध्यमिक तक
2. इक्विटी और समावेश सुनिश्चित करें।
3. स्कूली बच्चों में से 2 करोड़ वापस लाएं।
4. माध्यमिक शिक्षा पूरी होने तक सभी बच्चों को स्कूलों में बनाए रखने के एसडीजी लक्ष्यों को बनाए रखें।
5. सीखने के परिणामों की गुणवत्ता और उपलब्धि में सुधार – मूलभूत साक्षरता और न्यूमेरसी।
6. शिक्षण, सीखने और मूल्यांकन में 21 वीं सदी के कौशल पर ध्यान दें।
7. संसाधन साझाकरण– स्कूल परिसर।
8. शक्तियों और सामान्य मानदंडों का प्रभावी शासन–प्रशासन।
9. सीखने में भाषा की बाधा को पार करना।
10. सार्वजनिक और निजी स्कूल शिक्षा के लिए सामान्य मानक।

ट्रांसफॉर्मिंग करिकुलर एंड पेडागोगिकल स्ट्रक्चर– एनईपी को प्रभावी बनाने के लिए वर्तमान शिक्षा प्रणाली में कुछ संशोधनों की आवश्यकता है। इन आशुरचनाओं की शुरुआत एक छात्र की शिक्षा यात्रा में शुरू से ही होती है, जो प्रवेश की उम्र से शुरू होकर शिक्षण और सीखने के तरीकों तक होती है।

स्कूल शिक्षा की नई शैक्षणिक और पाठ्यचर्या की संरचना (5 +3+3 +4): आंगनवाड़ी / स्कूल में 3 साल और स्कूल में 12 साल

माध्यमिक चरण (4) बहु–विषयक अध्ययन, अधिक महत्वपूर्ण सोच, लचीलापन और विषयों के छात्र की पसंद

मध्य चरण (3) विज्ञान, गणित, कला, सामाजिक विज्ञान और मानविकी में अनुभवात्मक अधिगम

प्रारंभिक चरण (3) खेल, खोज और गतिविधि–आधारित और इंटरैक्टिव

कक्षा सीखने

फाउंडेशनल स्टेज (5) मल्टीलेवल, प्ले/एक्टिविटी-बेस्ड लर्निंग

पाठ्यचर्या में कमी –सीखने को और अधिक सार्थक बनाने के लिए पाठ्यक्रम को एक स्तर तक कम कर दिया गया है। जहां केवल आवश्यक मूल्यों और कौशल को सिखाया जाएगा। भारत में स्कूल जो राष्ट्र के एक कुशल और जिम्मेदार नागरिक के विकास में छात्रों की मदद करने जा रहे हैं। नए पाठ्यक्रम की मुख्य विशेषताएं हैं।

कोर आवश्यक है – सभी विषयों में पाठ्यक्रम को इसकी मूल अनिवार्यता को कम करना।

गहन सोच – समग्र शिक्षा के लिए महत्वपूर्ण सोच, पूछताछ, खोज, चर्चा और विश्लेषण आधारित शिक्षण और सीखने के तरीकों पर ध्यान दें।

इंटरएक्टिव कक्षाएं – पाठ्यपुस्तक सीखने पर कम निर्भरता के साथ इंटरएक्टिव शिक्षणय छात्रों के प्रश्नों को बढ़ावा दिया जाएगा।

'प्रायोगिक ज्ञान' – अनुभवजन्य सीखने और गहन छात्र सीखने के लिए कक्षा में मजा, रचनात्मक, सहयोगी और खोजपूर्ण गतिविधियाँ।

अभिनव शिक्षाशास्त्र: शिक्षण शिक्षण प्रक्रिया को बदलना –नए तरीके से अवधारणाओं को लागू करने और सीखने के लिए शिक्षण की प्रक्रिया में नवीन और अनुभवात्मक पद्धतियों को शामिल करना आवश्यक है। अनुभवात्मक और परियोजना आधारित शिक्षण के साथ रॉट लर्निंग को प्रतिस्थापित करना इसकी ओर पहला कदम है। शिक्षण अधिगम को रचनात्मक बनाने के लिए निम्नलिखित शिक्षण को अब प्रोत्साहित किया जाने वाला है:

1. 'प्रायोगिक ज्ञान'
2. एकीकृत शिक्षाशास्त्र
3. सहकर्मी को बढ़ावा देना
4. समान भार
5. बगलेस डेज
6. प्रौद्योगिकी का उपयोग और एकीकरण

मानक–सेटिंग और प्रत्यायन –सरकारी और निजी दोनों संस्थानों में शिक्षा प्रणाली को बराबरी पर लाने के लिए, सभी उच्च शिक्षा केवल एक प्राधिकरण द्वारा शासित होंगी। प्रमाणित करने के लिए समान यूजीसी एआईसीटीई का विलय किया जाएगा। सभी विश्वविद्यालय सरकार, निजी, ओपन, डीम्ड, वोकेशनल आदि में समान ग्रेडिंग और अन्य नियम होंगे।

शिक्षक की शिक्षा – शिक्षक शिक्षा प्रणाली के आधार स्तंभ हैं। एक मजबूत शिक्षा प्रणाली बनाने के लिए, शिक्षकों को मजबूत कौशल और ज्ञान से लैस करने की आवश्यकता है। कक्षाओं में लागू करने के लिए शिक्षकों को नवीन शिक्षण और कौशल के साथ प्रशिक्षित किया जाना चाहिए। व्यावसायिक पाठ्यक्रम जैसे बी.एड. कार्यक्रम में अब शिक्षाशास्त्र में समय-परीक्षण की तकनीक, बहु-स्तरीय शिक्षण और मूल्यांकन, विकलांग बच्चों को पढ़ाना, बच्चों को विशेष रुचियों या प्रतिभाओं के साथ शिक्षण, शैक्षिक प्रौद्योगिकी का उपयोग और शिक्षार्थी केंद्रित और सहयोगी शिक्षण शामिल होगा।

राष्ट्रीय शिक्षा नीति 2020: पारंपरिक ज्ञान:

1. आदिवासी और स्वदेशी ज्ञान सहित भारतीय ज्ञान प्रणालियों को सटीक और वैज्ञानिक तरीके से पाठ्यक्रम में शामिल किया जाएगा।
2. यह आकांक्षी जिलों जैसे क्षेत्रों पर ध्यान केंद्रित करेगा, जहां बड़ी संख्या में छात्र आर्थिक, सामाजिक या जाति बाधाओं का सामना कर रहे हैं, उन्हें 'विशेष शैक्षिक क्षेत्र' के रूप में नामित किया जाएगा।

NEP 2020 – त्रि–भाषा सूत्र:

1. नीति ने सिफारिश की कि त्रि–भाषा सूत्र को जारी रखा जाए और सूत्र के कार्यान्वयन में लचीलापन प्रदान किया जाए।
2. त्रि–भाषा सूत्र में कहा गया है कि राज्य सरकारों को हिंदी भाषी राज्यों में हिंदी और अंग्रेजी के अलावा, एक आधुनिक भारतीय भाषा, अधिमानत: दक्षिणी भाषाओं में से एक के अध्ययन को और गैर–हिंदी भाषी राज्यों में क्षेत्रीय भाषा और अंग्रेजी के साथ–साथ हिंदी भाषा के अध्ययन को अपनाना और लागू करना चाहिए।

महत्वपूर्ण दृष्टिकोण व जिज्ञासा की भावना को प्रोत्साहन – राष्ट्रपति महोदय ने कहा कि 'नई शिक्षा नीति महत्वपूर्ण दृष्टिकोण और जिज्ञासा की भावना को प्रोत्साहित करने का प्रयास भी करती है। नीति के प्रभावी क्रियान्वयन से भारत की शिक्षा के महान केंद्रों तक्षशिला और नालंदा के समय के गौरव को हासिल किया जा सकता है।'

सभी को गुणवत्तापूर्ण शिक्षा प्रदान करना – सभी को गुणवत्तापूर्ण शिक्षा प्रदान करके एक समतामूलक और जीवंत रूप से शिक्षित समाज विकसित करने की सोच का निर्धारण यह नई शिक्षा नीति करती है। 'उच्च शिक्षा में नई शिक्षा नीति 2020 के कार्यान्वयन' विषय पर एक सम्मेलन को संबोधित करते हुए राष्ट्रपति द्वारा यह कहा गया।

नवाचार को प्रोत्साहन तथा तार्किक निर्णय लेना –उच्च शिक्षण संस्थानों पर भारत को वैश्विक ज्ञान महाशक्ति बनाने की अधिक जिम्मेदारी है। यह संस्थान इन संस्थानों द्वारा स्थापित गुणवत्ता मानकों का पालन करेगी। राष्ट्रपति जी ने यह भी कहा कि नई शिक्षा नीति के मूल सिद्धांतों में तार्किक निर्णय लेने तथा नवाचार को प्रोत्साहन करने के लिए रचनात्मकता एवं महत्वपूर्ण दृष्टिकोण को समाहित करना शामिल है

नई शिक्षा नीति के विषय पर राष्ट्रपति द्वारा इन गुणों व विशेषताओं का उल्लेख किया गया। उन्होंने साथ ही यह भी कहा कि अकादमिक बैंक ऑफ क्रेडिट (एबीसी) नीति में एक प्रमुख बदलाव है जो छात्रों के लिए बहुत मददगार होगा। यह विभिन्न उच्च शिक्षा संस्थानों से अर्जित अकादमिक क्रेडिट को डिजिटल रूप में संग्रहित करेगा ताकि छात्रों द्वारा आयोजित क्रेडिट को ध्यान में रखते हुए डिग्री प्रदान की जा सके। एबीसी छात्रों को उनकी व्यवसायिक या बौद्धिक आवश्यकताओं के अनुसार पाठ्यक्रम लेने की अनुमति देगा। शिक्षा में यह लचीलापन छात्र के लिए बहुत उपयोगी होगा।

छात्र व शिक्षक के मध्य अंत: क्रिया की अवधारणा – राष्ट्रपति महोदय ने छात्र-शिक्षक के मध्य एक मुक्त वार्तालाप या अंत:क्रिया की अवधारणा पर जोर देते हुए कहा कि 'भगवत गीता' और 'कृष्ण–अर्जुन' जैसा संवाद शिक्षा में मुक्त संचार को पैदा करेगा।

नई शिक्षा नीति से संबंधित कमिया :

1. **राज्यों का सहयोग:** शिक्षा एक समवर्ती विषय होने के कारण अधिकांश राज्यों के अपने स्कूल बोर्ड हैं इसलिये इस फैसले के वास्तविक कार्यान्वयन हेतु राज्य सरकारों को सामने आना होगा। साथ ही शीर्ष नियंत्रण संगठन के तौर पर एक राष्ट्रीय उच्चतर शिक्षा नियामक परिषद को लाने संबंधी विचार का राज्यों द्वारा विरोध हो सकता है।

2. **महँगी शिक्षा:** नई शिक्षा नीति में विदेशी विश्वविद्यालयों में प्रवेश का मार्ग प्रशस्त किया गया है। विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों में प्रवेश से भारतीय शिक्षण व्यवस्था के महँगी होने की आशंका है। इसके फलस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो सकता है।

3. **शिक्षा का संस्कृतिकरण:** दक्षिण भारतीय राज्यों का यह आरोप है कि 'त्रि–भाषा' सूत्र से सरकार शिक्षा का संस्कृतिकरण करने का प्रयास कर रही है।

4. **फंडिंग संबंधी जाँच का अपर्याप्त होना:** कुछ राज्यों में अभी भी शुल्क संबंधी विनियमन मौजूद है, लेकिन ये नियामक प्रक्रियाएँ असीमित दान के रूप में मुनाफाखोरी पर अंकुश लगाने में असमर्थ हैं।

5. **वित्तपोषण:** वित्तपोषण का सुनिश्चित होना इस बात पर निर्भर करेगा कि शिक्षा पर सार्वजनिक व्यय के रूप में जीडीपी के प्रस्तावित 6%खर्च करने की इच्छाशक्ति कितनी सशक्त है।

6. **मानव संसाधन का अभाव:** वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति, 2020 के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ भी हैं।

7. नयी शिक्षा नीति में कहा गया है की सभी सरकारी और गैर सरकारी उच्च शिक्षा देने वाले इंस्टिट्यूट पर एक जैसे नियम लागू होंगे। लेकिन यह स्पष्ट नहीं है कि इसमें केंद्र विद्यालय स्कूल, सैनिक स्कूल, आईआईटी, आईआईएम, एनआईटी आदि शामिल हैं या नहीं। कुछ लोगों का कहना है कि केंद्र विद्यालय के स्कूलों का उद्देश्य केंद्र सरकार के लिए आवश्यक कर्मचारी बनाना है और इसलिए मातृभाषा या क्षेत्रीय भाषा में शिक्षा प्रदान करना मुश्किल है।

8. वैसे भी ऊपर गिनाये गए कॉलेजों के अधिकांश छात्र विदेश में काम करने जा रहे हैं, तो लोगों के द्वारा भरे गया टैक्स के पैसे का उपयोग क्यों किया जाता है। इनमें पढ़ने वाले छात्र, पर कम से कम 3 या 5 साल की सेवा की आवश्यकता वाले नियमों को लागू किया जाना चाहिए, जैसे कि एएफएमसी(AFMC) में दाखिला लेने वाले मेडिकल के विद्यार्थियों के लिए अनिवार्य है।

9. नयी शिक्षा नीति में यह प्रस्ताव रखा गया है कि पांचवी क्लास तक की पढ़ाई मातृभाषा में करवाई जाए तो बच्चों का दिमागी विकास अच्छे से होता है। और शिक्षा का माध्यम चुनने का अंतिम फैसला राज्य सरकारों की मर्जी पर छोड़ दिया गया है। लेकिन अगर क्षेत्रीय भाषा में पढ़ाने से देश में एक असंतुलन की स्थिति पैदा हो जायेगी।

संदर्भ ग्रंथ सूची :–

1. व्यक्तिगत शोध के आधार पर।

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राष्ट्रीय शिक्षा नीति 2020 : विशेषताएं एवं कमियां

