

NATIONAL EDUCATION POLICY 2020

राष्ट्रीय शैक्षणिक धोरण २०२०

Edited by

Dr. Vinay D. Bhogle

Dept. of English
Degloor College, Degloor.

Dr. Rajesh G. Umbarkar

Dept. of Economics
N. S. B. College, Nanded.



SIDDHI PUBLISHING HOUSE
NANDED – (431605) Maharashtra (INDIA)

ISBN No.: 978-81-950500-1-7

प्रकाशक

सिद्धी पब्लिकेशन,

मारोती मंदिरा जवळ,

भावसार चौक, तरोडा खु. नांदेड

मो. 9623979067

ई मेल – shrishprakashan2009@gmail.com

*

अक्षर जुळवणी

डॉ.राजेश गंगाधराव उंबरकर

umbarkar.rajesh@yahoo.com

*

मुद्रक

अनुपम प्रिंटर्स

श्रीनगर, नांदेड. मो. 9175324437

*

प्रथम आवृत्ती

12 जानेवारी 2021

किंमत १००/- रु

सर्व अधिकार प्रकाशकाकडे

(पुस्तिकेतील लेखपूष्पातील मत स्वतः संशोधकांचे वैयक्तिक मत आहे. त्यास संपादक व प्रकाशक हे सहमत असतीलच असे नाही. या पुस्तिकेतील कोणताही संदर्भ पूर्व परवानगी शिवाय प्रयुक्त करू नये.)

:: शुभ संदेश ::



माणसाच्या सर्वांगिण विकासासाठी शिक्षण आवश्यक आहे. अविद्येमुळे अनेक अनर्थ घडतात. शिक्षणाच्या माध्यमातून चारित्र्याचे संवर्धन, मनुष्यत्वाचा विकास, कर्तव्याचे भान, आत्मविश्वास या गोष्टी पूर्ण होणे आवश्यक असते. स्वातंत्र्योत्तर काळात शिक्षणाचा प्रचार आणि प्रसार मोठ्या प्रमाणात झाला. शाळा, महाविद्यालये आणि विद्यापीठांची संख्यात्मक प्रगती झाली. हे जरी खरे असले तरी गुणात्मक प्रगतीमध्ये आम्ही कमी पडलो. हे देखील मान्य करावेच लागेल. म्हणूनच उच्च विद्या विभूषित डॉक्टर स्त्रीभ्रुण हत्या करण्यास मागे पुढे पाहात नाही. अभियंता निकृष्ट बांधकाम करण्यास काहीच गैर मानत नाही. कार्यालयातला कर्मचारी भ्रष्टाचार करणे आपला हक्क समजत आहे. भ्रष्टाचार हाच शिष्टाचार मानला जात आहे. समाज आणि देशाप्रती आपल्या कर्तव्याचा विसर पडल्याचे पदोपदी दृष्टीपथास येते. भारताची प्राचीन शैक्षणिक परंपरा उज्वल होती. परंतू तेजस्वी सुर्यास ग्रहण लागले तसे इंग्रजांच्या आगमनानंतर शैक्षणिक व्यवस्था ढासळत गेली.

स्वातंत्र्यानंतर राधाकृष्ण आयोग, मुदलीयार आयोग, कोठारी कमिशन, शिक्षण निती, ज्ञान आयोग याप्रकारे अनेक आयोगामार्फत शिक्षण व्यवस्थेत परिवर्तन करण्यात आले. १९८६ ला झालेल्या परिवर्तनानंतर ३४ वर्षांनी “राष्ट्रीय शैक्षणिक धोरण - २०२०” या नवीन शैक्षणिक धोरणास मान्यता देण्यात आली. अनेक अपेक्षा या नवीन शैक्षणिक धोरणाकडून आहेत. प्रत्यक्ष अंमलबजावणीमध्ये अनेक अडचणीही उभ्या राहणार आहेत. परंतु सक्षम, समर्थ, आत्मनिर्भर भारत निर्माण करण्यासाठी हे राष्ट्रीय शैक्षणिक धोरण - २०२० हे यशस्वी ठरेल असा विश्वास वाटतो. शिक्षण क्षेत्रातील तज्ज्ञांनी नवीन राष्ट्रीय शैक्षणिक धोरणावर चिंतन करून लेख लिहिले आहेत. त्या लेखांचे संकलन करून पुस्तक रूपाने प्रकाशित करण्यात येत आहे. संपादन कार्यास योगदान देणारे डॉ. विनय भोगले व डॉ. राजेश गं. उंबरकर यांचे मी मनःपूर्वक अभिनंदन करतो व भावी कार्यास शुभेच्छा देतो.

डॉ. जोगेंद्रसिंह बिसेन

प्र. कुलगुरु, स्वा.रा.ती.म. विद्यापीठ, नांदेड.

:: संपादकाचे मनोगत ::

National Education Policy.

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 of New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development. The draft was made finalised followed by a number of public consultations. The Draft of NEP consisted of 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy. More than two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received.

The National Education Policy 2020 (NEP 2020) was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is supposed to be a comprehensive framework for elementary education to higher education and vocational training in both rural and urban India as well. The policy aims to transform India's education system by 2021.

The NEP reflects the innovation, research, skill development and employment-oriented education in accordance with Indian values. The NEP is dedicated to the futuristic outlook and focus on needs of the times to cater to the challenges of 21 st Century. The NEP is expected to justify research, employment, business, subject specialization, importance to languages, sports and other extra-curricular

activities, strengthening public education sector, multi-disciplinary educational complex etc. Recently the bill is passed on the floor of Indian Parliament. National Education Policy-2020 is an important step towards realising the dream of Atmanirbhar Bharat.

This book is purely dedicated to the various aspects related to National Education Policy. It will definitely provide readers the diversified views of veteran academicians on Indian Education system on the background of NEP.

Dr. Vinay D. Bhogle
Dr. Rajesh G. Umbarkar

Editorial Board & Review Committee

Dr. Vasant Bhosle

Dean Faculty of Commerce and Management
S.R.T.M. University Nanded, Maharashtra.

Dr. Vaijyanta Patil

Dean Faculty of Interdisciplinary
S.R.T.M. University Nanded, Maharashtra.

Dr. Deepak Bachewar

Associated Dean, Faculty of Interdisciplinary
S.R.T.M. University Nanded, Maharashtra.

INDEX

Sr. No.	Title of the Paper	Name of Author	Page No.
01.	National Educational Policy 2020:Evolution Of Educational Reforms In India To Shape The Policies In Correlation With The Evolving Challenges	Anil B. Chidrawar	9
02.	National Education Policy: 2020 Innovative Changes	Prof. Milind S. Marathe	15
03.	Opportunities And Holistic Approaches In Technology And Other Fields	Dr.D Sumathi. J.Angelin Devakumari	27
04.	National Education Policy 2020 From The Perspective Of Physical Education And Sports	Amal C Bose	34
05.	Difference Between New Education Policy And Previous Education Policy	Sradhanjali Swain	43
06.	New Educational Policy-2020 In The Light Of Physical Education And Sports	Dr. Asif Jamal	52
07.	Telangana Gurukul Educational Society Implementation And Performance – A Study	Dr. Basani Lavanya	63
08.	An Overview Of National Education Policy 2020 For Higher Education	Prof. Dr. Rama Pande	71
09.	The Difference Between Old Education Policy And New Education Policy	Pavan Ramchand Chungde	78
10.	A Roadmap For Inclusive Education In India (Nep 2020)	Urna Bhattacharjee	85

11.	New Education Policy 2020 And Women Empowerment Through Education With Reference To Economic Funding's	Dr. Varsha R. Bhujbal	95
12.	New Education Policy And Languages	Dr. Sudam Laxmankumar	101
13.	Ancient Teaching Methods And New Education Policy's	Amjat Ismail Shaikh	109
14.	Situation Of Education In India And Major Changes In New Education Policy 2020	Dr. Magar S. R.	115
15.	नवे शैक्षणिक धोरण : सर्वस्पर्शी दृष्टिक्षेप	डॉ. मदन जी. प्रधान	122
16.	भारताचे नवीन राष्ट्रीय शैक्षणिक धोरण, २०२० आणि उच्च शिक्षण	डॉ.रुपेश सावंत . श्रीमंगेश भोसले .	130
17.	शिक्षक - विद्यार्थी - शिक्षण आणि ग्रंथालय	प्रा.डॉ.गव्हाणे एम.पी.	140
18.	नवे शैक्षणिक धोरण काळाची गरज	पवन रामचंद्र चुंगडे	147
19.	शैक्षणिक धोरण-2020 आणि दुर्बल घटकांचे भवितव्य	प्रा.डॉ.दत्ता कुंचेलवाड	154
20.	शैक्षणिक धोरण 2020 आणि उच्च शिक्षण	डॉ.संदिप गोरख साळवे	160
21.	नवीन शैक्षणिक धोरण विद्यार्थी विकासास उपयुक्त	डॉ.पिनाटे किरण प्रल्हादराव	164
22.	नवीन शैक्षणिक धोरण आणि उच्च शिक्षण	प्रा. डॉ. लोखंडे बी. बी.	169

NATIONAL EDUCATIONAL POLICY 2020 : EVOLUTION OF EDUCATIONAL REFORMS IN INDIA TO SHAPE THE POLICIES IN CORRELATION WITH THE EVOLVING CHALLENGES

ANIL B. CHIDRAWAR

*Research Center & P G Department of Chemistry, Degloor
College, Degloor - 431717
S.R.T.M.University, Nanded, Maharashtra, India.*

ABSTRACT :

Historically, India had a rich and well-established tradition of spreading knowledge and imparting education for centuries gone. On record, there were at least 15 universities or centers of higher learning in existence in ancient India such as, Takshashila, Nalanda and Mithila to mention a few. Under the constant incursions of barbaric invaders and attackers, they fell apart and were completely destroyed. However, the rich ethos of teachings and traditions persisted under “Gurukul” system.

Under the British Empire, the new era of establishment of universities with English dominance came into existence. Especially under the skewed policies of Macaulay and his vested strategies of creating the generations of bureaucrats and clerical workforce, who would unhesitatingly and loyally serve their masters, of the British Raj! A system of mediocrity and servitude was created and perpetuated. The values such as scholarship, innovative thinking and critical analytical attitude were shunned and brutally suppressed. Successive administrators furthered this mentality/plan and artificially transplanted this system, sidelining and replacing the traditional, cultural and indigenously valid ideology.

KEYWORDS: Gurukul, British Empire, English dominance, British Raj.

INTRODUCTION :

During the past 8–9 months, the entire humanity has undergone a near-total transformation, due to COVID-19 pandemic. The life as we knew has become more or less obsolete and we have already transformed into a new world order/system, a system, which is governed by Covid-19 and all the issues related to it.

A simple act of going out of the closed confines of one’s home has become a major area of concern. The previous carefree demeanor has changed into, making one seriously ponder over, “Shall I really go out?,” “Do I really need the things, I want to go out to buy?,” “Is it really safe to visit, that public space?,” “have I done thorough enough preparation before I embark on such a ‘perilous journey’?,” and most importantly, “have I put on my mask or not?” so on and so forth...!

However, life has to go on. After facing all “lockdowns/ curfews” and other isolatory events, one understands, in spite of all the restrictions/limitations and taboos because life is a dynamic and constantly changing process and survival is possible only for those who adapt become the fittest. “Survival of the fittest” a famous term borrowed by Charles Darwin from the original text of Herbert Spencer in his 1864 book “Principles of Biology.”

EVOLUTION OF EDUCATIONAL REFORMS IN INDIA TO SHAPE THE POLICIES IN CORRELATION WITH THE EVOLVING CHALLENGES :

After the independence, in 1948, a commission headed by the second president of Independent India and one of the greatest teachers (in fact, the Teacher’s day is celebrated on the occasion of his birth anniversary); Dr. S. Radhakrishnan commission, tried to revamp the old policies and tried to

align them for the present and future. After a long gap of nearly 18 years, Kothari commission in 1966, National Education Policy 1968 and then in 1986, which was modified in 1992 (1986/92), Yashpal Committee of 1993, National Knowledge Commission of 2006, Tandon Committee of 2009 and 3rd NEP of 2019, were the major milestones in the evolution of educational reforms in India to shape the policies in correlation with the evolving challenges.

HIGHER EDUCATION :

1. Establishment of new quality universities and colleges
 - i. Aim: The main aim is to create good, thoughtful, well rounded and creative individuals. Such individuals may be allowed to study one or more specialized area in depth so that values such as intellectual curiosity, creativity, ethics & morality, scientific temperament and social commitment are allowed to develop, without the rigid barriers of streams, specializations
 - ii. To create more universities and colleges (HEIs) which offer multidisciplinary undergraduate as well as graduate programs/education with medium of instruction in local/Indian and other languages
 - iii. To establish a National Research Foundation
 - iv. Institutional and faculty autonomy
 - v. Increased access, equity, inclusion by revamping of curriculum, pedagogy and assessment.
2. Institutional Restructuring and consolidation
 - i. All HEIs to be multidisciplinary by 2040. Single stream HEIs shall either be phased out or will have to move to be multidisciplinary or as a part of multidisciplinary HEI clusters
 - ii. By 2030 at least one large multidisciplinary HEI, in or every district
 - iii. GER to be increased from 26.3% (2018) to 50% (2035)

- i. Public as well as private HEIs, but emphasis on PUBLIC
- ii. University will get redefined as: Those which place equal importance on teaching and research as Research-Intensive Universities (RIU) or those which place greater emphasis on teaching but still conduct significant research as Teaching-Intensive Universities (TIU)
- iii. Large multidisciplinary institutions, which have main focus on undergraduate teaching and grant mainly the undergraduate degrees, will be labeled as Autonomous Degree Granting College (AC). Concept of “affiliated colleges” shall be gradually phased out in next 15 years (by 2035)
- iv. These and HEIs, shall undergo a gradual, stage wise assessment mechanism before granting graded autonomy. HEIs can have autonomy to gradually move from one category to other
- v. There shall be essentially no rigid categorization between these three institutions, namely, these three different institutions, RIUs, TIUs and AC, shall be in continuum. These shall impart both professional and vocational education in an integrated manner
- vi. There shall be cooperation between HEIs, in their development, community engagement and service, support to school education in various fields and faculty development
- vii. The HEIs have an option to run open distance learning (ODL) and online programs, after getting due accreditation
- viii. All the present-day confusing and complex nomenclature pertaining to HEIs such as, “Deemed to be University,” “Affiliating University,” “Affiliating Technical University,” and “Unitary University” shall be replaced by simply

“University” after fulfilling stipulated criteria and norms.

3. Toward a more holistic and multidisciplinary education
 - i. All undergraduate (UG) programs, be it professional, technical and vocational streams, shall be more holistic. For example, even a purely technical profession such as engineering shall offer humanities, arts, vocational and soft skills and vice versa
 - ii. The UG degree programs will be of 3 or 4 years duration with multiple exit options in built and with appropriate certification in any discipline/field inclusive of professional/vocational/technical streams. For example;
 - a. A certificate after completion of 1 year
 - b. A diploma after completion of 2 years
 - c. A bachelor’s degree after completion of 3 years
 - d. Preference shall be for multidisciplinary degree after 4 years.
 - iii. A 4-year program may also culminate in to a “Degree with Research,” if rigorous research project in the major area/s of study as specified by HEI, has been carried out
 - iv. An Academic Bank of Credit, for digital storing of academic credits earned from various HEIs, so that degree from a HEI can be awarded
 - v. Departments such as art, dance, economics, education, Indology, language, literature, mathematics, music, philosophy, pure and applied science, sociology, sports, statistics, translation and interpretation shall be established and strengthened in all the HEIs.
 - vi. Credit-based courses in community service, environmental education and value-based education will be integral part of HEI
 - vii. Multidisciplinary Educational and Research Universities (MERUs) – Model public universities for holistic and holistic education at par with IITs, IIMs shall be established.
4. Optimal learning environment and support for students

- i. HEIs and their faculty will have autonomy to innovate in terms of curriculum, pedagogy and assessment within a broad framework
 - ii. CBCS shall be reinvented and revived. Assessment, including final, shall be decided by HEI with a criterion-based grading system. The emphasis will be on the continuous and comprehensive evaluation
 - iii. High-quality support centers, professional academic and career counseling for all
 - iv. Standardization, regulation and accreditation of ODL will take priority.
5. Internationalization
- i. The international students shall be facilitated to take admission in Indian Universities and whatever it takes to achieve this and project India as the global study destination for premium education at affordable costs
 - ii. At each HEI, an international student's office will be established for facilitation of foreign students
 - iii. Research/teaching collaborations, faculty/student exchange and liaisons with foreign universities on one hand and opening of offshore campuses of high-profile Indian universities in foreign countries on the other, will be encouraged
 - iv. The top foreign universities will be permitted to operate in India, by executing special legislative frameworks.

REFERENCES :

1. *New Education Policy, 2020 Highlights: School and Higher Education to See Major Changes.* 2020. Hindustan Times.
2. *New Education Policy, Government of India, Ministry of Human Resource Development.* 2020.
3. *Encyclopedia Britannica.* 2020.
4. Papathanassiou M. *Quotes by Charles Darwin.* 2020. Best Quotations.
5. Einstein A. *We cannot Solve Our Problems with the Same Thinking we used when we Created Them.* 2020.

NATIONAL EDUCATION POLICY: 2020 INNOVATIVE CHANGES

Prof. Milind S. Marathe

Dept. of Electronics Engineering, K J Somaiya College of
Engineering, Mumbai 77

What great people said about Education?

Swami Vivekanand : “ Education is not the amount of information that we put in to your brain and runs riot there, undigested , all your life but we must have life-building, man-making, character – building assimilations of ideas. It should unite Head, Heart and Hand through Education.”

Yogi Arabindo: “Today’s crisis is the crisis of Character & until we effect fundamental changes in the objectives of education, subjects, it’s system, Bharat can not be re-constructed.”

Mahatma Gandhi from “NayeeTalim” All Round Development Main aim of education should be to draw the best out of a person’s mind, body and soul. This is to say that he must not only develop at the mental level but also at physical, spiritual, aesthetic and intellectual level. The aim should not just be to provide literacy but to develop the students in every aspect.

MOTHER TONGUE AS THE MEDIUM OF INSTRUCTIONS:

This would help in better understanding and clarity of ideas. It would also help in better expression of ideas and promote interactive session.

SOCIAL AWARENESS AND SERVICE:

Socially awareness, love for motherland & to live in coordination with their fellow citizens and help must be taught from the very beginning.

EDUCATION OF THE HEART:

Purity of Heart Indispensable. Purity of personal life is the one indispensable condition for building a sound education. I do not believe that this can be imparted through books. It can only be done through the living touch of the teacher.

CRAFT CENTRED EDUCATION:

Handicraft is the means to develop the mind as well as soul. Thus, schools must not focus on theoretical knowledge. They must instead introduce craft from the pre-primary classes. This would help in invoking creativity, innovation and also enhance the mind-hand coordination.

National Education Policy 2020 has expressed great resolve to bring the ideas of these Great People in to reality.

BACKGROUND:

1. After 1986 New Education Policy, 34 years have passed. Students number aspiring for education has increased leaps and bound. So desire to get educated is very high.
2. Technology has changed and Industry 4.0 revolution is knocking the door. Employment avenues, businesses and business models are changing fast. Mobile phone, Computer and Internet penetration is ever increasing.
3. So every student will need 21st century Qualities like deep knowledge in 1 or 2 core subjects + good knowledge of multi-disciplinary subjects like arts, languages, social science, economics, High Computer Literacy, Fast capability to learn new things, adapt, assimilate and deliver solutions, structured thinking, Excellent communication and inter-personal working capabilities, Creativity, innovations, intellectual curiosity + Indian value

systems, ethical compass, character and service attitude.

4. “National Education Policy 2020” and not “New Education Policy 2020”. Replacement of word “New” by “National” speaks a lot.

NEP 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. Early Childhood Care and Education (ECCE) and re-structuring of school curriculum in to 5+3+3+4 design

Neuroscience shows that 85% of Child’s Cumulative Brain Development occurs from 0 to 6 years and thus learning process for a child starts immediately after birth. Various levels of neglect and deprivation in early childhood is the root cause of deficiencies in development of critical areas of brain. So excellent care, nutrition, physical and emotional hand-holding, nurture is a must for all children. In Bharat almost all poor, rural children don’t get this support.

Early Childhood Care and Education (ECCE) and re-structuring of school curriculum in to 5+3+3+4 design

It’s a complete revamping of school education. Every student in grade 5 and beyond will achieve foundational literacy and numeracy. All stages can heavily incorporate local traditions, ethical reasoning, digital literacy, creative, collaborative and exploratory activities. This will move the school education system towards learning how to learn, increased flexibility in choice of subjects.

No hard separation in terms of curricular, extra-curricular and co-curricular. No hard separation of Vocational or skill based streams and academic streams So everything is equally important and equally curricular. RTE is extended up to 18 years.

- NEP 2019 included education of this age group, 4 to 6 years for the first time under Ministry of Education and suggested re-structuring of school curriculum in to 5+3+3+4 design which is a very welcoming step.
- Foundational stage from age 3 to 8 comprises of pre-primary school of 3 years and grade 1 and 2 . It will have flexible, play-based, activity based, discovery based learning.
- Preparatory stage from age 8 to 11 is of 3 years and grade 3rd, 4th and 5th will comprise of reading, writing, speaking, language, art, science, mathematics, sports and physical education.
- Middle stage from age 11 to 14 is of 3 years and grades 6th,7th and 8th will comprise of more formal style of learning with social science, humanities, deeper and experiential learning of subjects.
- High stage is of age 14 to 18 of 4 years and grades 9th , 10th, 11th and 12th . It will be now multi-disciplinary study, vocational subjects, skill- based courses with great depth, greater critical thinking, more flexibility with student's choice.

EDUCATION IN THE LOCAL LANGUAGE OR MOTHER TONGUE

- Language is not only the medium of instruction but it is the expression of an Individual, of a society and its collective continuity in culture.
- The science has proved that young children learn best through their local language, which is the language spoken at home and children between ages of 2 to 8 have an excellent capacity to learn multiple languages.
- NEP 2019 strongly suggests that the medium of instruction preferably till grade 8th or at least till

grade 5th will be the home language/mother tongue/local language.

- Continuation of three language formula in its spirit to make students capable in communicating in multiple languages with required flexibility. Learning science bilingually, study of Sanskrit, study of foreign languages, standardization of Indian Sign Language,

SPECIAL CARE OF SOCIO ECONOMIC DISADVANTAGED GROUPS (SEDGS) 4 TYPES OF SEDGS

1. SEDGs in education are categorized by NEP 2020 in to those having given gender identities like women and transgender individuals.
2. Socio-cultural identities like SC, ST, OBCs, Muslims, migrant communities.
3. Special needs like learning difficulties & Differently abled students.
4. Socio-economic identities like urban poor, rural needy and migrant labours.
5. NEP 2020 is very sensitive towards this issue and has come up with various measures to attain full equity and inclusion.
6. Targeted scholarships and other financial support.
7. Bicycle provision for transport.\
8. Declaring large population regions of certain SEDGs as Special Education Zones.\
9. Availability and capacity development of teachers, reducing pupil- teacher ratio to 25:1 and very importantly to change the culture of schools to make them free from discrimination, harassment intimidation and make them sensitize about the needs of SEDGs

CONCEPT OF SCHOOL COMPLEX:

- Because of strong drive of Sarva Shiksha Abhiyan (SSA) and notable efforts of the States, Bharat now has achieved near 100 % enrollment of children in primary schools.
- But U-DISE data of 2016-17 shows 28 % of public primary and 14.8 % of upper primary schools have less than 30 students and even less.
- 119303 single-teacher schools are working. This shows that we have not yet touched to quality aspect of schools.
- Due to small size of school it's very difficult or next to impossible to allocate good human resources as teachers, physical resources like laboratory equipment, library books, facilities for sports, music and arts activities. Governance and management become difficult with small size and vibrancy is lost.
- It starts functioning sub-optimally.
- For optimal learning environment a minimum critical number of students per division is necessary. One option is merging or consolidation of schools, but it hampers access in rural.
- Thus NEP 2020 has come up with very good and workable idea of School Complex.
- Nearby schools will be organized in to School Complexes and will be treated as a basic entity for governance under the signed MoU.
- It will enable to share key physical resources as well as human resources like expert teachers, counselors, music teacher, computer lab instructor.
- This complex can integrate ECCE, vocational education, needs of special children and so on.

RESTRUCTURING AND CONSOLIDATION OF HIGHER EDUCATION INSTITUTIONS (HEI) CHALLENGES FACED BY INDIA'S HIGHER EDUCATION SYSTEM –

- Fragmentation and small size of HEIs :- India has over 800 Universities and 40000 + colleges over 40% of all these colleges run Only Single Programme. Over 20 % of colleges have enrollment below 100, while only 4 % of colleges have enrollment over 3000 (AISHE 2016-17). This fragmentation leads to sub-optimal performance like schools with small size.
- Rigid boundaries of disciplines and fields.
- Lack of research at most of the Universities and colleges leading to lack of research culture in HEIs.
- Lack of access in socio-economically disadvantaged areas.
- Lack of teachers and Institutional Autonomy. Lack of employability.
- So NEP 2020 has suggested brilliant idea of establishing large multi- disciplinary universities and colleges with teaching programs across the disciplines and fields. End of fragmentation of HE and wide flexibility to students to choose subjects across the disciplines.
- Research Intensive Universities, Teaching Intensive Universities and Autonomous Colleges will be the 3 types of HEIs in India. It will have autonomy and freedom to move from one type to another type.
- At least one institute of type 1 to 3 will be established in every disadvantaged district within a span of 5 years.

- After independence Indian HE system was predominantly affiliating type of system. But in last 70 years we could not get desired results.
- So let us say good bye to affiliating system and make all our HEIs either Research or Teaching Universities or degree granting autonomous colleges.
- Shifting towards more Liberal Education or Sarvasamaveshak Education or more holistic Education Various ancient books in India has referred arts as “Kala” .Banabhatta in his famous book Kadambari mentioned 64 kalas or 64 types of arts which included music, painting, sculpture,dance, languages, literature in addition to kalas like engineering, surgery, medicine,astrology and mathematics, carpentry, foundry, pottery and so on.
- These kalas were part of syllabus in Universities like Nalanda and Takshashila.
- This critical Bharatiya concept of Liberal Arts or sarvasamaveshakkala or Holistic Education is brought back by NEP 2020.
- It is marriage between science and humanities, mathematics and arts, medicine and physics, aeronautical engineering and Sanskrit. It develops both sides creative side and analytical side of brain.

What is liberal education ?

- Innovation and critical thinking.
- Higher order thinking.
- Inter-personal relations, working in a team.
- Communication of all types.
- Problem solving approach.
- Foundation of social work.
- Internships and research opportunities.

- Developing constitutional values, ethical values, understanding idea of Bharat.
- Training of concentration of mind and detachment of mind.
- A 4 year bachelor program of Sarvasamaveshak education.

MULTIPLE EXIT OPTION IN 4 YEARS GRADUATION COURSE.

Students will be prepared for the LIFE and not for mere LESSON.

Establishment of National Research Foundation (NRF)

- R&I investment in India was 0.8 % of GDP in 2008 and dropped to 0.69 %, in 2014 as compared to 2.8 % in USA, 2.1 % in China, 4.1 % in South Korea and 4.3 % in Israel. This has reflected in low research output in India.
- The number of researchers per 1 lakh population in India is merely 15, compared to 111 in China, 423 in USA and 825 in Israel (Economic Survey of India 2016-17).
- According to World Intellectual Property Organization (WIPO), China made 1338503 patents applications of which only 10 % by non-resident Chinese, USA filed 605571 patents while India filed only 45057 of which over 70 % by NRIs.

ROOT CAUSES OF POOR RESEARCH IN INDIA:

- Lack of research culture and mindset.
- Lack of funding and lack of research capabilities in most universities.
- Delinking of Universities and National Research Laboratories (NRL)

NRF WILL STIMULATE AND EXPAND RESEARCH IN INDIA:

1. NRF will seed, cultivate and grow research culture right from schools to HEIs. It will monitor, mentor

the HEIs by eminent research scholars across the country.

2. NRF will fund competitive, peer-reviewed grant proposals of all types and of all disciplines. It will act as an umbrella organization between researchers, HEIs, funding departments of government, Industries, NRL and policy makers and synchronize the efforts for research Rashtriya Shiksha Aayog (RSA) or National Education Commission (NEC)
3. Education in India is driven by political masters of the time and so it is facing problem of short sightedness, temporary solutions for temporary benefits.
4. Piecemeal approach of the education and disconnect from the ethos of the country.
5. Rashtriya Shiksha Aayog should be constituted by act of parliament similar to the Election Commission of India which will work independently with integrated approach from school education to higher education.
6. RSA with the help of Rajya Shiksha Aayog will monitor governance and regulation of education right from setting parameters for quality, accreditation of schools and HEIs, funding for development of education, examination conduction and administration.

SAY NO TO COMMERCIALIZATION OF EDUCATION:

1. NEP 2020 clearly proclaims that Education is a not-for-profit activity. It is a charitable activity and commercialization of education is not at all acceptable.
2. This clear direction was very much required because wrong perception is there in the minds of

many people that quality education will be the costly education and private education is quality education. Actually affordable quality education is the need of an hour.

3. Public expenditure on education in India was 2.7 % of GDP in 2017-18 which was around 10 % of total government (center and state) spending.
4. NEP 2020 categorically said that there is need of significant increase in public investment and not expenditure from current 10 % of overall investment to 20 % in a next few years.
5. Policy encourages philanthropic private funding in education. This funding is for existing institutes for scholarship, infrastructure development, faculty development and research activities.
6. Generating crowd funding by reliable authority.
7. 100% tax exemptions to all endowments towards education.
8. Fixed percentage of CSR funding towards education.
9. Creation of special education zones.
10. There is a need of central legislation to control commercialization of education.

TEACHERS:

- We need passionate, motivated, highly qualified, professionally trained, well equipped teachers with mother like heart for their students at all levels of education.
- Teacher education must be 4 year integrated B.Ed. program after 12th standard, 2 years after graduation and one year after post- graduation and it will be an integral part of HE system and thus should be conducted by multidisciplinary colleges and universities.

- Special merit scholarship coupled with guaranteed employment in rural areas for brilliant students.
- All the vacant posts of teachers must be filled with rigorous, impartial, transparent process & excessive teacher transfer is halted. All Para-teacher system across the country will be stopped by 2022.
- Closure of substandard teacher education institutes will be done on top priority.
- NEP 2020 is an India centric, Indian education system with primacy of Indian languages.
- It is forward looking with indigenous wisdom and roots. It is integrated, Inclusive, Comprehensive and holistic.. It has a capacity to completely revamp the Indian Education System.
- This NEP will throw away the colonial education policy lock, stock and barrel.
- Acclimatize – Understand, get clarity and shed apprehensions.
- Appreciate & Accept- philosophy, concerns and revolutionary ideas.
- Act – for implementation with letter and spirit.

I appeal to all the members of education fraternity, including government, to come forward and take maximum efforts for successful implementation of this game changer NEP 2020.

OPPORTUNITIES AND HOLISTIC APPROACHES IN TECHNOLOGY AND OTHER FIELDS

Dr. D Sumathi.

Assistant Professor
Department of School Education
Tamilnadu Open University, Chennai-15

J. Angelin Devakumari

Part Time Research Scholar
Tamilnadu Open University, Chennai-15

ABSTRACT:

National Education policy has been formulated to improve the existing system of education in India. Several mass literacy programmes has been established by the government at levels. More and more people are educated and there is increase in enrolment, while the matter of quality is still a concern to everyone. This policy aims to enhance the quality of education in the country.

Integration of Information Communication technology is need of the hour as the education sector has to be updated according to the changes in the society. This article discusses on the national education policy's address over ICT and they way ICT to be integrated to education at different levels.

KEY WORDS: *National policy on Education, 2020, Information Communication Technology*

INTRODUCTION:

India is a nation of multi culture and huge population is an emerging power in the world in recent times. The educational system of India is very much important for any country for the betterment of the nation.

There is need to check the educational system of the country often to revamp it for the purpose of the betterment and progress. Changes in the society and advancement in the society has to be incorporated in the educational system now and then when need arises. In the light of global changes government of India has felt a need to revamp the existing educational system from primary to higher education. Hence, the national educational policy has been implemented.

National education policy address on several aspect of education like:

SCHOOL EDUCATION:

Early childhood education, foundational literacy and numeracy, curtailing dropout rates, curriculum and pedagogy in schools, equitable and inclusive education, efficient resourcing, standard setting and accreditation for school education.

HIGHER EDUCATION:

Quality universities and colleges, institutional restructuring and consolidation, holistic and multidisciplinary education, optimal learning environments, faculty, equity and inclusion, teacher education, re-imaging vocational education, transforming regulatory system of higher education and Effective Governance and Leadership for Higher Education Institutions.

Apart from these above listed areas, another key area is, Online and Digital Education: Ensuring Equitable Use of Technology.

INFORMATION COMMUNICATION TECHNOLOGY:

Information communication technology is a boom in the present era. Due to advancement in the computer technologies and in communication technologies, there is lot of changes in the present times. Several changes of advancements in computer technologies like evolution of computer hardwares and softwares, there are several

changes in the present world. Several hardware technologies in computers have accelerated development of computer technologies. Many new softwares have been discovered and several changes have been occurring the online and electronic media. This has paved way to several new developments in the information communication technologies.

At the invent of new technologies, there is rapid changes in the way we perceive and communicate with the world. All these changes play a direct role with the education sector. Tremendous changes have occurred in the education field from primary to upper primary. Following are the changes related information communication technology in education sector.

