National Education Policy 2020 Special Impact: Higher Education

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Introduction

New Education Policy 2020 (NEP) has been approved by Union Cabinet recently for several changes in Indian Education system from primary to degree level.

1. The main aim of NEP 2020 is to making 'India' a universal knowledge Supreme power.

2. The union cabinet has also passed that this organization should be known as Ministry of Education instead of Ministry of Human Resources Development.

3. The New Education Policy passed by union cabinet is the 3rd Chief change in India education system since independence. In 1968 and 1986 two previous education policies were brought in India Education System.

Higher Education Changes

1. Overall ratio of Gross enrolment in higher education to be increased to 50% by 2030. Also about 4 crore should be added in the education of higher studies.

2. The recent ratio of Gross enrolment in system of higher education is 26.4%.

3. With a curriculum of flexibility of education for undergraduates can be of 3 or 4 years various options of exit and right certification with this due period.

4. Some courses like M. Phill will be discontinued and all Postgraduate (PG) and Undergraduate (UG) courses and upto Ph.D will be designated as interdisciplinary.

5. Various disciplinary education and university of research such as IIMs, IITs to be established as standard models of chief global standards of multidisciplinary education system in India.

6. A top apex body such as National Research Foundation should be established to creating and building a good research culture and research capability in higher education system.

7. A higher governing body such as "Higher Education Commission of India" (HECI) can be established as a single autonomous body for complete higher education, exempting legal and medical education private and public higher education institution will be organized by same group of norm for accreditation, conduction and standards of academic qualities. Following independent bodies might be governing by higher education commission of India (HECI).

8. National Accreditation Council (NAC) for a accreditation.

9. Higher Education Grants Council (HEGC) for funding.

10. General Education Council (GEC) for standard setting.

11. National Higher Education Regulatory Council (NHERC) for regulation.

12. Colleges will be affiliated in coming 15 to 20 years and a step wise process should be established for granting and graded the colleges as Autonomous.

13. In coming time, each college is to be expected to establish and develop in to either a constituent college of university level or an autonomous degree granting college.

Various Other Changes

1. The National Education Technology Forum (NETF) an autonomous body, will be established to provide a base for exchange of thoughts freely to increase the use of technology, planning administrators and assessment.

2. **"PARAKH"**, a National assessment Centre has been established to assess the students.

3. For the settlement of campuses in India, It also established the way for foreign universities.

4. It established a fund for setting up of Gender Inclusion.

5. Some institutes like National institute for Persian, Pali and Indian Institute of Interpretation and Translation to be setup.

6. Its aim is to enhance the investment in the sector of education to 7% if GDP.

7. India's total GDP on education currently is 4.7%

Status of Education in India

Legal Provisions

1. Articles 39(f) and 45 of suggestive principles of state policy have a provision for equitable accessible education as well as state funded.

2. In 1976, the 42nd amendment to the constitution changed education from the level of state to concurrent list.

3. In 2002 the 86th amendment made education and legal right under Article 21-A.

Relevant Laws

1. All children aged 6 to 14 years should have a fundamental right of Education, So An act 'Right to Education' (RTE) was made in 2009 to provide primary education to all children aged 6 to 14 years.

2. For disadvantaged sections of the society, It also mandates 25% reservation.

Initiatives of Government

1. NVS school (Navodaya Vidyalaya), KV (Kendriya Vidyalaya), Midday Meal Scheme, Serva Shiksha Abhiyan and use of IT in education are a result of the NEP of 1986.

Teacher's Qualification

1.   B.Ed. degree will be a four year integrated minimum degree qualification for teaching, by 2030.

Professional Education

1.   Health science universities, legal and agricultural universities and Standalone technical universities will become as multidisciplinary institutions.

Conclusion

        The new education policy should facilitate participatory, inclusive and holistic approach which takes into stake holder feedback, empirical research and consideration field experiences, as well as lessons learned from good practices. It is a constructive and progressive phase towards a specific scientific approach to education. The authentic approved infrastructure will be helpful to enhance the ability of child stages of fundamental development as well as physical, mental and social awareness. If all things are implemented in correct and authentic way, then new reformed structure can bring a revolutionary change in Indian Education System.

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राष्ट्रीय शिक्षा नीति 2020 में बालिका (स्त्री) शिक्षा का प्रावधान

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प्रस्तावना

'किसी भी समाज का स्तर वहां की महिलाओं के स्तर से आंका जाता है..।'

श्रीमती इंदिरा गांधी

एक सभ्य समाज का निर्माण उस देश के शिक्षित नागरिकों द्वारा होता है। और नारी इसकी मुख्य कड़ी है। भारतीय संविधान सार्वभौमिक शिक्षा का समर्थन करता है। जब हम बात करते हैं, शैक्षिक अवसरों की समानता की तो उसमें लिंग की समानता भी आवश्यक है। पुरुषों के समान ही स्त्रियों की शिक्षा भी उतनी ही महत्वपूर्ण है। भारतीय संस्कृति में स्त्रियों की स्थिति महत्वपूर्ण हैं। माता ही बालक की पहली गुरु होती है, इसलिए स्त्री शिक्षा और भी आवश्यक हो जाती है। स्वतंत्र भारत में स्त्री जाति को अबला से सबला बनाने के लिए उनके शारीरिक, बौद्धिक, मानसिक और सामाजिक विकास करने के लिए शिक्षा की व्यवस्था की जाती रही है। राधाकृष्ण आयोग (1948–1949) ने स्त्री शिक्षा पर बल देते हुए कहा है कि "शिक्षित स्त्रियों के बिना शिक्षित व्यक्ति नहीं हो सकते।"