प्रीति जायसवाल सोनी *

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प्रस्तावना – मानव संसाधन मंत्रालय के अंतर्गत शिक्षा नीति को चलाया जाता था, लेकिन नई शिक्षा नीति 2020 लागू होने के बाद इस मंत्रालय के नाम को बदलकर शिक्षा मंत्रालय कर दिया गया।

यह नीति उच्च शिक्षा को अपनी भाषा में पढ़ने की स्वतंत्रता देने के साथ ही बच्चों को कला और खेल–कूद के क्षेत्र में बढ़ावा देती है।

नीति के अंतर्गत सरकारक के द्वारा कई महत्वपूर्ण लक्ष्य निर्धारित किए गए हैं, जिसमें वर्ष 2030 तक सकल नामांकन अनुपात (Gross Eurolment Ratio-GER) को 100% तक लाना शामिल है। शिक्षा के क्षेत्र पर केंद्र व राज्य सरकार की मदद से जीडीपी का 6% हिस्सा व्यय करने का लक्ष्य भी निर्धारित किया गया है।

नई शिक्षा नीति 2020 के अंतर्गत शैक्षणिक संरचना को 5 +3+ 3+ 4 में डिजाइन किया गया है। इस नीति को बच्चे की 3–8, 8–11, 11–14, और 14–18 उम्र के अनुसार 4 अलग–अलग हिस्सों में विभाजित किया गया है। पहले हिस्से में प्राइमरी से दूसरी कक्षा, दूसरे हिस्से में तीसरी से पांचवीं कक्षा, तीसरे हिस्से में छठी से आठवीं कक्षा और चौथे हिस्से में नौवीं से 12वीं कक्षा को शामिल किया गया है।

1. **फाउंडेशन स्टेज–** फाउंडेशन स्टेज के अंतर्गत पहले तीन वर्ष बच्चों को आंगनबाड़ी में प्री–स्कूलिंग शिक्षा लेना होगा। इसके बाद बच्चे अगले 2 वर्ष कक्षा 1 एवं 2 स्कूल पढ़ेंगे। इसमें 3 से 8 वर्ष की आयु के बच्चों को कवर किया जाएगा। उनके लिए नया पाठ्यक्रम तैयार किया जाएगा और 5 वर्ष में उनका पहला चरण समाप्त हो जाएगा।

2. **प्रीप्रेटरी स्टेज –** प्रीप्रेटरी स्टेज में कक्षा 3 से 5 तक की पढ़ाई होगी, इसमें 8 से 11 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा। यह चरण 3 वर्ष में पूरा हो जाएगा। इस स्टेज में बच्चों को विज्ञान, गणित, कला आदि की पढ़ाई जोर दिया जाएगा।

3. **मिडिल स्टेज –**मिडिल स्टेज में कक्षा 6 से 8 तक की पढ़ाई होगी, इसमें 11 से 14 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा। यह चरण 3 वर्ष में पूरा हो जाएगा। इस स्टेज में बच्चों के लिए खास कौशल विकास कोर्स भी शुरू हो जाएंगे।

4. **सेकेंडरी स्टेज–**सेकेंडरी स्टेज में कक्षा 9 से 12 तक की पढ़ाई होगी जोकि, इसमें 14 से 18 वर्ष तक की उम्र के बच्चों को कवर किया जाएगा। यह चरण 4 वर्ष में पूरा होगा। इस स्टेज में बच्चों को अपने विषय का चयन करने की आजादी होगी।

नई शिक्षा नीति 2020 के प्रमुख विशेषताएं –NEP 2020 के अंतर्गत पांचवी कक्षा तक के छात्रों को मातृ भाषा, स्थानीय भाषा और राष्ट्र भाषा में

ही अध्ययन करवाया जाएगा।

1. भाष के चुनाव के लिए छात्रों पर कोई बाध्यता नहीं होगी, उनके लिए संस्कृत और अन्य प्राचीन भारतीय भाषाओं को पढ़ने के विकल्प भी मौजूद रहेंगे।

2. कक्षा 10 बोर्ड की अनिवार्यता को खत्म कर दिया गया है, अब छात्र को सिर्फ 12वीं परीक्षा देनी होगी।

3. ब्रेजुएशन की डिग्री 3 और 4 वर्ष की होगी।

4. एक वर्ष पढ़ाई करने के बाद यदि छात्र पढ़ाई छोड़ता है और फिर दोबारा अपनी पढ़ाई जारी करने का मन बनाता है तो वह अपनी पढ़ाई वहीं से प्रारंभ कर सकता है जहाँ से उसने अपनी पढ़ाई को छोड़ा था।

5. छात्र को कॉलेज के पहले वर्ष की पढ़ाई पूरी होने पर सर्टिफिकेट, दूसरे वर्ष पर डिप्लोसमा व तीसरे और चौथे वर्ष में डिग्री दी जाएगी।

6. 3 वर्ष की डिग्री उन छात्रों के लिए होगी, जिन्हें हायर एजुकेशन नहीं लेना है, जबकि हायर एजुकेशन करने वाले छात्रों को 4 साल की डिग्री लेनी होगी।

7. 4 वर्ष की डिग्री लेने वाले स्टूडेंट्स एक वर्ष में MA कर पाएंगे।

8. डचीपस की अनिवार्यता को भी खत्म कर दिया गया है, MA के छात्र सीधे ही P.hD. कर पाएंगे।

9. यदि कोई अपने कोर्स के बीच में से किसी दूसरे कोर्स में शामिल होना चाहता है तो वह सीमित समय के लिए ब्रेक लेकर अपना कोर्स बदल सकता है।

10. स्कूली बच्चों को खेल–कूद, योग, नृत्य, मार्शल आर्ट, बागवानी, समेत अन्य शारीरिक गतिविधियों से जुड़ने के लिए प्रोत्साहित किया जाएगा।

11. भारत सरकार सभी लड़कियों और साथ ही ट्रांसजेंडर छात्रों को गुणवत्तापूर्ण और न्यायसंगत शिक्षा प्रदान करने की दिशा में देश की क्षमता का विकास करने हेतु एक 'जेंडर–समावेशी निधि' का गठन करेगी।

12. कर्नाटक नेशनल एजुकेशन पॉलिसी 2020 लागू करने वाला देश का पहला राज्य है।

13. कर्नाटक और मध्यप्रदेश में नई शिक्षा नीति को लागू किया जा चुका है।

14. बच्चों को इतना हुनरमंद बनाया जाएगा कि उनके भविष्य के साथ देश का भी विकास हो सके।

उत्तरप्रदेश के सभी सरकारी एवं निजी विश्वविद्यालयों में संचालित तीन विषय वाले सभी 3 वर्षीय पाठ्यक्रमों में सत्र 2021–22 से ही नई

शिक्षा नीति 2020 (New Education Policy) लागू कर दी जाएगी। 4 वर्षीय स्नातक (UG) सहित स्नातकोत्तर (PG) पाठ्यक्रमों में सीबीसीएस (CBCS) आधारित नया पाठ्यक्रम भी नए सत्र से लागू कर दिया जाएगा। इसके अलावा बीए व बीएससी आनर्स और एक विषय स्नातक में भी सीबीसीएस (Choice based credit system) सत्र 2022–23 से लागू किया जाएगा।

नई शिक्षा नीति 2020 कमियां – नई शिक्षा नीति के फायदे ज्यादा हैं लेकिन कुछ नुकसान भी हैं (Disadvantages Of New EducationPolicy)जानिए इन के बारे में:

1. नई शिक्षा नीति में मातृ भाषा में पढ़ाने पर जोर दिया जाएगा, जोकि एक समस्या बन सकता है।
2. इस शिक्षा नीति में ग्रेजुएशन प्रोग्राम 4 वर्षों का है, जबकि अभी छात्रों के पास 3–4 साल में डिग्री लेने का ऑप्शन भी है।
3. नई शिक्षा नीति में प्राइवेट स्कूलों के छात्रों को छोटी क्लास से अंग्रेजी सिखाने पर फोकस रहेगा।

इससे उनके और सरकारी स्कूलों के छात्रों के बीच गैप बढ़ने की आशंका है।

संदर्भ ग्रंथ सूची :–

1. व्यक्तिगत शोध के आधार पर।

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National Education Policy 2020 Features and Drawback

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Introduction - Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education isthe key to India's continued ascent, and leadership on the global stage in terms of economic growth,social justice and equality, scientific advancement, national integration, and cultural preservation.Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, andour ability to provide high-quality educational opportunities to them will determine the future of ourcountry.The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda forSustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence,many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labor, particularly in biology, chemistry,physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning.

There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Educationthus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential,holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible,and, of course, enjoyable.

The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, todevelop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational,compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.The gap between the current stateof learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.The aim must be for India to have an education system by 2040 that is second to none, with quitable access to the highest-quality education for all learners regardless of social or economic background.This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes therevision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

National Education Policy 2020

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities,such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light forthis Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta,Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava,Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar,among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical scienceand surgery, civil engineering, architecture,shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have hada strong influence on the world.

These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system. The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achievingeconomic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excelin the educational system. These elements must be incorporated taking into account the local and global needs of the country,and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India andits varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Previous Policies: The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy: The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper.

National Education Policy 2020: Creative imagination, with sound ethical moorings and values. It aims at producing engaged,productive, and contributing citizens for building an equitable, inclusive, and plural society asenvisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution.However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

● Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;

● According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

● Flexibility, so that learners have the ability to choose their learning trajectories and programmes,and thereby choose their own paths in life according to their talents and interests;

● No hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different

areas of learning;

● Multidisciplinarity and a holistic education across the sciences, social sciences, arts,humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

● Emphasis on conceptual understanding rather than rote learning and learning-for-exams;

● Creativity and critical thinking to encourage logical decision-making and innovation;

● Ethics and human & Constitutional values like empathy, respect for others, cleanliness,courtesy, democratic spirit, spirit of service, respect for public property, scientific temper,liberty, responsibility, pluralism, equality, and justice;

● Promoting multilingualism and the power of language in teaching and learning; life skills such as communication, cooperation, teamwork, and resilience;

● Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture ';

● Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

● Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy,always keeping in mind that education is a concurrent subject;

● Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;

● Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

● Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

● A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;

● Outstanding research as a corequisite for outstanding education and development;

● continuous review of progress based on sustained research and regular assessment by educational experts;

● A rootedness and pride in India, and its rich, diverse, ancient and modern culture andknowledge systems and traditions;• education is a public service; access to quality education must be considered a basic right ofevery child;

● Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy: This National Education Policy envisionsan education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of 5)

1. Early Childhood Care and Education: The Foundation of Learning1.1. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong Investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible,and no later than 2030, to ensure that all students entering Grade 1 are school ready.

1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, an inquiry-based learning, comprising of alphabets, languages, numbers, counting, colors, shapes,indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness,teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in thedomains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education(NCPFCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, asub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular,the numerous rich local traditions of India developed over millennia in ECCE involving art, stories,poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as aguide both for parents and for early childhood care and education institutions.

1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a signficantly expanded and strengthened system of early-

childhood education institutions consisting of (a) standalone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primaryschools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d)stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from AnganwadiCentres to primary schools a smooth one. Anganwadis shall be fully integrated into schoolcomplexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

1.6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class"or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy.

National Curriculum Framework for School Education (NCFSE)

1. The formulation of a new and comprehensive National Curricular Framework for SchoolEducation, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of thisNational Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the CentralGovernment, and other expert bodies, and will be made available in all regional languages. TheNCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.National Textbooks with Local Content and Flavour.

2. The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teachin a manner that is best suited to their own pedagogical styles as well as to their

students and communities' needs.

3. The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the cost of production/ printing - in order to mitigate the burden of textbook prices on the students and onthe educational system. This may be accomplished by using high-quality textbook materialsdeveloped by NCERT in conjunction with the SCERTs; additional textbook materials could befunded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write suchhigh-quality textbooks at cost price. States will prepare their own curricula (which may be based onthe NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be basedon the NCERT textbook materials to the extent possible), incorporating State flavour and material asneeded. While doing so, it must be borne in mind that NCERT curriculum would be taken as thenationally acceptable criterion. The availability of such textbooks in all regional languages will be atop priority so that all students have access to high-quality learning. All efforts will be made to ensuretimely availability of textbooks in schools. Access to downloadable and printable versions of alltextbooks will be provided by all States/UTs and NCERT to help conserve the environment andreduce the logistical burden.

4. Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.Transforming Assessment for Student Development.

5. The aim of assessment in the culture of our schooling system will shift from one that issummative and primarily tests rote memorization skills to one that is more regular and formative, ismore competency-based, promotes learning and development for our students, and tests higher-orderskills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessmentwill indeed be for learning; it will help the teacher and student, and the entire schooling system,continuously revise teaching-learning processes to optimize learning and development for allstudents. This will be the underlying principle for assessment at all levels of education.

6. The progress card of all students for school-based assessment, which is communicated byschools to parents, will be completely redesigned by States/UTs under guidance from the proposedNational Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree,multidimensional report that reflects in great detail the progress as well as the uniqueness of each17.

Part II. HIGHER EDUCATION

Quality Universities and Colleges: A New and Forward-looking Vision for India'sHigher

Education System

1. Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a

democratic, just, sociallyconscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.Higher education significantly contributes towards sustainable livelihoods and economicdevelopment of the nation. As India moves towards becoming a knowledge economy and society,more and more young Indians are likely to aspire for higher education.

2. Given the 21st century requirements, quality higher education must aim to develop good,thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or morespecialized areas of interest at a deep level, and also develop character, ethical and Constitutionalvalues, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st centurycapabilities across a range of disciplines including sciences, social sciences, arts, humanities,languages, as well as professional, technical, and vocational subjects. A quality higher educationmust enable personal accomplishment and enlightenment, constructive public engagement, andproductive contribution to the society. It must prepare students for more meaningful and satisfyinglives and work roles and enable economic independence.

3. For the purpose of developing holistic individuals, it is essential that an identified set of skillsand values will be incorporated at each stage of learning, from pre-school to higher education.