1. TEACHING:

Present trend is on technopedagogy where in teaching is incorporated employing different ICT tools by the teacher in the classroom.

2. LEARNING:

Recent concept of learning is by ICT mediated tools. Several tools are utilized by the learner like using multimedia content in the form of text, graphics, videos... these tools assists the learners to learn in an optimum way.

3. INTERACTION:

There is a rapid shift in the interaction pattern. Earlier it was teacher – student but now it has become teacher – student and computers.

4. CREATIVE TOOLS:

There is scope for lot of creative outcomes with the aid of ICT tools.

5. UP TO DATE:

ICT tools helps in providing channels of up to date knowledge in different areas.

6. ONLINE PEDAGOGY:

ICT helps in the shift of offline classroom pedagogical practices to online. It helps in the online pedagogy and there is reducing time and place.

7. EVALUATION:

ICT tools aid in the evaluation of the students through computers. It helps to evaluate students via online and offline using computers. It helps to generate report and derive lot of secondary data.

RECOMMENDATIONS FROM NATIONAL EDUCATION POLICY ON ICT USAGE:

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) Pilot studies for online education:

Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) Digital infrastructure:

There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

(c) Online teaching platform and tools:

Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.

(d) Content creation, digital repository, and dissemination:

A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

(e) Addressing the digital divide:

Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) Virtual Labs:

Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-

based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.

(g) Training and incentives for teachers:

Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) Online assessment and examinations:

Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Blended models of learning:

While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) Laying down standards:

As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

CONCLUSION:

National education policy, 2020 have paved to several changes in the education sector. It has emphasized to paradigm shift from pedagogy to technopedagogy by incorporating information Communication Technologies. This shift help to prepare the learner for the future world integrating technology and education.

REFERENCES:

1. National education policy, 2020
2. Agarwal, J. P. (2013): Modern Educational Technology. Black Prints, Delhi.
3. Venkataiah, N. (1995) “Educational Technology” Atul Publishers, daryaGanj, New Delhi. 12.
4. Goel, D. R. (2003), ICT in Education, Changes and Challenges in ICT in Education. M. S. University, Baroda.
5. Vanaja, M. & Rajasekhar, S. (2009), Educational Technology and Computer Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

NATIONAL EDUCATION POLICY 2020 FROM THE PERSPECTIVE OF PHYSICAL EDUCATION AND SPORTS

Amal C Bose

Sree Sankara college, Nagaroor - 695601, Kerala.

ABSTRACT:

Planned and well-structured education policy is essential for overall development for a country. Education leads to social and economic progress. Structure of an educational policy mainly related to tradition and culture of a country. Recently prime minister Narendra Modi has reviewed the NEP 2020 for which draft was prepared by a panel of experts led by former Indian Space Research Organization (ISRO) chief K Kasturirangan. The NEP 2020 aims at making “India a global knowledge super power”. Physical education is an integral part of total education process and today sport emerges as an important component of socio-economic development of a country. This study attempts detailed analysis of NEP2020 from the perspective of Physical education and sports. Finally, some suggestions are proposed for its effective implementation in the field of physical education and sports.

KEYWORDS: Education, Physical Education, Sports, National education policy

INTRODUCTION:

“Education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society” (Aristotle). “Education is all one with growing; it has no end beyond itself. (Education is everything along with growth; education itself has no final destination behind him)” (John Dewey). “In the broadest sense, education is the device by which a social group continued existence renew yourself, and defend his ideals”

(H.H Horne). “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man” (Socrates). Education is a gradual process which brings positive changes in the human behaviour and education is the key to success in the future.

“Physical education,an integral part of the total education process, is a field of endeavour that has its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome”(Charles A Bucher).Physical education aims to develop student’s physical competence and knowledge of movement and safety, and their ability to use these to perform in wide range of activities associated with the development of an active and healthy life style. Sports play a very important role in our life. Educationis incomplete without sports. Participation in sports keeps us physically active and helps to develop social and mental relationships.

The national education policy approved by the union cabinet of India on 29 July 2020.The NEP 2020 replaces the previous policy on education 1986 and NEP2020 consists of the principles, government policies, laws and rules for the operation of education system. The modern school education system was brought to India originally by Lord Thomas Babington Macaulay in the 1830s.Indian education system has undergone massive expansion in post independent India. Higher education system in India is the world’s third-largest in terms of students next to China and UnitedStates. India’s higher education sector has witnessed a tremendous increase in the number of universities/university level institutions and colleges since independence and each state in India has its own department of education that runs its own department of education that runs its own school system with its own text books and evaluation system. There are over250 million

school going students in India, the highest in the world. Over 70 million children attend pre-primary school with a consistent increase in primary enrolment.

OBJECTIVE OF THE STUDY:

- To identify need and importance of physical education and sports in education system
- To discuss the merits of NEP2020 from the perspective of physical education and sports
- To discuss the demerits of NEP2020 from the perspective of physical education and sports
- Suggestions for further improvements for the effective implementation of NEP2020 to realize its goal in the field of physical education and sports

METHODOLOGY:

The methodology consists of a conceptual discussion on NEP2020 from the perspective of physical education and sports and highlighting importance of physical education and sports in education system.

PHYSICAL EDUCATION AND SPORTS IN NATIONAL EDUCATION POLICY 2020:

The purpose of NEP 2020 is guiding the development of education in the country. The new education policy aims for universalization of education. This is India's third educational policy. NEP2020 is formulated by considering 2 lakh suggestions from different levels of local self-bodies 25 lakh grama panchayats ,6600 block panchayats ,6000 ULBs and 676 districts. The new education policy will give importance to student's practical knowledge instead of just pushing them towards rote learning and It will help students to develop scientific temper from a young age. The NEP 2020 will promote value-based education and replaces teacher centric education system to student centric education.

“Sports has the power to change the world” (Nelson Mandela). Nelson Mandela had said it would also help us to produce better doctors and lawyers and scientists who would learn life skills from sports. Sports has power to inspire students and sports are a major element in the development of a nation. Sport is a part of economic and social development in a country. Sports develop overall personality and increases sportsman spirits. A good sports person will definitely lead his life with a positive attitude. Participation in sports helps to learn values like discipline, self-confidence, responsibility, trust and sacrifice. Sports also reduces social distance. Supporting a sports team unites people. It brings a nation close together. To build a great nation, people should have healthy and sports can play a very important role in making people healthy.

Physical education is very important in the Indian education system and it is vital part of balanced school curriculum. Physical education classes teach importance of regular exercise, diet along with the risk of inactivity and poor diet. Physical education helps to improve social skills and develop physical skills.

Physical education is one of the most vital part in the school system. A physical education teacher is responsible for planning and teaching in a school setting. A good physical education teacher must be fair and compassionate. They care about the health and well-being of their students. The role of a teacher in the physical education field must be to guide children toward a healthy and active life style and also explain importance of nutrition. A well-planned physical education class, kids also benefit from the integration of fitness lesson in to their academic studies.

AIMS OF PHYSICAL EDUCATION CURRICULUM ARE:

- To promote the physical, social and mental development of the child

- To develop personal qualities
- To develop in the acquisition of an appropriate range of movement skills.
- To promote understanding and knowledge of the various aspects of sports
- To promote happiness and positive attitudes towards physical activity and its contribution to lifelong health related fitness, thus preparing the child for the active and purposeful use of leisure time.

Participation of physical activity from a young age is very important for both the mental and physical health of a child. Health and education are strongly inter-related. Right education helps to improve health status of a student. Multidisciplinary and holistic education are key principles of the NEP2020. “Holistic education is a philosophy of education based on the premise that each person finds identity, meaning and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning.” (Ron miller). Language development, cognitive development, Social-emotional development and physical development are the key elements of holistic development.

At the school level the NEP 2020 proposes sports integration and going to implement proper use of physical training to increase cognitive abilities of all students and allowing students to choose physical education as part of the curriculum this will help to increase knowledge about sports training, nutrition, fitness and health. Sports integrated education develops skills like collaboration, self-initiative, team work and responsibility 2020 also encourages formation of health club, yoga club and sports club and promotes different activities of various clubs.

Nothing is important than health education in schools and colleges. The NEP2020 health education, fitness education, sports, sanitization and hygiene as a part of education process. The NEP 2020 proposes the inclusion of training in health including preventive health, mental health, disaster management, first aid management, negative effect of alcohol, tobacco and other drugs as apart of school curriculum. Nutrition is an important factor for growth and development and nutrition is a part of physical education programme. NEP2020 proposes provision of nutrient rich breakfast for school children in addition to mid-day meals. NEP2020 proposes development of physical education department in higher education institutions and include physical education as a subject in syllabus. For promoting physical and mental health includes regular health checkups and monitoring of health through health cards in schools. Implementation of NEP2020 may be increases the chance of physical education job vacancies.

Many CBSE schools have made physical education an essential part of their education program because they know that physical education plays a key role in the development of a student's life. In CBSE school, management properly appointing physical education teachers but in aided and government schools does not appointed physical education teachers properly. NEP2020 not mentioned appointment matters of physical education teacher's in aided schools and colleges. Good qualification is an important factor for physical education teaching. New education policy not properly defined about qualification and quality of a physical education teacher. Some states like Kerala not properly appointed physical education teachers in schools and colleges. Recently in state government of Kerala presented new budget but still government avoided physical education teachers. Some states in India government does not creating vacancies in

aided and government schools. 2020 does not includes solution of this problem. New education policy does not mention teacher student ratio it may be negatively affect physical education profession.

SUGGESTIONS &RECOMMENDATION:

- At present physical education is the only course taught at schools and colleges. It is important new subject like fitness management, sportsbiomechanics, sports management and exercise physiology are included in the curriculum, preferably as, core/specialization subjects at professional preparation courses.
- Raising the standard of professional preparation courses in physical education
- Development of fitness centers in all colleges and schools
- Olympic education may be included from the elementary/secondary level of education to develop sports awareness among the students.
- Development of deemed universities for physical education and sports
- Compulsory publication during post-graduation courses in physical education and sports science.
- Include yoga as a compulsory subject in school curriculum.
- Use of services of foreign professors and retired professors as research guides.
- Introduce scientific teaching in physical education.
- Ph.D. Should be compulsory qualification for a permanent teaching position in government colleges.
- Reconstruction of physical education syllabus in context with need of society.
- Use sports as a teaching tool.

CONCLUSION:

The NEP2020 is a big revolution replacing the 34-year-old policy of education and maintained balance between traditions and inter disciplinary approach. Policies of NEP2020 beneficial for physical education and helps to develop sports in our country and helps to universalization of education. It also creates the job vacancies in physical education profession. This education policy helps to develop sports knowledge of the children and helps to develop healthy India. NEP2020 also encourages sports person's family. Some points of NEP2020 negatively affect sports person's life. Language seems to be negative factor in the NEP2020. Communication is an important factor in sports coaching so it may be affected proper sports coaching.

REFERENCES:

1. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. *Indian Educational Review*, 40(1), 3-28.
2. Aithal, P. S. (2016). Creating Innovators through setting up organizational Vision, Mission and Core Values: A Strategic Model in Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 310-324. DOI: <http://doi.org/10.5281/zenodo.161147>.
3. Aithal, P. S. (2016). How to Increase Research Productivity in Higher Educational Institutions – SIMS Model, *International Journal of Scientific Research and Modern Education (IJSRME)*, 1(1), 447-458. DOI: <http://doi.org/10.5281/zenodo.161037>.
4. Singh, J. D. (2011). Higher education in India—Issues, challenges and suggestions. *Higher education*, 93-103, ISBN: 978-3-8465-1753-6.
5. Kales M. L. & Sangria M. S. "Physical and History of Physical Education", Parkas Brothers, Ludhiana 1988.
6. Connor-Kuntz & Dummer. (1996) Teaching across the curriculum: language-enriched physical education for

- preschool children. *Adapted Physical Activity Quarterly*, vol. 13, pp. 302-315.
7. Gail Brenner (2003) *Webster's New World American Idioms Handbook*. Webster's New World. Nathan M. Murata (2003) *Language Augmentation Strategies in Physical Education the Journal of Physical Education, Recreation & Dance*, Vol. 74.
 8. Grewal C. S. "Why Physical Education", *Vyayam Vidnyam* 22(4) (November 1989):15-19.
 9. Burbank M., Andranovich G. and Heying C. *Olympic Dreams: The Impact of Mega-events on Local Politics* Lynne Rienner Publishers, Boulder, 2001.
 10. Dr Hardayalsingh "Science of sports training" D V S Publications 100,TK,Girinagar,New Delhi 1991.
 11. Dr. Ajmeersingh, Dr. Jagadish Banish, Dr. Jagatar sikh Ghill, Dr. RACPAL Singh, Dr. Nirmajith Kaur, "Essential of physical Education publishers: 2005.

DIFFERENCE BETWEEN NEW EDUCATION POLICY AND PREVIOUS EDUCATION POLICY

Sradhanjali Swain

Lecturer in Economics,
Mathakaragola College, Mathakaragola, Dhenkanal, Odisha.
Pin-759024.

ABSTRACT:

Education plays a powerful role in building nation, education decides the future of the nation, the destiny of its people. Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. India has the second largest education system in the world. The Indian education system has gone through many phases. The various phases through which education system has gone through have been studied in detail. An attempt has been made to compare the education scenario in previous and new education policy in India. Great effort has been put to shape up the present scenario of education system. The impact will be a long-lasting one in terms of growth and development of the nation and citizen. The role of education and its importance cannot be ignored in today's scenario. The growth and development can be seen if we compare the pre independence and post - independence era. After 34 years Indian Govt. is going to change the way we study, this is the third amendment in the education policy. The phase has its own pros and cons. The aim of this research is to study previous as well as new education policy in India.

KEYWORDS: Education, Previous education system, NEP 2020, Education, Learning

INTRODUCTION:

India was a well-known name in the world in reference to the education system from ancient time. The Gurukul system of imparting education is very well known to all of us. As the time changes there are some changes in the Indian Education system has been observed after post-independence. The first education policy was formed in 1968 there later on in 1986 with small amendment in 1992 since then we are following the same education pattern for the last 34 years. After 34 years, a new education policy has been proposed by the Indian government in the year 2020. This proposed system bears the acceptance of the cabinet and soon it will be passed by the two houses and president permission to attain the shape of a Law to apply all over the Indian education system. Since there is some time to take the final shape but more or less the things that has been proposed will remain unchanged or may alter their shape if required. This policy was made the suggestion of students- parents, educationalist and lots of other members who are directly or indirectly involved in the education sector.

A BRIEF ANALYSIS OF THE POLICIES:

The Ministry of Human Resource Development (now, Ministry of Education) recently replaced the 34-year-old National policy on Education (NPE), framed in 1986, with the new Education Policy of 2020 (NEP 2020). The NEP 2020, which is approved by the union cabinet, will attempt to make important reforms in education. The policy aims at universalisation of education, starting from pre-school to secondary level with a 100% gross enrolment ratio (GER) in school education by 2030. Post-Independence, India has had three education policies. The first policy was formulated in 1968, in which major emphasis was on compulsory education for children up to the age of 14. Next, the second NPE was introduced in

1986. The major emphasis of the second NPE was to remove the disparity between various social groups. While the 1986 policy emphasised on achieving uniformity of education across social groups, it did not account for the competitive global landscape, which became important with the beginning of the globalisation of the Indian economy post 1991 reforms.

At a strategic level, the differences in both the policies are primarily around three major dimensions, namely, vision of the society, social purpose, and purpose of education. Given that in 2020, most the organisation have reached maturity and have critical inertia, NEP 2020 focuses on augmenting individual capacity and achieving excellence in the field of your choice by providing customizable options for education while hoping to reduce regulation via provision of more internal autonomy to institutions. This is evident from reducing number of educational regulators to one and from the fact that the new NEP 2020 will facilitate subject selection, software training in schools, transfer of credits, multiple entries, and exit system.

The second point of difference is with respect to social purpose. While, the NEP 2020 retains the focus on social inclusivity, it also hopes for the creation of special education zones in the areas having a significant proportion of disadvantaged groups. Additionally, NEP 2020 focuses on the economic value arising out of educational learning and training. The NEP 2020 has a significant focus on skill-based learning and employability arising out of it. This is evident from an increased focus on providing technical skills at various levels to those seeking secondary and post secondary education. Thirdly, the difference lies in their understanding of the aims of education. The earlier policy stressed more about understanding the world and human life. According to NPE 1986, the aim of education is threefold, namely, the overall development of the human

resource, international co-operation, and peaceful co-existence, development of socialism, secularism, and democracy. The present policy focused more on national development by creating citizens with knowledge, skills, and individual development. Specifically, the aim of education as defined by NEP 2020 is to achieve full human potential, development of a just and equitable society, and promoting national development. The curriculum in the new policy is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resource pool.

Comparison between NEP 2020 (New education policy) Vs Previous Education Policy NEP 1986 (National policy on education):

We have tried to tabulate here almost all the highlights of New Education policy 2020 and compared with the Previous Education Policy (NEP), 1986. This will give us the clear idea that what the Modi government is doing to improve our education system.

COMPARISON OF NATIONAL EDUCATION POLICY 1986 & NATIONAL EDUCATION POLICY 2020:

SL. NO.	PREVIOUS EDUCATION POLICY- 1986	NEW EDUCATION POLICY-2020
1	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2	Common education structure of 10 (5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4	Two years higher secondary level and two years pre-university levels were	Four years Secondary education stage is designated by clubbing Two years higher

	separately considered and both had board exams.	secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects.	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
7	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental

	students directly.	affairs.
11	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student faculty ratio is 30:1.
13	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
14	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their UG and PG courses.
15	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
16	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
17	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
18	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.

19	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation
20	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
21	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
22	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
23	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs.
24	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
25	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
26	Currently, teacher's education comprises of two years B.Ed. programme after graduation. Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.

27	Suggestion for improving physical library facility including books & journals.	Suggestion for improving online library membership including online books & online journals.
28	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments.
29	No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
30	The coursework of Ph.D. programme comprises of research methodology and core subject related study.	The Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study

CONCLUSION AND SUGGESTIONS:

To conclude this big policy that has been proposed by Indian government to improve the Indian Education System is a big task. There was the need for a big change after 34 years of education system there was the gap that could be seen between Industry and academia and this gap result into the production of the skilled and educated students that won't find their place in Industry or corporate results into unemployment scenario or if employed they are under paid. In both the situation a person gets frustrated and leads towards depression and similar other things. New Education policy is still a proposal may be there could be some corrections needed that could be done either before implementing or after seeing the outcomes of the policy in practical. Mostly all the proposal that have been proposed in NEP 2020 are having great potential to give success to all the stakeholders in future. Introduction of vocational

courses is a new concept, lowering the tension of board exams, introduction of new subjects, diminishing the wall of streams and many more positive things are proposed. Now students can choose their subject combination, in practical sense now they will learn what they want to learn. In choosing the potential areas the Dermatoglyphics can reveal students intrinsic qualities and talents. The Fingerprints of the person remain unchanged during a lifetime of an individual. If an individual plans the selection of subjects according to the skill set and internal talent there are more chances of getting success. The final words to conclude, it is yet a proposal in coming few months it will take its final shape and ready for implementation.

REFERENCES:

1. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. *Indian Educational Review*, 40(1), 3-28.
2. Draft National Education Policy 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf> Aithal, P. S. & Aithal, Shubhrajyotsna (2019).
3. Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 3(2), 1-35. DOI: <http://doi.org/10.5281/Zenodo.3271330>.
4. National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf referred on 10/08/2020.
5. Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International journal of qualitative methods*, 8(3), 1- 21
6. https://en.wikipedia.org/wiki/National_Policy_on_Education

NEW EDUCATIONAL POLICY-2020 IN THE LIGHT OF PHYSICAL EDUCATION AND SPORTS

Dr. Asif Jamal

Assistant Teacher, Saranga High School(HS), Saranga, Purba Bardhaman, West Bengal, India.

ABSTRACT:

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. The new policy replaces the previous National Policy on Education, 1986. This Policy proposes the revision and revamping of all aspects of the education structure, including Physical Education and sports. This policy encourages holistic education through sports and play. This article is about the recent education policy of the Government of India with special reference to scope of Physical Education and sports.

KEYWORDS: *National Education Policy, Holistic Education, Physical Education, Sports.*

INTRODUCTION:

Education is fundamental aspects for achieving full human potential and promoting national development. 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 and creative imagination, with sound ethical moorings and values. Education Policy lays particular emphasis on the development of the creative potential of each individual.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education

system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

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 the revision and revamping of all aspects of the education structure, including Physical Education and sports. New Education Policy 2020 encourages holistic education through sports and play. In a sentence, there is a golden opportunity to improve this policy in field of Physical Education and sports.

BACKGROUND & HISTORY OF THE POLICY:

The NEP 2020 replaced a 34 year old the National Policy on Education, framed in 1986. In January 2015A.D, 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, 6600 blocks, 6000 Urban Local Bodies (ULBs), 676 districts were received.

The NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP

Siddheshwar Prasad criticised the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968 A.D.

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968A.D. and the second in 1986A.D. under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 A.D. when P V Narasimha Rao was Prime Minister. The third is the NEP released under the Prime Ministership of Narendra Modi. The sequence of Education Policy of India since independence is- **1968 -> 1986 -> 2020.**

VISION OF THE POLICY:

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. The NEP 2020 aims at making 'India a global knowledge superpower'. New Education Policy 2020 encourages holistic education through Physical Education activities including play, sports and games.

IMPORTANCE OF THIS POLICY:

The new NEP includes several key points that are instrumental for the holistic development of a child. By eliminating the rigid separation between curricular and extra-curricular activities, the NEP acknowledges sports to be equally important as any other subject like English or Science, thereby increasing the Fun and Engagement that children desperately seek in a school. Children can develop physically, mentally and socially through play and sports. And we have also found Play to contribute positively to

academic outcomes, classroom behaviour and attendance levels. Moreover, assessment-specific reforms such as the development of the National Assessment Centre and tracking a child's progress based on learning outcomes are great initiatives as they focus on the learning progress, thereby focusing on the all-round development of a child.

Society expect that sports and play will be delivered and assessed with the same rigor and structure as core academic subjects, thereby ensuring all children experience the magic of play and sport, and we develop a nation of healthier and fitter children through the school system. The emphasis on Vocational Education is also a great step towards all-round development of children and we hope children will be able to choose physical activity and sports as a vocational subject. We look forward to the translation of the policy to reflect in a more playful, fun and engaging school environment for children while meeting the adult goals of learning outcomes.

This policy included basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs which are very much needed for healthy education.

SPORTS MINISTER'S VIEWS TO THE PHYSICAL EDUCATION AND SPORTS BEFORE THE POLICY:

Sports Minister Kiren Rijiju said, sports will be a part of the curriculum in the country's new education policy and won't be considered an extra-curricular activity. Sport is also an education, so sports cannot be extra-curricular activities, he said. He also said sports cannot be treated as an optional subject and it has to be accepted by all as a part of education. "I always believe in that, education is one, sports is one. It is the same," he added.

**HIGHLIGHTS OF THE POLICY:
MAJOR RECOMMENDATIONS OF THE NEP WITH
SPECIAL REFERENCE TO SCOPE OF PHYSICAL
EDUCATION AND SPORTS:**

The Union Cabinet cleared a new National Education Policy (NEP) proposing sweeping changes in school and higher education. The "10 + 2" structure will be replaced with "5+3+3+4" model. This will be implemented as follows:

1. 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.
2. Preparatory Stage: Classes 3 to 5, which will cover the ages of 8-11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.
3. Middle Stage: Classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.
4. Secondary Stage: Classes 9 to 12, covering the ages of 14-19 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 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.
5. 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.

6. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.
7. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a

consideration for what is interesting and safe at each age.

8. Early Childhood Care and Education (ECCE) ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, 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 behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural or artistic development, and the development of communication and early language, literacy, and numeracy.
9. 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 well-trained social workers and community involvement into the schooling system. Children are unable to learn optimally when they are undernourished or unwell. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but

nutritious meal, e.g., groundnuts or chana mixed with jaggery and or local fruits may be provided.

10. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.
11. Vocational skills development with a view towards obtaining local employment; basic education including preparatory, middle, and secondary stage equivalency; and continuing education including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills. The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

IMPLEMENTATION OF THE POLICY:

Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

The NEP only provides a broad direction and is not mandatory to follow. 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 central and the states. This will not happen immediately. The incumbent government has set a target of 2040 to implement the entire policy. Sufficient funding is also crucial; the 1968 NEP was hamstrung by a shortage of funds.

The government plans to set up subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP. The plans will list out actions to be taken by multiple bodies, including the HRD Ministry, State Education Departments, School Boards, NCERT, Central Advisory Board of Education and National Testing Agency, among others. Planning will be followed by a yearly joint review of progress against targets set.

It will take some time to implement a policy of the country. We have to wait for that. But it will take goodwill and financial support to make it a success. India's National Education Policy does not have to be a paper document only, which has been seen before in our country.

IMPLEMENTATION WILL BE GUIDED BY THE FOLLOWING PRINCIPLES:

1. First, implementation of the spirit and intent of the Policy will be the most critical matter.
2. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully.
3. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base.
4. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic,

only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved.

5. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States.
6. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy.
7. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions such as the setting up of early childhood care and education infrastructure that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

CONCLUSIONS:

The world is undergoing rapid changes in the knowledge landscape through multidisciplinary education. This National Education Policy 2020 emphasis on reduce curriculum content to enhance essential learning and critical thinking including holistic development of learners. Any policy's effectiveness depends on its implementation. Once the NEP gets implemented, children will benefit from the focus on balanced and all-round development from an early age.

It will take time to actualize a singular policy in entire country. We will have to wait for this to happen. To make it successful we need will force and economic assurance. National educational policy in India should not remain only as a paper document, which was seen earlier in

the country. It is also important that all states need to follow it. To sum it up, it can be said that there is ample space, scope and golden opportunity for development from this policy in the field of physical education and sports.

REFERENCES:

1. www.education.gov.in
2. www.hindustantimes.com
3. indianexpress.com
4. indiaeducationdiary.com
5. INDIA TODAY, Press, New Delhi, June 11, 2020.
6. en.m.wikipedia.org.
7. www.drishtias.com
8. www.livemint.com
9. www.google.co.in
10. timesofindia.indiatimes.com

TELANGANA GURUKUL EDUCATIONAL SOCIETY IMPLEMENTATION AND PERFORMANCE – A STUDY

Dr. Basani Lavanya

Department of Political Science
Kakatiya University, Warangal, Telangana

ABSTRACT:

This article investigates the projects and offices accessible for understudy strengthening in Telangana Social Government assistance Residential Educational Institutions (TSWREIS) and quality based training to the underestimated Children's. This paper portrays the expert advancement of understudies against the foundation of obtaining of abilities for the 21st century. Instructors and understudies of TSWREIS are working day and night with most extreme devotion to launch the general public to the worldwide guide inside six years. The TSWREIS cut a speciality for itself by its consistent experimentation and synchronizing with the arising patterns in the schooling space. Private schools accomplished 96.63% in SSC, 84.31% in Intermediate, and about 85% in Degree brings about the scholarly year 2018-19. In 2019, 53 understudies got entrance into MBBS, 20 in IIT's, 48 in NIT other than getting confirmations in expert foundations like Delhi University, Ajim Premji University, and Goodbye Institute of Social Sciences. Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) under the aegis of the Ministry of Scheduled Caste Development, Government of Telangana, has been energetically attempting to put the least fortunate among the Scheduled Castes in the prosperous circle through quality training throughout the previous 35 years. This general public, with 268 foundations with around 1, 50,000 understudies, has

been giving quality training in English medium up to graduation. TSWREIS with 1, 49,680 understudies cover generally 10% of partners among all SCs in Telangana. TSWREIS runs secondary schools, junior universities, and degree schools covering the two expressions and sciences. The general public is young lady driven, with 175 foundations offering training to 1, 02,720 young girls.

KEYWORDS: Education, Policy, Performance, Improvement

INTRODUCTION:

Education is the way in to all-adjust human improvement. The schooling advancement of its residents decides a country's financial, social, what's more, social advancement. India is a pluralist country with rich variety reflected in the huge number of societies, religions, and dialects of different gatherings. There is an anyway critical uniqueness in the financial boundaries of different gatherings/networks dwelling in the country. A few gatherings, strikingly the Scheduled Castes, have been generally minimized and monetarily in reverse concerning the all out populace of the country. Instructive improvement is the most powerful instrument for their strengthening. Private schools can possibly help the minimized and the poor to emerge from the neediness trap and encourage them to be comparable to the remainder of the residents.

Private schools offer some incentive based instruction in a tranquil climate, which empowers the understudies to decide their inward gifts and prosper them to the fullest potential. Private schools expand the vision and illuminate the way to the fate of a youngster by the entirety of control, which called Education. The mission of the Telangana Social Welfare Private Educational Institutions is to advance a wide scope of curricular and extracurricular exercises past the cones of homerooms. It

expected to establish a lively educating and learning climate what's more assist minimized understudies with understanding their full potential in each circle of life in the 21st century. The vision of the Residential schools is to construct an exceptional government instructive organization that gives great all encompassing and worth based instruction to underestimated kids comparable to the other advantaged kids in the country.

The Andhra Pradesh Social Welfare Residential Instructive Institutions Society (APSWREIS) set up under the Societies Act as an independent body. The TSWREI Society until now part of the recent APSWREI Society arose as a free substance in June 2014 after the bifurcation of the territory of Andhra Pradesh¹.

Telangana Social Welfare Residential Educational Organizations Society (TSWREIS) under the aegis of the Ministry of Welfare, Government of Telangana, has been energetically attempting to put the most unfortunate among the Scheduled Castes in the prosperous circle through quality training throughout the previous 35 years. This Society, with 268 foundations with 150000 understudies, has been giving quality training in English medium up to graduation.

Table-1
Social Status

Caste	Respondents
OC	05 (1.66)
BC	76(25.33)
SC	120(40.00)
ST	101(33.66)
TOTAL	300(100.00)

The caste system has penetrated the education institutes too. A caste assumes a significant function in admittance to these instructive foundations. Essential state instruction despite the fact that regarded to be widespread

is as yet administered by the position framework. This social delineation is adverse to the progression of millions of Dalit and brings down station youngsters. Dalits and lower standings are stuck in the endless loop of neediness and one-portion of the least fortunate kids have a place with the Dalit people group. Low school enlistment rate and high rates of youngster work plague these burdened networks. Regardless of whether they've been admitted to a specific school, their participation is unstable. Their dropout rate is additionally high since assistance for regular average families. These offers ascend to a high education rate and subsequently give them no monetary or social versatility. Despite the fact that the presentation of reservations have improved the conditions, is anything but an immaculate idea and this dissimilarity because of the efficient social isolation exists.

Table-1 Reveals that Gurukula education system plays important role in backward class communities to provide quality of education. Most of the respondents from lower communities like Scheduled Castes (40 percentage), Scheduled Tribes (33.66 percentage) these two community people utilize Gurukula system Backward Class (25.33 percentage) rest of the percentage from upper castes therefore we must understand segregation of percentage in the Gurukula system enrollment.

Table-2
Respondent's opinion on quality of education in the Gurukulam system

Response	Respondents
Yes	280(93.33)
No	20(6.77)
Total	300(100.00)

Table-7 The 'Gurukul' system of education is the epitome of Indian style of learning. Basically, a gurukul is a school where students live along with

their mentors and receive education, moral values and life skills under their guidance. This process of learning is being practiced since early ages in India. Gurukul has mythological connotations. ‘Luv-Kush’, the ‘Pandavas’, ‘Pralaadh’, ‘Arjun’ and even Lord Krishna studied in a ‘Gurukul’. Even today, gurukul holds significance as it is known to develop the students holistically.

Telangana Gurukulam system provide quality of education who is under below poverty line people, respondents responded very positively 93.33 percent of the respondents accepted institutions has provided quality education to the poor rest of the respondents 6.77 did not accepted.

Table-3
Respondent’s opinion on implementation of Gurukul system with modern technology

Fruitfulness of implementation	of Respondents
Yes	245(81.66)
No	10(3.33)
Maybe	45(15.00)
Total	100(100.00)

Table-3 the primary focus of this study rests on the responses collected about student’s perception about the implementation of Gurukul along with modern technology. Overall 81.66 percent of respondents are given an affirmative response towards the integration of Gurukul systems and modern technology. We can further infer that students who are currently completing their education have a good grasp on the working of the system. Overall 3.33 are unsure whether this integration will yield any results.

Table-4
Respondent's awareness of current Gurukul development

Response	Respondents
Extremely aware	205 (68.33)
Not aware at all	85(28.33)
Not so aware	10(3.33)
Total	300(100.00)

Table -4 reveals that as now, from sample size, almost 69 percent of respondents are extremely aware of the recent developments in such endeavors and some of the respondents not aware regarding. The current developments, which said to be showing a positive impact on the holistic growth of the students, are unknown to people. The questionnaire also collected data regarding the perceived issues being faced by the current Education system as well as the perceived benefits of implementing a Gurukul type system.

Gurukula system Activities

Table-5
Respondent's opinion on E- Plus programme

Response	Respondents
Yes	281(93.66)
No	19(6.33)
Total	300(100.00)

Table-5 the E-Plus Club was begun with a goal to give the understudies a take-off highlight the universe of English. This makes occasions to improve their judgment regarding perusing, furnish them with a feeling of energy about scholarly articulations and their degree to talk in English fluidly. These exercises in the E-Plus Club seek to support and improve the scholarly and imaginative abilities of understudies, in the event that they are directed in a customary and genuine way by all the partners, i.e., the Principals, trainings and the understudies.