शिक्षा नीति किसी भी राष्ट्र के निर्माण में महत्वपूर्ण योगदान देती है। भारतीय शिक्षा के विकास में विभिन्न नीतियों, आयोगों आदि का योगदान

रहा है। समय–समय पर स्त्रियों की शिक्षा के लिए योजनाए बनाई गई हैं। शिक्षा संबंधी नीतियों के संदर्भ में 1968 तथा 1986 की शिक्षा नीतियों का महत्वपूर्ण स्थान रहा है। इन नीतियों में बालिकाओं व महिला शिक्षा के लिए अनेक योजनाएं और कार्यक्रम बनाए गए, अनेक प्रयास किए गए और वो सफल भी रहे हैं। परंतु उनके बावजूद भी यदि महिला शिक्षा की बात करें, तो अभी भी आधी जनसंख्या जो कि महिलाओं की है वहां तक शिक्षा पहुंच नहीं पाई है। हालांकि नारी आज सभी क्षेत्रों में आगे आई है। परंतु पिछड़े ग्रामीण इलाकों की महिलाओं के लिए शिक्षा की पहुंच अभी भी सुलभ और आसान नहीं है। ऐसे में उम्मीद की एक किरण शिक्षा नीति 2020 के रूप में नजर आती है। 1986 की शिक्षा नीति के 34 साल के बाद यह भारत की तीसरी शिक्षा नीति है इसके द्वारा शिक्षा के क्षेत्र में क्रांतिकारी परिवर्तन किए गए हैं। यह नीति प्रत्येक व्यक्ति में निहित रचनात्मक क्षमता के विकास पर विशेष जोर देती है।

"राष्ट्रीय शिक्षा नीति एक सर्कुलर नहीं है, भारत के वर्तमान व भविष्य को बनाने के लिए हम सबके लिए एक महायज्ञ है, 21वीं सदी में हमें मिला हुआ एक अवसर है।"

प्र0 मं0 नरेंद्र मोदी 7 अगस्त 2020

बालिका शिक्षा व महिला शिक्षा के क्षेत्र में भी इसमें नए आयाम शामिल किए गए हैं। हालांकि अलग से बालिका शिक्षा या महिला शिक्षा शीर्षक से कोई पाठ इस में सम्मिलित नहीं किया गया है, लेकिन स्थान स्थान पर उनसे संबंधित प्रावधानों का उल्लेख इस शिक्षा नीति में मिलता है, जो यह दर्शाता है कि यह नीति महिला शिक्षा और उनकी शिक्षा से संबंधित आने वाली कठिनाइयों और समस्याओं के प्रति सचेत है। शिक्षा नीति में ऐसे अनेक प्रावधान है जिससे बालिकाओं एवं स्त्रियों को शिक्षा के अधिक अवसर मिल सकें।

नई शिक्षा नीति 2020 में विद्यालय स्तर पर बालिका शिक्षा के प्रावधान

विद्यालय स्तर पर शिक्षा के साथ– साथ बालिकाओं की सुरक्षा बहुत आवश्यक है, इसी तथ्य को ध्यान में रखते हुए नयी शिक्षा नीति में सभी बालिका छात्रावासों को सुरक्षा प्रदान करना और वहां तक व्यावहारिक पहुंच प्रदान करने का प्रावधान है, जिससे विद्यालयों में छात्राओं का नामांकन बढ़ सकेगा और अभिभावक बालिकाओं की सुरक्षा के प्रति निश्चिंत हो सकेंगे। इसके अलावा जिन क्षेत्रों में विद्यालय अधिक दूरी पर है जैसे– ग्रामीण अंचलों,पहाड़ी और दुर्गम क्षेत्रों, दूरदराज के इलाकों में वहां निशुल्क छात्रावासों का निर्माण किया जाएगा और इन विद्यालयों में बालिकाओं की सुरक्षा के लिए भी उपयुक्त व्यवस्था की जाएगी तथा भारत सरकार द्वारा पहले से चलायी जा रही योजना कस्तूरबा गांधी विद्यालयो को और अधिक मजबूत बनाया जाएगा। सामाजिक–आर्थिक रूप से पिछड़े समूहों की बालिकाओं की गुणवत्ता पूर्ण शिक्षा वाले विद्यालयों में 12वीं स्तर तक विस्तार किया जाएगा ताकि छात्राओं को शिक्षा के अधिक अवसर मिल सकें और उन तक शिक्षा की पहुंच सुलभ हो सकें जिससे विद्यालय में उनका नामांकन बढ़ सके। इसके अलावा सामाजिक, आर्थिक रूप से वंचित तथा अल्प प्रतिनिधित्व समूह के लिए गुणवत्तापूर्ण शिक्षा की व्यवस्था की जाएगी जिसमें आधी से ज्यादा जनसंख्या बालिकाओ और महिलाओं की है। इन छात्राओं पर विशेष ध्यान केंद्रित करके नीति एवं योजनाएं बनाई जाएंगी। नयी शिक्षा नीति के अनुसार विद्यालयों में छात्राओं की भागीदारी और सुरक्षा की दृष्टि से ऐसे उपाय किए जाएंगे, जिससे बालिकाएं विद्यालयों से जुड़ी रहे जैसे अधिक दूरी वाले स्थानों पर छात्राओं को साइकिल प्रदान की जाएगी तथा फीस आदि न भर पाने की स्थिति में उनके माता–पिता एवं अभिभावकों को सशर्त नगद हस्तांतरण किया जाएगा ताकि धन के अभाव के कारण उन्हें विद्यालय छोड़ना ना पड़े ।