4. At the societal level, higher education must enable the development of an enlightened, sociallyconscious, knowledgeable, and skilled nation that can find and implement robust solutions to its ownproblems. Higher education must form the basis for knowledge creation and innovation therebycontributing to a growing national economy. The purpose of quality higher education is, therefore,more than the creation of greater opportunities for individual employment. It represents the key tomore vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured,productive, innovative, progressive, and prosperous nation.

5. Some of the major problems currently faced by the higher education system in India include:

(a) a severely fragmented higher educational ecosystem;
(b) less emphasis on the development of cognitive skills and learning outcomes;
(c) a rigid separation of disciplines, with early specialisation and streaming of students intonarrow areas of study;
(d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
(e) limited teacher and institutional autonomy; (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
(g) lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines(h) suboptimal governance and leadership of

HEIs;
(i) an ineffective regulatory system; and(j) large affiliating universities resulting in low standards
of undergraduate education.

Advantages:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.

2. Approximately two crore school students will be able to come back to educational institutes through this new approach.

3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

8. Parakh national education policy is to be set up by the Government.

9. Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

Drawbacks :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave

the course midway.

3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

4. Language is a negative consideration in the National Education Policy 2020 because India has a troublesome teacher-to-student ratio, making it difficult to introduce mother tongues for each subject in academic institutes. Finding a qualified instructor can be difficult at times, and the launch of the NEP 2020, which includes taking research materials in mother tongues, has added to the difficulty.

5. According to the national education policy 2020, students who wish to complete their education must prepare for four years, while a diploma degree can be completed in as little as two years. This will allow the student to drop out of the course in the middle.

Conclusion: Many improvements have been made as a result of the launch of NEP 2020, one of which is the discontinuation of the M. Phil course. Even if the current school program has a lot of flaws, it still has a lot of benefits. Many people expect that by making these reforms, the Indian educational system would improve.

Reference:-

1. Personal Research.

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5G Impact, Challenges & Opportunities in the World of Education

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Introduction - Imagine a world with no wires or cables, where virtual reality is always present and accessible. Imagine when you as an educator is talking about cell or photosynthesis and the student is able to experience it in virtual reality. Isn't it a beautiful and enriching experience for both the educator and the student? 5G is just one more step in converting this imagination into reality.

Online teaching and learning have become a highly popular mode of education in today's world. And we all could agree that for better or for worst Covid-19 period has accelerated this process to a speed which is now a challenge for us educators to match.It is not a surprise that the e-learning industry is expanding at a rate of 15% per year. As technology and internet connection are being made available to larger sections of people with each passing day, it is evolving as the chief mode of imparting education in the future.

The very latest development in the e-learning world is 5G technology.

What Is 5G

5G technology represents the next-gen milestone for endless wireless communication, connecting devices, machines, businesses and people. What sets 5G apart in India and elsewhere is its ability to deliver several Gbps higher 5G data speed, massive bandwidth and network capacity, ultra-low latency, better availability and greater reliability compared to any other cellular network.

This advancement in the form of 5G mobile connectivity technology is enabling a more consistent user experience and the emergence of new services, applications and experiences. A fifth-generation or 5G wireless technology is the latest milestone of cellular network operations. It's an upgraded version of 4G. It facilitates organisations and people in causation and receiving fast info thanks to an especially low latency rate.

For contemporary academic establishments, it will help within the faster, reliable and power tool mode of education delivery. In less complicated words, it is easier to mention that a 5G network can help ten times over a 4G network.

Impact on Education System

Uplift to online learning and management: Education establishments selecting technologies for automation and digital transformation will optimise the 5G network. It can create learning on the go easier, providing larger responsiveness and speed across all the devices, portals and mobile applications. It can boost online learning alongside effective management of educational and body tasks.

Improved interaction between school and students: During the Covid-19 pandemic, establishments understood the worth of on-line learning and its impact. Establishments that have opted for technologies like *ERP/ SIS got a replacement way. However, institutions have to grasp that they would like a high propensity network which will connect and communicate with high intensity and bandwidth.

This way, 5G can become a good answer that can improve quality and dependability around the globe. An honest speed affiliation improves video conferencing quality, speed and overall property. A 5G network conjointly permits connectivity among school and students in overall segments.

Accelerated quality and adoption of hybrid learning: The advanced situation of educational establishments needs everything online. It desires additional tactile stimulation to accomplish teaching and learning objectives. Adopting a hybrid model of learning and exploring ideas just like the integration of square measure and VR into lecture rooms is helpful during this way. 5G will give institutions with larger network capability and seamless experience, permitting learners to explore feeling, touch, motion and interaction.

Customised learning experiences: The standard learning pattern in academic institutions follows the one-size-fits-all approach. Utilising 5G, institutions can realise true potential of each studentthat in turnwill improve the customizations in learning patterns. The implications of the proper technology with a robust network will implement advanced learning patterns.

Distributed cloud data: Cloud-based storage facilitates

the students and teachers in accessing the information anyplace and at any time. However, generally there's a delay in accessing the data here even with a comparatively quick net connection. So, as it is cumbersome, 5G can help us. Future mobile technology will help us in accessing the data anywhere by utilising distributed cloud and mobile edge computing. There'll be immediate response and also the students will simply resume their work per their convenient time and place.

Challenges And How 5G Could Help: The availability of mobile broadband networks and the rapid adoption of smartphones during the past five years have significantly impacted India's consumers, economy, and society. Since the beginning of the COVID 19 pandemic in early 2020, Indians have relied on mobile broadband for remote working, education, healthcare services, shopping, and other services. The impact of connectivity has nowhere been more visible than in the field of education. Thanks to the widespread availability of mobile broadband connectivity and affordable data plans, many schools pivoted to remote education quickly and millions of students switched over to remote learning. However, despite significant progress in making 4G available in almost all parts of India, there are still millions who have either no or inadequate access to broadband. Lack of broadband Internet access is most acute in rural and remote parts of the country. For them, school education became a challenge during almost two years of pandemic-induced school closures starting in early 2020. There was a severe disruption in learning because of inadequate or no access to the Internet.

According to a study conducted by Lenasia and Indian Council for Research on International Economic Relations between March and September 2021, only 20% of school going children (i.e., those between the ages of 5-18) enrolled in the formal education system, received remote education during pandemic-induced school closures. Moreover, as another study found, many students who had access to a learning device faced challenges with inadequate Internet speed or found Internet access costs prohibitive. According to UNESCO, 39% of Indian parents cannot afford Internet costs. If we look at schools specifically, only 24.5% of schools in India are connected to Internet as per government data - some of the states have less than 10% of the schools with Internet. Similarly, many teachers too may have no access to a good Internet connection or a suitable device for delivering remote lessons.

How can 5G help address these challenges?

It's important to highlight here that as education becomes more hybrid and digitally rich – a good reliable broadband access becomes as important as access to good teachers and textbooks. On the hand, teachers also need an always-on reliable broadband connection to deliver effective teaching. On the other hand, bringing digital learning to the unconnected will involve a multi-dimensional approach from ensuring availability and affordability of Internet connectivity and access devices to availability of good digital learning content and adequate training of teachers for delivering digital or remote learning.

Let's us look at how 5G can be effective in addressing all these and transform education in India.

● **Addressing the Internet coverage gap with 5G –** Connecting schools with Internet is critical for making schooling more effective. It is also important from a socio-economic standpoint. An analysis by EIU-The Economist found that a 10% increase in school connectivity can increase effective years of schooling for children by 0.6%, and GDP per capita by 1.1%. Given the inadequacy of the fixed broadband infrastructure in India, 5G can play the most important role in bringing reliable broadband access to schools. For instance, 5G FWA can play an important and effective role here – compared to a fiber build-out (FTTH) greenfield FWA deployments can cost significantly less. FWA can be deployed not only in rural and remote areas and but also in underserved communities in urban areas. Similarly, private 5G networks can be deployed to bring Internet access to schools. Here we can learn from the successful deployment of private LTE networks by several schools in the US to connect students residing in underserved and rural communities.

● **Making remote learning more interactive and enriching –** 5G can help learning become more immersive and interactive. Lessons imparted with augmented reality / virtual reality tools can make learning more experiential. AR/VR can help students understand subjects better by bringing theoretical concepts to life. AR / VR can also be used to impart training to teachers. Interactive lessons rich in visual content can have positive impact on learning outcomes.

As in many other sectors, 5G will have a transformative impact on school education in India. It can not only help bring reliable broadband access to the millions of unconnected students but also bring about a sea-change in the teaching methods leading to positive learning outcomes.

Analysis Of 5G Technology: All in all,5G is in many ways the next big thing for education.5G has the power to improve quality while providing lifelong learning opportunities for everyone, regardless of individual circumstances. It has tremendous potential and its advantages far outreach its challenges.

To name some of its major advantages

The Rise Of Intelligent Classrooms: This marked a leap in the way students learn and teachers disseminate concepts. The workload on the teachers was also reduced somewhat. Rather than teaching en masse, teachers are now focusing on individual students, helping them learn and grow. Teachers even get real-time feedback so they can change methods immediately. Basically, teachers now have more time for students.

The Reach Of Online Education: The pandemic and

resulting lockdown changed the way students learn and understand. Instead of confining their ideas and understanding to the blackboard, online learning has opened their minds and imaginations.Students now learn through videos and games. YouTube has become one of the favourite resources for students and teachers. Students now have access to a world-class education through online courses.

Videos are the perfect source of information. Almost every industry has jumped on the bandwagon of creating and publishing videos to better understand the target market. 5G has picked up pace with the viewed and downloaded videos. 5G technology has made online education even more accessible and convenient. It is next-generation technology for futuristic education.

The Element Of Flexibility In Education: Fifth generation technology helps increase student understanding. This allows students to access information outside of the classroom. 5G has enabled students to receive information at high speeds.The Internet has changed the learning process in educational institutions, as well as administrative management and the way students experience classrooms. 5G has caught the interest of students on all levels.

The Possibility Of Personalised Learning: Learning is an experience. It cannot be imposed on children. Education used to follow the one-size-fits-all method. All students had to absorb and understand at the same speed. However, with the advent of technology, this has changed. The 5G network has made personalisation a reality. Intelligent systems are designed to meet the unique needs of students. Each student can plan their own journey to understand the concepts. This not only benefits children and their parents, but also college and university students. Even professionals can now hone their skills through online career videos.

The Immersive Learning Advantage: With 5G, it helps students explore complicated concepts by zooming in, pinching, or even tapping when needed. Students can now easily feel, touch, and interact with a physical object.Students can now visit museums around the world without actually visiting them. The future belongs to these upcoming students.

Conclusion: The Internet of Things or IOT revolutionised the concept of students, teachers and even administrative staff taking full advantage of the 5G wireless network. There are apps for connecting students and teachers, keeping attendance records, tracking systems, and even data collection. Thanks to new technology, better collaboration is possible. Many manual administrative tasks have been automated, saving time and energy. Teachers can now get timely feedback and improve their methods.

But to quote Bill gates, "Technology is just a tool. In terms of getting the students working together and motivating them, the teacher is the most important." So, it is crucial to keep in mind that technology is not some kind of elixir that can transform student's life on its own. It is only as good as the teacher. Teachers can equip themselves with itas a tool to help inspire, teach and work through problems.

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The Place of Education In the Priority of the Government: An Approaching the Context of Education Policy 2020

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Introduction - For any developing country, education is one of the mostvital needs. For India too ranked at 33rd position for its education in the world as of 2020. Education is one ofthe almost priority. With the dynamicity of the technology and the world around with developments such as COVID-19 and expanded globalization, thefuture of work in all spheres in transforming and the education models to need to be reassessed to keep up with global needs. According an estimate, Indian willhave the highest population of students between theages of18 to22in theworldby 2025.

This further calls for the need to revamp the education system.With the objective of creating a nation which is more productive and cohesive.The government of India announced the newest education policy(NEP 2020) as a landmark reform on 29th July2020 after 34 years since the launch of the national policy one ducation in 1986.

National education policy aims to provide holistic approach to learning.The vision of NEP 2020 is an sync with GOALY of the UN SDG which seeks "to ensure inclusive and equitable quality education and promote lifelong learning opportunities forall".

The new NEP 2020 introduced by Indian government proclaims to transform India into a globalknowledge superpower. It is also India-centric as it intends to in still among the learners a deep rooted pride in being Indian.

Objective of any education system is tobenefit children so that no child loses any opportunity to learn and excel because of circumstances of birth on background, NEP-2020 has a target of 100% grossenrolment ratio (GER) in school education by 2030.

NEP 2020 has set various reforms for school education higher education and other key areas such as teacher and teacher education etc to improve and achieve the ultimate goal of i.e to change the entire education system in a way to improvement and provide quality education to each and every students.

Major reforms in school education:
● New education policy replace the existing10+2 sys-

tem with a 5+3+3+4 system.Currently, children in the age group of 3-6 years are not conveyed in the 10+2 structure as class 1 being at age of 6.In the new 5+3+2+4 structure , a strong base of early childhood care and education (ECCE) from age 3 is also included which aimed at promoting better overall learning development and well being.
● The whole pedagogical structure and curricular structure is classified under four stage in new education policy 2020.They are:-

(a) Fundamental stage (5):in this stage we have students from play schoolto class 2. It is multi-level playactivity based learning.

(b) Preparatory stage (3):it included students from class 3 to 5. It is discovery and activity based classroom learning.

(c) Middle stage (3) :students from class to 8 comes under this stage. This is a experimental and critical based classroomlearning.

(d) secondary stage (7):students from class 9 to 12 comes under this. Multidisciplinary study with great ercritical thinking and flexibility exercised in this classroom learning. Medium of instruction till grade 5 would be mother tongue on local language, so that students can easily grasp the essence of knowledge, aswell as they can be acquainted with the basic points of their course without facingany problem.