E-Plus club movement is deliberately intended to build the certainty of our understudies, give them a stage where they can rehearse and convey with no hindrances and confer industry-explicit aptitudes for which our understudies should think intelligently, express certainty and function admirably even after finish of their instruction.

Table -14 reveals that students they are coming from rural background, lack of communication problems hence this e plus programme enhance their knowledge. 93.33 percent of the Respondents utilizing this prograamme and improve their communication and soft skill, marginal percent of the students 6.33 percent ignored.

Table-6

Do you aware about the facilities provided by government for the college /School students?

Response	Respondents
Scholarships	221(73.66)
Long distance learning	21(07.00)
Women education schemes	56(18.66)
others	02(0.66)
Total	300(100.00)

Table-6 Disclose that the Government of Telangana runs various Telangana grants for understudies having a place with all the classifications including Scheduled Caste, Scheduled Tribes, Backward Class, Disabled Welfare, Minority Welfare and General classification.

The critical target behind acquainting Telangana grant is with empower the meriting understudies to seek after their fantasy training with no money related requirement. Furthermore, there are some private associations as well, that offer grant for the understudies of Telangana. Respondents had given their opinion on scholarship programme 73.66 percent, women educations schemes

18.66 percent, Long distance learning 7 percent and others 0.66 percent respectively.

CONCLUSION:

India is a land of tradition and culture. Our systems have been integrating this in them since the beginning of time. We are known to have had some of the best educational institutions in the world. And currently, we are tackling with growing problems of illiteracy and issues which are bred from it. After conducting the survey and analyzing the data we can conclude, that the integration of the Gurukul system with modern technology and facilities will yield a positive overall result in the quality of education. The public perception towards the current system of education is seen to be skewed towards negative and the need for change is imminent. The lack of information about the Gurukul system within the respondents is understandable and a live example of the shortcomings of the current system. The integration of values, ideals, and teachings of the Gurukul system along with modern infrastructure, subjects, and facilities will give positive results. Most respondents currently involved in the system show a willing response towards attending or teaching or sending their child to study at a Gurukul like establishment. Using the resources, we have, we can overcome the drawbacks found from the Gurukul system and work towards building an integrated system that focuses on holistic development. More practical experimentation in the field will encourage more people to take interest in alternative methods of education which will allow us to find a unified system of quality and sustainable education. Taking the learning's from the Gurukul system, we can devise a sustainable education system that focuses specifically on the lower income group of the society and providing them with practical knowledge allowing for earning opportunities.

REFERENCES:

1. Jaya Bharathi, V. 2001. "A study on Andhra Pradesh Social Welfare Residential Schools," Unpublished Ph.D. Thesis, Sri Padmavathi Mahila Viswavidyalayam, Timpati

AN OVERVIEW OF NATIONAL EDUCATION POLICY 2020 FOR HIGHER EDUCATION

Prof. Dr. Rama Pande

Associate Professor

Manavlok's College of Social Work Ambajogai Dist. Beed –
431517

ABSTRACT:

The new education policy which was approved by the union cabinet and the Human Resource Development (HRD) ministry has renamed as education ministry another major change is that there will be single regulator for all the higher education and M Phil to be discontinued.

The main agenda behind introducing the same is the need of the hour and it will prepare the students to face the challenges of the new world. The New Education policy will promote skill based education and enhance the practical skills of the students.

The new ministry says that the new education policy will play an important role in making India self-reliant and the aim of this new policy is to strengthen research and innovation in the country.

INTRODUCTION:

National Education Policy (NEP) 2020 was approved by the Union Cabinet on 29th July 2020. The policy lays out a vision for the future of education in India at the levels of preschool and higher education.

The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education worldwide. The policy is based on the pillars of "Access, Equity, Quality, Affordability, and Accountability" and will transform India

in to vibrant knowledge hub. The National Education Policy 2020 emphasizes systemic and Institutional improvements to regulation, governance and promotion of multi disciplinary academics and research in Indian higher educational institutions.

At the higher educational level also National Educational Policy is most student centric, giving flexibility to students to pursue their passion at the same time enhancing their skills enabling them to become more employable.

The National Education Policy (2020) section on Higher Education and Higher Education Institutions (HEIs) emphasizes on multidisciplinary education. All HEIs are encouraged to plan to become multidisciplinary by 2030 and single streamed HEIs will be phased out over time. In order to attain a holistic and multidisciplinary education, the curricula of HEIs will comprise of credit based courses with multiple entry and exit points the length of the degree programmes are recommended to be of a 3 year duration for a bachelor's degree or 4 year for multidisciplinary bachelor's degree with research. Additionally: one can also exit after the first year with a diploma and come back later to complete the remaining credits for a degree.

The objectives of the article are to understand the major reforms in higher education. National Education Policy – 2020 (NEP) is drafted with a long term vision of making India a global knowledge super power with a focus on inclusiveness, participation and holistic approach NEP, 2020 is third in series since independence, the first two were introduced in 1968 and 1986 respectively.

The National Education Policy, 2020 aims to shift towards more scientific approach to education. The policy has risen public spending on education by the states to 6 percent of its total GDP on education.

The major reforms in higher education are as follows –

- National Education Policy, 2020 aims to increase the gross enrollment ratio in higher education including vocational education from 26.3 % in 2018 to 50% by 2035 and aims to add 3.5 corer new seats to higher educational institutions.
- The policy envisages broad based, multidisciplinary, holistic under graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- Academic Bank of Credits to established to facilitate transfer of credits.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs to be setup as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will to be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education commission of India (HECI) will setup as a single overreaching umbrella body for entire higher education, excluding medical and legal education.
- The commission will have four independent verticals - National Higher Education Regulatory council (NHERC) for regulation, General Education Council (GEC) for standard sitting, Higher Education Grants Council (HEGC) for funding and National Accreditation Council (NAAC) for accreditation, Public and Private Higher Education institutions will be governed by the same set of

norms for regulation, accreditation and academic standards.

- 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.
- Under National Education Policy, there will be no rigid separations between disciplines like Arts, Science; Commerce etc. between curricular and extracurricular activities, between vocational and academic strengths students can select subjects of their liking across the streams. Students can follow their passion through multidisciplinary course through multiple entry and exit.
- A National Educational Technology Forum (NETF) would be created and e- courses will be developed in eight regional languages initially and virtual labs will be developed. It will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration and so on, both for Schools and Higher Education.

A rich variety of educational software will be developed and made available for students and teachers at all level (Students in remote areas and with disabilities). The Teacher Student Ratio shall range from 1:10 to 1:20 depending on the programme. Faculty will be appointed to individual institutions and not be transferable across institutions, so that they may feel truly invested in, connected to, and to their institutions and community.

The flexibility afforded to students enter and exit at multiple points and from various HEIs will, however, make

the enrollment at higher education highly unstable and will in turn make the fluctuating workload which is calculated on the basis of enrollment. A fluctuating workload will mean contractualisation of teaching positions as permanent positions cannot be offered against a workload that might not exist the following year.

The envisioning of National Research Foundation (NRF) to enable a culture of research in Universities is an acknowledgement of necessity to promote research. The NRF will fund Research across all disciplines as also act as a liaison between researchers and the relevant branches of the government and the industry.

CONCLUSIONS:

Any policy is only as good as its implementation. Such implementation will be re8/51uire multiple initiatives and actions, which will have to be taken by multiple bodies in Synchronised and systematic manner.

The policy also addresses the issue of adult and continuous education as also creating infrastructures for digital education. “The digital divide” is acknowledged by NEP 2020 and its points towards the importance of addressing concerns related to equity when discussing online and digital education. It also recommends the creation of a dedicated unit for building of world class digital infrastructure and educational digital content.

Some of the important benefits of New Education Policy 2020 are –

- The New Education Policy will give importance to students practical knowledge instead of just pushing them towards rote learning.
- It will help students to develop scientific temper form a young age.
- The National Education Policy aims to make it easier to setup new quality of Higher Educational Institutes which will be at par with global standards.

- The National Educational Policy is expected to bring positive and long lasting impacts on the Higher Education system of the country. The fact that foreign Universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experienced the global quality of education in their very own country. The policy of introducing multidisciplinary institutes will lead to a renewed focus on every field such as Arts, Humanities and this form of education will help students to learn and grow holistically. Thus the students will be equipped with stronger knowledge base.
- The introduction of a Single Common Entrance Test (CET) is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all students applicants going for work. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the Academic Credits that students earn by taking courses from various recognized higher educational institutions.

National Education Policy 2020 is a vision statement that lays out the direction in which Indian education will move. Some of recommendations are concert while others meet to be worked out overtime. The efficacy of the policy document will, however, depend on how much of an intent to implement, it is demonstrated by the Government of the day. Bringing in relevant legislative amendments and ordinances if required, making budgetary allocations, and maintaining the autonomy of regulatory and other institutions are what will create the eco system for effective delivery of the vision National Education Policy 2020.

This is the first education policy of the 21st century and replaces the 34 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 2030 agenda for sustainable development and aims to transform India into a vibrant knowledge society and global knowledge super power 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.

REFERENCES :

1. Praveena.k.(2020), National Education Policy 2020 : An overview. Magazine, University news New Delhi. Vol-58- November 30, Dec. 06.2020.
2. Tamang Munish(2020) National Educations Policy 2020 and the challenges in its implementation, employment News 11 Sept 2020, Delhi.
3. www.avanse.com>blog>impact of the new Education Policy on Higher Education.
4. en.m.wikipedia.org>wiki> National Education Policy 2020.
5. www.education.gov.in>files- National Education Policy 2020.
6. Education – services.[british council.org](http://britishcouncil.org)
7. [Httpsi//www.india today.in/education/story/national – education-policy- 2020.](https://www.india-today.in/education/story/national-education-policy-2020)

THE DIFFERENCE BETWEEN OLD EDUCATION POLICY AND NEW EDUCATION POLICY

Pavan Ramchand Chungde

Department of Economics

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

ABSTRACT:

Government all over the world place a major emphasis on education policy there is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development. The present research study is mainly focused on the difference between the old education policy and new education policy. In the process of formulating educational policies, many education factors have to be taken into consideration. These include pedagogical methodologies, resource mobilisation, curriculum content and the possible impact of the policy on different groups. The old education policy included the national policy on education (NPE 1968) the national policy on education (NPE 1986) national policy on education (1979), National policy on education (1992) Sarva Shiksha Abhiyan (SSA) 2000-2001 Right to Education Act 2009 all these education policies emerged after the independence of India. Education policy has played an immensely important role in the development of the education system in India since the pre-independence era. In India the education policy has been changing from time to time in response to the emerging socio-economic needs of the country. Since the country's independence in 1947 the government of India sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. The present research study is focused on the

differences between former and new education system as well as studied its benefits.

KEYWORDS: Education policy, Education system

INTRODUCTION:

The ministry of human resources Development which is replaced by ministry of education recently convert the 34 years old national policy on education (NPE) framed in 1986A the new education policy of 2020. (NEP 2020)

In ancient India after the Vedic period there were major universities Nalanda and takshila the most important Buddhistcentre of learning was at Nalanda. There university were given facilities such as free education lodging and oarding. During the Mughal period, the rules tried toto spread Islamic education India. Any Muslim could acquire education at a madras. In the ancient period the major objective of education was religion.

After the independence of India there are different education polices that changing time to time education policy refers to the the rules and principles that govern the operation of education systems. According to Taylor (1997) there being.

- (a) Context: it refers to the antecedents and pressures leading to the development of a specific policy.
- (b) Text it refers to the content of the policy itself.
- (c) Consequences: it policy text are open to differing interpretation by practices then this is also likely to result in differences in implementation.

The present research study is introducing the pre indepent education system of India also analysed the post independent education polices in India and finally studied how new education policy is different from old education policy.

CHANGES IN EDUCATION POLICY 2020:

2020 the year characterized by uncertainty the whole world changed this year and life came to a standstill

we all witnessed of major unprecedented events till now. One of change is became more important in Indian education policy national education policy 2020 in India the national education policy 2020 has introduced the vision of creating quality institutions a culture of innovation and highly skilled workforce this is most important and major change by Indian government is they have replaced the 34 years old national policy on education which was framed in 1986 with new education policy of 2020. There ae major changes initiate in higher education institution which included schemes of multiple access and also arrest option in degree courses, common entrance exams for universities.

MAJOR HIGHLIGHTS OF THE NATIONAL EDUCATION POLICY 2020:

1) Schooling to begin from the age of 3 years:

The new education policy replaced the age group of mandatory schooling from 6-14 years to 3-18 years. This new education system will be included 12 years of schooling with there years of anganwadi pre schooling. The old 10+2 structure of school curriculum will be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8,8-11, 11-14, 14-18 years respectively.

2) A Single Overarching Policy of Higher Education:

The higher education commission of India (HECI) became a single umbrella body for entire higher education. The same set of norms for regulation. Accreditation and academic standards to be applied to public as well as private higher education institution. The government aims to phase at the utilisation or colleges in 15 years and a stage wise mechanism also established for granting graded autonomy to colleges.

- **Mother langue to be instated as medium of instruction:**

The national education policy 2020 has directed focus on student's mother tongue. Students mother tongue will be the medium of instruction even as it sticks to the thereelanguage would be imposed on anyone. The medium of instruction will be the mother tongue, regional language both public and private schools are to follow this norm.

- **Separation between subject streams to be blared.**

As per new education policy 2020 the rigid separations between subjects' stream will be done woay with. Students have freedom to choose subjects they would like to stuely. They have not compulsion to choose subject which is in fixed in curriculumvocational education to be introduced in schools from class and will include internships as well.

- **The duration undergraduate degree of the**

The duration of the undergraduate degree will be either 3 or 4 years. Students will also be given multiple exitoption within this period. colleges will give a certificate toa student if they weld like to leave college after completing 1 years in a discipline also tied including vocational and professional areas a diploma after 2 years of study and undergraduate degree after completing a three-year programme.

OLD EDUCATION POLICY:

In India educational have existed since the emergence of civilisation (keay:1972)

With regard to present research study it is essential to view the historical background, of education policy in order to understand its current status. To understand education policy, it could be divided into two-line periods these being pre independence and post-independence.

In ancient India the whole education system was religion-based education during Vedic period, Mughal period and other there were studied the subjects like Vedic study of

Buddhism or study of Islam. But after the British arrive in India there was major change in education.

EDUCATION POLICY IN PRE-INDEPENDENT INDIA BRITISH PERIOD:

The introduction of western education was significant for the emergence of an education policy in India. The pioneering work in the field of education under the British was done by missionaries. They did make efforts to spread education according to key 1972

“one important result of the great efforts by missionaries was to stir up governments both in England and in India. To realise that it was their duty to do something for education of the people under their rule. (key 1972)

The charter of 1813 clearly stated that it was the duty of English ministers of religion to give education. But the East India Company had realised the political significance of a policy of religious neutrality there for the company encouraged educational activity by establishing schools with grants.

“St. Mary's school was established in Madras in 1715 followed by the establishment of two more charity schools in 1717 by the Danish missionaries. In 1718 a charity school in Bombay and another in 1731 in Kolkata were opened. In 1787 two charity schools for boys and girls separately were established in Madras” Singh 2005

Macaulay in his minutes stated that the aim of promoting knowledge of the sciences could only be accomplished by the adoption of English as the medium of instruction. Rajaram Mohan Roy also felt the need for a new type of education.

A committee was set up to offer suggestions for introduction reforms in India under the chairmanship of Charles Wood and also known as the Wood's Education Despatch. The most significant aspect of the Wood's Despatch was the decision to establish universities in India. The

first university of modern India was established in Kolkata in 1857. Other university's established in Bombay & Madras.

- **Education Policy in Independent India**

After independent India adopted the constitution in 1950 education became the responsibility of both state and central government. In independent India education policy has been closely influenced by the education commission that were set up from time to time. The following are the major important commission

1. University education commission (1948)
2. Secondary education commission (1952)
3. Indian education commission (1964-66)
4. National policy on education (1968)
5. Draft national policy on education (1979)
6. National policy on education (1986)
7. National policy on education (1992)
8. Sarv shiksha abhiyaan (2000-01)
9. Right to education act (2009)

Beside general education, technical education plays a important role. The government of India has established several industrial training and management institutes; polytechnics, engineering, medical and dental colleges be for few decades. Governing authorities like the national council of educational research and training (NCERT) & state council of educational research and training (SCERT) are most significant are responsible for the development of the education system on respective levels. The universities regulator 'university grants commission' (UGC) formally established in 1956 has right to disburse grants to universities and colleges.

MAJOR HIGHLIGHTS OF THE EDUCATION POLICES IN THE PAST 70 YEARS:

Kothari commission (1964-66):

The Kothari commission emphasized equality to education for all people without discrimination it presented new educational pattern of 10+2+3.

National policy on education (1968-1986):

This included the introduction of new patterns of education, there language formula introducing of regional languages in higher education development of agricultural & industrial education and adult education are the major development under this policy.

Education for all (2000-2001):

The sarv shikha Abhiyaan for children from 5 to 14 years old was launched in 2000-2001 it gives mandatory elementary education to all.

CONCLUSION:

National education policy has lunched to untouched part of the education system in India a complete freedom has been granted to state in several domains under this policy. The present research study highlights major different point between old education policy and new education policy. There are the stepping stones on are way to educational excellence. So India still has a long way to go the nation has potential to do much better. education policy has played an immensely important role in the development of an education system in India pre independent days from courses to curriculum to pedagogical practice education policy sets the framework. In which an educational system takes place.

REFERENCES:

1. Aggarwal j, C 1993 Landmarks in the history of modern India education, Vikas publishing house Pvt.Ltd, New Delhi.
2. Basu Aparna, 1979, the growth of education & political development in India: 1893-1920 oxford university press, Delhi.
3. Gosh. S.C. 2007 history of education in India, Rawat publication.
4. Key. F.E. 1972. A history of education in India, oxford university press, Delhi
5. Mukherjee. S.N 1976, Education in India: today & tomorrow. Acharya book Depot, Vadodara.
6. Singh, V.N, 2005, Education in India: from Earlier times to today, vista international publishing, house New Delhi.
7. Taylor, S. Rizvi. F, Lingard, B, and Henry, M.1997, Educational policy & the politics of change, Rarttedge, London.

A ROADMAP FOR INCLUSIVE EDUCATION IN INDIA (NEP 2020)

Urna Bhattacharjee

Education Department, Calcutta University, West Bengal.

ABSTRACT:

Education occurs in many forms for many purposes through many institutions throughout our life. Education policy is the governmental policies in the educational sphere as well as the collection of laws and rules that govern the operation of education systems. It can directly affect the education people engage in at all ages. In this crucial time The National Educational Policy 2020 is a bold attempt by the Central government to change how education is imparted from KG to University. The Indian government announced the New Education Policy 2020 which brings about several major reforms in education in India. Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. It will include 12 years of schooling and three years of anganwadi and pre-schooling. Among others, the NEP 2020 recognizes the importance of Inclusive education. Inclusion in education is reflected in different learning rates, abilities, interests, expectations, needs, and so on and demands appropriate educative attention. This study has focused on NEP 2020, a roadmap for Inclusive Education in India.

KEYWORDS: Education Policy, Roadmap, Inclusive Education, Schooling system, NEP

INTRODUCTION:

The Right to Education Act 2009 has successfully managed to increase enrolment in the upper primary level (Class 6-8). Nationally, between

2009– 2016 the number of students in the upper primary level increased by 19.4 percent. Implementation of schemes of sanitation and safety has also helped sustain this enrollment in the country.

The Census 2011 recorded literacy of women at 65.5 percent, for Muslims it had raised to 68.5 per cent and for Schedule Caste communities it had climbed to around 66 percent. The New Education Policy (2020) is a historic effort and first omnibus policy after thirty-four years, under Modi regime. The purpose of NEP is a framework to guide the development of education in the country. This is India's third policy which replaces the 1986 NEP. According to the Government, the NEP 2020 is formulated after having considered over 2 lakh suggestions from different levels of local self-bodies, 2.5 lakh gram panchayats, 6,600 blocks, 6,000 ULBs and 676 districts with the aim of holistic productivity and contributing citizens for building an equitable, inclusive, and plural society with an increased Gross Enrollment Ratio (GER) of 50% by 2035. The National Education Policy, 2020 has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and Inclusion. The National Educational Policy (NEP), 2020 attempts to address the growing inequality and inequity plaguing country's education system in India.

CONCEPT OF INCLUSIVE EDUCATION:

In our country education is a fundamental right to all citizens. So education system is need to inclusion, in education inclusion means, include all students as an individual learner present their peculiar characteristic and have their specific educational needs. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving

an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit children's' so that no child loses any opportunity to learn and excel because of circumstances of birth or background.

ASPECTS OF NEP (2020) FOR INCLUSIVE EDUCATION:

Educational Policy reaffirms that bridging the social category 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. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education.

EQUITY:

Equity and inclusion is the heart of new NEP. Higher school education, inclusion involves restructuring the whole system with the aim of ensuring the wide range of educational opportunities; this includes curriculum, pedagogy and recreational opportunities, etc. The policy is designed to avoid segregation and isolation of ethnic and linguistic minorities, those with disabilities and also those who face learning difficulties due to language barriers and are at the risk of educational exclusion. NEP 2020 has set the goal for all to be authoritative with the command of different languages at different levels of education.

INCLUSION OF COMMUNITY PARTICIPATION:

An attempt has been made to develop conscious awareness of roles and duties and inclusion of community participation which would minimize the exclusion of students on the basis of language and disability. This will motivate students to learn more about the diverse culture of India, its knowledge system and tradition and also to

sensitize them on human values, empathy, tolerance, human rights, gender equality, inclusion, and equity which will develop respect for diversity. Equal respect for all religions with the idea to develop or bring back creative human endeavor, required for the 21st-century education system, has been the main focus of NEP 2020.

GENDER EQUALITY:

Gender equality is the vital task in achieving the educational aims and leaving no one behind. Education needs a greater focus on accessibility, equity and quality. Remarkable signs of progress have been noticed in the past few years in respect of female participation up to secondary level. Such progress could be because of Government's policies and programmes run for girl child-like "Beti Bachao Beti Padhao", "Sukanya and Balika Samridhi Yojana" and many more. But girls' enrolment is lower than that of boys at upper secondary education. Gross Education Ratio during 2015-2016 stands only 23.4% against 25.4% for boys in higher education and the gap is visible at all the social categories. Now, NEP's biggest effort is to bring gender sensitivity as an integral part of curriculum and gender inclusion fund to be raised up to class 12 which covers all the socio-economically disadvantaged groups and also the transgender.

The condition of the primary education at government schools, the dropout rates of girls has put the country on the back foot in education. But the new NEP has given more focus to school learning with a new way of coping multi-disciplinary programs and focuses on the 21st-century skills in teaching, learning and assessment. Alternative and innovative education centers will lead to multiple pathways of effective learning and widespread participation of students of different groups. NEP implement schemes of giving out bicycles to form cycling groups and creating walking groups to schools

to include community participation and make safety nets for these vulnerable students. Further, recognizing critical needs of education of the girl child, the new policy proposes the creation of a 'Gender-Inclusion Fund' to create better educational spaces for women and transgender individuals. The fund will be accessible to states to create systems that will help the inclusion of these students.

The fund will initiate provisions of sanitation, conditional cash transfers, bicycle distribution schemes, etc. Additionally, funds will also enable states to support and scale up effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. In this regard, the policy recommends establishment of Kasturba Gandhi Balika Vidyalayas to provide better boarding facilities for students to tackle geographical barriers to education.

NEW PEDAGOGICAL SYSTEM FOR EARLY CHILD CARE EDUCATION:

Early Child Care Education (ECCE) is not available to children from economically disadvantaged families. Almost 85% of a child's cumulative brain development and growth occurs prior to the age of 6. Inclusion of this system will help children of early age to attain optimal outcomes in the domains 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. The division of Pedagogical system has been done with an intension to include the children of early education with the age group 3-5 into. The method to include the coding system in early education is to compete with the developed countries and including mother tongue as a medium of

Instruction at early stage of education will give advantage to understand them better. The flashy story books with pictures and signs, toys and activity based learning of the private nursery and LKG classes always excluded the poor family who could not afford all this but now new pedagogical and curriculum structure of schools education has been developed with flexible, multi-level, play-based, activity based and inquiry based learning for all.

SOCIO - ECONOMICALLY DISADVANTAGED GROUPS (SEDGS):

The NEP 2020 recognizes that certain groups are grossly underrepresented in the existing educational systems. To specially address their educational needs, the NEP has clubbed gender identities, socio-cultural identities, geographical identities, disabilities, and socio-economic conditions to create a new social group called SEDGs. The policy bases most of its objectives on creating inclusivity around these groups. The groups have higher dropout rates due to a plethora of reasons, ranging from lack of accessibility for tribal communities (geographic) to historical exclusion of communities from systems of education for the socio-cultural identities categorization. Recognizing their special needs, the NEP 2020 recommends a series of policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport that have worked in the past to increase enrollment, to create more representation.

RECOGNITION OF INDIVIDUALS WITH SPECIAL NEEDS:

The policy recognizes children with special needs and believes in incorporating them into the mainstream education systems. It broadly aligns with

the objectives of The Rights of Persons with Disabilities (RPWD) Act 2016. The policy also aims to recruit special educators in all school complexes to make sure that teaching is more inclusive and cognizant of the needs of children. Children with benchmark disabilities will be allowed to opt for homeschooling and would be provided with skilled homeschooling educators so that they can still learn and acquire the best educational facilities. Further, teachers will be trained to identify learning disabilities in children early on and to help children with learning disabilities succeed in education and take care of their mental health. National Assessment Centre, PARAKH will be formulated to create equitable systems of assessment for children with learning disabilities. Alternate models for schooling are proposed to advance this objective.

CREATION OF SPECIAL EDUCATIONAL ZONES:

One of the standout recommendations of the NEP is the proposal to set up Special Educational Zones (SEZs) in regions with significant population belonging to Socio Economically Disadvantaged Groups and in those aspirational districts. The key purpose is to spread education in the remotest and farthest places in India. This will be done by pumping extra resources and aligning multiple schemes and programmes of Centre and states to transform these backward regions.

CHALLENGES TO IMPLEMENTATION OF NEP IN INCLUSIVE EDUCATION:

BROAD CATEGORIZATION:

It is problematic as the policy does not recognize caste as a historical inhibitor and does not prescribe the need for reservations. There is no acknowledgment of the multiple structural inhibitors

that plague these communities from succeeding in educational institutions because of the constant discrimination that they face from multiple sources. The policy does not acknowledge the need for affirmative action that is recognized as the bare minimum to give equal representation. There is no recognition of caste inclusion and affirmative action for teacher appointments either.

GENDER IDENTITY:

Despite these innovative ideas and proposals, the NEP is far from addressing core issues of inclusivity and conversations that are missing in the existing schooling systems. Historically, school curriculums have remained silent on discrimination based on sexual identification and orientation of individuals and specific discrimination that transgender individuals face in workspaces. These individuals are not accorded the basic respect that citizens deserve, and even though there has been a judicial abolishment of Article 377, conversations around identity are still considered a taboo and have led to multiple cases of discrimination in the past against these individuals. To illustrate, as per the recent CBSE press release, there were 1,889,878 candidates in class 10 and 1,206,893 candidates in class 12. Among the students who registered for class 10 exam, 7,88,195 were girls, 11,01,664 were boys, only 19 were transgender persons. For class 12, as many as 5,22,819 were girls, 6,84,068 were boys, and six were transgender persons. Thus the transgender individual is also the worst represented minority in our schooling systems. The numerical disparity is a large enough indicator to show that barriers faced by transgender individuals are disproportionately high. The new policy does not outline how it plans to

increase enrollment for these students, nor does it convey ways to solve discrimination that these individuals face once inside educational institutions that lead to disproportionately exacerbated dropout rates.

PROPER TRAINING:

NEP appears to fail to recognize the fact that not only most teachers are poorly trained for such special assignments; it also misses to take into account how most of India's schools are grossly understaffed. The policy also doesn't clarify or elucidate how it plans to create alternative homeschooling mechanisms that are accessible to individuals.

ACCESSIBILITY OF EDUCATION TO THE SPECIAL CHILDREN:

The new policy fails to specify a roadmap of how it will make sure that education is made accessible to the special children. It also doesn't specify what the change in the curriculum would be to make sure that children with learning disabilities don't feel excluded in the extremely competitive environments that Indian schools operate in today.

PROPER IMPLICATION OF THE SPECIAL EDUCATIONAL ZONES:

The idea is novel and holds promise to transform educational access in inaccessible areas of the country (such as urban ghettos with substantial minority population), the policy hasn't specified what the criterion for these zones would be and how will they be distinguished in urban and rural landscapes. The policy has no clear indicator of what would be the determining factors.

CONCLUSION:

NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in

education access, participation, retention and completion and in learning outcomes. decisions, the ray of hope has come through the new National Education Policy, 2020, which talks about sustainable human development and universal education learning with equity and learning outcomes with research oriented mindset. India has always placed education at the centre of its development agenda and with bridging the gender, social, regional gaps with community participation it will raise the spirits towards equal opportunities to all ensuring equity in this policy. It is going to be the beautiful blend of both ancient and modern knowledge system which not only inculcate you to acquire knowledge but also helps in integrating Indian culture and ethos. The NEP 2020 has done well by loudly recognizing the challenges faced by gendered categories, minorities and children with special needs. It has also done well in terms of proposing a series of laudable steps including education SEZs to address the structural challenges of education in inaccessible regions. It have proposed a new category by clubbing many socio-economic groups for administrative efficiency and better allocation of resources, it does injustice to these historic categories such as Dalits and Adivasis. To cut the long story short, the roadmap proposed to promote equity and inclusion for special categories is paved with potholes.

REFERENCES:

1. Chaturvedi, Amit . "Transformative': Leaders, academicians welcome National Education Policy" While the last policy was announced in 1992, it was essentially a rehash of a 1986 one.
2. Andini, ed. "New Education Policy 2020 Highlights: School and higher education to see major changes". Hindustan Times. Retrieved 30 July 2020.
3. <https://indianexpress.com/article/explained/reading-new-education-policy-india-schools-colleges-6531603/>
4. <https://timesofindia.indiatimes.com/blogs/voices/nep-2020-making-education-more-inclusive/>

NEW EDUCATION POLICY 2020 AND WOMEN EMPOWERMENT THROUGH EDUCATION WITH REFERENCE TO ECONOMIC FUNDING'S

Dr. Varsha R. Bhujbal

L.A.D. & Smt. R. P. College for Women, Shankar Nagar,
Nagpur, 440010

ABSTRACT:

By liberating women from their own psychological and sociological constraints, education contributes to a better self-image, free them from a sense of dependency and despondency. It helps to break the physical and psychological isolation of women. It helps them to look at life themselves scientifically and rationally and negate the notion of biological impurity, inferiority and powerlessness. Education thus is an instrument for freeing women from a state of subordination and exploration and enables them to play the role of agents for Social transformation. The other important goal of education in the context of women's development is inculcating the values of "gender education and gender justice". For removing the discriminating attitude and practices against women; such change in social perception and values among men and women alike are necessary for women to be empowered and socially equal. The present paper makes an attempt to explore about New Education Policy 2020, which shows progressive provisions in the policy like it promises an overhaul of the education system, Gender Inclusion Fund toward equitable education for girls as well as transgender students and a substantial increase in public investment to bring education spending to 6% of gross domestic product.

KEY WORDS: New Education Policy 2020, Women Empowerment, Women Education

OBJECTIVES:

To know New Education Policy 2020 and Women Empowerment through Education

RESEARCH METHODOLOGY:

The present paper is based on secondary data, literature and discussion with experts.

INTRODUCTION:

Education is a cornerstone of women's empowerment because it enables them to respond to opportunities to challenge their traditional roles and to change their lives. Educating women benefits the whole of society. It has a more significant impact on poverty and development than men's education. It is also the influential factor in improving child health and reducing infant mortality. Women's education also has an effect on family size. The more years of education a woman has, the fewer children she tends to bear, despite the clear advantages of female education, parents tend to prefer to educate their sons. A girl's role in life is often perceived solely as a link to the household and formal education is considered as a waste of resources. She is also likely to marry into another family and take with her any advantages she gains from education.

Education is central to the process of sustainable development and is empowering if its contents are geared towards it. Therefore empowering form of education is essential. Education and its contents are vital instruments in not only empowering the students to make the best of economic opportunities but can bring about far reaching changes in stereotype gender status and relations between sexes and social attitude. Thus the role of education in empowerment is not only learning of three 'R's (reading, writing and arithmetic) but includes awareness raising,

critical analysis of various structures and acquiring knowledge for empowerment at all levels. Education should include not only formal education but also skill training and functional literacy. In the reference of Indian women, empowerment at all levels, education should include not only formal education but also skill training and functional literacy.

Education is important for everyone, but for girls and women, it is essential. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investments in secondary school education for girls yield especially high dividends. (Singh, Garg pg. 114)

NEW NATIONAL EDUCATION POLICY 2020:

In the new National Education Policy 2020, there is a provision for equitable access to quality education for all students. There is also assurance that some steps would be taken by government to bridge the gender gap. These steps include clear targets for higher Gross Enrollment Ratio (GER) for SEDGs (gender identities are major category in it) and enhancing gender balance in admission to higher education. The government has also planned to provide vocational and technical education to women. For women this is a crucial step towards becoming empowered and independent.

INCLUSION OF GENDER AND ECONOMICS IN EDUCATION:

The National Education Policy advocates of having female role models for girls, in order to strengthen their ambition and change societal mindsets of women's role. This move will ensure that there is a positive multiplier effect on girls and their families and more girls will be encouraged to pursue education and complete the cycle.