इसके साथ–साथ विद्यालयों में सकारात्मक वातावरण, भौतिक सुविधाएं, विशेषकर स्वच्छता, शौचालय आदि का भी विशेष ध्यान रखा जाएगा। जहां विद्यालय सह शिक्षा वाले हैं, वहां अलग शौचालय आदि अन्य बुनियादी

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सुविधाएं एवं सुरक्षा का ध्यान रखा जाएगा तथा कार्यस्थल पर भी सुरक्षा, स्वास्थ्य, पर्यावरण के प्रति सभी शिक्षक संवेदनशील होंगे जिससे विद्यालय में समावेशी एवं संवेदनशील संस्कृति का निर्माण हो सके। नई शिक्षा नीति 2020 में यह भी स्पष्ट लिखा गया है कि स्कूल में नामांकित सभी बच्चे विशेषकर बालिकाओं, किशोरों द्वारा सामना किए जाने वाले गंभीर मुद्दों जैसे कई प्रकार के भेदभाव उत्पीड़न तथा उनके अधिकारों एवं सुरक्षा के खिलाफ किसी भी तरह के उल्लंघन पर कुशल तंत्र के साथ प्राथमिकता दी जाएंगी। बालिकाओं और ट्रांसजेंडर छात्रों के लिए जेंडर समावेशी निधि का गठन करने की बात एक नया और क्रांतिकारी कदम है। यह ट्रांसजेंडर्स के लिए शिक्षा नीति में उठाया गया सराहनीय प्रयास है। इसके माध्यम से जेंडर समावेशी कोष राज्यों के लिए उपलब्ध करवाया जाएगा, जिससे उनको ऐसी नीतियों, योजनाओं, और कार्यक्रमों आदि को लागू करने में सहायता मिलेगी जिससे बालिकाओं को विद्यालय परिसर में अधिक सुरक्षा पूर्ण स्वस्थ वातावरण मिल सके। नेशनल इंस्टीट्यूट ऑफ ओपन स्कूलिंग और राज्यों के ओपन स्कूल द्वारा प्रस्तुत ओपन एंड डिस्टेंस लर्निंग कार्यक्रम का विस्तार और सुदृढ़ीकरण किया जाएगा, हालांकि यह प्रावधान सभी विद्यार्थियों के लिए हैं किंतु बालिकाओं को उसका विशेष लाभ मिलेगा जो विद्यालय नहीं जा सकती वह भी शिक्षा प्राप्त कर सकेंगी। व्यवसायिक विषयों, स्थानीय भाषाओं, इनडोर आउटडोर खेल, चित्रकला, कठपुतली, शिल्प,नाटक, कविता, कहानी, संगीत आधारित गतिविधियों आदि को नयी शिक्षा नीति में जोड़ा जाएगा जिससे विद्यार्थी विशेषकर बालिकाओं में रूचि विकसित हो और वह विद्यालय से जुड़ी रहें।

उच्चतम स्तर पर स्त्री शिक्षा के प्रावधान

नई शिक्षा नीति 2020 के अनुसार उच्चतम शिक्षण संस्थानों की प्रवेश प्रक्रिया में जेंडर संतुलन को बढ़ावा दिया जाएगा तथा उच्चतर शिक्षण संस्थाओं के सभी पहलुओं द्वारा संकाय सदस्यों, परामर्शदाताओं और

विद्यार्थियों को जेंडर और जेंडर पहचान के प्रति संवेदनशील और समावेशित किया जाएगा। इसके साथ ही महिलाओं, बालिकाओं की सुरक्षा को ध्यान में रखते हुए शिक्षण संस्थान एवं परिसर में भेदभाव और उत्पीड़न के लिए बने हुए नियमों को सख्ती से लागू किया जाएगा जिससे सभी उच्चतर शिक्षा संस्थाओं में महिला विद्यार्थियों के लिए अनुकूल वातावरण का निर्माण किया जा सके।

नयी शिक्षा नीति में उच्चतम शिक्षा के क्षेत्र में एक बहुत बड़ा बदलाव किया गया है वह है, स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एग्जिट व्यवस्था को अपनाना। इस व्यवस्था से 3 या 4 वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण पत्र प्रदान किया जाएगा जैसे– 1 वर्ष के बाद प्रमाण पत्र , 2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों के बाद स्नातक की डिग्री तथा 4 वर्षों के बाद शोध के साथ स्नातक। इसके अतिरिक्त एक एकेडमिक क्रेडिट बैंक (एबीसी) की भी स्थापना की जाएगी, जो अलग–अलग मान्यता प्राप्त संस्थाओं से प्राप्त क्रेडिट को एकत्रित करेगा जिसका लाभ यह होगा कि विद्यार्थी उस क्रेडिट का उपयोग करके किसी भी उच्चतर शिक्षा संस्थान से डिग्री प्राप्त कर सकेंगे। वास्तव में इन दोनों ही सुविधाओं का लाभ महिलाओं को विशेष तौर पर अधिक होगा क्योंकि कई कारणों की वजह से उनकी शिक्षा के बीच में रुकावट आ जाती है, जैसे –पढ़ाई के बीच में ही विवाह, बच्चों के कारण, परिवार की देखरेख के कारण उनकी शिक्षा अधूरी रह जाती है। परंतु शिक्षा व्यवस्था में इस बदलाव की वजह से वह अपने जीवन में कभी भी अपने समय, आवश्यकता और सामर्थ्य के अनुसार डिग्री, सर्टिफिकेट, डिप्लोमा आदि प्राप्त करके शिक्षित हो सकती है। उसे शिक्षित होने के पूरे अवसर उपलब्ध होंगे। कोई भी महिला शिक्षा से वंचित नहीं रहेंगी। इसके साथ–साथ नई शिक्षा नीति 2020 में व्यावसायिक शिक्षा के कार्यक्रम को मुख्य धारा की शिक्षा में एकीकृत करने का प्रावधान है, जो कि उच्चतर, प्राथमिक, माध्यमिक कक्षाओं से होती हुई उच्चतर शिक्षा तक