● From class 6 on wards vocational courses are available for students to do the the overall development of the students. Not only this, but from class 8 onwards subject choices are also availables that students can choose subjects according to their own preferences and ability which is good for their future prospects.
● Generation of digital of electronic contents (e-contents) is promoted.
● Remote access to labs i.e setting up of virtual labs for computers based experimentation of practical.
● Board on students of 10th and 12th, keeping in mind the goal of development before the students the format of board examinations will also be changed to reduce the

burden of examinations. Improvements such as a semester or multiple choice questions will be included. The examination will be conducted 2 times a year. There will be objective and subjective tests once a year. The main emphasis in the board examination will be on the test of knowledge so that the tendency of rote among students can be eliminated. From this point of view, this thinking of the government is welcome.

● Assessment as a standard prescribing body for the assessment of the progress of students a new national assessment center will be established.

● "Artificial intelligence" based software will be used to evaluate the progress of the students and help the students to take decisions related to their future.

● Gros enrol ment ratio in higher educational institutions under National Education Policy 2020 it has been targeted to increase from 26.3 percent (the year 2018) to 50 percent also 3.5 crores new seat will be added in higher educational institutions.

● The gross enrollment ratio is the number of total eligible population at an education level who has taken admission in educational institutions. For example, the total number of students in the age group eligible for admission to higher education is 10 but if the admis ion is taken by 60, then this ratio will be 60 percent.

For all types of higher education except medical and legal education, a Higher Education Commission of India will be set up which will replace the UGC. A multidisciplinary education and research university equivalent to IITs and IIMs will be made. These institutes will be world-class. For admission in these, there will be a general entrance test, which will be conducted by the National Testing Agency. It will be an elective for al students, there wil be no compulsory subject under this, the subjects of Arts and Humanities will also be taught in technical institutions. There wil be no division like Arts, Science, and Commerce. Students can choose any subject of their choice. All the institutes of the country including IITs will adopt a holistic approach.

Four bodies of Higher Education of Commission (HECI)

● National Higher Education Regulatory Council (NHERC): It will act as a regulator for the higher education sector including teacher education.

● **General Education Council (GEC):** This will create the framework of expected learning outcomes for higher education programs, that is, their standardization work.

● **National Accreditation Council (NAC):** These institutions are accredited, Will function primarily based on basic criteria; public self-disclosure, good governance ,and results.

● **Higher Education Grants Council (HGFC):** This body financing work for colleges and universities.

Currently, higher education bodies are regulated through bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE).

Multiple entries and exit in the undergraduate curriculum in the National Education Policy 2020. The system has been adopted under this, in a three or four year undergraduate program, students wil be able to leave the course at dif erent levels and they will be awarded degrees or certificates accordingly. Lie, Certificate after one year, Advanced Diploma after two years, and Bachelor's degree after three years after four years, Graduate Certificate with research. Students doing four years degree will be able to do Ph.D. with MA in one year. MPhil program has been abolished in the new education policy. The Academic Bank of Credit will be formed through this policy. In this, the digit or credit received by the students will be preserved digitally.

Provisions related to online and digital education

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

● To ensure the preparation of alternative means of quality education, the Ministry of Education will become a dedicated entity for digital infrastructure, digital content, and capacity building to cater to the e-education needs of both school and higher education.

● E-content will be made available for study in regional languages.

● In 15 years, the proces of af iliation with universities wil be eliminated by giving autonomy to colleges. They will be made fully autonomous. They will be made autonomous colleges that award degrees or will be attached to a university.

● To give international shape to education, the top global ranking university will be allowed to open its branch in India, so that the students of India will not have to go abroad to get admission to the world's best col eges and universities.

● The National Research Foundation will be set up as an apex body to conduct research and to promote strong research culture and research potential in higher education.

● In the new education policy, emphasis will be laid on the establishment of education centers for the gender inclusion fund and deprived areas.

● The student's report card will be evaluated based on a 360-degree assessment, keeping in mind the mental abilities of his behavior, which wil be evaluated by the student's classmate and teacher.

Cooperation - Education of states is a concurrent subject. This is why most states have their school boards. Therefore, the State Governments have to come forward for the actual implementation of this decision. Also, the idea of bringing a National Higher Education Regulatory Campus as the top controlling organization can be opposed by the states.

Expensive Education - The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a

result, it can be challenging for lower class students to pursue higher education.

Sanskritisation of education - South Indian states charge that the government is trying to Sanskritise education with the tri- language formula. Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language. For example, people from different states live in a union territory like Delhi. In such a school there will be children who know different mother tongues. In which medium all these children wil be educated, Whether or not English medium schools are in agreement with the vernacular concept. In primary school, in which medium the children will be able to get an education if the state changes.

Feeding-related inadequate investigation - Fees still exist in some states Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.

Financing - Ensuring funding will depend on how strong the will power to spend the proposed 6 percent of GDP as public expenditure on education.

Lack of human resources - Currently skilled teachers in elementary education lacks. In such a situation, theThe initial 5 years are included in early childhood care education. It will be implemented through Anganwadi. First, Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health wil work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.

● Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this clas , the child has to reduce the burden of books. In this phase, children should get an education through moral stories so that the round development of the child is possible. Bagless education should be imparted at this stage.

● In the secondary stage, the child develops knowledge about his environment. The government not only distributes bicycles, mid-day meals to children, as wel as the facility of de-warding like Navodaya. Because of the economic problem in rural areas of India, they are unable to get an education by engaging in agricultural work and leave their education in between.

● Also, 50% evaluation textbook and 50% evaluation should be based on local arts promotion, culture and smal cottage industries only then the concept of employment education will come true.

● In the presence of parents in ad ition to the provision of custom education in the higher secondary stage abstain from sexual education also.

● Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that children are aware of the geographical environment.

● Implementing all the declarations requires the strong political will of basic infrastructure.

· To improve education, universities must be made autonomous.

● 20 top ranked universities should be given ful academic, administrative financial autonomy to diversify the updated curriculum to promote global innovation.

Less money is spent on research in India. Research spent 0.7 percent of GDP in 2017-18. The United States spent 2.8 percent in China and 2.1 percent in Israel. To promote research in the new policy, the National Research Foundation needs to be set up on fast track messages

Top Universities of India should produce more than50,000 PhDs every year so that innovation and specialtytalent canbe improved.

To increase the Gross Enrolment Ratio, the Central andState Governments should equally provide specialpackagestoinstitutions.

The new policy is emphasizing on the environment, sports, culture, research and development. There is a lackof basic infrastructure required to meet all these needs.For this, the government should arrange to give a largeamount to the universities in the form of a loan for 20-30years.

Conclusion: The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India,if it is implemented successfully, this new system will make India oneof theworld's leading countries. Equivalent Under the new education policy, 2020,children from 3 years to 18 years have been placed underthe Right to Education Act, 2009. The aim of this neweducation policy, which came after 34 years, is to providehigher education to all students, which aims to universalize pre-primary education (age range of 3-6years) by 2025.

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Education Policy of India 2020 Features and Drawbacks

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Introduction - The **National Education Policy of India 2020** (**NEP 2020**), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

School education

1. The "10 + 2" structure will be replaced with "5+3+3+4" model. This will be implemented as follows:

a) Foundational Stage: This is further subdivided into two parts: 3 years of preschool or *anganwadi*, followed by classes 1 and 2 in primary school. This will cover children of ages 3–8 years. The focus of studies will be in activity-based learning.

b) Preparatory Stage: Classes 3 to 5, which will cover the ages of 8–10 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

c) Middle Stage: Classes 6 to 8, covering children between ages 11 and 13. It will introduce students to the more abstract concepts in subjects of mathematics , sciences, social sciences, arts and humanities.

d) Secondary Stage: Classes 9 to 12, covering the ages of 14–18 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

2. Instead of exams being held every academic year, school students will only attend three exams, in classes 2, 5 and 8.

3. Board exams will be continued to be held for classes 10 and 12 but will be re- designed. Standards for this will be established by an assessment body, *PARAKH* (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive.

4. This policy aims at reducing the curriculum load of students and allowing them to be more"inter-disciplinary" and "multi-lingual". One example given was "If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they'll be allowed to do so". Report cards will be "holistic", offering information about the student's skills.

5. Coding will be introduced from class 6 and experiential learning will be adopted.

6. The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers.

Higher education

1. It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:

a) A certificate after completing 1 year of study

b) A diploma after completing 2 years of study

c) A Bachelor's degree after completion of a 3-year programme

d)   A 4-year multidisciplinary Bachelor's degree (the preferred option)

2.   MPhil (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models.

3.   A Higher Education Commission of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrolment ratio.The HECI will have 4 verticals:

a)   National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.

b)   National Accreditation Council (NAC), a "meta-accrediting body".[27]

c)   Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

d)   General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF).[27] The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

4.   Other PSSBs will include professional councils such as Veterinary Council of India, Council of Architecture, Indian Council of Agricultural Research and National Council for Vocational Education and Training.

5.   The National Testing Agency will now be given the additional responsibility of conducting entrance examinations for admissions to universities across the country, in addition to the JEE Main and NEET.

6.   The policy proposes that higher education institutes like the IITs make changes with regard to the diversity of learning.

7.   The policy proposes to internationalize education in India. Foreign universities can now setup campuses in India.

8.   The fees of both private and public universities will be fixed.

Languages: The National Education Policy 2020 has 'emphasised' on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. Sanskrit and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students.

International branch campuses: After a failed attempt to import international branch campuses in 2012, the NEP 2020 renewed the effort by explicitly allowing for foreign universities to establish campuses in India as well as giving permission for IITs to set up campuses overseas.The policy

sets a grand goal of utilizing international education to reestablish India as a *Vishwa Guru* (or world teacher), which was reiterated by India's Vice President, M. Venkaiah Naidu, who expressed a desire to establish India to attract global academic talent. Scholars have raised question about the idea of importing higher education institutions from other questions in order to advance a goal of positioning the country as a world teacher.

Teachers: The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030.The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022.

Features of New Education Policy 2020:

1.   The Government aims to make schooling available to everyone with the help of NEP 2020.

2.   Approximately two crore school students will be able to come back to educational institutes through this new approach.

3.   According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

4.   For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5.   According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6.   One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

7.   Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

8.   Parakh national education policy is to be set up by the Government.

9.   Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

10. According to the national education policy 2020, an

Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.

12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.

13. Phased out college affiliation and autonomy will be granted to colleges.

14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.

15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Drawbacks of the New Education Policy:

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

How the New Education Policy will be Implemented?
The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state-level ministries for discussing the implementation strategy.

Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

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National Education Policy 2020 Features and Drawbacks

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Introduction - One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school.Today, the criticality of research is more than ever before, for theeconomic, intellectual, societal, environmental, and technological healthand progress of a nation.The research and innovation investment in India is, at the current time,only 0.69% of GDP as compared to 2.8% in the United States ofAmerica, 4.3% in Israel and 4.2% in South Korea.To catalyze quality research in the nation, this policy envisions theestablishment of a National Research Foundation (NRF).The primary activities of the NRF will be to:(a) Fund competitive, peer-reviewed grant proposals of all types andacross all disciplines;(b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in anascent stage, through mentoring of such institutions;(c) act as a liaison between researchers and relevant branches ofgovernment as well as industry, so that research scholars are constantlymade aware of the most urgent national research issues, and so thatpolicymakers are constantly made aware of the latest researchbreakthroughs; so as to allow breakthroughs to be optimally brought intopolicy and/or implementation; and (d) Recognise outstanding research and progress

Multi Entry Multi Exit Challenges & Solutions: The undergraduate degree will be of either 3 or 4-year duration, withmultiple exit options within this period, with appropriate certifications,e.g., a certificate after completing 1 year in a discipline or field includingvocational and professional areas, or a diploma after 2 years of study, ora Bachelor's degree after a 3-year programme. The 4-year multi-disciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range ofholistic and multidisciplinary education in addition to a focus on thechosen major and minors as per the choices of the student.An Academic Bank of Credit (ABC) shall be established which woulddigitally store the academic credits earned from various recognized HEIsso that the degrees from an HEI can be awarded taking into accountcredits earned.The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) ofstudy as specified by the HEI.HEIs will have the flexibility to offer different designs of Master's programmes:

(a) There may be a 2-year programme with the second year devotedentirely to research for those who have completed the 3-year Bachelor's programme;

(b) For students completing a 4-year Bachelor 's programme withResearch, there could be a 1-year Master's programme; and

(c) There may be an integrated 5-year Bachelor's/Master's programme.Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

The M.Phil. Programme shall be discontinued.Model public universities for holistic and multidisciplinary education, atpar with IITs, IIMs, etc., called MERUs (Multidisciplinary Educationand Research Universities) will be set up and will aim to attain thehighest global standards in quality education. They will also help set thehighest standards for multidisciplinary education across India.Institutional Restructuring and Consolidation The main thrust of this policy regarding higher education is to end thefragmentation of higher education by transforming higher education institutions into large clusters/Knowledge Hubs, each of which will aim to have 3,000 or morestudents. The definition of university will thus allow a spectrum of institutions thatrange from those that place equal emphasis on teaching and research i.e.,Research-intensive Universities, those that place greater emphasis onteaching but still conduct significant research i.e. Teaching-intensive\Universities.

Meanwhile, an Autonomous degree-granting College (AC) will refer toa large multidisciplinary institution of higher learning that grantsundergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it would generallybe smaller than a typical university.By 2040, all higher education institutions (HEIs) shall aim to becomemultidisciplinary institutions and shall aim to have larger studentenrolments preferably in

the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities.

Since this process will take time, all HEIs will firstly plan to becomemultidisciplinary by 2030, and then gradually increase student strength to the desired levels.More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion.There shall, by 2030, be at least one large multidisciplinary HEI in ornear every district. Steps shall be taken towards developing high-qualityhigher education institutions both public and private that have medium ofinstruction in local/Indian languages or bilingually.

The aim will be to increase the Gross Enrolment Ratio in highereducation including vocational education from 26.3% (2018) to 50% by 2035. University, worldwide, means a multidisciplinary institution of higherlearning that offers undergraduate, graduate, and PhD programmes, andengages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' fulfilling the criteria as per norms.

Role of Education Policy 2020 in the Context of Teacher & Teacher Ducation: By 2030, only educationally sound, multidisciplinary, and integratedteacher education programmes shall be in force.As teacher education requires multidisciplinary inputs, and education inhigh-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges -will aim to establish, education departments which, besides carrying outcutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music,history, literature, physical education, science and mathematics.Moreover, all stand-alone TEIs will be required to convert tomultidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will,by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language,history, music, mathematics, computer science, chemistry, economics, art, physical education, etc.Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more.The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject.