All educators and sociologists have welcomed the special funds that have been created to deal with gender issues. Apart from ensuring 100% participation of girls in the schooling system, the fund according to the policy will aim to close gender gaps in educational attainment at all levels. NEP advises the funds to be allocated to give girls equal access to education by addressing societal obstacles that they face. The fund would also enable in "changing mindsets and halting harmful practices to foster gender equity and inclusion; inculcating girls' capacity for leadership to help develop current and future role models, and improving dialogue with civil society to exchange best practices and lessons learned."

In her article, Shukla Bose states that, the recently announced National Education Policy tries to address Inclusion of Gender and Economics in Education and heralds a new approach to education. Most importantly, it has equity as one of its founding goals, and gender as an important theme. All effort has been made by the architects of the policy makers to provide equity inducing initiatives like gender sensitization in schools that will break stereotyped gender roles. It also harps on the importance of harassment-free environments and equal treatment of genders. Special mention has been made of legal protection and entitlement for girls and women. The Protection of Children from Sexual Offences Act (POCSO) has been put in place for sexual offences against children is a strong message that children are vulnerable and need to be protected.

While she applauds the sensitive approach, the NEP has propagated to reduce the gender gap in education; she feels that it is as important to educate the boys and families so that the girls are given a chance. She refutes the assumption that gender-based discrimination and gender inequality can be addressed by focusing on girls and

women alone. Gender issues should not be equated to what some of us erroneously term ‘women’s issues’. It will, therefore, be very important for educators to ensure that the boys and men are as much included in all the awareness programs that are created in institutions to reduce the gender gap.

We have always been confronted with glaring data of how far behind the students from government schools are, as compared to students from private schools. While online classes have started during the pandemic for the students of private schools, the government schools continue to be in limbo. The children going to government schools have lost important learning hours because they do not have Internet access at home and some do not even have phones. So the idea of inclusion in education is getting even further remote and then to compound it is the story of girls who are getting pushed further behind. In homes where there are both girls and boys going to school and the access to devices is limited, the first priority is always given to the boys. If this practice continues, the concept of “equal opportunity” will remain just in a pipe dream.

So while the National Education Policy is a visionary document and has pressed the right buttons as far as inclusion, both in gender and economics is concerned; it will be up to respective governments to take forward the spirit of inclusion that has been paved. The focus will have to expand to not only getting girls into school but also retaining them there. At a national level, the flow of funds must remain unhindered. Recovery planning must account for gender budgeting, which means tracking of students and waiving of fees for girls. Remedial classes should be created to ensure that making up for the lost time is given priority.

This is the time to reflect on the real objective of education in a country like India. We talk about the universalization of education that will provide equal opportunity to each and every child in the country irrespective of where they come from, what language they speak, what religion they follow and what their gender is. But universalization of education is not just by building classrooms or providing textbooks. In her world,

universalization of education is first adopting the idea that each child has equal potential and that it is our responsibility to provide the environment that unleashes it.

CONCLUSION:

Undoubtedly feminization of education in our country is a healthy trend and this should be encouraged, if we want to achieve balanced social growth particularly of male and female, for which our nation is committed to. So education is not only an aspect of development and thereby an aim in itself, but more significantly is a “premier instrument for the achievement of other aspects of development-economic, social and political. It is the basic requirement for creating awareness that itself is vital for accelerated and affective participation of women to have education, one needs to be developed to have a share in development one needs to have education. Education for women needs a special orientation. Female education is not merely related with the overall development of women but is related with the overall development of society.

REFERENCES:

1. Singh, UmeshPratap, Garg Rajesh Kumar, 2012, Women Empowerment Different Issues, Adhyayan Publishers and Distributors New Delhi
2. Soni Suman, 2012. Women in 21st Century, DND Publication Jaipur
3. Yadav Ravi Prakash, 2013, Women Empowerment, Aavishkar Publishers, Distributors, Jaipur
4. [https://feminisminindia.com/2020/08/06/new-education-policy-nep-2020-critical-analysis/?amp#aoh=16044085126083&referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s04/11/2020 Wednesday 4:34 p.m.](https://feminisminindia.com/2020/08/06/new-education-policy-nep-2020-critical-analysis/?amp#aoh=16044085126083&referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s04/11/2020%20Wednesday%204:34%20p.m.)
5. <https://indianexpress.com/article/opinion/columns/national-education-policy-rural-education-schools-6596233/02/11/2020> Monday 11:04 a.m.
6. <https://www.academics4nation.org/post/nep-2020-and-inclusion-how-to-bridge-the-gender-gap-in-education> 03/11/2020 Tuesday 11:00 a.m.
7. <https://www.civildaily.com/news/crisis-in-education-in-rural-india-and-nep/02/11/2020> Monday 11:34 a.m.

NEW EDUCATION POLICY AND LANGUAGES

Dr. Sudam Laxmankumar

IQAC & NAAC Coordinator, Degloor College, Degloor.

INTRODUCTION:

The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research. It is aiming to make India a knowledge superpower. It equips students with the necessary skills in a segment called 'multi-lingualism, and power of language'. The new National Education Policy (NEP) says "wherever possible, the medium of instruction until at least Grade V, but preferably till Grade VIII and beyond, will be the home language/mother tongue/local language/regional language".

The New Education Policy 2020 brings about several major reforms in education in India. Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. It will include 12 years of schooling and three years of Anganwadi and pre-schooling knowledge.

The home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. All languages will be taught in an enjoyable and interactive style. The three-languages learned by children will be the choices of States and of the students. Out of three languages two languages are native to India.

Efforts to prepare high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and

speak about the two subjects both in their home language/mother tongue and in English.

For example: If a student in Degloor is learning Marathi and English, then he/she will have to choose to learn another Indian language.

But under the three-language formula, teaching/learning Hindi will be mandatory in those states where the language is not usually spoken. Following protests by non-Hindi speaking states like Tamil Nadu, the Centre dropped the reference to mandatory learning of Hindi. But for the past 50 years, Tamil Nadu has been following two language formula and is able to achieve significant positive social and economic changes. But the three-language formula was first incorporated in the National Education Policy 1968 by the Indira Gandhi government.

The choice of languages learnt will depend on the state and the students. However, it is mandatory for at least two of the three languages to be native to the country, one of which is most likely to be the local/regional language.

IMPORTANCE OF LANGUAGES:

The NEP says "wherever possible" local language/mother tongue should be used. Therefore the school is likely to continue teaching in their medium of instruction and use local language when feasible.

The following steps to be taken under New Education Policy:

- High-quality textbooks, including in science, will be made available in home languages
- In cases where home-language textbook material is not available, the language of the transaction between teachers and students will still remain the home language wherever possible
- Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning

materials, with those students whose home language may be different from the medium of instruction

The union HRD minister, Dr. Ramesh Pokhriyal says that New Education Policy does not talk about shedding the English language instead it emphasizes the importance of multilingualism, but it has a great cognitive benefit for young children.

People who speak more than one language have improved memory, problem-solving, critical-thinking skills, enhanced concentration, ability to multitask and better skills.

NEP 2020: IMPORTANT FEATURES:

- Self – reliant India.
- Sustainable development goals.
- Improve talent of stakeholders.
- Value education system.
- Protect Indian culture and tradition.
- Education as Economy booster.
- Quality Higher Education.
- Digitalized pedagogy and classrooms.
- A layered Accreditation system.
- Equipping teachers with latest technology and education methodology.

With the NEP 2020 helps to transform education and putting a significant thrust on 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. The new curriculum will include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.

Teacher vacancies will be filled at the earliest, especially in disadvantaged areas and areas with large

pupil-to-teacher ratios or high rates of illiteracy. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. At higher education level, the policy states that leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm.

However, there will be a greater flexibility in the three- language formula, and no language will be imposed on any State.

This policy is for next twenty years and it is in a process of making the implementation plan.

NEP 2020 recognizes the importance of technology.

Given the fact that there still persists a substantial section of the population whose digital access is highly limited, mass media, such as television, radio and community radio will be extensively used.

Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration as mentioned in the NEP.

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a 'Vishwa Guru'.

Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each Higher Education Institution (HEI), to be counted for the award of a degree. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

The IITs are already leading the path by introducing multi-disciplinary courses. The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields.

The Centre and states will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system. Therefore the higher education institutes will be opened based on the directions of Ministry of Home Affairs guidelines.

In 1968, the three-language formula was implemented across the country, barring Tamil Nadu that adopted a two-language policy.

Education is the state subject and so the implementation of the formula also lay with the states. Only a few states adopted the formula in principle. In several Hindi-speaking states, Sanskrit became the third language. Therefore, the purpose of the three-language formula was defeated to promote inter-state communications. Also, in a non-Hindi speaking state like Tamil Nadu adopted a two-language policy and did not implement the three-language formula. And since then, in Tamil Nadu two-language policy is working. In two languages one is English and the other is Tamil. The main reason is that language is a vehicle to protect the culture of that particular place and is protected by the civil society and politicians of the State. If any attempt is taken at diluting the importance of the Tamil language can be viewed as an attempt at homogenisation of culture. Also, one of the reasons for opposing the Hindi Language is that many in Tamil Nadu see it as a fight to retain English. There, the English language is well-known language of

empowerment and knowledge. Certain sections of the society impose the Hindi language because they felt that it will lead to the elimination of English which is a global link language. However, voluntary learning of the Hindi language has never been restricted in the State.

English should not be the medium of instruction in the primary years. The medium of instruction should be the language that is most prevalent in the child's surroundings. English has been the driving force behind this preference. English in today's world is education's ticket to ride. Introducing English as a medium of instruction at class V is like pulling the screeching brakes on learning, as children are left struggling with a new language. Many scholars welcome the idea of mother tongue instruction, hoping it will help enrich local culture. But they also acknowledge how impractical the language focus of the new policy may be.

The New Education Policy encourages academic talent and innovation to make the system of higher education more responsive to the needs of various stakeholders instead of just attempting to create a uniform standardised structure.

It can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident.

The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.

CONCLUSION:

NEP states that there will be greater flexibility in the three-language formula but no language will be imposed on any State. The National Education Policy for the first time in 34 years proposed that children be taught in

their mother tongue or local language, at least in primary school. The policy tries to promote native Indian languages at a time when English is now a preferred language of instruction for the fast-growing middle class. Imposing native-language education also poses a problem for people who may have to move. A child would study in Telugu when the parent is in the southern state of Telangana, but would need to switch to Hindi in Delhi.

To boot, many parents want their children to be taught in English, proficiency that is seen as a ticket to get ahead in life. Students who grow up studying in local languages struggle when they go to study at the country's top engineering and medical schools, where teaching is in English.

In India, however, attempts to make Hindi a national language have met fierce resistance, especially from southern states such as Tamil Nadu and Kerala. They see English as the language linking India's states to each other.

On obtaining independence from the British, India's Constitution adopted both Hindi and English as the union's official languages. It also recognized local languages, now numbering 22, which could be used as official languages by states. The Constitution had left an option to discontinue English after 1965 as a language of the country, but an effort to do so led to "anti-Hindi" agitation and rioting. English stayed and has grown in use.

It is to train teachers to structure a multilingual class, so they know where in the lesson they should conduct a structured switching between the school and home languages. They should be supported with teaching materials and textbooks in the various home languages of the children. In addition, the class should be interactive, so that peer learning is encouraged, she says.

By 2025, at least 50% of learners through the school and higher education system shall have exposure to

vocational education. India has long struggled with the concept of having a single, national language, given that the country is essentially an agglomeration of dozens of distinct peoples, who have unique cultures, cuisines, clothing and languages. But a national language is seen as a tool to link the nation.

The importance of learning language is that it helps the individual to acquire the necessary skills through learning and knowledge so that he can achieve his set goals. Therefore it is a means to improve knowledge and gain skills that will help in reaching specific goals. It helps to make India a global knowledge superpower.

Acquiring new skills will unveil new opportunities and help students find innovative solutions to problems. Language helps students to develop an awareness of the skills and strategies they need to complete learning tasks successfully and communicate effectively.

REFERENCES:

1. www.education.gov.in.
2. www.hindustantimes.com
3. www.jagranjoshi.com
4. Pawan Agarwal (2009), Higher Education in India, Sage Publications, India Pvt.Ltd.
5. Lt.Col. (Dr.) Satish C. Chadha (2003), Art& Science of Teaching English, Surya Publication, Meerut.

ANCIENT TEACHING METHODS AND NEW EDUCATION POLICY'S

Amjat Ismail Shaikh

M.Phil, Research Student,

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

ABSTRACT:

Education is not simply imparting knowledge in a particular faculty of subject or making one fit for securing jobs or fair well in examst but at the same time is also a training is logical thinking which helps the coming generations adjust to the ever-changing environment. It also means opening the doors of the mind, cleansing the soul and realization of the self. The quality of education greatly influences the quality of manpower for the societal benefits well defined and futuristic education Policy is essential for a country at school and colleges level is due to the reason that education systems by considering the tradition and culture and adopt different stages during their life cycle at school and colleges education levels to make it affection. Recently Government of India announced its new Education Policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research organization (ISRO). Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some Suggestions are proposed for its effective implementation towards.

KEYWORDS: Education system, ancient, spirituality, values, development, society, veda, new education policy.

INTRODUCTION:

Education should aim at making human life better not only not only through economic upliftment of

individual but also through social, moral and spiritual strengthening. This will not only every improve human life but also realize the "higher truth". "Tomaso Ma Jyotirgamaya from darkness to light. Thus education is not a way of earing but it also helps to develop human personality with skills, values, morals and enhancement of different attributes of man. So education is a vital means for the potentialities of a human being to emerge in a positive direction so that a man can live in society with full of dignity.¹ Education's central aim is the building of the powers of the human mind and Spirit, it is the formation. Or as prefer to view it, the evoking of knowledge and will and of the Power to use knowledge, character, culture, that at least if no more.² India, being a growing liberal. Country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions, reflecting the overall high fragmentation and many small sized higher education institutions in the country which are affiliated to these universities.

The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all.³ The first national education policy after independence are announced in the year 1968 and the second national education Policy which was improved version of the first was announced in the year 1986.

ANCIENT INDIAN EDUCATION SYSTEM:

There is greater urgency to think about ancient education system in India. The history is awesome every Indian will feel Proud if we look back to our history. We knew mathematics, we served theorems, we discovered planets, we calculated distance of sun to earth thousands of years ago and also distance between earth and many others

Planets, Yeah many more such facts and figures are there. But how could India was so great? How it was possible to gain such knowledge? The research reveals that our solid education systems was the reason for that. Ancient Education system was a meaningful education system the idea of education has been very grand. Noble and high in ancient India.

COMPLETE BRAHMACHARYA:

Student will initiate his Brahmacharya Phase through Upanayana. A student will be self discipline and self controlled. All sort of pleasure will be avoided and he must do all the work given by a Guru. Two methods of the teaching were being practiced during the vedic period. The first method was oral and the second was boy and on Chintan i.e. thinking in the oral method the students were to memorize the mantaras and Richayas in order that they might not be changed wrongly and they might remain Preserved in their original forms. Thinking method was another pad of the teaching method. Through this an attempt was made to reserve the veda Mantras and Richayas. The thinking principle, Manana Shakti was the mind itself.

THREE PROCESSES OF EDUCATION:

Education was concentrated to the three Processer of Sravana. Manana and Niddhyaasena. Sravana means listen and understand one should understand that it was not just hearing was different and listening was different. Sravana is listening to the truths as they fell from the lies of the teacher. Knowledge is technically called sruti or what the ear heard and not what is seen in writing.

LEARNING OF VEDAS:

Vedas plays an important role in ancient education system, there are four Vedas. Rigveda contains 1028 hymns and contains 10,522 verses I teaches Stages of life like family life, forest life and renunciation. Yajurveda teaches

Shapes 06 like family life, forest life and renunciation. Yajurveda teaches how to perform Sacrifices in life and it has, 1,984 verses. Samaveda is study of music, it has, 1,875 verses. Atharvaveda is the study of medical sciences and has 5,977 Verses. Vedas plays an important role in ancient education system vedas teach our culture, the meaning of life, how we should live, what is right and what is wrong. Ultimately it is learning of Karma learning of dedication. Vedas age the roots of Hindu Religion. The education System Vedas, rules of sacrifice, grammar and derivation, understanding secrets of nature, logical reasoning, science and skills necessary for an occupation. The ancient education system in India had explicitly recognized that the supreme goal of life is self realization and hence it claimed to be unique in the world in several aspects like the society did not in my way interfered with the curriculum of studies or regulating the payment of fees or hours of instruction.

HIGHLIGHTS OF INDIAN NATIONAL EDUCATION POLICY 2020.

The National Education Policy 2020 envisions on India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture. Shipbuilding and navigation, Yoga, fine arts, Chess, etc... the entire Indian education system is founded and built. The Objective of the currently announced NEP 2020 is to provide a multidiplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035.

COMPARISON OF NEW NEP 2020 WITH EXISTING NEP:

The 1986 National Education Policy focused on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment and adult literacy. It also proposed that the autonomy of universities and colleges will improve the quality of education services. But NEP 1986 Bailed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly Publications. To compensate for the failure of Previous NEPs, NEP 2020 has proposals of a liberal education to support multidisciplinary and cross - disciplinary education and research m under-graduation and post-graduation levels.

HIGHLIGHT OF POLICIES OF NEP 2020 FOR HIGHER EDUCATION SYSTEM:

1. Higher education monitoring and controlling institutions like UGC, AICTE, MOI, DCI, ING & etc will be merged with the Higher Education commission of India (HECI) as a single regulator for HEI.
2. The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation council (NAC).
3. Establishment of a National Research Foundation (NRF) to fund research in universities and colleges
4. Consolidation of existing fragmented ItEls into two types of Multidisciplinary Universities and Multidisciplinary autonomous colleges with the campus having more than 3,000 students. The Timeline to become multidisciplinary is by 2030 and to have 3,000 and more students by 2040.

5. Multidisciplinary Universities will be of two types as 1) Research - Intensive universities, and 2) Teaching -intensive Universities.

REFERENCES :

- 1) Agarwal, P. 2006. Higher Education in Indian. Council for Research on International Economic Relations.
- 2) Indian Educational system: An overview of the Ancient Indian Education.
- 3) Altekar, A.S. 1951. Education in Ancient India, (5th edition). Varanasi: Nand Kishore and Bros.
- 4) Chaube, S.P. History and Problems of Indian Education, Agra: Vinod Pustak Mandir.
- 5) Mukherjee R.K. 1936. Hindu civilization Longman, Green and Co. London
- 6) Kumar, K. (2005). Quality of Education at the Beginning of the 21st century : Lessons from India.. Indian Education Review. 40 (1), 3-28.
- 7) National Education policy 2020, https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/nep/NEP_final_English.pdf referred on 21-1-2021.
- 8) Desai, M.S. and Johnson, R.A., (2014). Integrated Systems - oriented student-centric learning environment. Campus-wide Information systems. 31(3), 24-25.
- 9) Kealey, D.J., Protheroe, D.R. MacDonald, D, and Vulpe, T. (2003). Instituting a competency-based training design and evaluation system, performance improvement, 42 (5), 28-330
- 10) Mohrman. K., Ma, W. and Bakar, D. (2008). The research university in transition: The emerging global model. Higher education policy, 21 (1) 25-27.

SITUATION OF EDUCATION IN INDIA AND MAJOR CHANGES IN NEW EDUCATION POLICY 2020

Dr. Magar S. R.

Smt. S. K. Gandhi College, Kada.

INTRODUCTION:

After the independence of India there are so many problems in every sector. The political leaders do not have a much more experience to resolve the various issue. The government has been sponsored so many program to address the various issues in the country. To address these issues government established the University Education Commission, Secondary Education Commission and University Grants Commission. In 1968 the first education policy was announced by the government of India. This is a first policy on education after independence. This policy based on the report and recommendation of Kothari Commission (1964). This policy called for a “radical restructuring” and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development.

In 1986 new national policy on education was introduced by the government of India. This is a second policy on education, this policy called “special emphasis on the removal of disparities and to equalize educational opportunity” especially for Scheduled Caste (SC), Scheduled Tribes (ST) and women’s. This policy also modified in 1992 by the government of India on the basis of “Common Minimum Program”.

In 2020 the government of India introduced the “National Education Policy 2020”. It based on the principle of education must develop not only cognitive capacities both the ‘fundamental 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.

EDUCATIONAL ATTAINMENT:

In India education is provided by government school as well as private school. These schools are funded by the central government, state government and local bodies. In the constitution of India under the various articles provision of free and compulsory education as a fundamental right to children aged 6 to 14. Below table shows the educational attainment in country.

Educational Attainment in 2015 and 2016

Age Group (in Year)	2015			2016			Corresponding Level of Education
	All	SC	ST	All	SC	ST	
6-10	130401	23248	12922	130155	23212	12872	Primary (I-V)
11-13	73614	12996	6966	72827	12867	6856	Upper Primary (VI-VIII)
6-13	204015	36244	19888	202982	36078	19728	Elementary (I-VIII)
14-15	49363	8646	4509	48928	8569	4459	Secondary (IX-X)
6-15	253378	44890	24397	251910	44647	24187	I-X
16-17	44386	7611	3910	44041	7543	7543	Sr. Secondary (XI-XII)
6-17	297764	52501	28307	295951	52191	31730	School (I-XII)
18-23	141291	24134	11970	141537	24164	24164	Higher Education

Above table reflects the educational attainment in India by various age group from primary level to higher education level.

RECOGNIZED INSTITUTE IN INDIA:

In India there are so many recognized institutions at various level of education, these institutions are provide educations to the student in country as well as outside country student. A recognized educational institution means a school,

college, universities or other institution of learning which is governed by the various government bodies. Following table shows the recognized institutions in India at various levels in 2015 and 2016.

RECOGNIZED INSTITUTIONS IN INDIA

	Type		Number
Number of Schools	Level-Wise	Primary	840546
		Upper Primary	429624
		Secondary	139539
		Senior Secondary	112637
		Total	1522346
	Management-Wise	Government	1102783
		Government Aided	83787
		Private Unaided	335776
		Total	1522346
	Number of Institutions in Higher Education	University	Central University
State Public University			329
Deemed University			122
State Private University			197
Central Open University			1
State Open University			13
Institution of National Importance			75
State Private Open University			1
Institutions			5

		Under State Legislature Act	
		Other	13
		Total	799
	College	39071	
	Stand Alone Institution	Diploma Level Technical	3867
		PGDM	435
		Diploma Level Nursing	3060
		Diploma Level Teacher Training	4403
		Institute Under Ministries	158
		Total	11923

Above table reveals that total primary, upper primary, secondary and senior secondary school in India are 1522346 these schools are government, government aided and private unaided. The total universities in India are 799 which contains Central University, State Public University, Deemed University, State Private University, Central Open University, State Open University, Institution of National Importance, State Private Open University, Institutions under State Legislature Act and Other. Total Colleges in country are 39071 and Stand Alone Institutions are 11923.

MAJOR CHANGES IN NEW EDUCATION POLICY 2020:

The new education policy has been introduced for creating quality institutions, an innovative culture, transform the educational institutes and skilled workforce for growing industries in country. The government replaced 34 year old education policy with the new education policy of 2020. Following are the some major changes in this policy are as given below.

1) EARLY SCHOOL:

Early school is a major change of this new education policy, the schooling is begin from 3 year instead of 6 year. The schooling age group is 3 to 18 years, this new system will include 12 years of schooling with start from Anganwadi or pre-school. The old structure 10+2 of school curriculum will be replaced by 5+3+3+4 curricular structure which is age group of 3-8, 8-11, 11-14 and 14-18. This new system will bring an uncovered age group of 3 to 6 years. This age group stage is a crucial stage of mental development of child.

2) MOTHER TONGUE:

The national education policy 2020 has been focused on the mother tongue as a medium of instruction. Mother tongue, local language or regional language will be the medium of instruction up to class 5. This will help the student to learn in their own language, it ultimately will increase enrollment rate in primary education.

3) A SINGLE BODY:

The Higher Education Commission of India (HECI) will now set up a single umbrella body for higher education, excluding legal education and medical. The set of norms for regulation, academic standards and accreditation to be applied for both public and private higher education institutions. The Government aims to phase out the affiliation of colleges in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.

4) LITERACY AND NUMERACY:

Various survey reports indicate that's the basic problem of children's are not to read and write properly. The read and write the number is a basic perform of child which is a necessary foundation for all future schooling. We are in a currently learning crisis, in elementary school estimate that over 5 crore student are not attained foundation literacy and

numeracy. The children not have an ability of to read and write a basic text and Indian number. The national education policy 2020 has highest priority to achieve the foundation of literacy and numeracy in primary school by 2025.

5) DROPOUT RATES:

In India dropout rate is a major issue of education system, the primary goal of education is to enrolled and attending school, foe achieve this goal the government of India launches various program like SarvaShikshaAbhiyan, Right to Education Act etc. in country the dropout rate is higher after the class 5. According to the 75th round household survey by NSSO in 2017-2018 the gross enrolment ratio foe class 6 to 8 are 90.9%, for class 9 and 10 are 79.3% and 11 and 12 class are 56.5% respectively. Which is a serious issue. The number of out of school children in the age group of 6 to 17 years is 3.22 crore. The aim of this policy is to bring these student back in the education stream as early as possible and achieve 100% gross enrolment ratio in preschool and secondary school by 2030.

6) ENHANCE LEARNING:

To enhance learning curriculum content will be reduced in every subject to its essential content, it results to make space for critical thinking and holistic, discussion, discovery and analysis based learning. Teaching learning method more interactive with the students, due to this students are more charm and enhance their knowledge about verything.

7) CURRICULAR INTEGRATION:

Today's educational system is so rigid, there is no chance to choose multiple subject at one time for the student. It is not good to learning environment. The new policy bring the flexibility to choose multiple subject for student. Students have a large amount of flexibility to choosing their individual curricula, subjects, skill components. This

integration of curricula is more effective to all student who become good, successful, innovative, adaptable and productive human being for day today's rapidly changing world.

8) MULTIDISCIPLINARY EDUCATION:

Now a days education system is characterized by single disciplinary, this system no student learn another discipline while chosen discipline by student, it is not possible to learn multidiscipline subject at one time. The new policy focus on the multidisciplinary education which is very helpful students to gain multiple subject knowledge at one time. The new policy introduced multiple exit options in higher education this is very helpful to student.

REFERENCES:

- 1) Government of India, (March 2018) 'Educational Statistics at a glance', MHRD, New Delhi.
- 2) Government of India, (July 2020) 'National Education Policy 2020', MHRD, New Delhi.
- 3) Government of India, (July 2020)'Household Social Consumption on education in India', Jul.2017 to June 2018, Ministry of Statistics & Program Implementation,
- 4) Klynveld Peat Marwick Goerdeler (August 2020)'Impact of National Education Policy 2020 and Opportunities for Stakeholders'.
- 5) Abhishek Gulati, (August 2020)'5 Key Things Regarding National Education Policy 2020'.
- 6) RumaBatheja, (July 2020) 'NEP 2020 – A Quick Glance on Key Changes at School and College Level.

नवे शैक्षणिक धोरण : सर्वस्पर्शी दृष्टिक्षेप

डॉ. मदन जी. प्रधान

अर्थशास्त्र विभाग प्रमुख, ऑर्टस् कॉलेज, सिहोरा, तह. तुमसर, जि. भंडारा.

441915

सारांश :

भारताने शिक्षण क्षेत्रात टाकलेले प्रगतीचे नवीन पाऊल म्हणजे राष्ट्रीय शैक्षणिक धोरण 2020 या राष्ट्रीय शैक्षणिक धोरणामध्ये शालेय आणि उच्च शिक्षणात मोठ्या प्रमाणात परिवर्तनात्मक सुधारणांना वाव दिल्याचे दिसते. या धोरणातील शालेय आणि महाविद्यालयीन स्तरावरील शिक्षण विचार हा अधिक विस्तृत, बहुशाखीय आणि रचनावादी दृष्टिकोणावर आधारित आहे. सोबतच शिक्षक गुणवत्तेवर भर देण्यासाठी भारत या शैक्षणिक धोरणापासून अधिक आग्रही दिसतो. शैक्षणिक विकासाची ही प्रक्रिया टप्प्याटप्प्याने हळूहळू अधिक चांगले यश संपादन करील अशी आशा वाटते. हे राष्ट्रीय शैक्षणिक धोरण म्हणजे आत्मनिर्भर भारतासाठी, नवनिर्माणासाठी सज्ज होण्याच्या दिशेने टाकलेले एक पाऊल आहे.

प्रस्तावना :

भारतीय शिक्षण व्यवस्थेतील स्वरूपाचा विचार करता दिसून येते की, भारतीय शिक्षणाचा विकास दोन भागात विभागला आहे. एक म्हणजे स्वातंत्र्यपूर्व काळ आणि दुसरा स्वातंत्र्योत्तर काळ. ब्रिटीश आणि भारत सरकारने नियुक्त केलेल्या विविध आयोगांमुळे आजच्या शिक्षणाला एक नवा आकार किंवा दिशा प्राप्त झाली आहे. भारतातील शिक्षणाची पुरातन पद्धत म्हणजे पाठांतर करणे. या व्यवस्थेत दोन प्रकारचे विद्यार्थी तयार केले जात होते. एक फक्त पाठांतरनिपूण ज्यांचा उद्देश ज्ञानाचे हस्तांतरण करणे तर दुसरा प्रकार म्हणजे ज्ञानात तरबेज हा विद्यादानाचे कार्य करीत असे. नंतरच्या शिक्षण व्यवस्थेत बदल होऊन लहान मुलांना घरी

शिकविणे, ठराविक वयात पूर्व प्राथमिक व प्राथमिक शिक्षण शाळेत देणे त्यानंतर माध्यमिक शिक्षण, त्यानंतर व्यावसायिक किंवा उच्च माध्यमिक पुढे पदवी व पदव्युत्तर शिक्षण व शेवटी संशोधन.

भारत स्वतंत्र झाला त्या वेळी साक्षरतेचे प्रमाण केवळ 18 टक्के होते. भारतामध्ये त्यावेळेस केवळ 19 विद्यापीठे व 400 शाळा होत्या. अर्थातच अशावेळी शिक्षणाचे सार्वत्रिकीकरण करणे, जास्तीत जास्त लोकांना शिक्षणाची संधी मिळेल हे बघणे सरकारची प्राथमिकता होती. परिणामी जास्तीत-जास्त लोकांना किमान शिक्षण कसे मिळेल या दृष्टीने धोरण आखायला सुरुवात केली. 1950 मध्ये भारतीय नियोजन आयोगाची स्थापना झाल्यानंतर आयोगाने भारतीय शिक्षण व्यवस्थेलाही प्राथमिक शिक्षणाचा प्रसार, साक्षरता, तांत्रिक व कौशल्य विकसित करणारे शिक्षण, शिक्षणाचे आधुनिकीकरण व देशातील प्रत्येक जिल्ह्यात उच्च शिक्षण देण्यासाठी महाविद्यालय सुरू करणे ही पाच उद्दिष्टे ठेवली. शिक्षण हे केंद्र सरकार व राज्य सरकार यांची सामाजिक जबाबदारी मानली गेली. स्वतंत्र भारतात शिक्षणाच्या प्रसारासाठी प्रयत्न सुरू असतांना दुसरीकडे उच्च शिक्षण व शैक्षणिक धोरण यांचा विचार सुरू झाला. उच्च शिक्षणाच्या विकासाची 1953 साली भारतीय विद्यापीठ अनुदान आयोग स्थापून, विद्यापीठातून मिळणा-या उच्च शिक्षणाची जबाबदारी या आयोगाकडे सोपविली उच्च शिक्षणाचा प्रसार होत असतांनाच आजही दर्जेदार आणि रोजगारक्षम उच्च शिक्षण सर्वसामान्यांपासून, विशेषतः वंचित व उपेक्षित घटकांपासून दूर असल्याचे दिसते.

भारत स्वतंत्र होण्याच्या आधीच्या काळात अनेक शिक्षण आयोग नेमले गेले. यात 1854 चा वूडस् अहवाल, 1982 चा हंटर अहवाल, 1902 चा रेली आयोग भारत स्वतंत्र झाल्यानंतर राधाकृष्णन आयोग, कोठारी आयोग, 1986 चे राष्ट्रीय शैक्षणिक धोरण अशा एकापाठोपाठ आयोगांनी वेळोवेळी शिक्षण व्यवस्थेत कोणते बदल आवश्यक आहेत हे सुचविले. नुकतेच डॉ. कस्तूरीरंगन यांच्या अध्यक्षतेखाली नेमलेल्या आयोगाने काही बदल सुचविले आहेत. हे बदल म्हणजेच नवे शैक्षणिक धोरण 2020 होय.

नव्या शैक्षणिक धोरणाची वैशिष्ट्ये :

शालेय शिक्षण :

- 2030 पर्यंत शालेय शिक्षणात 100 टक्के जीईआर सह पूर्व ते माध्यमिक स्तरापर्यंतच्या शिक्षणाचे सार्वत्रिकीकरण.
- किमान पाचवीपर्यंतचे शिक्षण मातृभाषा/प्रादेशिक भाषेत.
- राष्ट्रीय शिक्षण धोरण 2020 मुळे 2 कोटी शाळाबाह्य मुले मुख्य प्रवाहात येतील.
- विद्यार्थ्यांचे प्रगती पुस्तकासह मूल्यांकन सुधारणा व विद्यार्थ्यांच्या प्रगतीचा आढावा घेण्यात येणार.
- 10 + 2 ऐवजी 5 + 3 + 3 + 4 हा शालेय अभ्यासक्रम आकृतिबंध.
- पायाभूत साक्षरता व सांख्यिकी यावर भर.
- एनसीईआरटी द्वारे एक नवीन आणि सर्वसमावेशक राष्ट्रीय शालेय शिक्षण अभ्यासक्रम रूपरेषा विकसित केली जाईल.