जाएगी जिससे प्रत्येक छात्र कम से कम एक व्यवसाय से जुड़े कौशल को सीख सकें। विशेषकर महिलाएं इससे आत्मनिर्भर बन सकें और उच्च शिक्षण संस्थाओं को सॉफ्ट स्किल्स सहित विभिन्न कौशलों तथा ''लोक विधाओं'' में सीमित अवधि के सर्टिफिकेट कोर्स करवाने की भी अनुमति होगी। इससे उच्च शिक्षण में महिलाएं अपनी रुचि एवं सुविधा के अनुसार कौशल प्राप्त करके आत्मनिर्भर बन सकेंगी ।

अत: नई शिक्षा नीति में बालिकाओं एवं स्त्री शिक्षा की ओर पूरा ध्यान रखा गया है इसमें विशेषकर सुरक्षित वातावरण, बालिकाओं की सुरक्षा, छात्रवृत्तियां आदि ऐसे अनेक प्रावधान हैं जिससे उन्हें शिक्षा के अधिक अवसर मिल सकेंगे और वह आत्मनिर्भर बन पाएंगी। इसके क्रियान्वयन की दिशा तय करेगी कि भविष्य में यह कितनी सफल होती है तथा महिला शिक्षा एवं आत्मनिर्भरता के क्षेत्र में मील का पत्थर साबित हो पाती है।

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Right to Free and Compulsary Education (Rte) and it's Analysis with NEP

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Abstract

Kofi Annan, the Former Secretary General of the United Nations once rightly said,

Education is a human right with immense power to transform. On its Foundation rest the cornerstones of freedom, democracy and sustainable human development. "Article 26 of the Universal Declaration of Human Rights defines the right to education as a right inclusive of many dimensions. Education is essential not just for the wholesome development of a human being but also because it plays an important role in maintaining peace and harmony between people across the world. Therefore, the right to education can, in fact, be seen as a crucial component of the larger right to development, in a human rights-based framework. The Right of Children to Free and Compulsory Education Act, 2009, recently enacted in India, is one such legislation which aims to give effect to this basic human right, most prominently by mandating that every school must admit children from weaker sections of society, constituting at least 25 percent of its class strength. The core objective behind the enactment of this statute was to increase access to education, especially among the poorer sections of society. However, almost 3 years after its enactment, questions have begun to arise as to the actual impact of this Act, especially with regard to the poor. Many have opined that the Act has, in fact, made them worse off in terms of securing educational opportunities, like many other developmental schemes which actually end up adversely affecting the poor.

Introduction

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The history of the right to education in India goes back all the w to 1882, when Mahatma JyotiraoPhule lamented about the fact that education funding by the British was only benefiting the elite classes conveniently ignoring the rest. Unfortunately, however, not much has changed in the 130 odd years since then. Even when the Constituent Assembly was deliberating upon the inclusion of education as a fundamental right, it faced stiff resistance. As recently as 2006, when the Draft Right to Education Bill was under consideration, attempts were made to derail the process. Evidently therefore, education has never figured highly on the Indian state's list of socio-political priorities.[1] 'And interestingly, this phenomenon is not restricted to India alone. Surveys show that irrespective of the level of education that a country is grappling to provide, it always feels constrained to take it further.[2] in the last decade or so, however, countries across the globe, including India, have been making a conscious effort towards improving the educational status of their citizens. What was earlier only a policy goal has in recent times, taken shape as a right instead.[3] "The primary reason for this has beenthe emergence of the human rights approach towards education. It was realised that in order to give priority to educational goals, States must be obligated to ensure implementation of educational policies and a human rights framework was ideal for this. In developing countries like India, illiteracy was increasingly encountered as the biggest road block in the achievement of other developmental goals like eradication of poverty. Thus, the right to education began to be seen as an inviolable human right, placing a duty upon States to take appropriate steps towards its fulfilment.[4]

Primary Educational Law: An Outlook

After 2002 with the introduction of article 21A in the constitution of India, Parliament started the process to implement its provision by law. In 2003, draft legislation, the Free and compulsory education for Children Bill, 2003, was prepared and it was posted on the website to elicit the opinion of the public at large. After incorporating necessary

Changes, a revised draft of the Bill, 2004. Was once again posted on the website. In 2005, the Central Advisory Board of Education finally drafted the Right to Education: 2005, and submitted to the Ministry of Human Resource Development which was referred to the National Advisory Council for its consideration. However, on July 14, 2006, the Finance Committee and Planning Commission rejected the Bill in view of financial constraints. The States also showed their financial inability to share the burden. All these years different bodies were also involved to suggest improvement in the Bill and finally on Aug. 27, 2009, Parliament with the full support of its Members enacted the Right of Children to Free and Compulsory Education Act. The entire exercise shows that the legislation had an overwhelming support from inside and outside Parliament. However,there were certain suggestions in both the Houses of Parliament to further improve its provisions and some of which found a place in the Amendment Act, 2012. Coming to the Statement of objects and Reasons, it states the Right of Children to Free and Compulsory Education Bill, 2008 objectives which include, strengthening the social fabric of democracy, to give effect to the Directives in the then article 45, to fulfil the goal of universal elementary education, and also to comply with article 21A which requires a law to be enacted. The Minister of HumanResources Development; Shri Kapil Sibal[5] has named this legislation'a historical piece of legislation' which 'will have huge impact just on' the quality of education imparted to children' but 'it will also change the way we looked at education' and it is revolutionary Bill. An attempt is made in the following pages to find out whether the expectations are achieved or not.