A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. HEIs offering teacher education programmes will ensure the availabilityof a range of experts in education and related disciplines as well as specialized subjects.Each higher education institution will have a network of government andprivate schools to work closely with, where potential teachers will student-teach along with participating in other activities such ascommunity service, adult and vocational education, etc.In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

National Curriculum Framework for School Education (NCFSE) : The formulation of a new and comprehensive National CurricularFramework for School Education, NCFSE 2020-21, will be undertakenby the NCERT - based on the principles of this National Education Policy2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevantDepartments of the Central Government, and other expert bodies, and will be made available in all regional languages.The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum. States will prepare their own curricula (which may be based on theNCFSE prepared by NCERT to the extent possible) andpreparetextbooks (which may be based on the NCERT textbook materials to theextent possible), incorporating State flavour and material as needed.

Potential Impact Of Decoding Education 5g Communication Technology On Higher Education: 5G is the fifth generation wireless technology for digital cellularnetworks; support a large amount of data traffic and massive number ofwireless connections. In order to accomplish higher order thinking skills,the application of latest technology must be integrated into the curriculum.

Immersive Lessons with Augmented Reality (AR) and Virtual Reality(VR) Mixed-reality content and video require high bandwidth and low latency to perform optimally.Students may tour the human body or visit other planets in VR. With AR,they can explore concepts through touch, pinching and zooming through the Earth's layers as fast as they think it. This technology could improvethe concept of interactive classrooms by the use of high-performance ARand VR technologies. They allow the user to see and touch any kind of 3D design.

Reference:-

1.   Personal Research.

National Educational Policy 2020 Opportunities and Challenges

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Introduction - The National Policy on Education (NEP 2020) states that education is one of the most significant tools for changing the entire country and creating a more educated and empowered society. Technology and education are intertwined, and they both play major roles in the dissemination of knowledge at trying times like the COVID-19 issue. All children under the age of 14 must receive compulsory education at a satisfactory standard under the National Education Policy, which was first established in 1968 and revised in 1986. Even though the act assured that everyone had access to education, the ongoing issues with the system continued, which prevented India's education system from reaching a worldwide standard. The Government of India has made some new amendments to this policy, which is also makes an effort to bridge the technology and academic gap. The choice to make any subject up to Class 5 the medium of instruction in our mother tongue or regional language is one of the major attractions of NEP 2020. By establishing a National Assessment Centre and creating a system like Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes, the policy also emphasises the need for formative assessments and encourages peer review systems of assessment. It also provides guidance to school boards to help make learning more modern and appropriate for the needs of the future. The NEP 2020's most notable features include a single rule for institutions of higher learning and the establishment of India's Higher Education Commission, which will eventually take the role of current regulating organisations including the University Grants Commission and AICTE (All India Council of Technical Education). With the help of this policy, India is projected to meet the sustainable development objective of 2030 by ensuring inclusive and equitable access to high-quality education. This policy intends to close several gaps in the Indian educational system.

The Place Of Education In The Priority Of The Government; An Approach In The Context Of Education Policy 2020: After extensive consultation with all parties, including the state and local governments, the National Policy of Education, 2020 (NEP 2020) was developed and approved by the Union Cabinet. The most important thing is to carry out the Policy's spirit and meaning. According to the Policy, this is holistic and interrelated, ensuring that the desired objectives are met. Because of this, the subject of education is a concurrent one that requires careful planning, shared oversight, and cooperative implementation between the Center and States. In order to execute NEP 2020, the Ministry has written to all of its implementing agencies, regulatory organisations, State/UT Governments, other stakeholder Ministries/Departments, etc.

The National Education Policy 2020 makes a number of recommendations to improve education for all students, but especially for girls. These include bringing back out-of-school youth into the mainstream, enhancing access by establishing high-quality vocational education with school and higher education, scholarships, etc. levels of education that offer equal access and opportunity to all students, effective and sufficient infrastructure, safe transportation, and hostels. Targets have been set in the Policy to reach 100% Gross Enrolment Ratio from Preschool through Secondary Level by 2030 and 50% in Higher Education by 2035.The NEP 2020 clearly defines the roles of the Indian government and the state/UT governments, including general oversight of and policymaking for the public education system's ongoing improvement, educational operations and service delivery for the public schooling system, an effective quality self-regulation system for all stages of education, scholarships for disadvantaged and underprivileged students, online education and Open Distance Learning (ODL), and infrastructure development. v{The information was given by the Union Minister of Education, Shri Dharmendra Pradhan in a written reply in the Lok Sabha.)

● **NATIONAL EDUCATIONAL POLICY 2020 FEATURE AND DRAWBACKS:** The government wants to make education available to everyone, which is a key component of the New Education Policy (NEP 2020). About two crore school pupils would be able to return to their educational

institutions thanks to this policy. A 5+3+3+4 structure will take the place of the current 10+2 system, according to the National Education Policy 2020. The early years of learning for students are the main focus of this system. The 5+3+3+4 method represents the ages 3 to 8, 8 to 11, 11 to 14, and 14 to 18. 12 years of education, with an additional 3 if Anganwadi and preschool are taken into account.

(NCERT will plan and create a National Curricular and PedagogicalFramework for Early Childhood Care and Education for children under the age of eight. The Education Ministry will create a National Mission on Foundational)

Language is a drawback in the National Education Policy 2020 due to India's problematic teacher-to-student ratio, which makes it challenging to introduce mother tongues for each topic in academic institutions. Sometimes it can be challenging to find a qualified instructor, and the introduction of the NEP 2020, which includes using research materials in mother tongues, has made things more difficult. The national education strategy 2020 states that while a diploma degree can be earned in as little as two years, students who intend to complete their education must prepare for four years. The student will be able to discontinue the course at any time thanks to this. Private school students will only have limited exposure to English

● **MULTI ENTRY AND MULTI ELITE CHALLENGES AND SOLUTIONS:** Multidisciplinary and vocational education, which would equip students with the essential real-world skills to find employment after college, is one of the main changes that NEP 2020 seeks to implement.

For the NEP's inclusionary vision to be realised, the private sector's engagement is crucial, especially in dealing with the higher education system. It should be emphasised that the private sector manages up to 70% of higher education institutions (colleges and universities).

Finally, significant financial resources must be made available for decades in order for major programmes to be successfully implemented. In this regard, the NEP has declared that the government must increase public spending on education to 6 percent of GDP in order to achieve the aims of the new policy. If one takes into account the previous promises and their actual fulfilment, this is a difficult assignment.

The policy will guarantee that HEI students have access to co-curricular activities. Students would be urged to join clubs for sports, volunteer work, and cultural activities. On-campus amenities include yoga, a gym, stress-reduction counselling, and medical services. Under-represented groups (under-represented groups, i.e., SC, ST, Minorities, special needy) students will receive academic mentoring, socio-emotional assistance, and free shipping in spare cases from the universities. The administration is required to strictly enforce the anti-harassment and anti-discrimination laws. The key components of the campus climate will be gender neutrality, equity, and inclusiveness.
● **ROLE OF EDUCATION POLICY 2020 IN THE**

CONTEXT OF TEACHER AND TEACHER EDUCATION: The National Education Policy (NEP), which was just issued, will be put into effect at the start of 2021. Similar policy suggestions, like those of the Kothari Commission, have been made in previous decades, but many of them have not yet been put into practise. A critical analysis of two earlier policies reveals that there are implementation gaps and insufficient teacher preparation programmes. NEP 2020 shouldn't experience a same destiny, delaying the development of human potential and impeding national progress.

The entire Indian educational system should be restructured, according to NEP. It talks about educating children in fundamental reading, numeracy, and skill sets to prepare them for the difficulties of the twenty-first century. Any education policy's success depends on the support and work of those in it. The National Education Policy's ethos, primary goals, objectives, and motto must be thoroughly understood by educators who must also advance their own skills through rigorous Continuous Professional Development programmes, trainings, participation in seminars, workshops, and conferences at various levels. Teachers and educators must comprehend, accept, and promote the ideas of integrated and multidisciplinary approaches as well as the necessity of developing 21st century abilities. The teaching community must coordinate well, work well together, and be driven to change students' lives by developing their skills and character as the NEP is implemented on the ground. Therefore, the government and school administrators must support teachers by developing in-service and pre-service teacher education programmes that have the backing of decision-makers in both the K–12 and higher education sectors.

The National Education Policy places a strong emphasis on the contributions, sacrifices, and efforts made by teachers to protect the honour, respect, and dignity of their profession. In order to attract young, intelligent, and creative minds to this profession, policymakers should be flexible in their approach while providing them with all the benefits and facilities. However, they should be strict when monitoring them to ensure that the desired results are achieved and that they are held accountable and responsible.
● **POTENTIAL IMPACT OF DECODING EDUACTION 5G COMMUNICATION TECHNOLOGY ON HIGHER EDUATION :** The National Education Policy places a strong emphasis on the contributions, sacrifices, and efforts made by teachers to protect the honour, respect, and dignity of their profession. In order to attract young, intelligent, and creative minds to this profession, policymakers should be flexible in their approach while providing them with all the benefits and facilities. However, they should be strict when monitoring them to ensure that the desired results are achieved and that they are held accountable and responsible.

India has become a "information intense society" over the past 10 years, and there is an increasing need to embrace the use of technology in the field of education. Students and teachers have been forced to rethink traditional learning and teaching strategies under the current "pandemic circumstances," where virtual learning is replacing in-person learning experiences. The Policy's introduction at this crucial time is noteworthy because it outlines the vision for education for future generations and will be a key tool in creating a "self-reliant" India.

We have mentioned below some of the key aspects of the Policy dealing with technology- *Primary Education*, *Professional and Higher Education*, *Administration of Education*, *Adapting to AI*, *Digital India*.

I n the context of education, it is crucial that every student, whether they live in a city or a rural location, has access to digital technology that is solely for their use, such as smartphones, PCs, or tablets. Most students from low-income households currently have limited or no access to expensive digital equipment, the internet, or even energy.

Conclusion: Overall, the effectiveness of the Policy will depend on its manner and means of implementation, together with the capability of successfully integrating its goals into ongoing initiatives and involving the appropriate stakeholders in its efficient implementation. The Policy is aware that content will become more digital and dematerialized in education in the future. This attention is an amazing accomplishment for India's historically traditional educational system. Although the Policy is a groundbreaking and forward-thinking document that recognises the invaluable contribution that technology makes to enhancing learning and teaching, it is crucial to create a cogent strategy for fostering technological proficiency to support successful engagement with technology (and its future advancements), while putting in place effective safeguards.

Reference:-

1.   Personal Research.

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National Education Policy 2020 Opportunities and Challenges

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Introduction - The Ministry of Human Resource Development formed a Committee chaired by Dr K. Kasturirangan for preparing the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019. The National Policy on Education covers elementary and university education in urban as well as rural India.

1. The very first policy for education was promulgated in 1968 with the second one following in 1986.
2. The first NPE was based on the recommendations of the Education Commission (1964-66). This policy sought to have a 'radical restructuring' of India's educational system and equalizing opportunities for education for all, to accomplish national integration and better economic and cultural development.
3. The NPE also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution.
4. It also aimed at providing enhanced training and improving teachers' qualifications. The Union Cabinet approved the National Education Policy (NEP) in July 2020. This policy will usher in sweeping changes to the education policy of the country, including a renaming of the Ministry of Human Resource Development as the Education Ministry. The Union Cabinet has approved the new National Education Policy 2020 with an aim to introduce several changes in the Indian education system – from the school to the college level.
5. Its aims at making "India a global knowledge superpower".
6. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education.
7. The New Education Policy cleared by the Cabinet is only the third major revamp of the framework of education in India since independence.
8. The two earlier education policies were brought in 1968 and 1986. Features of National Education Policy 2020 The National Education Policy as submitted by the Kasturirangan Committee submitted an education policy that seeks to address the following challenges facing the existing education system:

a. Quality
b. Affordability
c. Equity
d. Access
e. Accountability

1. The policy provides for reforms at all levels of education from school to higher education.
2. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.
3. Other intentions of the NEP include:
4. Increasing public investment in education,
5. Setting up NEC (National Education Commission),
6. Increasing focus on vocational and adult education, Strengthening the use of technology, etc. The place of education in the priority of the government: An approach in the context of Education Policy 2020. NEP-2020, which will replace the National Policy on Education-1986, is an inclusive framework focusing on the elementary-level of education to higher education in the country. As the objective of any education system is to benefit children so that no child loses any opportunity to learn and excel because of circumstances of birth or background, NEP-20202 has a target of 100% Gross Enrolment Ratio (GEER), in school education by 2030. The Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. The findings stated that students across 12 states scored significantly below the national average in mathematics ability. NAS identifies learning as big challenge facing Indian education. The next few years are critical as India could lose 10 crore or more students because of learning losses and lead to illiteracy unless proper action is not taken soon. National Education Policy 2020 Features and Drawbacks The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The new system

will have 12 years of schooling with three years of Anganwadi or pre-schooling. To implement the changes at each level a thorough restructuring of the curriculum, pedagogy and the content needs to be done as per the NCF (National Curriculum Framework) and content rubrics needs to be revisited to modify the textbooks. Blending of technology with the teaching and learning process National Educational Alliance for Technology (NEAT) a regulatory body will be created to use technology for better learning outcomes. NEAT aims to use artificial Intelligence to make learning more personalized and customized as per the learner's requirement. It even proposes to create national alliance with EdTech companies for a better learning experience. There can be four major contributors to policy failure 1.Overly optimistic expectations: Due to over optimism there is and under estimation of cost and time for a policy to be implemented.