उच्च शिक्षण :

- 2035 पर्यंत जीईआर 50 टक्के पर्यंत वाढविणे, उच्च शिक्षण संस्थांमध्ये 3.5 कोटी नवीन जागा वाढविण्यात येतील.
- या धोरणात व्यापक आधारभूत, बहुशाखीय, लवचिक अभ्यासक्रमासह सर्वसमावेशक पदवी शिक्षण अभ्यासक्रम, बहु प्रवेश आणि निर्गम पदवी शिक्षण 3 किंवा 4 वर्षांचे असू शकते.
- अॅकेडेमिक बँक ऑफ क्रेडिट ची स्थापना.
- बहुशाखीय शिक्षण आणि संशोधन विद्यापीठांची स्थापना, आयआयटी, आयआयएम च्या तोडीचे देशातील जागतिक दर्जाच्या सर्वोत्कृष्ट बहुशाखीय शिक्षणासाठी आदर्शवत म्हणून स्थापन केले जातील.
- नॅशनल रिसर्च फाउंडेशनची स्थापना केली जाईल याद्वारे प्रबळ संशोधन संस्कृती व उच्च शिक्षणामध्ये संशोधन क्षमता वृद्धिंगत करण्यात येईल.
- भारतीय उच्च शिक्षण आयोगाची (एचईसीआय) स्थापना करण्यात येईल. वैद्यकीय आणि कायदेशीर शिक्षण वगळता उच्च शिक्षणाशी संबंधित एकमेव उच्च संस्था असेल.

एचईसीआय चे चार घटक असतील – नियमनासाठी राष्ट्रीय उच्च शिक्षण नियामक परिषद (एनएचईआरसी), दर्जात्मक व्यवस्थेसाठी जनरल एज्युकेशन कौन्सिल (जीईसी) निधीसाठी उच्च शिक्षण अनुदान परिषद (एचईजीसी) आणि मूल्यांकनासाठी राष्ट्रीय मूल्यांकन परिषद (नॅक) असेल.

इतर :

- महाविद्यालयाची संलग्नता 15 वर्षात टप्प्याटप्प्याने तयार केली जाणार आहे आणि महाविद्यालयांना पातळी आधारित यंत्रणेच्या माध्यमातून श्रेणीबद्ध स्वायत्तता देण्यात येईल कालांतराने एकतर स्वायत्त पदवी देणारे महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होईल.
- नॅशनल एज्युकेशन टेक्नॉलॉजी फोरम (एनइटीएफ) म्हणजेच राष्ट्रीय शैक्षणिक तंत्रज्ञान मंच या स्वायत्त संस्थेची निर्मिती करण्यात येणार असून याद्वारे विचारांच्या देवाणघेवाणीसाठी एक व्यासपीठ उपलब्ध करून देण्यात येणार आहे.
- नवीन धोरणामध्ये बहुभाषिकतेला प्रोत्साहन देण्यात आले आहे. यासाठी राष्ट्रीय संस्थेची स्थापना केली जाईल.
- शैक्षणिक क्षेत्रामध्ये सार्वजनिक गुंतवणूक वृद्धीसाठी केंद्र आणि राज्य सरकारे एकत्रित काम करणार ही गुंतवणूक जीडीपीच्या 6 टक्के पर्यंत वाढविण्यावर भर आहे.

ज्ञानरचनावादाचा पुरस्कार :

ज्ञानरचनावाद ही शिक्षण शास्त्रातील नव संकल्पना असून ती एक अध्ययनाचे तत्वज्ञान आहे. पूर्वज्ञान व पूर्वानुभव यांच्या आधारे नवीन ज्ञानाची रचना निर्मिती करणे म्हणजे ज्ञानरचनावाद होय. ज्ञानरचनावादी शिक्षण विद्यार्थ्यांच्या कल्पनाशक्तीला संधी देणे, त्यांच्यात असलेल्या विविध बुद्धिमत्तांचा त्यांनाच शोध घेऊ देणे, केवळ लेखन, वाचन, पाठांतर, लेखी चाचण्या यावर भर न देता त्यांनाच त्यांच्या कल्पकतेचा वापर करण्यास भाग पाडून विविध विषयांचे आकलन स्वतःच करण्याची संधी देते म्हणूनच

नवीन आधुनिक शिक्षणामध्ये ज्ञानरचनावादाचा नव्याने समावेश केला आहे. या दृष्टीने पाहता नवीन शैक्षणिक धोरण हे ज्ञानरचनावादाचे पुरस्कार करणारे धोरण आहे.

मातृभाषेतून ज्ञानाची रचना :

आज इंग्रजी भाषा अवगत असणे म्हणजेच सर्वकाही मिळविणे, खरे शिक्षण प्राप्त होते, रोजगाराच्या संधी निर्माण होतात व सामाजिक संधी प्राप्त होते असा गैरसमज दिसून येतो. त्यामुळे इंग्रजी शाळांचे सर्वत्र पेव फुटले आहे. हे सर्व मातृभाषेतून शिक्षण घेऊनही साध्य झाले असते. आपण आपल्या शिक्षण व्यवस्थेत मातृभाषा ही ज्ञानभाषा म्हणून समृद्ध करण्यात आपण पूर्णतः यशस्वी झालेलो नाही. मातृभाषेवर आधारित अभ्यासक्रमाचे आकलन विद्यार्थ्यांना उत्तम होऊन त्यांच्या विकासावर सकारात्मक प्रभाव दिसतो. म्हणूनच या नवीन शैक्षणिक धोरणात मातृभाषेतून/बोलीभाषेतून किमान इयत्ता 5 वी पर्यंत किंवा 8 वी पर्यंत शिक्षण द्यावे व कुठल्याही विद्यार्थ्यांवर कोणतीही भाषा लादली जाणार नाही असे नमूद आहे. या धोरणात मातृभाषेतून शिक्षणाला महत्त्व दिले असून मातृभाषेतून ज्ञानाची रचना करण्याचा उद्देश दिसून येतो.

व्यावसायिक शिक्षण :

नव्या शैक्षणिक धोरणानुसार इयत्ता सहावीपासून विद्यार्थ्यांना व्यावसायिक शिक्षण घेणे बंधनकारक असणार आहे. प्रत्येक विद्यार्थ्यांने एकतरी व्यावसायिक कौशल्य शिकावे अशी अपेक्षा नवीन शैक्षणिक धोरणानुसार करण्यात आली आहे. उच्च शिक्षणातील प्रवेश हा या शिक्षणावर अवलंबून असेल. भारतात यापूर्वी व्यावसायिक शिक्षणाला कधीही इतके महत्त्व देण्यात आले नव्हते. शिक्षणाला जीवनोपयोगी बनवणे हे यामागचे कारण आहे.

अभ्यासक्रमातील बदल :

वर्तमान शिक्षण पद्धतीतील सर्वात मोठा दोष कोणता असेल तर तो म्हणजे सध्याची शिक्षण पद्धती ही पाश्चिमात्यांच्या विचारांवर आधारित आहे. पूर्वी भारतात गुरुकुल शिक्षण पद्धती अस्तित्वात होती. विद्यार्थी गुरुगृही राहून शिक्षण घेत असत. परिणामी आचार्यांचे संस्कार विद्यार्थ्यांवरही होत असत. सध्याच्या

शिक्षण व्यवस्थेत पाश्चात्य विचारसरणीचा प्रभाव असून सोबतच विभक्त कुटुंब पद्धती, आई-वडील दोन्हीही चाकरीमुळे, कामाच्या व्यवस्थेमुळे मुलांमध्ये एकाकीपणा जाणवतो परिणामी ब-याचदा मुलांच्या बौद्धिक विकासात अनेक अडचणी येतात. प्रचलित शिक्षणव्यवस्थेत विद्यार्थी मानसिक रुग्ण बनत चालला आहे. यादृष्टीने विचार करता नवीन राष्ट्रीय शैक्षणिक धोरणातील अभ्यासक्रमाची मांडणी ही ज्ञान रचनावादावर आधारलेली असून शोधक विचार क्षमता, परस्पर सहकार्य, बहुभाषिकता, सर्जनशीलता, समस्येचे निराकरण, आकलन आणि कसे शिकायचे ते शिकण्याच्या दिशेने वाटचाल करणे या संज्ञानात्मक विकासाबरोबरच चारित्र निर्माण आणि कौशल्य विकास यांचा अंतर्भाव दिसतो. या आधारे सर्वांगीण विकास झालेला नागरिक घडविण्याचे कार्य हा अभ्यासक्रम दर्शवितो.

नवीन शैक्षणिक राष्ट्रीय धोरणामुळे पूर्वीच्या 10 + 2 + 3 या आकृतिबंधाऐवजी 5 + 3 + 3 + 4 हा नवीन शिक्षण आराखडा अनुक्रमे 3 ते 8, 5 ते 11, 11 ते 14 व 14 ते 18 या वयोगटांसाठी राहिल. या धोरणातील सर्वात महत्त्वाचा टप्पा म्हणजे 3 ते 6 वर्ष हा आतापर्यंत समाविष्ट न झालेला वयोगट शालेय अभ्यासक्रमांतर्गत येईल. हा वयोगट बालकांच्या जडणघडणीच्या विकासासाठी अतिशय महत्त्वाचा मानला जातो. पूर्व प्राथमिक शिक्षण हे मूलभूत शिक्षण शिक्षणाचा पाया आहे. या आधारावर पुढील शिक्षण निर्भर असते. या नवीन धोरणात खेळ व शोधनावर आधारित अध्ययन प्रक्रिया घडवून आणल्या जाईल. म्हणजेच 3 ते 8 हा आकृतिबंध पायाभूत स्तर आहे. वय वर्ष 8 ते 11 हा स्तर तयारीचा स्तर म्हणून ओळखला जाईल. यामध्ये रचनात्मक अध्ययनावर भर राहिल. वय वर्ष 11 ते 14 यामध्ये विषयांमधील संकल्पना रचनात्मक पद्धतीने शिकवीण्यावर भर दिला जाईल व वय वर्ष 14 ते 18 या स्तरामध्ये वैविध्य दिसून येते. या स्तरात विषयांचे पर्याय वाढतील. कला, विज्ञान आणि व्यावसायिक शैक्षणिक शाखा यामध्ये कठोर विभाजन राहणार नाही. अभ्यासक्रम हा खोलवर, अनुभवाधारित, प्रायोगिक, कृतीवर आधारित व्हावे याकरिता अभ्यासक्रमाचा भार कमी केला जाईल.

वरील आकृतिबंध हा मुलांच्या सर्वांगीण विकासाकरीता तयार केला असून त्याच्या ज्ञानाच्या आकलनानुसार वयाचे टप्पे विचारात घेण्यात आले आहेत. शिक्षणाच्या पहिल्या टप्प्यात विद्यार्थ्यांच्या मेंदूचा पूर्ण विकास होतो. दुस-या टप्प्यात विद्यार्थ्यांला औपचारिक शिक्षणासाठी शारीरिक व मानसिकरित्या तयार केले जाते. तिस-या टप्प्यात औपचारिक शिक्षणाला सुरुवात होऊन विद्यार्थी स्वतःच्या कल्पनाशक्तीला वापरायला सुरुवात करतो, त्याला प्रयत्नशील केले जाते आणि चौथ्या टप्प्यामध्ये नववी ते बारावी या टप्प्याचा विचार करतांना विषय अधिक सखोल, विचार व कृतीतून शिक्षण अशी ध्येय साकार करण्यासाठी त्यांना प्रयत्नशील केले जाते.

2022-23 या वर्षापासून अंमलात येणा-या या नव्या शैक्षणिक धोरणात शालेय शिक्षण, उच्च शिक्षण आणि संशोधन असे मुख्य तीन भाग आहेत. या माध्यमातून सर्वांना उच्च शिक्षण देऊन आपल्या राष्ट्राला सातत्याने न्याय व चैतन्यमय ज्ञानी समाजात परिवर्तीत करण्यास थेट योगदान देईल ही दूरदृष्टी मानलेली आहे. शिक्षणाचा अधिकार अधिनियम, 2009 (राईट टू एज्युकेशन ॲक्ट) यांचा विस्तार करून 3 वर्षापासून ते 18 वर्षापर्यंत करण्यात आला आहे. ही बाब विशेष स्वागताह आहे. देशात किमान शिक्षणाचा टक्का वाढला असला तरी गुणवत्तेच्या बाबतीत आजही प्रश्नचिन्ह आहेत. सुमारे 40,000 कॉलेज व 800 पेक्षा जास्त विद्यापीठ असतांना विद्यार्थी नाव नोंदणीमध्ये प्राथमिक आणि माध्यमिक शिक्षणाच्या तुलनेत उच्च शिक्षणाचे प्रमाण 2018 मध्ये 26.3 टक्के असून नव्या शैक्षणिक धोरणात ते 3035 पर्यंत किमान 50 टक्क्यांपर्यंत वाढण्याचे उद्दिष्ट ठेवलेले आहे. त्याचप्रमाणे नव्या धोरणात महिलांच्या शिक्षणासाठी विशेष प्रयत्न, पूर्व प्राथमिक शिक्षणाकडे विशेष लक्ष व्यवसायिक शिक्षणाची आवश्यकता या मूल्यांचाही विचार नव्या धोरणात दिसतो.

निष्कर्ष :

नवे शैक्षणिक धोरण हे विद्यार्थी केंद्रीत, जागतिक स्पर्धला लक्षात घेऊन सगळ्या घटकांचा विचार करून तयार करण्यात आले आहे. आजवर शिक्षण क्षेत्र हे मानव संसाधन मंत्रालयाच्या अधिपत्याखाली होते. या राष्ट्रीय धोरणानुसार या मंत्रालयाचे नाव

शिक्षण मंत्रालय असे करण्यात आले आहे. या आयोगाला दिशा देण्याचे काम देशातील नामांकित शिक्षणतज्ञ करणार आहेत. पहिल्यांदाच भारताचे शिक्षण क्षेत्र शिक्षण तज्ञांमार्फत संचालित आणि नियमित केले जाईल. एकूणच हे धोरण समग्र, एकात्म, भविष्यवेधी व सर्वसमावेशक असून पुढील 20 वर्षात म्हणजेच 2040 पर्यंत या धोरणाचे संपूर्ण स्वरूप आकारास येईल अशी आशा आहे.

संदर्भ :

1. 'राष्ट्रीय शिक्षा नीति 2020', मनुष्यबळ विकास मंत्रालय अहवाल, भारत सरकार.
2. राष्ट्रीय शिक्षण धोरण 2019 मसुदा.
3. जोशी माधुरी (2019) : 'पूर्व ज्ञानातून घडते शिक्षणाची पाऊलवाट'.
4. <https://pib.gov.in>
5. <https://www.pmindia.gov.in>

भारताचे नवीन राष्ट्रीय शैक्षणिक धोरण, २०२० आणि उच्च शिक्षण

डॉ. रुपेश सावंत

सहाय्यक प्राध्यापक, वाणिज्य विभाग

श्री. मंगेश भोसले

सहाय्यक प्राध्यापक, व्यावसायिक अर्थशास्त्र विभाग

र. प. गोगटे कला आणि शास्त्र महाविद्यालय, आणि र. वि. जोगळेकर

वाणिज्य महाविद्यालय, रत्नागिरी- महाराष्ट्र.

(मुंबई विद्यापीठाशी सलग)

प्रस्तावना:

देशाच्या सामाजिक उन्नतीसाठी आणि आर्थिक विकासासाठी योग्यरितीने आखलेल्या आणि भविष्याचा वेध घेणाऱ्या शैक्षणिक धोरणाची नितांत आवश्यकता असतेत्याचप्रमाणे .

देशाच्यासामाजिक आणि आर्थिक जडणघडणीत प्रशिक्षितआणि विविध कौशल्ये आत्मसात केलेल्या मनुष्यबळाची भूमिका फार महत्वाची असतेअसे गुणवत्तापूर्ण मनुष्यबळ तयार करण्यामध्ये . शैक्षणिक धोरण आणि एकूणच शिक्षण व्यवस्थेची भूमिका फार प्रत्येक देशाने आपल्या देशातील प्रथम मोलाची असते।परंपरा , समाजव्यवस्था आणि अर्थव्यवस्था तसेच एकूण ,आणि संस्कृती परिस्थितीचाआढावा घेऊन आपले शैक्षणिक धोरण आखणे महत्वाचे .असते

भारत सरकारने नुकतेचआपले‘नवीन राष्ट्रीय शैक्षणिक धोरण, २०२०’ जाहीर केले की जे भारतामध्ये सर्वसमावेशक अशी शिक्षणव्यवस्थाआणण्यास बांधील आहेअशी शिक्षणव्यवस्था की . ,ज्याद्वारे सर्व घटकांना सामावून घेवून शिक्षण व्यवस्थेमध्ये समानता सरकारने उचललेले हे .आधुनिकता आणि गुणवत्ता आणता येईल पाउल निश्चितच स्वागताह आहे ज्याद्वारे सध्याच्या शिक्षण जागतिक प्रवाहात .आमुलाग्र बदल होतील व्यवस्थेमध्ये आणि

स्पर्धात्मक युगात टिकून राहता येईल असे सर्वगुणसंपन्न मनुष्यबळ तयार होण्यास पोषक असे शैक्षणिक वातावरण तसेच व्यवस्था निर्माण होईलत्याचबरोबर भारताची जगातील एक प्रगल्भ .
 .ण होईलसमाजव्यवस्था आणि प्रगत अर्थव्यवस्था अशी ओळख निर्मा प्रस्तुत लेखामध्ये नवीन शैक्षणिक धोरणाच्या अनुषंगाने विविध पैलू जसे की पार्श्वभूमी आणि निर्मितीव्याप्ती आणि वैशिष्ट्ये , चा थोडक्यात आढावा .तसेच नवीन धोरणामधील उच्चशिक्षण इ तसेच प्रामुख्याने नवीन .घेण्याचा प्रयत्न करण्यात आला आहे ल उच्चशिक्षण यावर प्रकाश टाकण्याचाशैक्षणिक धोरणामधीहा एक प्रामाणिक प्रयत्न आहे.

पार्श्वभूमी आणि निर्मिती:

नवीन शैक्षणिक धोरण ठरविताना प्रामुख्याने भारताची प्राचीन परंपरा आणि संपन्न संस्कृतीशाश्वत भारतीय ज्ञान आणि , प्राचीन काळात भारतातील .विचार यांचे अधिष्ठान लाभलेले दिसते शिक्षण व्यवस्थेची जशी जागतिकपातळीवर एक वेगळी ओळख होती तशीच ओळख आधुनिक काळात निर्माण करून भारत हे जागतिक दर्जाचे शिक्षण केंद्र बनविण्याचे ध्येय या नव्या धोरणाद्वारे बाळगलेले दिसतेप्राचीन भारतातील शिक्षणव्यवस्थेचे स्मरण करून . विक्रमशीला आणि वल्लभी ,नालंदा ,कदा तक्षशीलापुन्हा ए यांसारख्या जागतिक दर्जाच्या शिक्षण संस्था निर्माण करण्याचा मानस या नवीन धोरणातून व्यक्त केला गेला आहे.

स्वतंत्र भारताच्या १९८६ साली अस्तित्वात आलेल्या पहिल्यावहिल्या शैक्षणिक धोरणानंतर खूप मोठ्या काळाने म्हणजे जवळपास ३४ वर्षांनंतर आधुनिक भारतासाठी नवीन शैक्षणिक धोरण आखले गेले आहे जे या '२०२० ,राष्ट्रीय शैक्षणिक धोरण' हे धोरण भारताच्या शिक्षण क्षेत्रातील .नावाने ओळखले जाईल याकरीता .आणि शैक्षणिक वाटचालीतील एकमैलाचा दगड ठरेल ऊन श्रीमध्ये पुढाकार घे २०१५ ,भारत सरकारने जानेवारी. टी . सुब्रमणियम यांच्या अध्यक्षतेखा .आर .एसली स्थापन केलेल्या समितीचा अहवाल २०१७ मध्ये प्राप्त झाला .त्यानंतर लगेचच डॉ.

कस्तुरीरंगन यांच्या अध्यक्षतेखालील समितीने नव्या शैक्षणिक .के धोरणाचा मसुदा तयार केला जो सार्वजनिक चर्चेकरीता आणि पुढील टप्प्यामध्ये मनुष्यबळ विकास .खुला केला गेला सूचनांकरीता मंत्रालयाकडून आवश्यक त्या सुधारणा आणि बदलांकरीता एक नियोजनबद्ध प्रक्रिया राबविली गेली आणि शेवटी २९ जुलै २०२० , ला केंद्रीय मंत्रिमंडळाची स्विकृती आणि मान्यतेनंतर हे नवीन शैक्षणिक धोरण अस्तित्वात आले आहे. या धोरणाची अंमलबजावणी सन २०२१ पासून चालू होऊन पुढील दहा वर्षांच्या कालावधीमध्ये शिक्षण व्यवस्थेमध्ये नियोजित बदल होणे अपेक्षित आहेत.

व्याप्ती आणि वैशिष्ट्ये:

राष्ट्रीय शैक्षणिक धोरणहे महत्वाकांक्षी असून २०२० , इच्छिते भारतीय शिक्षण व्यवस्थेमध्येस्वप्नवत बदल घडवून आणू. या धोरणामुळे भारतीय शिक्षण क्रांतिकारकरीत्या बदलेलनवीन . धोरणाद्वारे येऊ घातलेल्या शिक्षण व्यवस्थेमधील सुधारणा जागतिक पातळीवरील बदल आणि घडामोडी लक्षात घेता आवश्यकच आहेत .असे म्हटले तरी वावगे ठरणार नाही

मुलाग्र नवीन धोरण हे भारतीय शिक्षण व्यवस्थेमध्ये आ त्.बदल घडवून आणून ती जागतिक दर्जाची बनवू पहातेयाचबरोबर भारत हे एक जागतिक दर्जाचे शिक्षणकेंद्र आणि शक्तीपीठ बनविणे हा या धोरणाचा एक प्रमुख उद्देश असलेला दिसतोमागील काही . दशकांमधील बदल आणि निर्माण झालेल्या आव्हानांचा विचार सामोरे जाण्यासाठी शिक्षण व्यवस्थेमधील करून त्यांना समर्थपणे विविध पातळ्यांवर आवश्यक ते बदल या धोरणामधून सुचविण्यात आले आहेतत्याचप्रमाणे प्राथमिक शिक्षणापासून अगदी पदवी . आणि पदव्युत्तर शिक्षणापर्यंतचे अनेक महत्वाचे विषय या क एकूणच नवीन शैक्षणिक .धोरणाच्या केंद्रस्थानी असलेले दिसतात .धोरणाची व्याप्ती खूपच मोठी आहे

प्राथमिक शिक्षणाशी संबधित विविध अहवाल पाहिल्यावर असे लक्षात येते की जवळपास पन्नास टक्के विद्यार्थ्यांमध्ये इयत्ता पाचवीपर्यंत गेल्यानंतरसुद्धा अंकांचे चांगले ज्ञान आणि गतीची

कमतरता दिसतेपाया नवीन शैक्षणिक धोरणामध्ये शिक्षणाचा. भक्कम करण्यावर तसेचविद्यार्थ्यांमध्ये विविध कौशल्ये विकसित करण्यावर भर दिलेला दिसतोमाध्यमिक आणि उच्चमाध्यमिक . शिक्षणाच्या बाबतीत भारतात विविध राज्यांचा अभ्यास करता असे लक्षात येते की साधारणतः पाचवीनंतर विद्यार्थ्यांमधील गळतीचे संबधित मंत्रालयाच्या वाढत चालले आहे प्रमाण विविध कारणांनी आहावालामधील आकडेवारीसुध्दा हेच सांगतेसध्याच्या . म्हणूनच नवीन अभ्यासक्रमामध्ये सातत्याचा अभाव दिसून येतो धोरणामध्ये माध्यमिक आणि उच्चमाध्यमिक शिक्षणामधील विद्यार्थ्यांच्या गळतीचे प्रमाण कमी करणे तसेच अभ्यासक्रमात त्या सुधारणा करणे हे प्राधान्याने हाताळण्याचे विषय आवश्यक .दिसतात उच्चशिक्षणाचा विचार करावयाचा झाल्यास उपलब्ध आकडेवारीवरून असे म्हणता येईल की विद्यार्थ्यांच्या गळतीचे प्रमाण वाढलेले दिसते आणि प्रवेशाचा वेग मंदावलेला आहेबहुसंख्य . विध कारणांस्तव पाठ फिरवताना विद्यार्थी हे उच्च शिक्षणाकडे वि आधुनिक काळाची गरज लक्षात.दिसतात घेता उच्चशिक्षणामध्ये बहुशाखीय दृष्टीकोन आणि लवचिकता तसेच प्रामुख्याने कौशल्याच्या बाबतीत असलेली दरी भरून काढण्यासाठी उच्च शिक्षण आणि व्यावसायिक शिक्षण यामध्ये सांगड घालणे आणि समन्वय साधणे यांसारख्या गोष्टींना महत्व दिले गेले आहेव्यापक . विचार करता लहान वयातील विद्यार्थी ,मुलांची काळजी / शिक्षक ,शिक्षक भरती ,शिक्षणाचे माध्यम ,अभ्यासक्रम रचना विद्यार्थी मूल्यमापन आणि परीक्षा ,प्रशिक्षण आणि मूल्यमापन विद्यापिठांकरिता एकसमान परिमाणे आणि नियमावली ,पद्धती असे विविध विषय प्राधान्याक्रमाने नवीन धोरणात समाविष्ट केलेले दिसतात.

राष्ट्रीय शैक्षणिक धोरणामध्ये प्रामुख्याने भारतातील २०२० , शिक्षण व्यवस्थेचा दर्जा सुधारणे आणि व्यवस्थेमध्ये व्यापकता आणण्याला महत्व दिले गेले आहे.या नवीन धोरणाचा सखोल

अभ्यास करता लक्षात येणारी ठळक वैशिष्ट्ये खालील प्रमाणे नमूद करता येतील.

- सर्व स्तरावरील विद्यार्थ्यांना सहजरित्या आणि सोप्या पद्धतीने शिक्षण उपलब्ध होईल हा विचार केंद्रस्थानी ठेवून निर्मिती
- शिक्षणाचा दर्जा आणि गुणवत्ता सुधारण्याला दिलेले विशेष महत्व
- शिक्षणाला पूर्णत्व किंवा अखंडत्व देण्याचा जाणीवपूर्वक प्रयत्न
- भारतामध्ये जागतिक दर्जाचे मनुष्यबळ तयार करण्याला प्राधान्य
- भारताला जागतिक दर्जाचे शिक्षणकेंद्र बनविण्याचा निर्धार
- अभ्यासक्रम आणि अध्यापनशास्त्र यांच्या संरचनेमध्ये आवश्यक बदल करण्यासाठी उचलेले पाऊल
- नवीन ५अशी संरचना अस्तित्वात आणण्या ४+३+३+चे नियोजन आणि मानस
- बहुभाषिकता म्हणजेच बोलीभाषेत तसेच स्थानिक आणि प्रादेशिक भारतीय भाषांमध्ये शिक्षण घेण्याची व्यवस्था निर्माण करण्यास दिलेले प्राधान्य
- व्यावसायिक शिक्षण तसेच रोजगाराभिमुख कौशल्ये विकसित करण्यावर देलेला भर
- समग्र आणि सर्वांगीण बहुशाखीय शिक्षणाला महत्व देण्याबरोबरच शिक्षणाच्या प्रवाहामध्ये आगमन आणि निर्गमनाचे बहुविध पर्यायांची उपलब्धता
- शालेय शिक्षणापासून विद्यापीठीय शिक्षणापर्यंत व्यवस्थापन , मूल्यमापन आणि नियंत्रण करण्यासाठी विशेष व्यवस्था तयार करणे तसेच विविध संस्थांची स्थापना व निर्मिती
- मुक्त आणि दूरस्थ शिक्षणाचा प्रसार आणि विस्ताराची व्यक्त केलेली गरज
- तंत्रशिक्षणातील व इतर क्षेत्रातील संधी आणि सर्वस्पर्शी दृष्टीकोन
- शिक्षणाचे आंतरराष्ट्रीयीकरण करण्याचा उद्देश

- देशातील साक्षरतेचे प्रमाण शंभर टक्क्यांपर्यंत नेण्याचे ध्येय
- शिक्षण आणि शिकण्याचे महत्व अधोरेखित करताना सध्याच्या मनुष्यबळ विकास मंत्रालयाचे असे सूचित 'शिक्षण मंत्रालय' केलेले नामकरण

थोडक्यात नवीन शैक्षणिक धोरण हे व्यापकबहुआयामी , पूर्ण शिक्षण देण्याकरीता बांधील आणि वैशिष्ट्यपूर्ण असून गुणवत्ता असलेले दिसते

नवीन शैक्षणिक धोरणामधील उच्च शिक्षण:

नवीन राष्ट्रीय शैक्षणिक धोरणाचा उद्देश शिक्षण विद्यार्थी केंद्रित करणे हा आहेआणि (६६-१९६४) हे धोरण शिक्षण समिती . शैक्षणिक च्या सूचनांवर तसेच राष्ट्रीय (२०१२) वर्मा समिती .न्या बालकांच्या मोफत आणि सक्तीच्या शिक्षण ,१९८६ ,धोरणाचा हक्क अधिनियमआणि अपंग व्यक्ती अधिकार अधिनियम २००९ ,, २०१६ यांवर आधारलेले आहेखरे पाहता योग्य शिक्षण . भक्कम पायावर देण्याकरीता उचलेले हे एक मोठे पाऊल आहे हा विचार केंद्रस्थानी आधारीत असा विद्यार्थ्यांचा सर्वांगीण विकास विद.ठेवून हे धोरण तयार केलेले दिसते.याथ्यांबरोबरच शिक्षण क्षेत्राशी निगडीत अशा सर्वांनाच विविध प्रकारचे फायदे या धोरणामुळे उपलब्ध होणार आहेतपूर्वप्राथमिक शिक्षणापासून .

अगदी उच्च शिक्षणापर्यंतच्या अभ्यासक्रमामध्येताळमेळ साधण्याचा , मानता तसेच एकवाक्यता आणण्याचा आणि सर्व पातळ्यांवर स समन्वयसाधण्याचा प्रयत्न नवीन शैक्षणिक धोरणामधून केला गेलेला दिसतो.मुख्यत्वे करून शिक्षणाची गुणवत्ता आणि दर्जा सुधारण्यावर विशेष भर दिला गेला आहेपुढील दहा वर्षांच्या कालावधीमध्ये . पर्यंत ठरविलेली उद्दिष्टे साध्य करण्याची अपेक्षा या २०३० म्हणजेच धोरणामध्ये व्यक्तकेलेली आहे किंबहुना तसे ध्येयच निश्चित केलेले आहे.

नवीन राष्ट्रीय शैक्षणिक धोरणाचे उद्दिष्ट प्रामुख्याने गुणवत्तापूर्ण उच्च शिक्षणाबरोबरच भारताला जागतिक दर्जाचे उच्च शिक्षणाची दारे सर्वाकरिता खुली .आहे शिक्षण केंद्र बनविणे हे

करण्याचा प्रयत्न या नवीनशैक्षणिक धोरणामधून केला गेलेला दिसतो.उच्च शिक्षणाच्या बाबतीत विशेष करून समग्र बहुशाखीय व . आंतरशाखीय तसेच सर्वस्पर्शी दृष्टिकोनाबरोबरच अभ्यासक्रमात ,णणेचार वर्षांचा पदवी अभ्यासक्रम आ ,लवचिकता आणणेआगमन आणि निर्गमनाचे बहुविध पर्याय उपलब्ध करणेसंशोधनाला भरपूर , वाव देणेगोष्टींवर लक्ष केंद्रित केलेले .शिक्षणाचे आंतरराष्ट्रीयीकरणइ, .दिसते

नवीन शैक्षणिक धोरणाचा अभ्यास करता उच्च शिक्षणाच्या बाबतीत•व्यावसायिक शिक्षणाचे उच्च शिक्षणाबरोबर एकत्रीकरण •समानता आणि समावेशकतेचे वर्धन •बहुशाखीयआणि एकत्रिक प्राध्यापक प्रशिक्षण कार्यक्रमाकडे वाटचाल• सध्याच्या स्वतंत्र संस्थांचे बहुशाखीय संस्थांमध्ये रुपांतर•महाविद्यालये आणि विद्यापीठांची त्रिस्तरीय आणि तर्कसंगत संस्थात्मक रचना•उच्च शिक्षणाच्या व्याप्ती आणि बहुशाखीय शिक्षणाची वृद्धी • नावाजलेल्या आंतरराष्ट्रीय विद्यापीठांना भारतात येण्यासाठी प्रोत्साहन •प्राध्यापकांच्या कारकीर्दीच्या प्रगतीकरीता विविध मार्गांची व संधींची उपलब्धता • अभ्यासक्रमामधील लवचिकता •ऑनलाईन• शिक्षणाला दिलेले महत्वमुक्त आणि दूरस्थ ,राष्ट्रीय संशोधन संस्थेची स्थापना •भारतीय उच्च शिक्षण आयोगाचीस्थापना •उच्च शिक्षणाकरीता एकच नियंत्रक • जनतेला माहितीची उपलब्धता इ .वैशिष्ट्ये ठळकपणे आढळतात .