Right to Education and the Constitutional Creativity

It is the preamble from where the Constitution of India commences and it is the preamble that embodies its spirit and backbone[6]. The preamble promises to secure for all citizens of India;

Justice; social, economic, and political;

Liberty of thought, expression, belief, faith and worship

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Equality of status and opportunity; and to prom them all

Fraternity assuring the dignity of Individual and the of the Nation

Despite the fact that there is a sense of reason and direction wordings of the preamble, a serious reading as a research education reveals that neither justice of any kind nor liberty sort nor equality and fraternity can be practiced in the absence meaningful education. A society steeped in ignorance and illiteracy or a society with glaring disparities, inequalities and discrimination on the lines of caste, religion, gender, language, social status etc., can hardly ensure and practice the ideals embodied in the preamble. Most probably, this inseparable linkage between the ideals embodied in the preamble and the role of education in translating them into reality might have influenced the Chief Justice S.R. Das in the advisory opinion of the Supreme Court in the Kerala Education Bill, 1957 to express that "one of the most cherished objects of our Constitution is to secure to all its citizens the liberty of thought, expression, belief, faith and worship. Nothing provokes and stimulates thought and expression in people more than education. It is education that clarifies our belief and faith and help to strengthen our spirit of worship".[7]

Therefore, there is reason to state that it is education and education alone that can translate constitutional ideals into practice. Therefore, the right to education should be a prerequisite for the translation of the goals and ideals in the preamble into concrete realities.

Till the decision of the Supreme Court in Ms. Mohini Jain v. State of Karnataka in 1992 followed by Unnikrishnan J.P. v. State of Andhra Pradesh in 1993, education was not a fundamental right at all but an important time bound provision under the Directive Principles of State Policy. In other words, there was no compulsion on the part of the state to provide for education. Nevertheless, Articles 39(e) & (), 41, 45, and 46 unambiguously direct the state to protect the interests of children and also to provide FCE. In continuation, Article 37 provides that though the provisions in Part IV of the Constitution of India shall not be enforceable by any court, but the principles laid down therein

are nevertheless fundamental in the governance of the country and it shall be the duty of the state to implement these principles in the course of making laws. Furthermore, the verdicts given by the High Courts and the Supreme Court from time to time unequivocally established the organic and inseparable link between the provisions of the Directive Principles in Part IV and the Fundamental Rights in Part III of the Constitution of India.

For instance, as back as 1958, in the advisory opinion in the matter concerning the Kerala Education Bill, a special bench of the Supreme Court speaking through Justice S. R. Das, the Chief Justice, while affirming the primacy of Fundamental Rights, also qualified the same with the following observation - "nevertheless, in determining the scope and ambit of the fundamental rights relied upon by or on behalf of any person or body, the court may not entirely ignore these Directive Principles of State Policy laid down in Part-IV of the Constitution but should adopt the principle of harmonious construction and should attempt to give effect to both as much as possible".[8]

Furthermore, in Keshavananda Bharati v. State of Kerala, several learned judges adverted to this approach. In the words of Justices Hedge and Mukherjee- "the Fundamental Rights and Directive Principles constitute the conscience of the ConstitutionPart IV is to ignore the sustenance provided for in the Constitution the hopes held out to the nation and the very ideals on which Constitution is built... there is no anti-thesis between Fundamental Rights and Directive Principles... one supplements the other"[9]

Finally, taking the discourse on the relationship between Part the Fundamental Rights, and Part IV, the Directive Principles State Policy to its logical end, the Supreme Court of India in case Unnikrishnan J. P. v. State of Andhra Paradesh in 1993 affirmed that Part III and Part IV of the Constitution of India notonly mutually supplement and complement each other but one also flows from the other. This is considered to be a path-breaking verdict in the history of the right to education which provided the status of a fundamental right

to the right to education for all children until the age of fourteen years.[10]

It is evident from the foregoing discussion that the right to education in the Constitution should be seen as an end and a means in itself. The right to education as an important entitlement within the Constitution has bearing on the ideals laid down in the preamble to the Constitution on the one hand and the rights guaranteed and principles invoked in the Fundamental Rights and Directive Principles on the other hand. In the absence of the right to education, the larger goals and ideals of the Constitution cannot be accomplished. Therefore, the right to education is the means to achieve the ideals of the Constitution. Furthermore, basic education as an entitlement of each individual nurtures the capabilities of each individual to protect the other rights guaranteed under Part III and to demand the incorporation of the provisions provided in Part IV as a part of the development process. Therefore, education is an end in itself.

It is important that the ideals of social justice and equality of opportunities form an integral part of the right to education in the Constitution. This is further specifically linked to Article 21 of the Constitution to give broader meaning to the right to life saying that it is not just the right to a life but the right to a dignified life. In light of this, the notion of a right to education' in the Constitution is a conglomeration of various provisions provided in Part III and PartIV of the Constitution. However, as we discussed earlier, the values enshrined in the preamble to the Constitution form the central thesisof the right to education.

To sum up, right to education in the Constitution means-The crore principle of the preamble - i.e. social justice and equality, Article14 equality before law, Article 15 - prohibition of discrimination, 14 - equality be Article 16 - equality of opportunities, Article 21 - right to dignified, Article 21 A - right to education, Article 23 - prohibition of an trafficking, Article 24 - abolition of child labour, Article 39(e)& (f) - protection of children, Article 41 - right to education, Article 5. early

childhood care and education, and Article 46 - promotion the educational interest of SC/STs and other weaker sections of society.