2. Implementation in dispersed governance: When the policy is tailor made to fit all irrespective of their constraints.

3. Inadequate collaborative policymaking : Lack of collaboration with all the stakeholders

4. Vagaries of the political cycle: The policy makers concentrate on the short-term results as they don't want to be tagged for the failure, and take credit of the legislation that is passed rather than its implementation. Major benefits associated with the system can be outlined as under: Benefits of Multiple Entry and Exit System (MEES)

● This is a kind of stress-buster move. It is likely to reduce the pressure of pursuing a course with an opportunity of zero year loss in the academic journey. The move is likely to become a big boon for the students as they do not need to fear about losing a year or two if they have been studying one course for two years already when they plan to move into a different one.

● A large number of undergraduates quit the course after one or two year with zero benefit after paying huge fee and spending their valuable time. Awarding certificate or diploma after completing 1 or 2 years will have some worth in the long run.

● Students will have the greater flexibility and liberty to join a course or leave a course as they like, and they shall be also provided the opportunities to change the courses if they want to learn about a different sector as per their future career needs.

● The credits that the students obtain in their first and second year will be stored using the Academic Bank of Credits (ABC) system. So, at any point of time, if students want to take a break and continue their course within a fixed period, they can utilise these credits for further education. In the light of above stated facts, multiple entry and exit system seems to be a very positive change. However, a more in-depth analysis of the concept raises few practical hitches as well. Hence, following concerns need to be addressed for the effective implementation of Multiple Entry and Exit System (MEES): Concerns to be

addressed.

● Students can exit after one year with a certificate, after two years with a diploma and a Bachelor's degree after three years and Bachelor's with research after 4 years. Curriculum construction is a big challenge in implementing this system. What type of proficiency will be attained by a student after one or two year of a degree course? Thus, curriculum needs to be reworked in order to incorporate the specialised competencies, knowledge and skills required in a particular subject area.

● In the absence of proper guidance, confusions and doubts can arise in the minds of the students leading to a state of chaos. Student support services need to be encouraged and developed at different levels for students who are more likely to drop out due to personal, social, emotional, cultural, economic or any other reason.

● What type of opportunities will be available for the certificate and diploma holders in different sectors at the same time when degree holders are finding it hard to get jobs? Students may face difficulty to find employment on the basis of an early certificate or diploma unless it is technically specialised.

● The execution of this system in its true spirit needs to develop an impeccable mechanism of fees at the time of admission under multiple entry option. It is to be ensured that the system may not become a golden opportunity for private or other institutions to charge exorbitant fees from students who seek entry back to resume their studies. In short, Multiple Entry and Exit System (MEES) can be considered a major reform aimed at making the higher education system more student-friendly and equitable. The strategic execution of this path breaking move will provide seamless mobility to learners ensuring their zero-year loss with the opportunity of learning from anywhere, anytime. Role of Education Policy 2020 in the context of teacher and teacher education The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. This can happen only if the policymakers consider creating an independent agency like Teacher Recruitment Board/ Indian Teaching Services on the lines of Indian Administrative Services or State Civil Services and speeding the recruitment of the teachers which is pending for about a decade. The policy makers should be light in their approach, while giving them all the perks and facilities so as to attract the young, intelligent and creative minds in this profession but should be tight while monitoring them for getting the desired results, making them accountable and responsible. Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building. Apart from teachers, the onus for the

successful implementation of NEP falls on those involved in drafting the National Curriculum framework – curriculum, syllabus and the assessment and evaluation strategies. If educators fall short in their task, the NEP policy will fall by the wayside and millions of young people will struggle for suitable employment upon graduation. Potential impact of decoding education 5G communication technology on higher education While the Policy is a novel and progressive document, acknowledging the invaluable role of technology in facilitating learning and teaching, it is essential to develop a coherent plan of action for fostering technological proficiencies to aid successful engagement with technology (and its future advancements), while providing effective safeguards for data protection and data privacy. In this regard, ed-tech companies are uniquely positioned to assist with the execution of various goals envisioned under the Policy. It is estimated that by 2022, K-12 ed-tech market in India will be worth USD 1.7 billion, and post K-12 ed-tech market will be worth USD 1.8 billion. The ed-tech companies can collaborate with educational institutions as well as develop customised online platforms/courses to increase reach among Indian students. The Policy also presents a significant opportunity for cooperation between the various industry stakeholders and regulatory authorities/educational institutions.

In this regard, the Internet and Mobile Association of India has recommended a partnership between the ed-tech industry and the NETF, which will help streamline research and enable the NETF to adopt industry-led best practices. Overall, the success of the Policy will be contingent on the means and mode of its implementation, as well as the ability to effectively integrate the objectives of the Policy, within existing initiatives and engaging the relevant stakeholders in the effective delivery of the Policy. The Policy is mindful that education in the future will involve greater dematerialisation and digitalisation of content. For a hitherto conservative educational system of India, this mindfulness is itself a remarkable feat. The NEP suggested setting up an autonomous body that would facilitate decision making on the deployment, induction and use of technology. NEP said that this would be achieved by implementing the following measures:

1. Establishment of National Education Technology Forum.
2. The recommended autonomous body would be administered under this mission.
3. It will also include virtual laboratories in various disciplines providing remote access.

Reference:-

1. Personal Research.

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National Education Policy 2020 Opportunities and Challenges

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Introduction - The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced manyreforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education(KPMG, 2020). The new ministry is dedicated towards strengthening the education system. The policy envisions offering a new structure to the education system in thecountry. The new education system entails education from pre – school / anganwadi to higher education. The NEP proposes revision and revamping of education structure,including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The present 10+2 structure is reformed into5+3+3+4 design corresponding to age groups 3 - 8 years (foundational stage), 8 - 11 years (preparatory), 11 - 14 years (middle) and 14 - 18 years (secondary). This policy bringspre - school education under the purview of formal schooling. The policy aims to achieve 100% Gross Enrolment Ratio in school education by 2030 by bridging social gaps in access, participation and learning outcomes inschool education (Singh, 2020).

Education is a continuous process which deals with overgrowing man in ever growing society. The education systemneeds to make students as learners, innovators, scholars,researchers and trainers. Despite a strong and constanteconomic growth during past couple of decades, India stillfaces socio - economic challenges and improving educationis the only way forward to address the challenges and boostcountry's economic growth. However, decoding theeducation system in India to address the prevailingchallenges is a herculean task as India is a nation of India isa nation of 28 States and 08 Union Territories. Since, thestates have their own elected governments and schooleducation being a state subject as per the constitution; thestates have complete authority on deciding policies andimplementing them (Anderson and Lightfoot, 2019). Whileeducational policies are designed at central level by theGovernment of India, the state governments have freedom inimplementing these policies. National Council forEducational Research and Training (NCERT) is the nationalorganization that develops policies and programmes, designscurriculum framework and guidelines that are followed bythe SCERTs of respective states. The National Policy onEducation, 1986 and the Programme of Action, 1992envisaged free and compulsory education of satisfactoryquality to all children below 14 years. The educationalAnderson, J and Lightfoot, A., The school education system inIndia: An Overview, British Council of India, New Delhi, July2019, pp. 1-52.policies were not constitutionally safeguarded until Right toEducation Act (RTD) was enacted on 04th August 2009 andenshrined within the Article 21 (a) of the Indian Constitutionmaking it a fundamental right of every citizen (Gautam et al,2016). While the act has ensured education to all, theprevailing challenges of the education system remainedthereby hindering the growth of Indian education system tothe global level. With an aim to create an educationalenvironment that matches global standards, the Governmentof India constituted a Committee for Draft NationalEducational Policy in 2019 chaired by Dr. K. Kasturirangan,Former Chairman of Indian Space Research Organization(KPMG, 2020). The Union Cabinet approved the policypaper designed by the Committee and National EducationalPolicy 2020 came into effect on 29th July 2020. The newpolicy aims for public investment and aims to reach 6% ofthe GDP in educational sector from the existing 4.5%. In thispaper, the analysis of policy is carried out in order to assessthe impact on the existing educational system in the states,in terms of social and political challenges, and how would itimpact the students in current and future scenario.

National Education Policy 2020 Features and Drawbacks
Features:
1. With the assistance of NEP 2020, the government hopes to make education accessible to everyone.
2. Via this latest solution, approximately two crore school students will be able to return to their educational institutions.

3. According to the 2020 national education strategy, the current 10+2 system will be replaced by a 5+3+3+4 structure. This structure is focused on the formative years of learning for students. The ages 3 to 8, 8 to 11, 11 to 14, and 14 to 18 are represented by the 5+3+3+4 system. 12 years of schooling, with an additional 3 years if Anganwadi and pre-school are included.

4. NCERT will plan and create a National Curricular and Pedagogical Framework for Early Childhood Care and Education for children under the age of eight.

5. The Education Ministry will create a National Mission on Foundational Literacy and Numeracy, according to the national education policy 2020. The states of India are responsible for successfully implementing the base numeracy and literacy for all children before they reach class three. This project is expected to be completed by 2025.

6. The establishment of a National Book Promotion Policy in India is one of the benefits of NEP 2020.

7. The school exams for grades 3, 5, and 8 will be conducted by appropriate authorities. The board exams for grades 10 and 12 will remain, but the NEP 2020 plans to redesign the system in order to promote holistic growth.

8. Per state/district in India will have a special daytime boarding school called "Bal Bhavans." This boarding school can be used for events including play, career, and painting.

9. NCERT, SCERTs, and the National Council for Teacher Education will establish a shared National Professional Standards for Teachers by 2022, in collaboration with teachers and specialist organizations (NPST).

10. An Academic Bank of Credit will be created, according to the national education policy 2020. The credits that students have received will be saved and counted until the final degree is finished.

Drawbacks:

1. Language is a negative consideration in the National Education Policy 2020 because India has a troublesome teacher-to-student ratio, making it difficult to introduce mother tongues for each subject in academic institutes. Finding a qualified instructor can be difficult at times, and the launch of the NEP 2020, which includes taking research materials in mother tongues, has added to the difficulty.

2. According to the national education policy 2020, students who wish to complete their education must prepare for four years, while a diploma degree can be completed in as little as two years. This will allow the student to drop out of the course in the middle.

3. Students in private schools will be exposed to English at a far younger age than students in government schools, according to the national education strategy 2020. The academic curriculum will be taught to Government school students in their respective ethnic languages. This is one of the big recent school reform flaws that it would raise the percentage of students who are awkward talking in English, deepening the social divide.

Multi Entry Multi Elite Challenges & Solutions- The National Education Policy (NEP) 2020 is an ambitious and futuristic policy that strives to remove rigid boundaries and create new possibilities for students to choose and learn the subjects or courses of their choice.The policy proposes a large number of changes that can transform higher education in India. One such change that has caught everyone's attention is changing the 3-year undergraduate course structure into a 4-year pattern with multiple entry and exit points to make higher education more suited to get jobs later. At present, students who leave the course in between are labelled as drop-outs and they get no qualification certificate or diploma for the credits earned during the period in the college.NEP 2020 seeks to pave the way for flexible and lifelong learning and encourages students to choose their academic path leading to the award of certificate, diploma, and degree. Hence, Multiple Entry and Exit System (MEES) is the corner stone of the new National Education Policy in higher education. The system allows students to drop their course and resume it at a later stage as and when they desire or deem it worth pursuing. This arrangement will prove to be a boon for those students who cannot continue their studies due to financial, social or any other reason and desire to resume their studies when the conditions become favourable in due course of time.How the system will function? As per the draft of the NEP 2020 the undergraduate degree will be of either 3 or 4-year duration with multiple entry and exit options within this period, with appropriate certifications - a certificate after completing 1 year in a discipline or field including vocational and professional areas, a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in the major area(s) of study as specified by the higher education institution.NEP 2020 states that innovative and flexible curricular structure under multiple entry and exit points will abolish the currently prevalent rigid, uniform and mechanical structure to create new possibilities for students to choose and learn the subjects of their choice as per their preference, convenience, or necessity.

Role of Education Policy 2020 in the context of teacher and teacher education

Pre-Service Teacher Education – The NEP 2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service teacher education and training. The NCFTE will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.

Teacher Recruitment & Employment – For recruitment

in a private or government school, the teacher must qualify through Teacher Eligibility Tests (TETs) conducted by the National Testing Agency. NEP 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance. The policy also recommends reaching out to local eminent persons or experts as 'master instructors' in traditional arts.

Teaching Career & Professionalism – The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers.NCERT will undertake an in-depth study of international pedagogical approaches and integrate their findings into the CPD programs for NEP teacher training. Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.

Enculturation of Teacher Empowerment – The policy defines the essential role of teachers in NEP 2020. Teachers are to be given the right to participate in setting school goals and policies in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to teach will provide them with space and ownership over their work. The critical aspect of teacher autonomy is deemed to empower teachers and motivate them to perform better.The policy also aims to recognize, document, and share innovative pedagogies and teaching methods devised by Indian teachers. And finally, under the enculturation of teacher empowerment, NEP will also work to build vibrant teacher communities for better networking and reducing isolation among teachers.

Potential impact of decoding education 5G communication technology on higher education:

1.   Improved interaction between teachers and learners and collaboration among peers : When you log into Zoom, there is a high propensity toward lagging and breaks in connectivity, which negatively impacts educational delivery. With 5G, video conferencing platforms will improve in quality and reliability around the globe. Therefore, instead of waiting for programs to load, time will be better spent connecting teachers with learners, even in remote settings. Teachers will save time by not having to work around delays in connectivity or breaks in audio and video connections and instead focus on the learner. Students will be able to download videos and learning materials faster and even

have holograms of guest speakers in their classroom without dips or delays. Also, since 5G allows more data to be transferred, communication among peers for group projects will happen faster and with less lag - almost as if people across geographies are sitting in the same room.

2.   Accelerated quality and adoption of immersive learning : Some skills, such as lab work and hands-on experiences, require extra tactile stimulation to engender the same level of learning online as in real life and real-time. Those interested in learning new skills and visualizing abstract concepts in an interactive way can benefit from the integration of AR and VR into immersive classrooms. 5G will provide a greater network capacity and seamless experience that allows learners to explore complex concepts through zooming, pinching, and even touching. Further, haptic responses (that reproduce the feeling, touch, or motion of interacting directly with a physical object) could introduce tactile forms of learning to a classroom through traditional video conferencing platforms, making interactions richer.