त्याचप्रमाणे राज्य सरकारे ,प्राध्यापक,उच्च शिक्षण संस्था , च उद्योग आणि सेवा पुरवठादार यांना होणाऱ्या विद्यार्थी तसे •फायद्यांमध्येसंसाधने किंवा स्रोत सामायीकरणचांगले , शैक्षणिक परिणाम•अंदाजपत्रकीय कार्यक्षमता ,उच्च शिक्षण संस्थांची भूमिका आणि जबाबदारी यांमध्ये स्पष्टताशैक्षणिक आणि प्रशासकीय , स्थ अभ्यासक्रमांमध्ये मुक्त आणि दूर ,ऑनलाईन ,स्वायत्तता खाजगी उच्च शिक्षण ,व्यावसायिक अभ्यासक्रमांमध्ये वृद्धी,वृद्धी संस्थांना मोठी संधी •प्रध्यापाकांकारिता चांगले आणि आरोग्यदायी वातावरण ,प्राध्यापकांना कारकीर्दीच्या प्रगतीकरीता विविध संधी ,

प्राध्यापकांची ,उपलब्धता तंत्रज्ञानाची ,निरंतर प्रशिक्षण कार्यक्रम प्राध्यापकांचा ,भूमिका आणि कर्तव्य यांमध्ये सुधारणा अभ्यासक्रमाची रचना आणि शिक्षणशास्त्र पद्धती ठरविण्यामध्ये वाढीव सहभाग.विद्यार्थ्यांना उच्च शिक्षणाच्या मोठ्या प्रमाणावरील संधी,अभ्यासक्रम निवडीचे स्वातंत्र्य ,शिक्षण आणि व्यावहारिक प्रदर्शनाची उपलब्धताउच्च शिक्षण संस्थांच्या बाबतीतील , विद्यार्थ्यांवरील ओझे कमी करण्यास ,पारदर्शकतााठी एकच सामायिक प्रवेश परीक्षा •उद्योग आणि उच्च शिक्षण संस्था यांमधील सहयोग माहिती आणि संदेशवहन तंत्रज्ञानामधील ,परिवर्तनामुळे खाजगी क्षेत्राला संभाव्य संधीतंत्रज्ञान आणि आर्थिक सेवा , राष्ट्रीय ,उद्योगांचा वाढता सहभाग ,पुरवठादारांना उपलब्ध संधी शिक्षण तंत्रज्ञान मंचावर तज्ञ म्हणून काम करण्याची खाजगी क्षेत्राला संधी इ.फायद्यांचा प्रामुख्याने उल्लेख करता येईल.

थोडक्यात उच्च शिक्षणाला नवा आयाम देण्याचा प्रयत्न नवीन राष्ट्रीय धोरणातून केला गेला आहे.एकूणच भारतातील उच्च शिक्षणाच्या बाबतीत हे नवीन धोरण फारच महत्त्वपूर्ण आणि अर्थपूर्ण असलेले दिसून येते.

समारोप:

या लेखाचा समारोप करताना हे सांगणे गरजेचे वाटते की कोणत्याही देशाच्या सामाजिक आणि आर्थिक विकासाकरीता एका सर्वस्पर्शीसर्वसमावेशक आणि सुरचित अशा शैक्षणिक धोरणाची , कारण देशाच्या प्रगतीचा पाया हा श .आवश्यकता असते.िक्षण व्यवस्थेमधूनच रचला जातो .

आधुनिक काळाची गरज लक्षात घेता सध्या अस्तित्वात भारतात असलेल्या जुन्या शैक्षणिक धोरणामध्ये बदल आवश्यकच होता खूप मोठ्या कालावधीनंतर सादर केलेले आणि म्हणूनच . हे निश्चितच एक स्वागताहर्ह '२०२० ,नवीन राष्ट्रीय शैक्षणिक धोरण' पाऊल आहे ,समानता ,नवीन शैक्षणिक धोरण हे उपलब्धता . जबाबदारी आणि परवडणारे शिक्षण अशा विविध पैलूंनी ,गुणवत्ता भारतातील .सजलेले आणि व्यापक पायावर आधारलेले आहे

मनुष्यबळाचा सर्वांगीण विकास करण्याबरोबरच भारताची शिक्षण व्यवस्था एका उच्च पातळीवर नेऊन ठेवण्याकरीता हे धोरण निश्चितच कटिबद्ध आहे. सुधारणांना वाव हा नेहमीच असतो तसा . .तो या धोरणामध्येही असणारच आहे

अंतिम उद्दिष्टांच्या दिशेने वाटचाल करताना धोरणामध्ये आखून दिल्यानुसार मार्गक्रमण करणे धोरणामधील घालून दिलेल्या , मार्गदर्शक तत्वांचा अवलंब करून पूर्ण क्षमतेने, सर्वांनी वचनबद्ध राहून झोकून देऊन आणि नियोजनबद्ध रितीने धोरणाची , अंमलबजावणी होणे गरजेची आहे हे इथे अधोरेखित करावेसे पेलण्याच्या आव्हाने सर्व करीत असताना हे शिवधनुष्य.वाटतेहानाची सतत जाणीव असणे गरजेची आहे.

संदर्भ:

प्रस्तुत लेख लिहिताना ज्या विविध साहित्याचा आणि माहितीच्या स्रोतांचा वापर केला गेला आहे त्यांचे सविस्तर संदर्भ खालीलप्रमाणे आहेत.

Govt. Documents/Reports/Press Releases:

1. British Council, UK. "India's New Education Policy 2020: Highlights and Opportunities." Available on: <https://education-services.britishcouncil.org/insights-blog/india%E2%80%99s-new-education-policy-2020-highlights-and-opportunities>
2. Education World. "NEP 2020: Implementation Challenges." Available on: <https://www.educationworld.in/nep-2020-implementation-challenges/>
3. India Education Diary. "Highlights of New Education Policy 2020." available on: <https://indiaeducationdiary.in/highlights-of-new-education-policy-2020/> India Education Diary.com\
4. KPMG International Ltd. "Impact of National Education Policy 2020 and Opportunities to Stakeholders." Available on: <https://assets.kpmg/content/dam/kpmg/in/pdf/2020/08/impact-of-national-education-policy-2020-and-opportunities-for-stakeholders.pdf>
5. Ministry of Human Resource Development (MHRD). Draft National Education Policy 2019 (Summary). Available on:

- https://www.education.gov.in/sites/upload_files/mhrd/files/nep/English1.pdf
6. Ministry of Human Resource Development (MHRD). National Education Policy 2020. Available on: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 7. Press Information Bureau, Govt. of India. Available on: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_2020.pdf
 8. Press Information Bureau, Govt. of India. Available on: <https://pib.gov.in/PressReleaseDetail.aspx?PRID=1642049>
 9. विकासपीडिया. राष्ट्रीय शैक्षणिक धोरण २०२०. इलेक्ट्रॉनिक्स व माहिती तंत्रज्ञान मंत्रालय (MEIT) भारत सरकार आणि ,प्रगत संगणन विकास केंद्र(C-DAC) ,हैद्राबाद. Available on: <https://mr.vikaspedia.in/education/policies-and-chemes/93093e93794d91f94d93094092f-93693f91594d937923-92794b930923-2020>
 10. मनुष्यबळ विकास मंत्रालय.राष्ट्रीय शैक्षणिक धोरण, २०१९ मसुदा-सारांश. Available on :https://www.education.gov.in/sites/upload_files/mhrd/files/nep/Marathi1.pdf
 11. मनुष्यबळ विकास मंत्रालय.राष्ट्रीय शैक्षणिक धोरण, २०२०. Available on: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Research Papers/Articles:

1. **K. Viswanathan.** “A Reality Check on NEP 2020: 6 Major Challenges in Implementation.” India Today, 14th August, 2020. Available on: <https://www.indiatoday.in/education-today/featurephilia/story/a-reality-check-on-nep-2020-major-challenges-in-implementation-1711197-2020-08-14>
2. P. S. Aithalet. al. “Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives.” International Journal of Management, Technology, and Social Sciences (IJMTS), Srinivas Publication, Vol. 5, No. 2, ISSN: 2581-6012, Pp. 22-31, August, 2020. Available on: www.srinivaspublication.com

Others:

1. Indian Policy Collective. Available on: <https://www.indianpolicycollective.com/post/nep-2020-challenges-criticisms-way-forward>

शिक्षक - विद्यार्थी - शिक्षण आणि ग्रंथालय

प्रा. डॉ. गव्हाणे एम. पी.

ग्रंथपाल

कला व विज्ञान महाविद्यालय, पाटोदा.ता.पाटोदा.जि.बीड. पीन.४१४२०४

आधुनिक समाजामध्ये राहणारे समाजाचे घटक या नात्याने आपण सर्वांनाच समाजाच्या विविधांगी गरजांची जाणिव असली पाहिजे. यात शिक्षणाला कदाचित सर्वात जास्त प्राधान्य द्यावे लागेल. कारण सुशिक्षित व आपल्या कर्तव्याचे भान असणारा नागरिक प्रामुख्याने शिक्षणाच्या माध्यमातून आकारास येत असतो. आदर्श व उन्नत समाज घडवण्यासाठी शिक्षण, शिक्षक व विद्यार्थी या तीन घटकाची आवश्यकता असते. यासाठी समाजातील मिळणाऱ्या शिक्षणाबरोबर आपणाला शाळा, महाविद्यालय, विद्यापीठ यासारख्या शैक्षणिक संस्थांमध्ये जावे लागते. यामधून मिळणाऱ्या शिक्षणातून विद्यार्थ्यांबरोबर शिक्षकही घडत असतो. वरील संस्थेमधून शिक्षक व विद्यार्थ्यांच्या शिक्षणाच्या गरजा पूर्ण करण्यासाठी ग्रंथालय महत्त्वाची भूमिका बाजवत असते.

प्रस्तावना :

ग्रंथालयाकडून समाजात शिक्षणाशी संबंधीत असणाऱ्या सर्व गरजा जवळजवळ पूर्ण करण्यासाठी प्रयत्न केले जातात. मग तूम्ही एखादया शाळेचे विद्यार्थी असाल तर तूम्हांला त्या त्या इयत्तेसाठी ठरवून दिलेले ज्ञान संपादन करावे लागते. प्रामुख्याने शिक्षक तोंडी स्वरूपात तूम्हाला शिकवत असतात आणि त्यासाठी ते काही ठराविक नेमुन दिलेल्या पाठ्यपुस्तकांची मदत घेतात. परंतू ग्रंथालयात विविध विषयाची व वेगवेगळ्या लेखकांची खूप सारी पुस्तके व संदर्भग्रंथ असतात म्हणजे ग्रंथालयात जणू ज्ञानाचा खजिनाच असतो आणि हा खजिना वरील तीन घटकांना साहाय्यभूत असतो. या खजिन्यामधून प्रथम शिक्षक व नंतर विद्यार्थी शिक्षणाच्या माध्यमातून घडण्याचे महान कार्य होते. इ. तान, मनोरंजन व संस्कार या ग्रंथांच्या माध्यमातून वाचकांची जडण-घडण करण्याचे मोठे अद्भूत सामर्थ्य या ग्रंथालयामध्ये असते. समाजाला प्रगतीपथावर नेण्याची प्रेरणा आणि त्यासाठी आवश्यक असणारे ज्ञान व संस्कार हे दोन्ही ग्रंथालयाद्वारे होत असते. म्हणून शिक्षणाशी संबंधीत

विद्यार्थी व शिक्षक यांना आवश्यक असणारा खजिना ग्रंथालय पुरवते म्हणून नविन शैक्षणिक धोरणामध्ये शिक्षक,विद्यार्थी,शिक्षण या बरोबर ग्रंथालय ही महत्वाचे आहे. आज ग्रंथालयाचे स्वरूप “ ई-लायब्ररीमुळे सर्वव्यापी व अद्यावत बनले आहे. प्राचिन काळापासून भारतीय शिक्षणाची परंपरा फार मोठी आहे. प्राचिन काळी भारतामध्ये तक्षशिला,नालंदा अशी मोठमोठी शिक्षण देणारी विद्यापीठ होती. त्याकाळी भारतामध्ये आशिया खंडाबरोबरच युरोप खंडातील विविध देशामधून विद्यार्थी भारतात शिक्षण घेण्यासाठी येत होती. परदेशी विद्यार्थ्यांची भारतात शिक्षण घेण्यासाठी रिघ लागत होती परंतु आज परिस्थिती बदलली आहे. आज भारतामधून खुप मोठया प्रमाणात विद्यार्थी परदेशात शिक्षण घेण्यासाठी जात आहेत.त्याचे कारण आज भारतामध्ये शिक्षणाचे बाजारीकरण झाले आहे. दर्जेदार शिक्षण देणारी एकाही संस्था भारतामध्ये नाही. जगामध्ये जी नामांकित विद्यापीठ आहेत त्यामध्ये भारतातील एकाही विद्यापीठाचा समावेश नाही. भारतातील शिक्षण पध्दती ही पोपटपंची शिक्षण देणारी झाली आहे. कौशल्य अधारीत शिक्षणाची आज भारताला गरज आहे. पोपटपंची शिक्षणामुळे भारतात शिक्षणाचा दर्जा खालावला आहे.शिक्षणक्षेत्रात स्पर्धा आली आणि या स्पर्धेमुळे शिक्षणाचा भाव वाढला. भलेही भारतातील शिक्षण वैविध्यपूर्ण असेल परंतु त्यामध्ये गुणवत्तेचा अभाव असल्याचे दिसून येते व जागतिक पातळीवर आपण मागे आहोत. भारतात आज जवळजवळ ८०० च्यावर विद्यापीठे व ४०,००० महाविद्यालये आहेत परंतु जगभरातील जी २०० विद्यापीठे नामांकित आहेत. त्यामध्ये भारतातील एकाही विद्यापीठाचा समावेश नाही.

भारतातील जी शिक्षण देणारी विद्यापीठे व महाविद्यालये आहेत त्या महाविद्यालयात पुर्णवेळ काम करणारी तज्ञ प्राध्यापक मंडळी नाहीत त्याचे कारण राजकारण. गुणवत्तेवर आधारीत प्राध्यापक भरती नाही. नियमाना मुरड घालून अर्धवेळ, कंत्रांटी, घडयाळी तासिकेवर प्राध्यापक भरती करून शिक्षणाचा दर्जा खालावलेला आहे. मुळात प्रत्येक शिक्षण घेणारा विद्यार्थी हा चांगले ज्ञान घेण्यासाठी महाविद्यालयात व विद्यापीठामध्ये प्रवेश घेत असतो परंतु त्यांना ज्ञान देणारा शिक्षक जर पुर्णवेळ नसेल तो जर अर्धपोटी शिक्षण देत असेल तर त्याची मानसिकता ही काम करण्याची नसते व तो जिवओतून काम करत नाही. त्याचे कारण सरकारचे निरुत्साही धोरण. खरेतर कौशल्यावर आधारित शिक्षणाच्या नावाखाली ज्ञानधिष्ठित शिक्षण व्यवस्था उद्ध्वस्त करून

केवळ भांडवली व्यवस्थेसाठी हजारोंच्या संख्येने अर्धवट ज्ञान घेतलेल्या बेरोजगारांच्या फौजा तयार करुन सरकार कोणाचा विकास साधणार आहे. केंद्रसरकारने कौशल्यअधारित शिक्षणपध्दती लादण्याचे काम चालु केले आहे. देशातील बऱ्याच विदयापीठामध्ये चॉईस बेस क्रेडिट सिस्टीम (CACS) चालु करण्याची सक्ती युजीसीने केली आहे. ही पध्दत काही विदयापीठामध्ये चालु झाली आहे.

पारंपारिक शिक्षण पध्दतीला फाटा देऊन ही पध्दती नष्ट करण्याचा प्रयत्न सरकार करत आहे. शिक्षणावर जो निधी खर्च केला जात होता त्यामध्ये सरकार कपात करत आहे. अशाने शिक्षणात गुणवत्ता व प्रगती साधने अशक्य आहे. शिक्षणक्षेत्रात गुणवत्ते ऐवजी मार्केटिंगवर भर दिला जात आहे. सरकारची खरी जबाबदारी ही गुणवत्तापुर्ण शिक्षण देणे ही आहे. यामध्ये पालक व शिक्षण तज्ज्ञांची ही भुमिका महत्वाची आहे. यासाठी सरकारकडे आग्रह धरुन प्राथमिक शिक्षणापासून ते उच्च शिक्षणापर्यंत दर्जेदार शिक्षण कसे मिळेल यासाठी प्रयत्न करणे आवश्यक आहे. परंतु यामध्ये ना पालक ना शिक्षण तज्ज्ञ प्रयत्न करतात वा सरकार ठोस पाउले उचलते. असे कधीच घडत नाही. फक्त आपली शिक्षणसंस्था कसे दर्जेदार शिक्षण देते असे भासवण्याचा प्रयत्न मात्र सगळीकडे झालेला पाहायला दिसतो. यामधुन फक्त विदयार्थी व पालक यांची मात्र भरमसाठ फी आकारुन लुट चालु आहे. या शिक्षण पध्दतीमधुन विदयार्थी परिक्षार्थी बनत आहे त्याचा सर्वांगिन विकास होत नाही.विदयार्थ्यांना आपण शिक्षण देतो त्यामधून विदयार्थ्यांची निर्णयक्षमता विकसीत झाली पाहिजे. त्याची बौद्धिक विचारक्षमता विकसीत झाली पाहिजे. घेतलेल्या शिक्षणाचा त्याला त्याच्या जीवनात उपयोग झाला पाहिजे. त्याला स्वतःचे व समाजाचे कल्याण करता यावे हाच शिक्षण देण्याचा आणि घेण्याचा हेतू आहे.हे शिक्षकाने ओळखुन शिक्षण दयायला हवे. विदयार्थ्यांला जिवनात सारं काही शिकवायचं आहे. त्याला विकसीत करायचं आहे. विदयार्थ्यांचं हेच काम आहे. त्याला त्याच्या जीवन उपयोगी आयुष्यासाठी शिक्षणरुपी शिदोरी घ्यायची आहे. त्याला सर्जनशील आयुष्य जगण्यासाठी शिक्षणाचा उपयोग झाला पाहिजे. विदयार्थी जसजसा वरच्या वर्गाला जातो तसा त्यातील सुप्तगुणांचा व क्षमतांचा शोध घेण्यास प्रवृत्त करणे हे शिक्षकाचे काम आहे. त्याच्यातील क्षमतेनुसार तो येणाऱ्या समस्येवर मात करुन त्याला अपेक्षित असणारे ध्येय तो साध्य करु शकतो.यामधून त्याला त्याच्या जीवनाचे खरे मोल कळणार आहे. शिक्षकाने

विद्यार्थ्यांची त्यांच्या आवडीच्या विषयाची ओळख समजून घेऊन त्याला मार्गदर्शन केले पाहिजे. त्या दिशेने जाण्यास त्याला प्रवृत्त केले पाहिजे. शिक्षकांना नेहमी चांगले प्रयत्न करणारे विद्यार्थी आवडत असतात. ते नियमीत पणे अभ्यास करतात नवनविन शोधण्यासाठी धडपत व प्रयत्नवादी असतात अशा विद्यार्थ्यांना शिक्षकांनी जास्तीत जास्त ज्ञान देण्याचा प्रयत्न केला पाहिजे. विद्यार्थ्यांना जे नविन प्रश्न पडतात अशा नविन प्रश्नांची सोडवणूक करणे ही शिक्षकाची जबाबदारी आहे. ज्या प्रश्नांची उत्तरे मिळणे कठीण आहे अशा वेळेस त्यांना पुरक संदर्भ ग्रंथाची माहिती देऊन त्याची सोडवणूक करणे हे शिक्षकाचे कर्तव्य आहे.

चांगला शिक्षक होण्यासाठी शिक्षकाला संयम,सहनशिलता अद्यावत ज्ञान तसेच कोणत्याही प्रसंगात आले धैर्य न गमवता शांत,स्थिर व अविचल राहून निर्णय घेऊन आपल्या विद्यार्थ्यांची जास्तीत जास्त कशी प्रगती होईल यासाठी शिक्षकाने प्रयत्न केले पाहिजेत. शिक्षकाने आपल्या विद्यार्थ्यांबरोबरच स्वतःचीही प्रगती केली पाहिजे.

शिक्षण:

भारतीय विचारवंत.

विवेकानंद:- शिक्षण म्हणजे मानवात सुप्तावस्थेत असलेल्या दैवी शक्तीचे प्रकटीकरण.

रविंद्रनाथ टागोर:- जीवनात मानवाने निसर्गाचा आस्वाद घेतला पाहिजे. शिक्षणाने सर्व निसर्गातील अस्तित्वाशी विश्वास,सुसंवाद साधला पाहिजे.

“There should be harmony between man & Nature.”

“All world is one family”

१९५२-५३ च्या आयोगानुसार:- व्यक्तिचा शारीरिक ,भावनिक व अध्यात्मीक या सुप्तसामर्थ्यांचा उत्तमात उत्तम विकास करण्याची पात्रता व्यक्तिच्या अंगी आणुन देणे म्हणजे शिक्षण.

पाश्चिमात्य विचारवंत:

जॉन ड्युई:- शिक्षण म्हणजे भोवतालचे पुर्णपणे व्यावहारिक,नैसर्गिक वातावरण आणि सामाजिक परिस्थितीशी समायोजन करण्याची पात्रता मनुष्याच्या अंगी आणून देणे.

हर्बर्ट स्पेन्सर:- पुर्ण स्वरूपात जीवन जगण्याची तयारी म्हणजे शिक्षण.

शिक्षण हे मानवी जीवनाचा बगीचा फुलविते. शिक्षण नसेल तर मानवी जीवन हे ओसाड वाळवंटाप्रमाणे रुक्ष व नीरस होईल. शिक्षणाने

व्यक्तीविकास, समाजविकास पर्यायाने राष्ट्राचा विकास घडुन येतो. म्हणजेच आपणास असे म्हणता येईल की, शिक्षण ही भविष्यकाळाची एकमेव व्दितीय क्रांती आहे.

व्यक्तिचा शारीरिक विकास, बौद्धिक विकास साधुन एक सुसंस्कृत व्यक्तिमत्व घडविणे-१९८६ च्या राष्ट्रीय शैक्षणिक धोरणाचे उद्दीष्ट केवळ व्यक्तिला साक्षर करणे नोकरीसाठी पदवी प्राप्त करुन देणे असे नसुन पदवीधर व्यक्ती ही शारिरीक दृष्टया सद्दढ,बौद्धिकदृष्टया बुद्धीमान व समाजात वावरणारी एक भारतीय नागरिक म्हणून भारतीय संस्कृतीची महान तत्वे असचरणात आणली गेली पाहिजे.

शिक्षणाची उद्दिष्टे:

- अ) समाजाला ज्ञान देणे.
- ब) मूल्यांची प्रतिष्ठापना करणे
- क) व्यावसायिक कौशल्ये वाढविणे.

शिक्षणाचे प्रकार :

अ) औपचारिक शिक्षण: शाळा, महाविद्यालय किंवा विद्यापीठ येथे जाऊन वर्गात जे शिक्षण घेतले जाते त्यास औपचारिक शिक्षण म्हणतात.

ब) अनौपचारिक शिक्षण: स्वतःच वैयक्तिक अडचणीमुळे शाळा महाविद्यालयात न जाता जे शिक्षण घेतले जाते त्यास अनौपचारिक शिक्षण म्हणतात.

ग्रंथालय आणि शिक्षण:

औपचारिक शिक्षणामध्ये विद्यार्थी आपले नांव, शाळा, महाविद्यालय अगर विद्यापीठ यासारख्या शिक्षणसंस्थेमध्ये प्रवेशित करतो व तेथे त्याला शिक्षक,प्राध्यापक नियमितपणे शिकवित असतात.

अनौपचारिक शिक्षणामध्ये मात्र विद्यार्थी शाळा,महाविद्यालयात न जाता पत्र व्यवहाराद्वारे,खाजगी वर्गामध्ये अभ्यास करुन किवा स्वतःच पुस्तके वाचुन ज्ञान संपादन करीत असतो.

अ) औपचारिक शिक्षण: औपचारिक शिक्षणात विद्यार्थ्यांना ग्रंथालयामधुन पुस्तके वाचनासाठी मिळतात. तिथे विद्यार्थ्यांनी पुस्तके वाचावित हा मुख्य हेतु असतो. महाविद्यालयातील विद्यार्थ्यांची आकलनशक्ती वाढलेली असते तो स्वतःचा अभ्यास स्वतः करु शकतो. म्हणून उच्च शिक्षणामध्ये वर्गातील शिक्षणापेक्षा ग्रंथालयातील अध्ययनावर भर दिला जातो. म्हणजे एक प्रकारे येथे

शिक्षण वर्ग खोलीतून बाहेर पडून ग्रंथालयाभिमुख होण्याची प्रक्रिया येथे आपणास दिसून येते. भारतीय शिक्षणतज्ज्ञ व माजी राष्ट्रपती डॉ.सर्वपल्ली राधाकृष्णन आपल्या शिक्षणविषयक अहवालामध्ये म्हणतात. एखादया विषयाचा सखोल व विविधांगी अभ्यास करायचा असेल तर तो ग्रंथालयातील ग्रंथसंपदेद्वारेच शक्य होऊ शकतो.

आ) अनौपचारिक शिक्षण:

अनौपचारिक शिक्षण घेणारे हे प्रत्यक्षात शाळा, महाविद्यालयात न जाता बहिस्त पध्दतीने शिक्षण घेतात त्यांना स्वतःचा अभ्यास स्वतः करावा लागतो. अशा अभ्यासकांना सार्वजनिक ग्रंथालयात जाऊन त्यांना हवी असणारी माहिती घेतात. सार्वजनिक ग्रंथालयात येणाऱ्या वाचकांच्या गरजा लक्षात घेऊन ग्रंथखरेदी केली जाते. ज्या घटकांना त्यांच्या वैयक्तिक अडचणीमुळे शाळा, महाविद्यालयात जाता आलेले नाही अशी मंडळी अनौपचारिक शिक्षण पध्दतीद्वारे शिक्षण घेतात. यासाठी सार्वजनिक ग्रंथालयाचे सहाय्य फार मोठे आहे.

सारांश:

नविन राष्ट्रीय शैक्षणिक धोरणात इ.५ वी पर्यंतचे शिक्षण हे मातृभाषेतून दिले जाणार आहे. इ.६वी पासून कौशल्याअधारित शिक्षणावर भर असेल. महाविद्यालयीन शिक्षणात कला,विज्ञान व वाणिज्य शाखा असतील पण नविन धोरणात कला व विज्ञान शाखेतून काही विषय निवडून पदवीपर्यंतचे शिक्षण घेता येईल. या धोरणात गरिब विद्यार्थ्यांना इतर पर्याय निवडण्याची संधी दिली आहे. पण ज्यांची ऐपत नाही त्यांना चांगल्या शिक्षणापासून वंचित ठेवणारे धोरण आहे. खाजगी संस्थाना बळ देणारे हे शैक्षणिक धोरण असून त्यासाठी कोणतेही नियामक बोर्ड नाही. धोरणापासून शिक्षणाचे भगवीकरण, खाजगीकरण व संघ राज्य विरोधी,घटनाविरोधी, व्यापारीकरणाला पोषक असल्याचे दिसून येते.शिक्षण कशाही पध्दतीने दिली तरी शिक्षक,विद्यार्थी आणि शिक्षण या तीनही घटकांना पूरक म्हणून ग्रंथालयाची आवश्यकता असते.

संदर्भ सुची:

१. घोडके, वसिष्ठ ; शिक्षणाचे बाजारीकरण, शिक्षण विश्व, एप्रिल-डिसें, २०१५.
२. देशपांडे, ए. व्हि ; ग्रंथालयाचा विकास आणि त्यांचे सामाजिक कार्य, य.च.म.मु. विद्यापीठ, नाशिक.
३. टोकेकर, स्वाती, शिक्षक कसा आसावा, शिक्षण संक्रमण, जानेवारी २०१२

४. <https://marathivishwakosh.org>.
५. www.bbc.com>india.
६. <http://niepid.in/nep-२०२०>
७. <http://maharashtratimes.com/editorial.new.education-policy-२०२०>
८. www.deshdoot.com
९. www.orfonline.org
१०. <https://nitinsir.in>.

नवे शैक्षणिक धोरण काळाची गरज

पवन रामचंद चुंगडे

संशोधक विद्यार्थी

अर्थशास्त्र विभाग, डॉ. बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ,
औरंगाबाद.

गोषवारा (Abstract):

देशात किमान शिक्षणाचा टक्का वाढत असला तरीपण, गुणवत्तेच्याबाबतीत काही प्रमणात प्रश्नचिन्ह आहे४० सुमारे .,००० कॉलेज व आठशेपेक्षा जास्त विद्यापीठे आहेतपरंतु .,विद्यार्थी नाव नोंदणीमध्ये प्राथमिक आणि माध्यमिक शिक्षांणाच्या तुलनेत उच्च शिक्षणाचे प्रमाण २०१८ मध्ये २६३. टक्के असून आतानच्या शैक्षणिक धोरणात ते २०३५ साली किमान ५० टक्क्यापर्यंत वाढवण्याचे उद्दिष्ट ठेवलेले आहे १९८६ . वर्षात पूर्ण न होऊ ३४ च्या शैक्षणिक धोरणातील अनेक मुद्दे मागील शकल्याने त्यांचे पुनरावलोकन करून ज्या बाबी अपूर्ण आहेत, त्यात काही सुधारणा करण्याच्या संधी आहेत, याकडे लक्ष देण्यात आले . त्याचप्रमाणे, महिलांच्या शिक्षणासाठी विशेष प्रयत्न, पूर्व प्राथमिक शिक्षांणाकडे विशेष लक्ष, व्यावसायिक शिक्षणाची आवश्यकता या मुद्द्यांचाही विचार नवीन शैक्षणिक धोरणात केलेले आहे.

मुख्य शब्द)Keywords): गुणवत्ता, नोंदणी, शिक्षण, व्यावसायिक इ .

प्रस्तावना)Introduction):

सरकारी धोरणे बहुतेकदा साचेबद्ध असतात; पण नुकतेच सादर करण्यात आलेले नवीन राष्ट्रीय शैक्षणिक धोरण त्याला अपवाद आहे, असे म्हणता येईलदेशाचा विकास साधण्यासाठी आणि महत्वाकांक्षा . विद्यार्थ्यांना .पूर्ण करण्यासाठी असे धोरण स्वीकारणे आवश्यकच होते अर्थाजनासाठी सक्षम करतानाच त्यांचे आयुष्य सर्वार्थानी समृद्ध व्हावे या दृष्टिकोनातून धोरणाची रचना करण्यात आली आहेयातील बहुतेक . अर्थात त्यांची अंमलबजावणी किती .शिफारशी अत्यंत स्वागतार्ह आहेत

प्रभावी केली जाते, यावरच परिणामकारकता अवलंबून असणार आहे .
दोन शिफारशी या अतिशय उत्तम आणि नवीन यातील आहेतएक .
म्हणजे बालशिक्षणाचे महत्त्व प्रथमच अधोरेखित झाले आहे आणि दुसरे
म्हणजेमहाविद्यालयीन आणि विद्यापीठीय शिक्षणाच्या स्वरूपात
आमूलाग्र बदल करण्यात आले आहेत.

नवे शैक्षणिक धोरणातील काही वैशिष्टे:

• बालशिक्षण:

आपल्याकडे मॉटेसरी किंवा बालवाड्या पूर्वीपासूनच आहेत .
अनुताई वाघ आणि ताराबाई मोडक यांनी बालवाड्या अगदी आदिवासी
नंतर ही व्यवस्था अंगणवाडीच्या स्वरूपात देशभर .भागांत पोहोचवल्या
वयाच्या आठव्या वर्षापर्यंतचा काळ हा मुलांच्या .स्वीकारली गेली
या .तिशय महत्त्वाचा असतोशारीरिक आणि बौद्धिक वाढीसाठी अ
काळात मेंदूचा जवळपास ८५ टक्के विकास झालेला असतोया वयात .
मुलांना मिळणारे अनुभव अतिशय सकारात्मक असणे शारीरिक आणि
म्हणूनच आपल्याकडे .बौद्धिक वाढीच्या दृष्टीने महत्त्वाचे असतेअंगण
वाडीला एकात्मिक विकास कार्यक्रम म्हणतातणि त्यात पोषण आ .
हा क .शिक्षण दोन्हीचा समावेश असतोार्यक्रम तीन वर्षे आणि
संस्थात्मक स्वरूपात राबवावा, त्याला शासन पातळीवर अधिकृत स्वरूप
देण्यात यावे, अशी अतिशय महत्त्वाची शिफारस करण्यात आली आहे.