In corollary, the constitutional vision of the rights of children in general and the right to education in particular constitutes -

1.   Social justice, equality and equity in all actions related to children.

2.   Right to dignified life through education

3.   Right against all forms of discrimination and exploitation.

4.   Right to equitable care, protection and education.

Therefore, it is important to locate the discussion on the right to education and the Constitution in its historical perspective in order to better understand the paramount importance of the right to education in the context of the aspirations and ideals of the Constitution. Furthermore, the Constitution of India is itself a by-product of the freedom struggle and reflects the common aspirations of the people[11]. The education system in any society is a prerequisite for building such a society and also becomes a dynamic driving force to achieve the ideals of the Constitution.

Therefore, without much hesitation, I could say, at least in the Indian context, that the Constitution is subservient to the larger aspirations and ideals of the people that constitute the people's mandate and the right to education is an integral part of the Constitution as per such a mandate. The implementation of the Constitution of India isnothing but realization of the goals and ideals that guided the freedom struggle to create an egalitarian society on the principle of social justice and equity. Therefore, the building of a national system of education on the principles of social justice and equity is a prerequisite to give a meaningful effect to the implementation of the Constitution. Therefore, it is not a right to education in the Constitution but a right to education and the Constitution.

However, the irony of our time is that the legislature has thoroughly failed to understand the constitutional vision of the 'right to education' and its various organic linkages within the Constitution of India - i.e.

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the preamble, the Fundamental Rights, and the Directive Principles. As a result, instead of giving effect to the constitutional vision of 'right to education', the right to education has been diluted, distorted and finally negated through a constitutional amendment. The next section examines that unfortunate portion of the history of the right to education.

Comparison between Nep 2020 and Nep 1986

NEP 2020	NEP 1986
It concentrates on the interdisciplinary and multidisciplinary form of education.	It concentrates on the overall development of students
Focus is on bettering education and workforce in the country	Focus is on improving education in the country
It has 5 + 3+3+4+4 + 1 form of curriculum	It has 10+ 2+ 3+2 form of curriculum
The preliminary education begins at age 3.	The preliminary education begins at age 6
The Pre-universities allows a choice of subjects in fixed streams (Science, Arts, or Commerce)	The Higher education of four years allows the multidisciplinary choice of subjects.
Entrance into undergraduate courses at HEIs is based on NTA's (National Testing Agency) scores excluding private HEIs	Entrance into undergraduate and higher courses is dependent on entrance exams at the state level, national level, or by the private institutes
Post-graduation focuses on specialization and research	Post-graduation focuses on specialization only.
There is no hard separation among subjects, vocational, academics, curricular, extracurricular, non-curricular, sciences, arts, or otherwise.	The hard separation among subjects is seen.
Focuses on early childhood care along with education hence arts, music, and aesthetics are included in the foundational stage,	Focuses on early childhood care.

Students are free to choose interdisciplinary subjects from any stream	Students are free to choose any subjects around the fixed stream (Science, Arts or Commerce)
Exams are an integrated part of learning. The teaching faculty at the respective institute is responsible for conducting exams.	Exams are independent of learning. The exams conducted are evaluated by affiliating universities
To join as a tutor at HIEs Ph.D. with the clearance of NET/SLET is compulsory	To join as a tutor at HIES, Masters with the clearance of NET/SLET is compulsory
About 100 foreign Universities are permitted to operate in the country	No foreign universities are permitted to operate in-country
Teaching methods are knowledge. fieldwork, and research-oriented	Teaching methods are knowledge and fieldwork oriented
Multiple entries and multiple exits are allowed in graduation courses and others like medical or paramedical.	Lateral entry in few fields is allowed whereas multiple entries or exits aren't allowed.

Conclusion

To conclude, the ruling government in India has lost the great opportunity of building a National System of Education based on Common School System on the lines of the neighborhood school as recommended by the Education Commission of 1964-66 and Burther reiterated by the 1968 and 1986 policy on education. However, the ruling government made a paradigm shift from the Constitutional and Policy commitment to build a system of education on the principles on Social Justice and Equity.

Though "the Right of Children to Free and Compulsory Education Act 2009" looks like a triumph for the ruling political class for the time being as part of vote bank politics, it is a big setback for the Civil Society and Human Rights Movements in India who have been campaigning for Fundamental Right to Education in the post UNCRC regime. It calls for serious introspection to build a new genuine social movement to resist the neo-liberal regime with renewed energy and

commitment to build an India in accordance with the core values embodied in the Constitution to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief faith and worship; EQUALITY of status and opportunity; and promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

It is appropriate to conclude this paper by quoting Naik who said - "The Indian society, especially the Hindu society, has been extremely in-egalitarian, and this is one value on the basis of which this society can be humanized and strengthened. In fact, the issue is so crucial that the Indian society cannot even hope to survive except on the basis of an egalitarian reorganization".[12]

Therefore, our struggle should begin with a demand for a 'common school system' that ensures Equality, Equity and Social Justice as a prerequisite to rebuild a new India on the principles and values embodied in the Constitution.)

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The Vision of New Education Policy : Its Influence in Higher Education

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Abstract

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-

quality educational opportunities to them will determine the future of our country.

Key Words: Equitable, Sustainable, Inclusive, Reconfigured, Holistic, Integrated.

Introduction

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and

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pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality,

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equity, and integrity into the system, from early childhood care and education through higher education.