3.   Personalized learning experiences : Education generally follows a one-size-fits-all approach that many say could hinder growth. 5G has the capability to change that! It will improve personalization by creating intelligent systems to understand the unique needs of each student and create targeted learning journeys. For example, virtual teaching assistants could allow cohorts to access different sets of lessons and assessments depending upon the profile and preferences of learners. This has implications for skilling and upskilling as well as technical and vocational education and training (TVET).

4.   Boosted on-the-go learning : As 5G expands to reach more aspects of daily life, it will make learning on-the-go easier, providing greater responsiveness and speed across all devices, especially mobile. Imagine the increased flexibility given to busy students and professionals who want to (and need to) learn outside the classroom.

5.   Leveled playing field : 5G will accelerate the promise of democratizing access to quality education in inclusive and affordable ways, thus leveling the playing field, especially for under-resourced communities. For example, the 5G-enabled Verizon Innovative Learning classroom brings learning to life through immersive worlds. It has the power to change the way all of us learn.

Reference:-

1.   Personal Research.

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National Education Policy 2020

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Introduction - The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education 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.National Educational Policy (NEP): Union cabinet paved the way for transformative reform in school and higher education system by launching the New National Education Policy (NEP) on 29th July 2020. They also renamed MHRD as Ministry of Education. After the old national education policy which was launched way back in 1986, this is the first education policy of 21st century that has replaced 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure. It has been crafted consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. Thus, providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP 2020. The new policy replaces the previous National Policy on Education, 1986 and forms a comprehensive framework to transform both elementary and higher education in India by 2040. The NEP 2020 calls for key reforms in both school and higher education that prepare the next generation to thrive and compete in the new digital age. Thus, there is much emphasis upon multidisciplinarity, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure in the document.Higher Education in NEP 2020 The NEP 2020 was conceived to raise the Gross Enrolment Ratio (GER) from the current 26 percent to 50 percent by 2030 in the higher education space. It aims at building the overall personality of students by strengthening infrastructure for open and distance learning, online education and increasing the use of technology in education. Moreover, the National Research Foundation (NRF) will be set up to boost research work in the country. A National Accreditation Council (NAC) envisaged as a single regulator for higher education institutions across the country will be established. The Higher Education Council of India (HECI) will have multiple verticals to fulfill various roles. Efforts will be undertaken to set up a National Recruitment Agency for all government recruitment exams, and a Common Eligibility Test (CET) for various recruitment examsof the same level. Moreover, the courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, qualityresidentialfacilities and on-campus support, etc. will be fostered to attain this goal of global quality standards.

Major reform in new national education policy 2022

1. Students now take a school examination which was conducted by the appropriate authority in grades 3, 5, and 8.
2. Board examination for 10th and 12 will be continued but will be redesigned with the aim of holistic development.
3. PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) a new national assessment platform will be set up.
4. Mathematical thinking and scientific temper coding will start from class 6
5. Vocational education will start in school from 6th grade which also includes internships.
6. The 10+2 structure will be replaced by 5+3+3+4...
7. The new system will have 12 years of schooling and 3 years of pre-school/Anganwadi
8. Till grade 5th this policy will emphasize local language/ regional language/mother-tongue as the medium of instruction.
9. At school and higher education, Sanskrit will also be included at all levels as an option for students which includes three language formulas.
10. As an option, literature of India and other classical languages will also be available.

11. No student would be forced for any Language.
12. There will be multiple entries and exit points with appropriate certification for higher education.
13. UG programmed can be of 3 or 4 years with multiple exit options with appropriate certification in this period like certificate will be awarded after 1 year, advanced diploma after 2 years, degree after 3 years, and bachelor with research after 4 years.
14. Academic bank of credit (ABC) will be created in which digitally academic credit earned by students will be stored through different HEIs and it will be transferred and counted for final degree.
15. The curriculum in all subjects has been reduced to its core essentials.
16. Through this, they focus on critical thinking, discovery, inquiry, discussion, and teaching based on analysis and holistic learning methods for education.
17. Regulator for higher education will be light but tight.
18. Focus on E-learning so that they can reduce their dependency on textbook
19. Under the new policy education will get 6% of GDP earlier it was 1.7% which will definitely boost the education system.
20. By the end of 2040, they aimed that all HEIs will become multidisciplinary institutions and each of them will have 3000 or more students.
21. In next 15 years, college affiliation will be phased out.
22. At least one large multidisciplinary HEI should be built-in or near every district by 2030.
23. Aim to achieve 100% youth and adult literacy.
24. NTA will offer a common entrance exam for admission in HEIs.

Advantages of National Education Policy 2020

• **More Spending on Education Sector:** At present, the education sector in India gets only a 3% share from GDP, but with the implementation of NEP 2020, spending will increase to almost 6% which is going to breathe a new life into the education sector.

• **Changes in the School Structure:** The current structure of 10+2 school education will be replaced with the 5+3+3+4 pattern, to reduce students' burden of board exams. There will also be a focus on vocational learning right from class 6 to 8, so that the students can learn practical skills such as gardening, carpentry, plumbing, artists, potters, etc., to introspect and understand their interests while developing a better understanding, respect for these skills.

• **Broader Options to Learn:** The children in classes from 9 to 12 will now have multidisciplinary course options available to them, which means that the different streams will be more porous with various subject combinations. Any student will be able to take up subjects of their interest, even if they are outside of their core discipline without strict adherence to the streams of Arts, Science and Commerce; a science student will be able to study history and an art student shall be free to pursue biology.

• **Focus on Critical Thinking:** The board exams system that primarily tested the memorization and rote learning ability of students will be replaced to develop critical thinking, rationalization, and creativity of students with the practical application of their knowledge.

• **Making Education a Basic Right:** At present, the Government ensures that children from the age of 6 to 14 years may get compulsory education for which numerous programs were successfully carried out, including the one such as "Sarva Shiksha Abhiyan". But it left out several children from the education system. Therefore, the updated NEP promises to universalize education to include the children from 3 years of age till 18 to provide them with free education at government run establishments.

• **Option to Learn Coding in School:** The introduction of computers and coding classes as early as class 6 will be in the curriculum will be a positive step towards upgrading the learning process.

• **Entrance Tests for Colleges:** Instead of countless independent entrance tests for getting admission in colleges, standard entrance tests will be put in place and administered by National Testing Agency (NTA) for uniformity and better clarity, which in the long run, will support students in getting into the disciplines and educational institutes of their choice as expensive, sometimes exploitative entrance tests can be ended.

• **Upgraded Undergraduate Program:** The 3-year undergraduate program will be replaced with a 4-year program that will give the option to have a one-year degree after completing the 1st year, a diploma after completing the 2nd year, and a degree for the completion of 3 years. The fourth-year will be researched-based. The students will also have the option to change their discipline, their accrued credits will be transferable and available till their education pursuit is active.

• **Regulating the Fees:** The implementation of NEP will put a ceiling on the extent fee is charged, sothat the private institutions may not charge exuberantly for higher education.

• **More Scope for Global Education:** The new NEP will welcome the global educational institutions and foreign universities to set up their campuses in India. The Indians will have a better reach to quality education in their nation, making the dream affordable to more students as it may even reduce the brain drain.

• **More Inclusive Policy:** The new NEP delves into the provision of funds and the creation of special education zones, gender inclusion funds for the underprivileged students to give them access to learning and growth. Even the creation of the bal bhavans in every state will be a welcome step that will support the students residing in remote regions.

• **Propagation of Culture and Ethos:** The Indian culture and ethos will be part of the learning curriculum so that the students will be able to learn about India's ancient history

and its glorious past, a step towards reviving our traditions and promote unity and brotherhood right at the early stage.

• **Improvement in Teaching Quality:** By 2030, B.Ed. will be made a mandatory 4-year course to improve the quality of education for teachers and steps will be taken to make them capable of tackling various issues of the education system, including providing support and mentorship to the students, as well as being trained to teach the students with disabilities.

Possible Disadvantages of the NEP 2020: The National Education Policy 2020 has been praised for its numerous proposals, though many of its segments have caused some concern and it has received staunch criticism as well, which have been termed as major loopholes in the policy.

• **Enforcement of Languages:** The NEP emphasizes the introduction of mother tongue in the primary classes which will be used to teach the principal subjects, while English will be taught at a much later stage. Unlike other nations such as Germany, Russia, Japan, China, France, etc.,which have one common mother tongue, India is a diverse nation with 22 major languages andthousands of dialects. So, converting the basic subjects to these various regional languages (and mother tongues) will be a monumental task that will require a considerable amount of time, effort,and skilled professionals. One more factor that has caused some people to be vocal against theNEP is that the enforcement of mother tongue and regional languages is seen as the centralgovernment's move to enforce Hindi on the non-Hindi speaking states

• **Delay in Teaching of English:** The NEP suggests that the government schools will start teaching English after class 5, which is going to be a setback for the students who can only afford to go to government-run institutes. While the private schools will keep on with the practice of introducing English right from the beginning, which is going to be highly beneficial for their students. It will widen the chasm between the different socio-economic groups and reduce several opportunities that could have been beneficial for the government school students if they were to teach English, the global language, at the early stages of their learning.

• **Focus on Digital Learning:** Though it sounds practical and the need of the hour, but the focus on digitization of education and the promotion of e-learning under the NEP 2020 seems to overlook the fact that just about 30% of Indians can afford smartphones and fewer still have access to computers. Then the schools run by the government do not have a strong IT infrastructure, so the students in remote regions or underprivileged socio-economic backgrounds won't be able to acclimatize to the IT based learning till such a facility is made available at the earliest.

• **The Updated Terms of Undergraduate Program:** Since under the updated policy a student can exit from the graduate program and still get a certification or diploma, this can cause the students to quit without completing their education, leading to their non-seriousness and a high drop-out rate.

Conclusion: The National Education Policy (NEP) 2020 focuses on key reforms in higher education that prepare thenext generation to thrive and compete in the new digital age. NEP 2020 is built on the foundational pillarsof Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 agenda forsustainable development and aim to transform India into a vibrant knowledge society and globalknowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of eachstudent. The possible disadvantages of new education policy are less than its advantages so steps shouldbe taken to solve them.

Reference:-

1. Personal Research.

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National Education Policy 2020

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Introduction - Many improvements have been made to India's Educational System in 2020, ranging from elementary school to college. The Union Cabinet has adopted a new National Education Policy that incorporates all of the reforms.

Many people applaud this recently approved proposal because it speaks of big transformational changes in the Indian educational sector. Along with praise, there is critique, which reflects on the flaws of this current educational policy.

Advantages of New Education Policy 2020:
1. With the assistance of New Education Policy 2020, the government hopes to make education accessible to everyone.
2. Via this latest solution, approximately two crore school students will be able to return to their educational institutions.
3. According to the 2020 national education strategy, the current 10+2 system will be replaced by a 5+3+3+4 structure. This structure is focused on the formative years of learning for students. The ages 3 to 8, 8 to 11, 11 to 14, and 14 to 18 are represented by the 5+3+3+4 system. 12 years of schooling, with an additional 3 years if Anganwadi and pre-school are included.
4. NCERT will plan and create a National Curricular and Pedagogical Framework for Early Childhood Care and Education for children under the age of eight.
5. The Education Ministry will create a National Mission on Foundational Literacy and Numeracy, according to the national education policy 2020. The states of India are responsible for successfully implementing the base numeracy and literacy for all children before they reach class three. This project is expected to be completed by 2025.
6. The establishment of a National Book Promotion Policy in India is one of the benefits of New Education Policy 2020.
7. The school exams for grades 3, 5, and 8 will be conducted by appropriate authorities. The board exams for grades 10 and 12 will remain, but the NEP 2020 plans to redesign the system in order to promote holistic growth.
8. Per state/district in India will have a special daytime boarding school called "Bal Bhavans." This boarding school can be used for events including play, career, and painting.
9. NCERT, SCERTs, and the National Council for Teacher Education will establish a shared National Professional Standards for Teachers by 2022, in collaboration with teachers and specialist organizations (NPST).
10. An Academic Bank of Credit will be created, according to the national education policy 2020. The credits that students have received will be saved and counted until the final degree is finished.

Drawbacks of the New Education Policy:
1. Language is a negative consideration in the National Education Policy 2020 because India has a troublesome teacher-to-student ratio, making it difficult to introduce mother tongues for each subject in academic institutes. Finding a qualified instructor can be difficult at times, and the launch of the NEP 2020, which includes taking research materials in mother tongues, has added to the difficulty.
2. According to the national education policy 2020, students who wish to complete their education must prepare for four years, while a diploma degree can be completed in as little as two years. This will allow the student to drop out of the course in the middle.
3. Students in private schools will be exposed to English at a far younger age than students in government schools, according to the national education strategy 2020. The academic curriculum will be taught to Government school students in their respective ethnic languages. This is one of the big recent school reform flaws that it would raise the percentage of students who are awkward talking in English, deepening the social divide.

New Education Policy (how will be Implemented?):
1. After 30 years, India's latest education strategy in 2020

is expected to transform the country's current learning infrastructure in order to get it up to international academic standards.

2. The New Education Policy is expected to be operational by 2040, according to the Indian government. The main points of the initiative are to be applied one by one before the target year.

3. The proposed reform by New Education Policy 2020 would be implemented by a partnership between the federal and state governments.

4. The GOI would form subject-specific committees with both central and state-level ministries to review the implementation plan. Conclusion Many improvements have been made as a result of the launch of NEP 2020, one of which is the discontinuation of the M. Phil course. Even if the current school program has a lot of flaws, it still has a lot of benefits. Many people expect that by making these reforms, the Indian Education system would improve.

Reference:-

1. Personal Research.

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The Place of Education in the Priority of the Government: An Approach in the Context of Education Policy 2020

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Introduction - Education is one of the most powerful tools for transforming the whole nation into a digitally empowered society and knowledge economy. Both education and technology are interconnected and technology plays a crucial role in imparting education.

In order to keep pace with the current trend of globalization, there is a need of constantly improvising our skills. Proper implementation of the National Education Policy-2020 in its true sense has the potential to bring remarkable changes by transforming the Indian education system.