• महाविद्यालये आणि विद्यापीठे:

शालेय शिक्षणात महत्त्वाचे बदल करताना, दुसरीकडे
महाविद्यालयीन आणि विद्यापीठीय शिक्षणातही आमूलाग्र बदल करण्याचा
प्रयत्न या धोरणात दिसतो ज्या देशांमध्ये महाविद्यालयीन .शिक्षण पद्धती
चांगली आहे त्यांचा अभ्यास करून त्यातल्या काही गोष्टी स्वीकारण्यात
आल्याचे दिसते बहुशाखीय प्रणाली स्वीकारण्यात आली .आहेमुळे त्या .
कला, वाणिज्य, विज्ञान अशा शाखांदरम्यान सध्या असलेल्या भिंती दूर
होतीलत्यातून विद्यार्थ्यांना हवा तो विषय स्वीकारण्याचे स्वातंत्र्य .
विद्यापीठ अनुदान आयोगाने .शिक्षणात लवचीकता येईल .मिळेल
स्वीकारली आ :खरे तर ही प्रणाली याआधीच तत्त्वत (यूजीसी)हे, पण

महाविद्यालयांत ते अभ्यासक्रमच उपलब्ध नसतातआता त्यावर उपाय . म्हणजे अनेक महाविद्यालयांनी एकत्र येऊन महाविद्यालयांचे संकुल विकसित करावे, असे सुचवण्यात आले आहेम्हणजे एखाद्या . महाविद्यालयात विज्ञान शाखेचे शिक्षण देण्याची सुविधाच नसेल, तिथे केवळ कला आणि वाणिज्य शाखेचेच अभ्यासक्रम उपलब्ध असतील, तर त्या महाविद्यालयातल्या मुलांना विज्ञानाचे अभ्यासक्रम उपलब्ध असलेल्या जवळच्या महाविद्यालयातील प्राध्यापकांचे मार्गदर्शन मिळू शकेलएकत्रित झालेल्या .यातून काही संस्थांचे एकत्रीकरण होईल . पुढे .संस्था मोठ्या होत जातील े त्यांना विद्यापीठाचे रूप येईलअशा . पदवी देतील :त्या स्वतः.मोठ्या संस्थांना नंतर स्वायत्तता द्यावी लागेल, स्वतःत्यांची विद्यार्थिसंख्याही उत्तरोत्तर वाढत .अभ्यासक्रम ठरवतील : विद्यार्थिसंख्या एका मर्यादेपलीकडे गेली की .जाईल, संस्थेचे विभाजन केले जाईलनव्या . शैक्षणिक धोरणातून, अशीच काहीशी व्यवस्था अपेक्षित असल्याचे दिसतेयाची योग्य अंमलबजावणी झाली ., तर विद्यार्थ्यांच्या कल्पकतेला, सर्जनशीलतेला वाव मिळेलशिक्षण संस्थांचा . .दर्जा सुधारल्यास चांगले शिक्षक त्या संस्थांशी जोडले जातील संशोधनाचे प्रमाण, आवाका वाढेल. भारतात १९ ते २४ वयोगटातील केवळ २६ टक्केच विद्यार्थी महाविद्यालयांत शिकतात, असे यात म्हटले आहेभारतातही .टक्के आहे ५२ जगात हे प्रमाण साधारण . महाविद्यालयीन शिक्षणापर्यंत पोहोचलेल्या विद्यार्थ्यांचे प्रमाण वाढावे, यासाठी प्रयत्न करण्यात आल्याचे म्हटले आहेम .म्हणजे थोडक्यात शिक्षण बहुशाखीय, स्वायत्त आणि लवचीक करण्याच्या तसेच शिक्षणाची गुणवत्ता आणि शिक्षणाच्या प्रवाहात असलेल्या विद्यार्थ्यांची संख्या वाढवण्याच्या दृष्टीने या धोरणात पावले उचलण्यात आली आहेतया . उद्दिष्टांपर्यंत पोहोचण्यासाठी शिक्षकांचे प्रशिक्षण, शिक्षण संस्थांचे मूल्यमापन करणारी अधिक सक्षम व्यवस्था निर्माण करणे आवश्यक आहे.

नवे शैक्षणिक धोरणातील सकारात्मक बाबी:

• अध्यापन आणि मूल्यमापन:

या धोरणात याआधीच्या शिक्षण आराखड्यात आणि शासन निर्णयांत नमूद असलेलेही काही मुद्दे मांडण्यात आले आहेत शिक्षण . विद्यार्थी केंद्री, पृच्छा आधारित आणि कृती आधारित (एन्क्वायरी बेस्ड) असावे, अशी अपेक्षा या धोरणात व्यक्त करण्यात आली आहेविद्यार्थी . हून शिकतात:स्वतः, यावर विश्वास ठेवून अध्यापन पद्धती निश्चित केल्या जाव्यात, असे हे धोरण सुचवतेच्या २००५ या एनसीईआरटीच्या . शैक्षणिक आराखड्यात याची शिफारस करण्यात आली होती .त्या वेळी अभ्यासक्रमात काही बदल करण्यात आले होतेतीच भूमिका या . शालेय .धोरणातही स्वीकारण्यात आल्याचे नमूद करण्यात आले आहे आणि महाविद्यालयीन शिक्षकांना अधिक स्वायत्तता मिळावी, अशीही सूचना करण्यात आली आहेत्याद्वारे एक प्रकारे शिक्षकांवर अधिक विश्वास दर्शवण्यात आला आहेसाहजिकच त्यामुळे त्यांच्यावरची .

मूल्यमापन .जबाबदारीही वाढली आहेसर्वांगीण व्हावे, त्यावर संशोधन केले जावे आणि त्यात सुधारणा होत राहावी, अशी शिफारसही करण्यात आली आहेत्या दृष्टीने बोर्डाच्या परीक्षा .ेचे स्वरूपही बदलले आहे . तिसरी, पाचवी आणि आठवीलासुद्धा जिल्हा किंवा राज्याच्या स्तरावर परीक्षा घेतल्या जाण्याची शिफारस यात आहेया परीक्षा फारशा कठीण . नसतील, पण मुलांना संकल्पना समजली आहे का, हे जाणून घेण्यासाठी पुरेसा असतील, अशी शक्यता वाटते मुलांचे शाळेत .सातत्यपूर्ण आणि सर्वांगीण मूल्यमापन व्हावे, असे सुचवण्यात आले आहेम्हणजे केवळ . गणित, विज्ञान इत्यादी विषयांच्या पलीकडे जाऊन एखाद्या मुलात नेतृत्वगुण आहेत का, कोण खेळात उत्तम आहे, कोण कलांमध्ये पारंगत आहे याचेही मूल्यामापन व्हायला हवे ते प्रगतीपुस्तकात .नमूद करून पालकांपर्यंत पोहोचवायला हवे, असेही या धोरणातून सुचवण्यात आले आहेहे सगळे बदल प्रत्यक्षात आणण्यासाठी शिक्षकांनाही प्रशिक्षण . घ्यावे लागेल, त्यासाठी त्यांची शिक्षणोत्तर कामांच्या व्यापातून सुटका करण्याची शिफारस करण्यात आली आहे.

- **मातृभाषेवर भर:**

इयत्ता पाचवीपर्यंत मातृभाषा किंवा मातृभाषेच्या जवळच्या भाषेतून शिक्षणाला प्राधान्य द्यावे असे म्हटले आहेम्हणजे एखादा . मुलगा भिल्ल असेल, तर त्याच्या मातृभाषेला जवळची भाषा म्हणजे मराठीत्यामुळे पाचवीपर्यंत त्याला त्या भाषेतून शिक्षण देण्यास . प्राधान्य द्यावे, असे नमूद केले आहेमातृभाषेतून शिक्षण घेतले तर . आकलन उत्तम होते, हे निर्विवाद आहेजगभर ते संशोधन आणि . पण मातृभाषेतून शिक्षणाचा पुरस्कार .अनुभवांतून सिद्ध झाले आहे आपल्याकडे .करताना इंग्रजीला कुठेही कमी लेखण्यात आलेले नाही

मातृभाषा विरुद्ध इंग्रजी असा अशैक्षणिकवाद नाहक निर्माण करून ठेवला जातोअन्य अनेक देशांत इंग्रजी .इंग्रजी उत्तम यायला हवीच . ही भाषा अवगत असण्याचा भारतीयांना फायदा .बोलले जात नाही मिळतो, तो घ्यायला हवाभारतातही इंग्रजी शिकवण्याचा स्तर वाढवला . अनेकदा असे होते .पाहिजे, की मुले इंग्रजी माध्यमात शिकतात त्यामुळे त्यांचा मातृभाषेतल्या साहित्याशी फारसा परिचय होत नाहीच, पण इंग्रजी साहित्याशीही त्यांची ओळख नसते, हे टाळायला हवेभारतीय . .भाषा आणि संस्कृतीवरही भर देण्याची शिफारस करण्यात आली आहे अनेक भारतीय भाषा आणि त्याबरोबर त्यांच्याशी निगडित संस्कृतीही लुप्त होत चालल्या आहेतत्याबरोबर पारंपरिक ज्ञानाचा ठेवाही . त्यामुळे विविध भाषांना .हरवण्याची भीती आहे शिक्षणात स्थान दिले पाहिजेआपल्या भाषा ., आपली संस्कृती यांना आपण वाव दिला पाहिजे . अभिनिवेशनसावा, पण अस्मिता जपली पाहिजे.

- **तंत्रज्ञान आणि व्यावसायिक शिक्षण:**

शालेय आणि महाविद्यालयीन स्तरांवर तांत्रिक कौशल्ये विकसित व्हावीत म्हणून प्रयत्न करण्यात आला आहेकोर्डिंग शालेय . स्तरावर शिकवण्याची शिफारस आहे, यातून त्यांच्या सबलीकरणाला हातभार लागेलआपल्या अभ्यासक्रमात काही गोष्टी अशा असतात ., ती त्या पुढे कधीही उपयोगी पडत नाहीत, तरीही त्या शिकण्याचे ओझे

मुलांवर टाकले जातेत्याऐवजी आयुष्यात उपयोगी पडेल असे तंत्रज्ञान .
.अवगत करण्यास प्रोत्साहन देण्याची सूचना स्वागताह आहे

सहावी ते आठवीसाठी व्यवसाय शिक्षणाची शिफारस करण्यात आली आहे खरे तर आठवीनंतरही व्यवसाय प्रशिक्षण सुरू ठेवले पाहिजेपण त्याकडे .याआधीही व्यवसाय शिक्षणाचे प्रयोग झाले आहेत .
.केवळ परीक्षेतली टक्केवारी वाढवण्याचा विषय म्हणून पाहिले गेले त्याची पुनरावृत्ती होणार नाही, याची काळजी घेतली पाहिजेशालेय .
तयार .स्तरावरच प्रत्यक्ष काम करण्याचे प्रशिक्षण मिळाले पाहिजे केलेले उत्पादन विकताही यायला हवेप्रमाणे'नयी तालीम' गांधीजींच्या .
मुलांना श्रमांचे मूल्य कळावे .त्याची अंमलबजावणी व्हायला हवी, त्यांच्या आयुष्यात जीवनाभिमुखता यावी, हा त्या मागचा उद्देश असायला हवाअशी तात्त्विक भूमिका मांडली ., तर त्याला एक वेगळे परिमाण प्राप्त होईलप्रत्येकाला एखादा व्यवसाय येणे आवश्यक आहे .
आणि भविष्यात त्यातून आयुष्याला निर्मितीक्षम परिणाम लाभले .त्यासाठी सामाजिक सहभाग अपेक्षित असल्याचे म्हटले आहे .पाहिजे म्हणजे सुतारकाम, शिवणकाम, लॉण्ड्री इत्यादी कामे प्रत्यक्ष करणार्या व्यक्तींना यात सहभागी करून घेण्या संदर्भात विचार करण्यात आला आहे.

• गळती रोखण्याचा प्रयत्न:

विद्यार्थी गळती संदर्भात या धोरणात उत्तम भूमिका मांडण्यात आली आहेगळती का झाली ., आता ती मुले काय करत आहेत, याचा शोध घेण्यास सुचवण्यात आले आहेत्यांना पुन्हा शिक्षणाच्या प्रवाहात .
आणण्यासाठी खुल्या शिक्षण व्यवस्थेचे सबलीकरण करण्यासारखे पर्याय सुचवण्यात आले आहे

सारांस:

आपली शिक्षण व्यवस्था अतिशय साचेबद्ध झाली आहेनव्या .
शैक्षणिक धोरणामुळे त्यातलवचिकता येण्यास हातभार लागेलएवढे .
बदल आपल्या शिक्षण व्यवस्थेला, नोकरशाहीला झेपतील की नाही, असा प्रश्न पडू शकतो; पण कधी तरी सुरुवात व्हायला हवी होतीच, ती या

धोरणामुळे होईल, अशी अपेक्षा आहेआपल्या शिक्षण पद्धतीत मोठया . नवीन शिक्षण धोरण मार्ग दाखवणारे .प्रमाणावर बदल करायचे आहेत आपण सर्वांनीच त्याविषयी बांधिलकी दाखवली पाहिजे .आहे, अशा विचारांतून २०वर ३०-्षे सातत्याने प्रयत्न करण्याची तयारी दाखवायला हवीतसे झाले ., तरच जागतिक स्तरावर, सामाजिक, आर्थिक, शैक्षणिक, राजकीयदृष्ट्या एक प्रभावी देश म्हणून भारताची प्रतिमा निर्माण करण्याची आपली महत्वाकांक्षा पूर्ण होऊ शकते.

संदर्भ (References):

1. http://niepid.nic.in/nep_2020.pdf
2. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
3. <http://aishe.nic.in/aishe/viewDocument.action?documentId=262>
4. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
5. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. Indian Educational Review, 40(1), 3-28.
6. Draft National Education Policy 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf>

शैक्षणिक धोरण-2020 आणि दुर्बल घटकांचे भवितव्य

प्रा. डॉ. दत्ता कुंचेलवाड

नागनाथ महाविद्यालय, अँढानागनाथ

सदस्य, राज्यशास्त्र अभ्यासमंडळ, स्वारातीम विद्यापीठ, नांदेड

गोषवारा (Abstract):

शिक्षण हा माणसाचा तिसरा डोळा आहे, असे राष्ट्रपुरुष महात्मा फुलेंनी म्हटले आहे तर शिक्षणाने माणूस, समाज आणि देश समृद्ध होतो असे प्लेटो, ऑरिस्टॉटल, स्वामी विवेकानंद, म.गांधी, डॉ.बी.आर.आंबेडकर च्या विचारातून पुढे आले आहे. मध्ययुगीन काळापासून भारतात विषम स्वरूपाची शिक्षण व्यवस्था स्विकारण्यात आली. त्याचा परिणाम फूटीर प्रवृत्तीस झाल्याने दिडशे वर्षे ब्रिटीश भारतावर साम्राज्य केले आणि सर्वांना शिक्षण खूले केले आणि समाजामध्ये विधायक बदल घडून आला. उपेक्षित, वंचित समुह राष्ट्रीय प्रवाहात सामिल होऊ लागला परंतु काही भारतीयांनी ब्रिटीश शिक्षणावर आक्षेप घेत कारकूनी शिक्षण दिले म्हटले जाऊ लागले. भारत समृद्ध निर्माणासाठी नव्या धोरणाची मागणी होताना पंतप्रधान नरेंद्र मोदींनी बदल घडवण्यासाठी 2020 साली नवे धोरण अंमलता आणण्याचा प्रस्ताव मांडला आणि या धोरणाची चर्चा समाजतल्या जाणकार लोकांना होऊ लागली. या धोरणासंदर्भात सांगोपांग चर्चा होतांना केवळ भांडवलदार धार्जिने न होता उपेक्षित वंचित व नाहिरे वर्गांना चालणा देणारे असावे हिच अपेक्षा करण्यात येऊ लागली. हे धोरण कुन्हासाठी फलदायी असेल याचा शोध घेणारा हा शोध लेख आहे.

मुख्य शब्द (Key words):

दर्जेदार शिक्षण, उपेक्षित समुह, स्वायत्त शिक्षण संस्था, भांडवलदारांची मक्तेदारी, अभिजन वर्ग, नफेखोरी, राष्ट्रीय ज्ञान आयोग इ.

प्रस्तावना (Introduction) :

'विद्या विनय न शोभते'- या वाक्यातून परिपूर्ण व्यक्तीत्वाची प्रचिती येते. म्हणून शिक्षणाने सर्वांगीन व समाजातल्या सर्वच घटकाला लाभ झाल्यास

असे शिक्षण राष्ट्रनिर्माणात मोलाचे ठरू शकते. प्राचिन काळापासून ते आधुनिक कालखंडात शिक्षणाने निर्वीवाद महत्त्व सिध्द केले आहे. परंतु शिक्षण सर्वांसाठी खुले करून विकासाची संधि दिल्यास जीवनाच्या वाटचालीस आनंद व सौख्य लाभते म्हणून म. फूलेंनी सर्वांना शिक्षण मिळावे यासाठी आपल्या घरापासून सुरुवात केली. प्राचिन भारतीय संस्कृतीचा आढावा घेता मोजक्या समुहांसाठी शिक्षणाची संधी होती. शिक्षण घेण्यास जात,धर्म,पंथ वर्ण आणि लिंग हे घटक वर्चस्व सिध्द करणारे होते. उच्च वर्गात जन्मलेल्यांना तसेच केवळ पुरुषांनाच शिक्षणाची मुभा होती. अशा विषमतावादी शिक्षणामुळे भारताच्या समता, स्वातंत्र्य आणि राष्ट्रवादाला छेद केला. या दुभंगी प्रवृत्तीचा ब्रिटिशांनी लाभ उठवत फोडा आणि झोडा तत्वावर दिडशे वर्षे राज्य केले. आणि आधुनिक शिक्षणपध्दती अणुन शहाने करण्याचा विचार पुढे ठेवला पूर्वी गुरुकूल शिक्षण पध्दती ही भेद करणारी होती हे अनेक समाज सुधारकांनी उघडपणे बोलले त्याचा परिणाम म्हणून ब्रिटिशांनी लॉर्ड मेकाले यांच्या नियोजनाखाली शिक्षणाचा पाया घातला. यामुळे भारतीय समाजाला कांहीसा लाभ झाला.

2014 च्या सार्वत्रीक लोकसभा निवडणूकीत मा. नरेंद्रमोदींनी भरभरून यश मिळवल्यानंतर शिक्षण क्षेत्रातही अमुलाग्र बदल व्हावा या उद्देशाने रचना 2016 पासून होऊ लागली वेगवेगळ्या तज्ञ समित्यांच्या सल्ल्याने संसदेत 2020 साली पारित झालेले नवे शैक्षणिक धोरण आग्रहाने अंमलात आणण्याचा विचार सुरु आहे. परंतु हे धोरण विशिष्ट धर्म, समुह प्रेरित असेल तर ते कुचकामी स्वरुपाचे आणि भारतीय समाजात फूट, मतभेद करणारे ठरेल सतेच शिक्षणाची नवी आखणी करतांना ते भांडवलदार, श्रीमंत, लाभधारक नफेखोरी प्रवृत्तीच्या हातात गेले तर देशाचे वाटोळे इ गाल्याशिवाय राहणार नाही. म्हणून शैक्षणिक धोरण समाजाच्या विज्ञान, तंत्रज्ञान, व्यापार, नवनिर्मातीच्या विचाराने भारावून वंचित, उपेक्षीत नाहीरे आणि दुर्बल घटकांची उपेक्षा करणारे ठरू नये हिच सार्थ अपेक्षा सामान्य नागरिकांची आहे. म्हणून या नव्या शैक्षणिक 2020 धोरणांची चर्चा व्यापक अंगाने चर्चा होणे अपेक्षीत आहे.

1. भारतातील शिक्षणाचा मागोवा :

प्राचिन काळापासून शिक्षणाचा आढावा घेता लेखनकला अवगत नव्हती यावेळी गुरुच्या मुखातून आलेले ज्ञान ग्रहन केले जात असे. वैदिक

शिक्षण पध्दतीत गुरुंचे स्थान महत्वाचे होते. गुरु हा शिष्याच्या अध्यात्मीक पिता माणला जायचा त्यामुळे आई-वडिलांपेक्षा गुरुंचे स्थान श्रेष्ठ होते. त्यावेळी गुरुकूल शिक्षणपध्दती असल्यामुळे शिष्य ज्ञानार्जनासाठी गुरुकडे आश्रमात जात असे अशी संदर्भ रामायणात व महाभारतात आढळतात. तसेच हि शिक्षण पध्दती उच्च वर्नियांना संधी देणारी होती. शुद्रा-तीशुद्र गणल्या गेलेल्यांना शिक्षण नाकारले होते. उदा. गुरु द्रोणाचार्याने पाच पांडवांना शिक्षण दिले पण शुद्र असणाऱ्या एकलव्याला शिक्षण नाकारले. यावरुन शिक्षण व्यवस्था वर्ण व धर्माचे वर्चस्व स्विकारणारी होती. पुढे ब्रिटीश सत्तेत शिक्षण सर्वांना देण्याचा विचार आला. स्पृस्य, दलित व वंचित समुहांनाही शिक्षणसंधी राजाराम मोहनरॉय, स्वामी विवेकानंद, म.जोतीबा फूले, छ.शाहू महाराज यांनी मिळवण्यासाठी ब्रिटीशांकडे मोठा पाठपूरावा केला आणि शिक्षणाची दारे खुली झाली. ब्रिटीश सरकारच्या उदारमतवादी धोरणामुळे संधी उपलब्ध झाली मात्र आर्थिक दृष्ट्या दुर्बल असणाऱ्या आणि उदरनिर्वाहाची ठोस साधने नसणाऱ्या अस्पृश्य, दलित, भटक्या, वंचित बलुतेदार व अलुतेदार समुहांना मात्र शिक्षणाचा भरीव लाभ झाला नाही. कारण उदरनिर्वाहाचाच प्रश्न गंभीर बनल्यामुळे शिक्षणाचा विचारच डोक्यात शिरला नाही. भारताला स्वातंत्र्य मिळाल्यानंतर डॉ.बी.आर.आंबेडकरांनी संविधानाच्या तरतुदीद्वारे सर्वांना शिक्षणाची दारे खुली केली आणि भारताचा जलद गतीने विकास सुरु झाला. या शिक्षणात संख्यात्मक अधिक आणि गुणात्मक कमी बदल घडल्याने भारत औद्योगिक, तंत्रज्ञ व शैक्षणिक क्षेत्रात मोठे होण्यासाठी आता पंतप्रधान मोदींनी संसदेत नवे शैक्षणिक धोरण मांडून हे नव्या शैक्षणिक धोरणासह एक पाऊल पुढे टाकले आहे.

2. शैक्षणिक धोरण 2020 च्या तरतुदी :

राष्ट्रीय शैक्षणिक धोरण 2020 भारताला केंद्रस्थानी माणून सर्वांना शिक्षण देऊन राष्ट्राला सातत्याने न्याय व चैतन्य ज्ञानी समाजाध्ये परिवर्तीत करण्यासाठी थेट योगदान देईल ही आशा आहे. प्रारंभीक बाल्य अवस्थेत वय तीन ते सहा वयोगटातील सर्व मुलांना दर्जेदार शिक्षण देणे यात पायाभूत साक्षरता व अंकज्ञानाचे सर्वांना शिक्षण देणे तसेच अद्यावत ज्ञान देणारे शिक्षक नेमणे आणि शालेय विद्यार्थ्यांना शिस्त लावणारे शिक्षणाची तरतुद आहे.

उच्च शिक्षणही राष्ट्राच्या उन्नतीतील महत्वाचे घटक असल्याने नविन संरचना, सर्वसाधन समृद्धी, सुसज्ज संस्थांतून शिक्षण देण्याचा विचार आहे. सध्या अस्तित्वात असलेली 800 विद्यापीठे 40,000 महाविद्यालये सुमारे 15000 उत्कृष्ट संस्थामध्ये क्लबींग करण्यात येतील. हे शिक्षण उदारमतवादी तत्वावर आधारित असेल संस्थांचे अनुशासन शैक्षणिक, प्रशासकिय व आर्थिक स्वायत्ततेवर आधारित असेल प्रत्येक उच्च शिक्षण संस्था एका स्वतंत्र मंडळाकडून प्रशासीत असेल म्हणजे सरकार शिक्षणाच्या जबाबदारीतून मुक्त होत खाजगी सावकारांच्या हातात शैक्षणिक संस्था दिल्या जातील या शैक्षणिक मसुद्यात दहावी बोर्डाचा उल्लेख केलेला नाही. त्याऐवजी 5 + 3 + 3 + 4 ही नवी शैक्षणिक प्रणाली सुचवण्यात आली. आता बोर्डाच्या परिक्षेचे महत्त्व नसेल. वर्षांतून दोन वेळा सेमीस्टरवाईज परिक्षा होती. हे शिक्षण 5 वी पर्यंत मातृभाषेतून देण्यात येईल तसेच 6 वी पासून व्होकेशनल अभ्यासक्रम शिकवले जातील ज्यात कॉरपॅटर, लॉड्री, मिस्त्री, कारागीर अशा विषयासाठी विद्यार्थ्यांना इंटरशिप करता येणार आहे. लोकभारती पक्षाचे अध्यक्ष आणि आमदार कपील पाटील या धोरणावर टिका करतांना म्हटले की, हे धोरण केवळ भांडवलदार लोकांसाठी आहे. ज्यांना शिकवण्याची ऐपत नाही त्यांनी केवळ कुशल कामगार होतील समान आणि न्यायपूर्ण शिक्षणपध्दतीने यामुळे खिळ बसणार हे शिक्षण गरिब आणि वंचित समुहातील मुलांना शिक्षणापासून वंचित ठेवण्याचा घाट आहे असे दिसते.

3. उच्च शिक्षण संस्थासंदर्भात बदल : आणि आव्हाने :

उपरोक्त धोरणात आणखीन एक बदल म्हणजे अस्तित्वात असलेल्या उच्च शिक्षण संस्थांची पुनर्रचना आणि एकत्रीकरण करण्याचा विचार प्रस्तावीत आहे. ही महाविद्यालये विद्यापीठांशी संलग्नीत असल्याने विद्यापीठे केवळ परिक्षा घेणे आणि निकाल लावण्यापूरती मर्यादित होत आहेत यामुळे ज्ञाननिर्माती व सक्षम विद्यार्थी घडवीणे हे उद्दिष्ट बाजूला सारले जात आहे. सरकारने नेमलेल्या विद्यापीठ शिक्षण आयोग, कोठारी आयोग, राष्ट्रीय ज्ञान आयोग, यशपाल समिती, सुब्रमण्यम समिती इ. नी विद्यापीठांचा भार कमी करण्याच्या सुचना केल्या आहेत. तसेच येत्या काळात महाविद्यालयांना टप्याटप्याने स्वायत्त करण्याचे पाऊले उचचली जात आहेत. अगोदरच देशातील एकूण 39931 महाविद्यालयांपैकी 77.8 टक्के महाविद्यालये खाजगी आहेत. 64.5 टक्के महाविद्यालये खाजगी विनाअनुदानीत तत्वावर आहेत

तसेच जेथे कमी विद्यार्थी संख्या असेल. सध्या 34.8 टक्के महाविद्यालये एकल विद्याशाखीय असून 16.3 टक्के महाविद्यालये 100 विद्यार्थी पटसंख्येखालील आहेत. तर 3000 किंवा त्यापेक्षा जास्त पटसंख्या असलेली केवळ 4 टक्के महाविद्यालये आहेत. या पुनर्रचनेमुळे जवळपास 60 टक्के महाविद्यालये बंद होतील. या शिक्षण धोरणात प्रत्येक जिल्ह्याच्या ठिकाणी एक मॉडेल बहुविद्याशाखीय उच्च शिक्षण संस्था स्थापन करण्याचा हेतू आहे. तसेच तीन वर्षांची पदवी आता 4 वर्षांची असेल आणि यापूढे एम.फिल ही पदवी बंद केली तर पीएच.डी. मात्र चालू राहणार आहे.

या धोरणात अमुलाग्र बदल करून उच्च शिक्षण संस्थांची संख्या कमी करणे, बहुविद्याशाखीय शिक्षणावर भर देणे, डोंगराळ व दुर्गम भागातील विद्यार्थ्यांची मोठी परवड होणार आहे. सदरील बदलाचा हेतू गुणात्मकतेवर वाटत असला तरी परत खूल्या शैक्षणिक धोरणामुळे परदेशी विद्यापीठे येथे येतील येतांना येथील भांडवलदार, श्रीमंत व अभिजन वर्गांना सोबत घेऊन शैक्षणिक मक्तेदारी तयार करतील आणि सामान्य, गरिब, शेतकरी, मजूर भूमीहीन, निराधार कुटूंबातील मुलांचे भवितव्य अंधकारमय होईल म्हणून सरकारने हे धोरण स्विकारतांना बहुजन गरिब युवकांना शिक्षणाच्या प्रवाहात अधिक संख्येने आणण्याचे नैतिक धोरण स्विकारले तरच देशाचा विकास होईल.

समारोप :

भारत सरकारने 2016 पासून नव्या शैक्षणिक धोरणाचे अवलोकन करण्यासाठी विविध आयोग आणि अभ्यास समित्या नेमून पारंपारिक शिक्षण पध्दतीला नवा ज्ञानधिष्ठीत व समाजपयोगी शिक्षण आणण्याचा विचार मोठ्या गतीने चालू आहे. सरकारने 2020 साली संसदेत हे नवे शैक्षणिक धोरण पास करून लागू करण्याच्या तयारीत आहे परंतू निरपेक्ष आणि वास्तववादी रितीने विचार केल्यास यामधून केवळ विदेशी भांडवलदार आणि भारतातील भांडवलदार यांच्या संगनमताने आर्थिक शोषण होण्यास वाव आहे. शिवाय धनिकांच्या हातात हि व्यवस्था एकवटेल, ज्यांच्याकडे अधिक पैसा तीच मुले शिक्षण घेऊ शकतील. गरिब व सामान्य कष्टकरी कुटूंबातील मुलांना दर्जेदार शिक्षण मिळणार नाही. सरकार स्वायत्त शिक्षण संस्थांची निर्माती करून आपले कर्तव्य आणि जबाबदारी झटकण्याच्या माणसिकतेत आहे. असे झाल्यास परत भारतात पैशाच्या जोरावर शिक्षण घेणारा अभिजन आणि पैसा नसणारा अज्ञानी

समाज उदयास येईल आणि या खंडप्राय देशात सामाजीक समता, आर्थिक विकासाच्या संधी, व्यक्तीमत्वाचा विकास, सर्वांना ज्ञान घेण्याची संधी हिरावून घेतले जाण्याची शक्यता आहे. म्हणुन सरकारने नवे शैक्षणिक धोरण लागू करतांना येथील भौगोलीक स्थिती, सामाजीक स्थिती उत्पनाची साधने संसाधनाची मक्तेदारी व भौतीक सुविधा यांचा आढावा घेवून सर्वांच्या प्रगतीचे व सर्वांसाठी उपकारक ठरणारे धोरण स्विकारावे. या सुचनांच्या विचाराकडे डोळेझाक केल्यास परत देश फाळणीच्या दिशेने जाईल म्हणून सारासार विवेकाने विचार करुन या शैक्षणिक बदलाचा समाजतल्या सर्व घटकांना लाभ होईल हे शिक्षण नव समाज निर्मातीसाठी उपकारक ठरेल असेच लागू करावे हे खंडप्राय देशात, व विविधनतेने विभागलेल्या भारतासाठी ऐकण्याचे ठरू शकेल हिच खूनगाठ शैक्षणिक धोरण आखणाऱ्या तज्ञांनी व राज्यकर्त्या वर्गांनी भविष्याच्या भारताच्या वाटचालीत दुर्बल, गरिब घटकांची उपेक्षा होणार नाही हीच खबरदारी घेण्याची आवश्यकता आहे असे वाटते.

संदर्भ :

1. Dr.V.L. Yeronde (Editor) NAAC & Quality in Higher Education, Maitree Publicaiton, Latur, January-2015.
2. The Hindu, NAAC grading system will be improve quality of Education, July-2006.
3. Dr. J.D. Singh, Higher Education in India-issue, challenges and suggestion
4. K.M. Nagargoje (Editor) Human concerns & issue in social science, New man Publicaiton.com, Parbhani, April-2017.
5. Vidyawarta, New Education Policy & Higher Education one Day int. Conference, NAC & Sci College, Aundha, Harshvardhan Publication, Limbaganesh, January-2019.
6. डॉ.डी.एन.मोरे, राष्ट्रीय शिक्षण धोरण-2020 दे.गोदातीर, (लेख) दि.03 नोव्हेंबर-2020, नांदेड आवृत्ती.

शैक्षणिक धोरण 2020 आणि उच्च शिक्षण

डॉ. संदिप गोरख साळवे

भारतीय सामाजिक विज्ञान संशोधन परिषद, नवी दिल्ली.

सारांश:

२९ जुलै 2020 रोजी भारत सरकार व्दारा भारताचे राष्ट्रीय शिक्षण नवीन शिक्षण धोरण घोषित करण्यात आले. प्रस्तुत पत्रात नवीन शिक्षण धोरणातर्गत उच्च शिक्षणात करण्यात आलेल्या विविध सुधारणा, तत्वे, उच्च शिक्षण प्रणालीसामोरील समस्या आणि बदल, संस्थात्मक पुनर्रचना आणि एकत्रीकरण, समग्र आणि बहुशाश्रीय शिक्षणाकडे वाटचाल इत्यादी. घटकांचा अभ्यास करण्यात आलेला आहे.

प्रस्तावना:

३४ वर्षांनंतर शिक्षण व्यवस्था आधिक त्वचिक बनविण्याच्या दृष्टीने केंद्र सरकारने नवीन शिक्षण धोरण 2020 ला मंजुरी दिली. राष्ट्रीय शिक्षण धोरण 2020 हे अनेक दशकापासून प्रलंबित असलेल्या शिक्षण पद्धतीमधील अनेक समस्या दूर करते. राष्ट्रीय शैक्षणिक धोरण 2020 चे सर्वात मोठे ठळक मुद्दे म्हणजे १) उच्च शिक्षण संस्थासाठी एकल नियामक २) पदवी अभ्यासक्रमात अनेक प्रवेश आणि निर्गमन पर्याय ३) एम.फिल प्रोग्राम बंद ४) निम्न भागीदारी बोर्ड परीक्षा ५) विद्यापिठांच्या सामान्य प्रवेश परीक्षा.