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

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-

class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India 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.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. Principles of this Policy The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific

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temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

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

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

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

2. according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

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

4. no hard separations between arts and sciences, between curricular and extra-curricular activities, between

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vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;

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

6.   emphasis on conceptual understanding rather than rote learning and learning-for-exams;

7.   creativity and critical thinking to encourage logical decision-making and innovation;

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

9.   promoting multilingualism and the power of language in teaching and learning;

10.   life skills such as communication, cooperation, teamwork, and resilience;

11.   focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';

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

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

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

15.   synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

16.   teachers and faculty as the heart of the learning process — their recruitment, continuous professional development, positive working environments and service conditions;

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

18.   outstanding research as a corequisite for outstanding education and development;

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

20.   a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions; e education is a public service; access to quality education must be considered a basic right of every child;

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

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Higher Education

Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

1. Higher education plays an extremely important role in promoting human as well as societal well- being and in developing India as envisioned in its Constitution - a democratic, just, socially- conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society,

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more and more young Indians are likely to aspire for higher education.

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

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

1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative

communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

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

(a)   a severely fragmented higher educational ecosystem;

(b)   less emphasis on the development of cognitive skills and learning outcomes;

(c)   a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;

(d)   limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages;

(e)   limited teacher and institutional autonomy;

(f)   inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

(g)   lesser emphasis on research at most universities and colleges, and lack of competitive peer- reviewed research funding across disciplines;

(h)   suboptimal governance and leadership of HEIs;

(i)   an ineffective regulatory system; and

(j)   large affiliating universities resulting in low standards of undergraduate education.

Towards a More Holistic and Multidisciplinary Education

1.   India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works

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such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, "professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

2.   Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in- depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

3.   A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic,

social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

New Education Policy 2020

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Abstract

Indian Education System was initially based on ancient GURUKUL SYSTEM. After Independence of India, First Education Policy was formed in 1968. Second Education Policy came into action in 1986. This policy was modified in 1992 so it is also called as Second Education Policy 1968-1992.Now after ages;new education policy 2020 was approved by Union Cabinet with aim to introduce several changes in the Indian education system - from the school to college level, to provide education of high quality. In May 2019, 125000 suggestions were received from public on draft of this 3rd Education Policy. In this paper, the main points of new education policy 2020 have been mentioned.

Introduction

Education is crucial for societal needs to incite growth in the direction of improved quality of life for the people of the

nation. Education is an abstract entity and its concept is dynamic. It is a continuous process. Quality education is very indispensable for the society. Aristotle writes "Educated men are as much superior to uneducated as the living are to the dead." A quality education system is that which succeeds in obey the needs of the society. Achieve quality in education is not a anonymity; it can be achieved by following some guidelines in schools, colleges and professional institutes such as by appointing well qualified staff, by providing training to staff members, by endowing with all the facilities in the educational institutes and so on. As quality and efficiency is a fundamental concept. Poor quality education leads to wastage of time, money and decline in moral and ethical values. Quality can be defined as that which best satisfies and exceeds customers' needs.

New Education Policy in India

New Education Policy framework can be segregated into 6 parts.

School Education System

1. The current 10+2 system will be replaced by new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

2. The new system will be divided into 4 stages. First will be Foundation Stage of 5 years. Second will be preparatory stage consist of 3 years. Third one will be Middle stage of 3 years and fourth is Secondary stage with 4 years.

3. Universalization of schooling from preschool to secondary stage with 100% gross enrolment ratio (GER) in college schooling with the aid of 2030.

4. Starting an open schooling system for bringing 2crores out of school children back into the mainstream.

5. It will bring the uncovered age group of 3-6 years under school curriculum, as this age is regarded as crucial stage for development of mental faculties of a child.

6. NEP expands age group 6-14 years of mandatory schooling to 3-18 years of schooling. It will add 3 years of Anganwadi/Pre schooling to 12 years of schooling.

7. Board Exams for grades 10 and 12 will be continued, but they will be low stake. The focus will be on testing concepts and knowledge application.

8. Students will be given a second chance at boards to improve their score.

9. Students will be able to choose many of subjects and 'level' in which they take Board exams.

10. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'Arts', 'Humanities', and 'Sciences', or between 'vocational' or 'academic' streams.

11. Co-curriculum and vocational subjects like sports, arts, commerce, science will be at same level.

12. School governance will be changed. New accreditation framework and an independent authority is framed to regulate both public and private schools.

13. Vocational Education to start from Class 6 with Internships.

14. A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).

15. NEP will achieve universal foundational literacy and numeracy in primary school by 2025. A pupil-teacher ratio (PTR) of under 30:1 will be ensured in each school.

16. More focus upon reading, writing, speaking, counting, arithmetic and mathematical thinking.

17. National repository of high-quality resources will be available on Diksha.

18. Gross Enrolment Ratio is to be raised by 100% for Secondary school by 50% for higher school till 2035. Current GER for Secondary School is 56.5% and Higher Education is 26.3%.

Language

1. The NEP puts focus on students' mother tongue as the medium of instruction.

2. The medium of instruction will be home language, mother tongue, local language or the regional language until at least Grade 5.

3. This will be followed by both public and private schools.

4. The 'Three language formula' will continue but no language would be imposed on anyone.

5. At least two of the three languages should be Indian.

6. It recommends the mother tongue as medium of instruction, and not make it compulsory. It is in hands of State government how to implement it.

Higher Education

1 Assessment reforms with 360-degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes

2 By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

3 Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

4 Student will get certificate for Under Graduation as mentioned:

1 Year - Diploma

2 years - Advance Diploma Certificate

3 years - Bachelor's Degree

4 years - Bachelor's Degree with Research

5 M.Phil. courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.

6 Academic Bank of Credits to be established to facilitate Transfer of Credits.

7 Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

8   The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

9   Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely

10 Affiliation of colleges is to be completedwithin 15 years and a stage-wise mechanism to be followed for granting graded autonomy to colleges.