The main aim of National Education Policy – 2020 is to fill the gap of present education system which is totally mechanized which develops the cramming power of the students but curbs the individual thinking capability of the students. It also interrupts the free thinking of the students. Switching the method of education from rote learning to project/ activity based or experiential learning will enrich the learning experience of the learners through hands-on training experience.

It will help to promote scientific temperament among the young learners. The policy framework will further enable the policy makers to bring education reforms by re-designing the structure of education system, improving teaching methods, adopting technology as an alternative means of continuing and augmenting school/ college/ university education.

Education in India is primarily managed by state-run public education system, which fall under the command of the government at three levels: central, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The approximate ratio of public schools to private schools in India is 7:5.

Up until 1976, education policies and implementation were determined legally by each of India's constitutional states. The 42nd amendment to the constitution in 1976 made education a 'concurrent subject'. From this point on the central and state governments shared formal responsibility for funding and administration of education. In a country as large as India, now with 28 states and eight union territories, this means that the potential for variations between states in the policies, plans, programs and initiatives for elementary education is vast. Periodically, national policy frameworks are created to guide states in their creation of state-level programs and policies. State governments and local government bodies manage the majority of primary and upper primary schools and the number of government-managed elementary schools is growing. Simultaneously the number and proportion managed by private bodies is growing. In 2005-6 83.13% of schools offering elementary education (Grades 1– 8) were managed by government and 16.86% of schools were under private management (excluding children in unrecognised schools, schools established under the Education Guarantee Scheme and in alternative learning centres). Of those schools managed privately, one third are 'aided' and two thirds are 'unaided'. Enrolment in Grades 1–8 is shared between government and privately managed schools in the ratio 73:27. However in rural areas this ratio is higher (80:20) and in urban areas much lower (36:66).

In the 2011 Census, about 73% of the population was literate, with 81% for males and 65% for females. National Statistical Commission surveyed literacy to be 77.7% in 2017–18, 84.7% for male and 70.3% for female. This compares to 1981 when the respective rates were 41%, 53% and 29%. In 1951 the rates were 18%, 27% and 9%. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrolment Ratio (GER) of 26.3% in 2019, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to

overcome in order to continue to reap a demographic dividend from India's comparatively young population.

Poorly resourced public schools which suffer from high rates of teacher absenteeism may have encouraged the rapid growth of private (unaided) schooling in India, particularly in urban areas. Private schools divide into two types: recognized and unrecognized schools. Government 'recognition' is an official stamp of approval and for this, a private school is required to fulfill a number of conditions, though hardly any private schools that get 'recognition' actually fulfil all the conditions of recognition. Indian schools are no less than factories. The emergence of large numbers of unrecognized primary schools suggests that schools and parents do not take government recognition as a stamp of quality.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post- secondary technical schools are also private. The private education market in India had a revenue of US$450 million in 2008, but is projected to be a US$40 billion market.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6–14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. India has maintained an average enrolment ratio of 95% for students in this age group from year 2007 to 2014. As an outcome the number of students in the age group 6–14 who are not enrolled in school has come down to 2.8% in the academic year 2018 (ASER 2018). Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 2.3 million students over 2002 total enrolment, and a 19% increase in girl's enrolment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. While more than 95 per cent of children attend primary school, just 40 per cent of Indian adolescents attend secondary school (Grades 9–12). Since 2000, the World Bank has committed over $2 billion to education in India. Some of the reasons for the poor quality include absence of around 25% of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools. The Human Rights Measurement Initiative finds that India is achieving only 79.0% of what should be possible at its level of income for the right to education.

Although there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all the other aspects of the operation. Hence, the differentiation between government schools and private schools can be misleading. However, in a report by Geeta Gandhi Kingdon entitled: The emptying of public Schools and growth of private schools in India, it is said that For sensible education policy making, it is vital to take account of the changing trends in the size of the private and public schooling sectors in India. Ignoring these trends involves the risk of poor policies/ legislation, with attendant adverse consequences for children's life chances.

In January 2019, India had over 900 universities and 40,000 colleges. In India's higher education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the central government, there is a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India.

Conclusion: Education is not the amount of information that is not put in the human brain. It must have man-making, character-making and life building assimilation of ideas, then only by means of that education something can be gained in the world. Most probably students are ignorant about it. What is real education. What is knowledge. Knowledge is an ocean in which we are merely one or two drops. to get knowledge we must have constant contact with innumerable personalities. When we approach a person that means, approach everyone as if he or she is the most important personality in the world. Sometimes people judge and measure man's personality in his clothing. Mans control of nature external is merely civilization. Mans control of nature internal is culture. Culture cannot be seen with our open eyes. In order to understand the culture of man gained through the education that he or she has obtained, we must spend a little time with that person. Then only we can understand the calibre and the potential of that person. That is the role of education. And the government is the facilitator, the teachers are the medium. The government, universities and teachers as a whole must act like bridges which carry the students from the world of ignorance to wisdom.

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National Education Policy 2020: Special Reforms in Higher Education

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Abstract - The Government of India recently announced the formulation of the National Education Policy (NPE), 2020 through a 'consultative' process. The government has sought responses from various stakeholders in education on a set of themes and questions for school and higher education levels. Major initiatives are being taken to promote inclusiveness at all levels of education and improve educational quality. The formulation of the New National Policy on Education is one of the most promising initiatives taken by the present government to improve the status quo of education in the country. Along with this, what are the benefits of the national education policy 2020 and discussions on the challenges and opportunities of the higher education system with the new education policy have also been presented in the chapter. This present study is based on the Draft National Education Policy 2020, which has been eventually ratified by the government.
Keywords: Higher Education, National Education Policy 2020, Reforms.

Introduction - National Education Policy 2020, launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning. The NEP 2020 that has been put forward has gone through rigorous debates and consultations with the various stakeholders of the sphere. People from the smallest fragment of society like panchayats and blocks were also asked for input. Advice was taken from experienced educationists, Parliamentary members and the state government representatives. The draft of NEP was circulated among the general public for feedback in various regional languages. Extensive amount of research and investigation finally resulted in a futuristic policy. Once again, the NEP 2020 has reverted its attention on the higher education specially as India is on its way to words the fourth industrial revolution. There is a need to create a workforce that is more highly skilled and creative in nature with a multi-disciplinary base. The policymakers are looking forward to a higher education system which is "readjusted, revamped and re-energized."

Major Reforms : Higher Education In Nep-2020

1. Achieve 50% gross enrolment ratio by 2035.
2. Three categories of universities: research-intensive, teaching intensive and autonomous degree-granting Colleges.
3. Phasing out the system of 'affiliated colleges' over a period of 15 years through a system of "graded autonomy".
4. Undergraduate degree programmes will last three or four years with multiple exit options.
5. Exit options include: Certificate after completing one year in a discipline, diploma after 2 years, Bachelor's degree after a 3-year programme and 4-year Multidisciplinary Bachelor's programme.
6. Major and minor system in degrees allowing students the option of multidisciplinary choices. For instance, Physics with Fashion Design.
7. Credit transfer will be enabled through academic credit backs.
8. Multidisciplinary Education and Research Universities (MERUs) will be set up.
9. Internationalization of education –allow entry of foreign universities, student and faculty mobility.
10. More faculty and institutional autonomy.
11. Governance of Higher Education Institution (HEIs) by independent boards having academic and administrative autonomy
12. Fee fixation for private and public universities
13. All HEIs to be multidisciplinary by 2040
14. Professional education to be an integral part of the higher education system
15. A single regulator, Higher Education Commission of India (HECI), will regulate with the same norms for every type of institution, private and public.
16. Indian Institute of Translation and Interpretation (IITI) to be established.
17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be undertaken
18. Establishment of a National Research Foundation (NRF)

19. National institutes for Pali, Persian and Prakrit will be set up.

Challenges In Higher Education: The Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs. The policy takes cognizance of certain facets of exclusion which include issues such as, lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of the higher education graduates among the SEDGs, and lack of appropriate student support mechanisms.

1. Quality-related Issues and Challenges: Ensuring quality in a highly diversified system of higher education is a major challenge. On quality parameters, most of the higher education institutions (HEIs) fall much behind the HEIs in development countries. The case of Indian universities not appearing on top positions in the world university rankings is a matter of serious concern. Although accreditation as quality assurance measure has been in implementation for a number of years, the process has not been very effective.

2. Governance-related Issues and Challenges: Reforming the governance of higher education is one of the important transformative agenda of the NEP-2020. The policy envisions the governance reforms as prerequisite for achieving the policy goals and targets (NIEPA, 2020). The policy proposal of setting up the Higher Education Commission of India (HECI) with four verticals (for regulation, accreditation, funding and academic standard) is radical in nature with far reaching. The agenda comprises restructuring of governance of the higher education at the national, sub-national and institution levels.

3. Financing-related Challenges of Higher Education: The financing of expanding higher education is a major challenge, as it falls short of the goals and targets. With decline in public funding, the task has become difficult. Some of the higher education proposals under the NEP having financial implication include activities such as, a) investment in teacher education and continuing professional development of teachers; b) revamping of colleges and universities to foster excellence; c) cultivating research; d) use of technology and online education. The policy commits to raise the public expenditure on education to the recommended level of 6% of GDP as envisaged by the 1968 policy.

A Way Forward: Nep-2020

i. Cooperative Federalism required: As per the provision in NEP a centralized monitoring is proposed but since education is a concurrent subject (both the central and the state governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the states. Otherwise the sprite of subject loos. Thus, the Centre has the giant task of building a consensus on the many ambitious plans among state and center itself.

ii. Endeavor towards equal opportunity:
NEP provided a financial autonomy for the institutes and same time institutions must have option to creation of 'inclusion funds' to help economically, socially and educationally disadvantaged children pursue education. Also, there is a need to set up a regulatory process that can check profiteering from education in the form of unaccounted donations.

iii. Bridging the digital divide: The technology is a force-multiplier, with unequal access it can also expand the gap between the haves and have nots. Because our country is full diversity and waste expended geographically. Thus, the state needs to address the striking disparities in access to digital tools for everyone so we can assure equal access for citizens.

iv. Multidisciplinary Coordination: NEP proposed multidisciplinary approach with no stream specification in the education pattern and an emphasis on vocational training, but to make it effective, there has to be close coordination between the education, skills and employment opportunities.

Conclusion: The new National Education Policy (NEP) 2020, is a policy with the better suggestions as it aims at making the education system holistic, more practical, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals. Creation of 'inclusion funds' in the policy will help economically, socially and educationally weaker children to pursue education, but same time the financial autonomy may affect the spirit of idea. The idea of a NHERC (National Higher Education Regulatory Council) as an apex control organization will may affect the subject right of States.

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National Education Policy 2020 Features and Drawbacks

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Introduction - Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The **National Education Policy of India 2020** (**NEP 2020**), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad in *guideline* and *advisory* nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible.

National education policy 2020 concern:
Some of the concerns expressed about the NEP 2020 are as follow:
1. The report fails to address and incorporate ideas based on contemporary global thinking like the emphasis on creativity and critical thinking and the need for learning in a non-competitive and non-hierarchical ecosystem and discovering one's true passion without any sense of fear.
2. Delivering the changes proposed related to Anganwadis may be difficult despite the focus given to early childhood care and schooling.
3. The propositions of volunteer teachers, peer tutoring, rationalization of the system of schools and sharing of resources do not seem like long-term solutions.
4. Lack of clarity in government strategies regarding the Public Sector like municipal schools, state-run institutions, Kendra Vidyalaya, etc.
5. The creation of a National Testing Agency (NTA) has generated skepticism. The NTA, though envisaged to serve as a premier, expert, autonomous testing organization to conduct entrance examinations for admissions and fellowships in higher educational institutions may, in reality, lead to loss of autonomy among the universities and departments over admissions.

The Vision Of This Policy: An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing High-quality education to all, and thereby making India a global knowledge superpower.

The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The Feature of National education policy 2020:
1. Ensuring Universal Access at All Levels of schooling

from pre-primary school to Grade 12.

2. Ensuring quality early childhood care and education for all children between 3-6 years.

3. New Curricular and Pedagogical Structure (5+3+3+4).

4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

5. Establishing National Mission on Foundational Literacy and Numeracy.

6. Emphasis on promoting multilingualism and Indian languages. The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/ regional language.

7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).

9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs)

10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups

11. Robust and transparent processes for recruitment of teachers and merit based performance

12. Ensuring availability of all resources through school complexes and clusters

13. Setting up of State School Standards Authority (SSSA)

14. Exposure of vocational education in school and higher education system;

15. Increasing GER in higher education to 50%

16. Holistic and Multidisciplinary Education with multiple entry/exit options

17. NTA to offer Common Entrance Exam for Admission to HEIs

18. Establishment of Academic Bank of Credit

19. Setting up of Multidisciplinary Education and Research Universities (MERUs)

20. Setting up of National Research Foundation (NRF)

21. 'Light but Tight' regulation

22. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC) accreditation- National Accreditation Council (NAC) and regulation- National Higher Education Regulatory Council (NHERC)

23. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).

24. Internationalization of Education

25. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

26. Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education

27. Establishing a National Mission for Mentoring.

28. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

29. Achieving 100% youth and adult literacy.

30. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

31. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

32. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

33. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

More Advantages:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.

2. Approximately two crore school students will be able to come back to educational institutes through this new approach.

3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.

4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.

5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.

6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.

7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020

aims to re-design the structure with holistic development.

8. Parakh National Education Policy is to be set up by the Government.

9. Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.

10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.

11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.

12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.

13. phased out college affiliation and autonomy will be granted to colleges.

14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.

15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

School complexes:

1. Re-organizing smaller schools with very low enrolment into a 'school complex' structure, which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, efficiently use teaching learning resources, and increase governance and accountability, especially in rural/Adivasi parts of India.

2. Providing autonomy to plan and implement the initiative locally is a good idea in principle. School Complex Management Committee (SCMC) and public representation at a school complex level will encourage decentralised implementation as well as higher engagement of parents.

Drawbacks :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.

2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Implementation: The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state-level ministries for discussing the implementation strategy.

Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

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