१९८६च्या शिक्षण धोरणात पदवी अभ्यासक्रम तीन वर्षांचा आणि पदव्युत्तर अभ्यासक्रम दोन वर्षांचा होता. परंतु नवीन शिक्षण धोरणात पदवी अभ्यासक्रम तीन ते चार वर्षांचा करण्यात आला आहे. तर पदव्युत्तर अभ्यासक्रम एक ते दोन वर्षांचा करण्यात आलेला आहे. तसेच उच्च शिक्षणामध्ये बहुस्तरीय प्रवेश प्रणाली लागू करण्यात आलेली आहे. या प्रणालीनुसार विद्यार्थ्यांने शिक्षणाचे एक वर्ष पूर्ण केल्यास प्रमाणपत्र, शिक्षणाचे दोन वर्ष पूर्ण केल्यास डिप्लोमा आणि शिक्षणाचे तीन किंवा चार वर्ष पूर्ण केल्यास डिग्री देण्यात येणार आहे.

उद्दिष्टे:

१) “नवीन शिक्षण धोरण २०२०” मधील उच्च शिक्षण विषयक विविध घटकांचा अभ्यास करणे.

परिकल्पना:

१) “नवीन शिक्षण धोरण २०२०” मध्ये उच्च शिक्षण विषयक विविध घटकांचा अभ्यास करण्यात आलेला आहे.

२) “नवीन शिक्षण धोरण २०२०” मध्ये उच्च शिक्षणात विविध बदल आणि सुधारणा सुचविलेल्या आहेत.

स्पष्टीकरण :

राष्ट्रीय शिक्षण धोरण २०२० मध्ये महाविद्यालय आणि विद्यापीठ विषयक सुधारणा

- १) राष्ट्रीय शिक्षण धोरणांतर्गत पदवी तीन ते चार वर्षांची असेल.
- २) राष्ट्रीय शिक्षण धोरणांतर्गत पदव्युत्तर पदवी एक ते दोन वर्षांची असेल.
- ३) या कालावधीत अनेक निर्गम पर्याय असतील.
- ४) २०३५ पर्यंत व्यावसायिक आणि उच्च शिक्षणासह शिक्षणामधील एकूण पटसंख्या प्रमाण २६.३ वरून ५० टक्के पर्यंत वाढविणे आहे.
- ५) राष्ट्रीय चाचणी संस्था वर्षातून दोनदा महाविद्यालयांची प्रवेश परीक्षा घेईल.
- ६) येत्या पंधरा वर्षात महाविद्यालयांना पदवी देण्याच्या क्रमवारीत स्वयंयत्ता देण्यात येईल.आणि या संस्थाना विद्यापीठ असल्याचे मानण्यात येईल.
- ७) अक्वल दर्जाच्या जागतिक विद्यापिठाना भारतात येण्यास मदत करण्यात येईल.
- ८) शीर्ष भारतीय संस्थाना जागतिक पातळीवर जाण्यसाठी प्रोत्साहित केले जाईल.
- ९) एम.फिल चा कोर्स बंद करण्यात येईल.

राष्ट्रीय शिक्षण धोरण २०२० ची मूलतत्त्वे :

- १) प्रत्येक विध्यार्थ्यांच्या शैक्षणिक आणि बिगर शैक्षणिक क्षेत्रात शिक्षक तसेच पालकांना संवेदनशील करून प्रत्येक विध्यार्थ्यांच्या अद्वितीय क्षमता ओळखणे आणि त्यांचे पालनपोषण करणे.
- २) परीक्षा आणि शिकवण्याऐवजी वैचारिक आकलनावर भर देणे.
- ३) शिक्षण आणि शिकविण्यात तंत्रज्ञानाचा व्यापक वापर करणे.
- ४) भाषेतील अडथळे दूर करणे.
- ५) दिव्यांग विध्यार्थ्यांसाठी वाढते प्रवेश आणि शैक्षणिक नियोजन व्यवस्थापन.
- ६) सर्व विध्यार्थी आणि शिक्षण प्रणालीच्या भरभराटीसाठी समता आणि समानता निर्माण करणे.
- ७) बालवयातील शिक्षणापासून ते उच्च शिक्षणापर्यंतच्या सर्व स्तरातील अभ्यासक्रमात ताळमेळ.
- ८) शैक्षणिक तज्ञाकडून शाश्वत संशोधन आणि नियमित मुल्यांकन यावर आधारित प्रगतीचा सतत आढावा.
- ९) सर्जनशीलता आणि समालोचनात्मक विचारसरणी.

भारतातील उच्च शिक्षण प्रणाली समोरील समस्या :

- १) सज्ञात्मक कौशल्ये आणि शिकवण्याच्या विकासावर कमी भर.
- २) सामाजिक, आर्थिक, आर्थिकदृष्ट्या वंचित असलेल्या क्षेत्रामध्ये काही उच्च शिक्षण संस्थामध्ये मर्यादित प्रवेश.
- ३) विध्यार्थ्यांचे मर्यादित अभ्यास क्षेत्र.
- ४) मर्यादित शिक्षक आणि संस्थात्मक स्वायत्तता.
- ५) गुणवत्ता आधारित करिअर व्यवस्थापनासाठी अपुरी यंत्रणा.
- ६) विद्यापीठ आणि महाविद्यालयांचा संशोधनावर कमी भर.
- ७) कुचकामी नियामक प्रणाली.
- ८) मोठ्या प्रमाणात संलग्न विध्यापिठे ज्यामुळे पदवी शिक्षणाचे निम्न निकष उद्भवतात.

नवीन शिक्षण धोरण २०२० आणि सध्याच्या उच्च शिक्षण प्रणालीतील बदलाची कल्पना:

- १) प्राध्यापक आणि संस्था स्वयंयत्तेकडे वाटचाल करणे.
- २) अभ्यासक्रम, अध्यापनशास्त्र, मुल्यांकन, आणि विद्यार्थी समर्थन सुधारित करणे. प्राध्यापक आणि संस्थात्मक नेत्रत्व पदाची अखंड पुष्टी.
- ३) राष्ट्रीय संशोधन फाउंडेशनची स्थापना.
- ४) शैक्षणिक आणि प्रशासकीय स्वायत्तता असलेल्या स्वतंत्र मंडळाकडून उच्च शिक्षण संस्थांचे प्रशासन.
- ५) उच्च शिक्षणासाठी एकल नियामकाद्वारे "हलके परंतु घट्ट" नियमन.

संदर्भसूची:

- १) National Education Policy 2020, Ministry of Human Development, Government of India.
- २) AkshitaBahuguna, "National Education Policy-2020:Providing Roots and Wings to Indian Education System."University News A Weekly Journal of Higher Education, no.58 40(2020):12.
- ३) Ugc.ac.in
- ४) Education.gov.in
- ५) Livemint.com
- ६) Ruralindiaonline.org
- ७) Business-standard.com
- ८) Minder.com
- ९) Instapdf.in

नवीन शैक्षणिक धोरण विद्यार्थी विकासास उपयुक्त

डॉ. पिनाटे किरण प्रल्हादराव

लोकप्रशासन विभाग प्रमुख, कै.सौ.शेषाबाई सिताराम मुंढे कला महाविद्यालय,
गंगाखेड.

प्रस्तावना :

१९८६ नंतर ३४ वर्षांनी भारताचे शैक्षणिक धोरण बदलत आहे. “चेंज अँड चॉईस बेस ऑफ लाईफ” बदल व निवड हीच गुणवत्तापूर्ण शिक्षणाची लिक अर्थपूर्ण जीवनाचा निकष असतो. म्हणजेच बदल हा अनिवार्य व सतत चालणारी प्रक्रिया आहे. त्या बदलाला कोण कसे सामोरे जातो त्यावर विकास अवलंबून असतो. आपण कोणत्याही बदलाशी तंत्रज्ञानाचा वापर सकारात्मक करणार का नकारात्मक त्याची निवड करण्याचे स्वातंत्र्य प्रत्येकाला असते व त्यातच त्या व्यक्ती, समाज व देशाचे हित असते. नव्या शिक्षण धोरणाची सुरुवात ‘शिक्षणाची सर्वस्तरीय उपलब्धता आणि सार्वत्रिकीकरण’ या मूलभूत उद्दिष्टाने करण्यात आली आहे. शालेय शिक्षण सर्वांना उपलब्ध झाले पाहिजे आणि त्यासाठी आवश्यक ती पायाभूत संरचना, सोयी-सुविधा, नावीन्यपूर्ण शिक्षण केंद्राची स्थापना करून ‘शाळाबाह्य’ मुलांना पुन्हा शालेय व शिक्षणाच्या मुख्य प्रवाहात सामील करून घेण्याचा महत्वाकांक्षी कार्यक्रम या धोरणात अग्रभागी ठेवण्यात आला आहे. यासाठी शिक्षकांप्रमाणेच समुपदेशक व सामाजिक कार्यकर्त्यांच्या वाढत्या व व्यापक सहभागाची संकल्पना मांडण्यात आली आहे. या उद्दिष्टप्राप्तीसाठी औपचारिक आणि अनौपचारिक अशा दोन्ही प्रकारच्या शिक्षणपध्दतीचा अवलंब करण्याचे ठरविण्यात आले आहे.

तब्बल ३४ वर्षानंतर नव्या राष्ट्रीय शैक्षणिक धोरणाला National Education policy-2020 केंद्रीय मंत्रीमंडळाच्या बैठकीत मंजुरी देण्यात आली. शालेय व उच्च शिक्षणाच्या रचनेत आमूलाग्र बदल करण्यात आले आहेत. शिक्षण प्रकारांना शाखांच्या चौकटीतून बाहेर काढून अंतरशाखीय आणि समन्वयी करण्यात आले आहे. एकाच वेळी

अभियांत्रिकी व संगीत हे दोन्ही विषय घेऊन ही उच्चशिक्षण पूर्ण करता येईल. शालेय विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टीकोन विकसित केला जाणार असुन २१ व्या शतकासाठी आवश्यक कौशल्ये प्रदान करण्याला महत्त्व देण्यात आले आहे.

भारताला शैक्षणिक महासत्ता करण्यासाठी मोदी सरकारनं नव्या धोरणाला मंजुरी दिली आहे. नव्या धोरणानुसार जगातील प्रतिष्ठित विद्यापीठांना भारतात शाखा उघडण्यास परवानगी देण्यात येईल. याशिवाय विद्यार्थ्यांना व्यवसायाभिमुख शिक्षण देण्यावर भर दिला जाईल. घोक्पट्टी ऐवजी प्रत्यक्ष आयुष्यात उपयोगी ठरणार ज्ञान देण्यावर यापुढे भर राहील. विद्यार्थी केवळ परीक्षार्थी राहणार नाहीत. या अनुषंगानं शिक्षण धोरणात आमूलाग्र बदल केले गेले आहेत. २०४० पर्यंत देशातील उच्च शिक्षण देणा-या संस्थांच रूपांतर पाळण्याचं लक्ष्य ठेवण्यात आलं आहे. पुढल्या २० वर्षात उच्च शिक्षण देणा-या प्रत्येक संस्थेत ३ हजार किंवा त्याहून अधिक विद्यार्थी शिक्षण घेत असतील. २०३० पर्यंत देशातल्या प्रत्येक जिल्ह्यात अशा प्रकारची एक तरी संस्था असेल. सध्याच्या घडीला अनेक संस्था केवळ एकाच शाखेची किंवा वैद्यकीय अभ्यासक्रमाशी संबंधित शिक्षण देतात. त्याऐवजी विविध शाखांशी संबंधित शिक्षण देणा-या संस्थांची संख्या वाढवण्यावर भर दिला जाणार आहे. त्यामुळे उच्चशिक्षण क्षेत्रात नव्या शैक्षणिक धोरणांमुळे महत्वाचे बदल होणार आहेत. यामुळे संलग्न विद्यापीठ,संलग्न तंत्र विद्यापीठ संकल्पना रद्द होईल. त्यांची जागा भेट विद्यापीठ घेईल. विद्यार्थ्यांना एकाच ठिकाणी विविध प्रकारचे शैक्षणिक पर्याय देणा-या संस्था उभारण्यावर भर देण्यात येणार आहे. त्यामुळे विद्यार्थ्यांना दर्जेदार शिक्षण,संशोधन संधी उपलब्ध होतील.

नव्या शैक्षणिक धोरणाची वैशिष्ट्ये :

१. पाचवीपर्यंतच शिक्षण मातृभाषेतूनच होणार
२. सहावीनंतर व्यवसायाभिमुख शिक्षण देण्यास सुरुवात.
३. बोर्ड परीक्षांचे महत्त्व कमी होणार, घोक्पट्टीऐवजी ज्ञानावर आधारित परीक्षा घेतल्या जाणार.
४. सर्व सरकारी आणि खाजगी शिक्षण संस्थांसाठी एकच मापदंड
५. विद्यापीठ आणि उच्च शिक्षण संस्थांच्या प्रवेशासाठी एकच प्रवेश परीक्षा होणार
६. विधि आणि वैद्यकीय महाविद्यालय सोडून सर्व उच्च शिक्षण संस्थांचं संचालन एकाच संचालकाकडून करण्यात येणार.

७. एम.फिलचे अभ्यासक्रम संपुष्टात आणले जाणार.

नवीन शैक्षणिक धोरणात शालेय जीवनापासून कृती शिक्षणावर भर दिला जाणार आहे. वर्ग सहावीपासूनच इंटरनॅशनल मुलांना वेगवेगळ्या क्षेत्रातले अनुभवविश्व समृद्ध करणारी असेल आतापर्यंत पूर्वप्राथमिक शिक्षण हा विषय दुर्लक्षित होता. पूर्वप्राथमिक वर्गासाठी निश्चित अभ्यासक्रम, प्रशिक्षित शिक्षण या शिक्षणातील किमान क्षमता याविषयीची अधिकृत अशी कोणतीही तरतूद आपल्याकडे नव्हती. आता पूर्वप्राथमिक शिक्षणाला अधिकृत शिक्षणाचा दर्जा मिळणार आहे. शिक्षण व्यवस्थेत पहिल्यांदाच पूर्व प्राथमिक शाळेसाठी अभ्यासक्रम ठरवला जाणार आहे. देशातील सर्व पूर्व प्राथमिक शाळांना हा अभ्यासक्रम लागू असेल **NCERT** हा अभ्यासक्रम ठरवणार आहे.

नवीन शैक्षणिक धोरणात १० + २ चा पॅटर्न बदलवून ५ + ३ + ३ + ४ असा होत आहे. याची सकारात्मक बाब म्हणजे मुलांच्या मेंदू विकासाच्या बाबत अत्यंत महत्वाचे आहे. म्हणजे मुलांच्या मेंदूची वाढ ही ०८ वर्षात ८० टक्के होते. त्यासाठी पूर्व शिक्षण अत्यंत महत्वाचे आहे व त्यात आता बदल केला आहे. संपूर्ण देशभर एकच अभ्यासक्रम असेल, ही सकारात्मक व गुणात्मक बाब आहे. विशेष म्हणजे शून्य ते आठ वर्षांच्या मुलांना शंभर टक्के अंकसाक्षर व अक्षर साक्षर झाले की नाही. तसेच तिसरीला जाण्याअगोदर त्याला वाचायला व लिहायला येते की नाही हे तपासण्यासाठी देशपातळीवर स्वतंत्र यंत्रणा असणार आहे.

नवीन शैक्षणिक धोरणातील सर्वात महत्वाची बाब म्हणजे शिक्षण हक्क कायदा हा पूर्वी ६ ते १४ वयोगटातील मुलांसाठी म्हणजे पहिली ते आठवी पर्यंत होता आता तो कायदा ३ ते १८ वर्ष वयोगटातील मुलांसाठी लागू असणार आहे. त्यामुळे पूर्वप्राथमिक ते बारावी पर्यंतचे शिक्षण हे सक्तीचे व मोफत असणार आहे. त्यामुळे गरीब व होतकरू मुलांना बारावीपर्यंत मोफत शिक्षण मिळणार आहे. शाळांमध्ये हुशार असलेल्या मुलांना अपेक्षित शिक्षण मिळावे म्हणून राष्ट्रीय शिक्षण कार्यक्रमांतर्गत दर आठवड्याला पाच तासांचे अतिरिक्त शिक्षण पुरविले जाईल तसेच अपेक्षित क्षमतेपेक्षा मागे असलेल्या मुलांसाठी नियमित शाळेच्या वेळेत आणि वेळेनंतरही उपाययोजनात्मक शिक्षण पुरविले जाईल. प्रत्येक विद्यार्थ्यांकडे नीट लक्ष देता यावे यासाठी विद्यार्थी शिक्षक प्रमाण ३०:०१ असे असेल तसेच इयत्ता सहावीपासून व्होकेशनल ट्रेनिंग दिली जाणार आहे. ज्यामुळे मुलांना पुस्तकी ज्ञानापेक्षा जीवन कौशल्याचे ज्ञान

मिळणार आहे. नवीन धोरणानुसार पाचवीपर्यंतचे शिक्षण मातृभाषेतून देण्यास प्राधान्य देण्यात येईल. सहावी पासून व्होकेशनल अभ्यासक्रम शिकता येणार आहे. यामध्ये कारपेंटर,लॉन्ड्री,क्राफ्ट अशा विषयासाठी विद्यार्थ्यांना इंटरशिप करता येईल. नववी ते बारावीमध्ये शिक्षणासाठी कोणतीही एक शाखा नसेल तर विद्यार्थ्यांना विविध विषय निवडण्याची संधी असणार आहे. जसे विज्ञान विषय शिकत असताना संगीत,बेकरी असे विषय अभ्यासक्रमासाठी निवडता येतील. विज्ञान,वाणिज्य व कला यासोबत संगीत,स्पोर्ट्स,लोककला हे अभ्यासाचे विषय म्हणून विद्यार्थ्यांना निवडता येणार आहेत. विषय निवडीचे विद्यार्थ्यांना स्वातंत्र्य देण्यात आले आहे. त्यांना त्यांच्या ईच्छेनुसार विषय निवडता येतील.

जे संशोधनासाठी उच्च शिक्षण घेऊ इच्छितात त्या विद्यार्थ्यांसाठी चार वर्षांचा पदवी अभ्यासक्रम तर जे विद्यार्थी पदवीनंतर नोकरी करू इच्छितात त्यांच्यासाठी तीन वर्षांची पदवी अभ्यासक्रम असेल म्हणजेच रिसर्च करणा-यांसाठी पदवी अधिक एक वर्षांचा मास्टर्स अभ्यासक्रम अशी चार वर्षांची पदवी असेल यानंतर ते थेट पी.एच.डी.करू शकतील त्यांना एम.फिलची आवश्यकता नसेल लॉ आणि मेडिकल शिक्षण वगळता उच्च शिक्षण एकाच छताखाली येणार. सायन्स,आर्ट्स आणि कॉमर्स असा आता फरक राहणार नाही. सगळ्या मुलांना सगळे विषय शिकण्याची सोय राहणार आहे.

जन्माच्या वेळेची परिस्थिती किंवा अन्य पार्श्वभूमीमुळे कोणताही मुलगा शिकण्याची आणि उत्कृष्टतेची संधी गमावणार नाही. हे **NEP-2020** चे उद्दिष्ट आहे. लिंग सामाजिक-सांस्कृतिक आणि भौगोलिक ओळख आणि अपंगत्व समाविष्ट असलेल्या सामाजिक आणि आर्थिकदृष्ट्या वंचित गटांवर विशेष भर दिला जाईल. यामध्ये लिंग समावेश निधी आणि वंचित प्रदेश आणि गटांसाठी विशेष शैक्षणिक क्षेत्र स्थापन करण्याचा समावेश आहे. दिव्यांग मुले प्रशिक्षण,संसाधन केंद्रे, राहण्याची सुविधा, सहाय्यक उपकरणे, योग्य तंत्रज्ञान आधारित साधने आणि त्यांच्या गरजांनुसार तयार करण्यात आलेल्या अन्य सहाय्यक साधनांच्या मदतीने पूर्व प्राथमिक टप्प्यापासून उच्च शिक्षणापर्यंतच्या नियमित शालेय शिक्षण प्रक्रियेत पूर्णपणे भाग घेण्यास सक्षम असतील. प्रत्येक राज्य किंवा जिल्ह्यात कला,करिअर आणि खेळांशी संबंधित उपक्रमामध्ये भाग घेण्यासाठी एक खास डे-टाईम बोर्डिंग स्कूल म्हणून

‘बालभवन्स’ स्थापन करायला प्रोत्साहन दिले जाईल. सामाजिक चेतना केंद्रे म्हणून मोफत शालेय पायाभूत सुविधा वापरता येतील.

विद्यार्थ्यांच्या गुणवत्तेस प्रोत्साहन देण्याचे प्रयत्न केले जातील. २०३० च्या शाश्वत विकास कार्यक्रमाशी नवीन शैक्षणिक धोरणाची सांगड घालण्यात आली आहे. शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र,बहुशाखीय, २१ व्या शतकाच्या गरजांना अनुरूप करत भारताचे चैतन्यशील,प्रज्ञावंत समाज आणि जागतिक ज्ञान महासत्ता म्हणून परिवर्तन घडवण्याचा आणि प्रत्येक विद्यार्थ्यांच्या आगळ्या क्षमतापुढे आणण्याचा नवीन शैक्षणिक धोरणाचा उद्देश आहे.

संदर्भ सूची :

१. सकाळ वृत्तपत्र - ९ ऑगस्ट ३ २०२०
२. esakal.com
३. mr.Vikaspedia.in
४. madhyamvedh.com
५. mission mpssc.com
६. bbc.com
७. saptahiksakal.com

नवीन शैक्षणिक धोरण आणि उच्च शिक्षण

प्रा. डॉ. लोखंडे बी. बी.

जयभवानी महाविद्यालय, पाटोदा. ता. पाटोदा जि. बीड.

प्रस्तावना :

२२ऑक्टोबर २०२० रोजी भारतात नविन शैक्षणिक धोरणाचा मसूदा ससंदेह पास करण्यात आला. हे नविन शैक्षणिक धोरण प्राथमिक शिक्षणापासून उच्च शिक्षणापर्यंत परिवर्तन घडविणारे आहे. उच्च शिक्षण अधिक काल सुसंगत संशोधनात्मक, रोजगारक्षम बनविण्यासाठी उपयोगी पडणार आहे. भारतात पारंपारीक शैक्षणिक धोरणांना छेद देवून कौशल्य विकासात्मक शैक्षणिक धोरणाचा अवलंब करण्यात आला हे शैक्षणिक धोरण भविष्यात उच्च शिक्षणात आमुलाग्र बदल घडवून आणणारे आहे. पारंपारीक शिक्षण पध्दतीत असणारे दोष दुर करून शिक्षणाचा उपयोग व्यक्तीच्या सर्वांगीण विकासासाठी झाला पाहिजे. शैक्षणिक गुणवत्तेबरोबर विद्यार्थ्यात संशोधनात्मक कौशल्य निर्माण करून व्यक्तीला रोजगार अंभीमुख बनविण्याचा हेतु साध्य होणार आहे.

विद्यार्थ्यात असणाऱ्या विवेक, कला गुणांना वाव देवून त्यांच्या कौशल्यविकसित करून नविन ज्ञानाच्या वाव निर्माण होणार आहे.

पारंपारीक शैक्षणिक धोरणाचे स्वरूप :

भारतात स्वातंत्र्यानंतर अनेक वेळा शैक्षणिक धोरणाचा स्विकार करण्यात आला स्वातंत्र्यानंतर १९८६ साली शैक्षणिक सुधारणा कायदा करण्यात आला या कायद्यात प्राथमिक शिक्षणापासून उच्च शिक्षणा पर्यंत शैक्षणिक सुधारणा करण्यात आल्या शिक्षण व्यवस्थेत आमुलाग्र बदल करण्यात आला । यांचे कारण म्हणजे जागतिकरण होय. जागतिकरणामुळे शिक्षण व्यवस्था हि बंधनमुक्त करण्यात आली या मध्ये गुणवत्ता पुर्व शिक्षणापेक्षा संख्यात्मक शिक्षण व्यवस्थेला प्राधान्य देण्यात आले, शिक्षणाचा प्रसार सर्वदूर

झाला पण, गुणवत्तात्मक शिक्षण व्यवस्था निर्माण झाली नाही. यामध्ये शिक्षण व्यवस्थेत अनेक दोष निर्माण झाले.

महाराष्ट्रात सार्वजनिक विद्यापीठ कायदा सन १९९४ ला पारित करण्यात आला. या कायद्याच्या माध्यमातून उच्च शिक्षणात आमूलाग्र बदल करण्याचा प्रयत्न करण्यात आला एवढेच नाहीत उच्च शिक्षणाचा विस्तार मोठ्या प्रमाणात करण्यात आला. या कायद्यामुळे उच्च शिक्षणात विस्तार झाला पण शैक्षणिक गुणवत्ता वाढली नाही. संख्याआत्मक गुणवत्तेत वाढ झाल्यामुळे रोजगाराचा प्रश्न निर्माण झाले व्यक्तीचा शैक्षणिक विकास झाला पण, रोजगाराचा गंभीर प्रश्न निर्माण झाला.

१९९४च्या कायद्या नंतर २०१६ साली सार्वजनिक विद्यापीठ अधिनियम कायदा अंमलात आला १९९४ च्या कायद्यात झालेल्या चुका सुधारण्यासाठी व उच्च शिक्षणात गुणवत्तेला व रोजगार अभिमुख शिक्षण व्यवस्था निर्माण करण्यासाठी २०१६ चा विद्यापीठ कायदा पारित करण्यात आला.

या कायद्यात सुध्दा शासनास दोष आढळल्यामुळे २०१७ साठी नविन सुधारणा कायद्यात सुधारणा करण्यासाठी शिक्षण समितीची नियुक्ती केली, आणि उच्च शिक्षण हे संशोधनात्मक गुणवत्ता व

रोजगार अभिमुख करण्यासाठी उच्च शिक्षणात कौशल्य विकासावर आधुनिक उच्च शिक्षण व्यवस्था निर्माण झाली पाहिजे.अध्ययन,अध्यापक,पालक विद्यार्थ्यां यांना स्वातंत्र्य देवून काल सुसंगत शिक्षण व्यवस्था निर्माण करण्याचा पर्यंत महाराष्ट्रातील उच्च शिक्षणात करण्यात येत आहे.

यानंतर केंद्र सरकारने भारतात शिक्षण व्यवस्थेत सुधारण करण्यासाठी २०२० साली नविन शैक्षणिक सुधारणा कायदा करण्यात आला. भविष्यात हा शिक्षण सुधारणा कायदा उच्च शिक्षणात आमूलाग्र बदल घडवून आणणारा आहे.या कायद्यात विद्यार्थ्यांच्या संपुर्ण विकासासाठी शैक्षणिक ज्ञानाबरोबर त्यातील विवेकी कौशल्या निर्माण करून रोजगाराच्या संधी निर्माण करण्याची शिक्षण व्यवस्था निर्माण होणार आहे.

नविन शैक्षणिक धोरण :

महत्वाचे पाऊल जग हे जागतिक खेडे होत असतांना समाजाच्या उन्नतिसाठी डॉ.बाबासाहेब आंबेडकर यांचे शैक्षणिक विचार साकार करण्यासाठी नविन राष्ट्रीय शैक्षणिक धोरणाचा स्विकार करण्यात आला. पुढची पिढी आत्मनिर्भय भारतासाठी नवनिर्माणासाठी सज्ज होण्याच्या दृष्टीने टाकलेले एक पाऊल म्हणजे राष्ट्रीय शैक्षणिक धोरण २०२० होय.

देशात किमान शिक्षणाचा टक्का वाढत असला तरी गुणवत्तेबाबत काही प्रमाणात प्रश्न चिन्ह निर्माण झाले आहे, सुमारे ४०,००० कॉलेज ८०० पेक्षा जास्त विद्यापीठ आहे तर परंतु प्राथमिक व माध्यमिक शिक्षणाच्या तुलनेत उच्च शिक्षणाचे प्रमाण २०१८ मध्ये २६.३ टक्के एवढे आहे. राष्ट्रीय शैक्षणिक धोरणात उच्च शिक्षणाचे प्रमाण २०३५ साला पर्यंत किमान ५०.० टक्के करण्यात उद्दिष्ट आहे १९८६ च्या शैक्षणिक सुधारणा कायद्यातील अनेक मुद्दे पूर्ण झाले नाहीत ते पूर्ण करण्या पर्यंत या शैक्षणिक धोरणात करण्यात येणार आहे.

राष्ट्रीय शैक्षणिक धोरणात समाजातील महिलांना चांगल्या संधी उपलब्ध करून देण्यात आल्या आहेत. महिला शिक्षणातील उच्च शिक्षणाचे प्रमाणे वाढविण्यासाठी विशेष प्रयत्न करण्यात येणार आहेत. प्राथमिक ,माध्यमिक व व्यवसायिक शिक्षणावर भर देण्यात आला नविन शैक्षणिक धोरणात गरीब-श्रीमंत हा भेद दूर करून सर्वांना समान संधी निर्माण केली आहे. शिक्षणात कोणतीही विषमता राहणार नाही प्राथमिक शिक्षणात समानता आणण्याचा प्रयत्न आहे.राष्ट्रीय शिक्षण आयोगाची स्थापना करून खाजगी शाळेवर नियमन असणार आहे. शिक्षणाचा आकृतीबंध बदलण्यात आला आहे. बालवाडी ते उच्च शिक्षणापर्यंत एकाच धोरणाचा अवलंब करण्यात आला.

पूर्व प्राथमिक शिक्षणाचा समाविष्ट औपचारिक शिक्षणात केला आहे. बालकाच्या जडण-घडणेचा हाय काळ महत्वाचा असतो भाषा,विज्ञान,वाचन,लेखन ,गणित या पायाभूत कौशल्य विकासावर भर देण्यात आला. पाचवी पर्यंत शिक्षण मातृभाषेत शक्तीचे करण्यात आले. ५+३+३+४ हे नविन शैक्षणिक धोरणाचे सूत्र आहे. १०वी व १२ वी बोर्डाचे महत्त्व कमी करण्यात आले. शालेय शिक्षणात कौशल्य शिक्षणाला महत्त्व देवून कौशल्य विकसित करण्यात येणार आहेत.मुळात विद्यार्थ्यांत व्यवसायीक शिक्षणाची आवड निर्माण करण्यात आली. ३ ते १८ वर्षा पर्यंत विद्यार्थी आत्मनिर्भतेने वाचान करेल जागतिक स्तरावर आपले शिक्षण महत्त्वपूर्ण ठरणार आहे.

भारत शैक्षणिक दृष्ट्याचा सर्वाभौम बनणार आहे.१९६६ साली कोठारिया आयोगाने शिक्षणावर एकुण उत्पन्नाची ६ टक्के खर्च व्हावा अशी अपेक्षा व्यक्त केली होती परंतु शिक्षण क्षेत्रात सुधारणा झाल्या नाहीत. कौशल्य विकास शाळा

गळतीचे प्रमाण वाढत गेले याचा परिणाम शैक्षणिक गुणवत्तेवर झाला गुणवत्तात्मक शिक्षण निर्माण होऊ शकले नाही.

नविन शैक्षणिक धोरणात पायाभूत सुधारणा करण्याचा पर्यंत केला आहे. प्राथमिक व माध्यमिक शिक्षणाचा पाया पक्का करून उच्च शिक्षण गुणात्मक करण्याचा पर्यंत या धोरणात आहे. उच्च शिक्षणानंतर जागतिक पातळीवर आपला विद्यार्थी शिकवण्यासाठी आधुनिक तंत्रज्ञानावर आधारीत शैक्षणिक धोरणाचा अवलंब करण्यात आला. शिक्षणा बरोबर विद्यार्थ्यांच्या सर्वांगिक विकास करण्यास राष्ट्रीय नविन शैक्षणिक धोरण हे अंत्यत उपयुक्त ठरणार आहे. गुणात्माक व संशोधनात्मक शिक्षण व्यवस्था हा त्या राष्ट्राच्या सामर्थ्याच्या महत्वाचा घटक आहे.राष्ट्रला लागणारे सामर्थ्य नविन राष्ट्रीय शैक्षणिक धोरणातून निर्माण होणार आहे.

नविन राष्ट्रीय शैक्षणिक धोरण विद्यार्थी बरोबर समाजात परिवर्तन घडवून आणणारे आहे. शिक्षण हा प्रत्येक समाजाच्या परिवर्तनाचा व राष्ट्र निर्मितीचा महत्वाचा घटक आहे यांची पाया भरणी नविन राष्ट्रीय शैक्षणिक धोरणात करण्यात आली आहे.

संदर्भ ग्रंथ :

- १) भारतीय शिक्षण पध्दतीचा विकास - डॉ.सौ.किरण नागतोडे.
- २) शिक्षणातील आधुनिक विचार प्रवाह- डॉ.रवि जाधव.
- ३) शैक्षणिक संशोधनाची मुलतत्वे -डॉ.के.यु.घोरमोडी
- ४) भारतातील शैक्षणिक आयोग डॉ.मीनल नरवणे
- ५) शैक्षणिक तत्वज्ञान -प्रा.एच.बी.नवले
- ६) उच्च शिक्षण व सामाजिक न्याय- डॉ.सुधीर गव्हाणे.
- ७) जागतिककरण भारतासमोरील आव्हाने-श्री.कराडे जे
- ८) History of Education ३ Rawat A.C.
- ९) इंटर नेट
- १०) नवीन शैक्षणिक धोरण. २०२०.
- ११) दैनिक वर्तमानपत्र सकाळ,लोकमत,म.टा.पुढारी.