11 Every college is expected to develop intoan autonomous degree-granting College over period of time.

12 Governance will be "light but tight" regulation by a single regulator for higher education.

Technology

1   An autonomous body, the National Educational Technology Forum (NETF), will be established to provide a platform for the free exchange of ideas on the use of technology to improve learning, assessment, planning, management.

2   Appropriate incorporation of technology into all levels of education should be required to enhance processes in the classroom, promote the professional development of teachers, easy access to education for marginalized groups.

3 MOOCs will be more promoted through various online portal like Swayam and Coursera.

4 Divyang Friendly Educational Software will be developed so that students can avail education anytime or anywhere.

5 E-content will be available in various languages.

6 Virtual Labs will be created to give practical knowledge.

7 Online methods to be followed for assessment and examination.

Finance

1 Thecurrent public (government- centre and states) expenditure on education in India has been around 4.43% of GDP.

2 Target of NEP is to increase GDP up to 6%.

3 **Implementation**

4 National Assessment Centre- 'PARAKH' has been created to assess the students' performance.

5 It also opens the way for foreign universities to set up campuses in India.

6 It put emphasis on setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.

7 National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.

8 National Higher Education Regulatory Council (NHERC) for regulation.

9 General Education Council (GEC) is formed for standard setting.

10 Higher Education Grants Council (HEGC) for funding.

11   National Accreditation Council (NAC) for accreditation.

12   Sarva Shiksha Abhiyan, Mid Day Meal Scheme has already
      been going on.

Constitutionalprovisions

1   Part IV of Indian Constitution, Article 45 and Article 39 (f) of
     Directive Principles of State Policy (DPSP), has a provision
     for state-funded as well as equitable and accessible education.

2   The 42nd Amendment to the Constitution in 1976 moved
     education from the State to the Concurrent List.

3   The education policies by the Central government has to be
     implemented by various states of India. But it is not
     mandatory, for instance Tamil Nadu does not follow the three-
     language formula prescribed by the first education policy in
     1968.

4   The 86th Amendment in 2002 made education an
     enforceable right under Article 21-A.

Criticism

1   As the NEP states that 3 years of pre-schooling should be for
     making foundation base but Anganwadi workers are not
     equipped or trained to teach.so firstly teachers have to get
     training for that.

2   To prepare an initial cadre of high quality ECCE (Early
     Childhood Care and Education) teachers in Anganwadis,
     current Anganwadi workers will be trained through a systematic
     effort in accordance with pedagogical framework developed by
     NCERT.

3   With use of mother tongue in Primary Education, it will lead to
     unequal learning in private vs government schools

4   State will choose either regional language to be used in
     schools or not. So, there might be children who has done

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primary education from one state and higher education from different state. It may cause problem later on.

5   English is the dominant language of Internet, Science and technology. Only mother tongue would not help students to grow.

6   Another major point is about children of people having transferable jobs. Due to their profession, they have to shift from one place to another & implication of teaching in regional language only will make it difficult for students to cope up.

7   By opening foreign colleges in India, it will promote private players & foreign universities.

8   Foreign involvement in Education.

Conclusion

1   A New Education Policy aims to facilitate comprehensive, democratic and holistic approach that takes into consideration field experiences research, shareholder feedback, similarly as lessons learned from best practices.

2   It may be a progressive shift towards an additional scientific approach to education. The prescribed structure can facilitate to cater the flexibility of the child – stages of psychological development as well as social and physical awareness. If implemented in a right way, the new education structure can bring India at par with the leading countries of the world.

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ऑनलाइन शिक्षा
Online Education

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सारांश

वर्तमान समय में वैज्ञानिक प्रगति ने शिक्षण अधिगम के क्षेत्र में नए अवसरों को जन्म दिया है। सूचना प्रौद्योगिकी के वर्तमान युग ने शिक्षण अधिगम की प्रक्रिया के संपूर्ण ढांचे को ही बदल कर रख दिया है । जिससे परंपरागत कक्षा-कक्ष शिक्षा प्रणाली के स्थान, समय एवं पढ़ाने के तौर-तरीकों में आमूल-चूल परिवर्तन देखे जा सकते हैं । सूचना-संचार प्रौद्योगिकी (Information Communication Technology) के विस्तारण एवं इंटरनेट की उपलब्धता ने ज्ञान प्राप्त

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करने के विभिन्न स्रोतों को एक आम अधिगमकर्ता (Learner) की पहुंच के दायरे में लाकर खड़ा कर दिया है। जिससे सीखने-सिखाने की प्रक्रिया को अधिक व्यापक, प्रभावी एवं गुणवत्तापूर्ण बनाने में काफी सफलता मिली है । वर्तमान कंप्यूटर एवं मोबाइल आधारित तकनीकी ने दूर-दराज के क्षेत्रों में भी शिक्षण-अधिगम के आभासी मंच को प्रदान करने में महत्वपूर्ण भूमिका निभाई है । जिसे मुख्यतः कोविड-19 महामारी के दौरान संचालित ऑनलाइन शिक्षण के परिणाम के रूप में देखा जा सकता है। हालांकि इस तरह की शिक्षण प्रणाली के बहुत सकारात्मक परिणाम सामने नहीं आए हैं । फिर भी भविष्य में यह उम्मीद की जा सकती है कि सूचना-संचार एवं हार्डवेयर तकनीकी को और अधिक सुदृढ़ बनाकर ऑनलाइन शिक्षण अधिगम प्रक्रिया को अधिक कारगर बनाया जा सकता है । ऑनलाइन शिक्षण तकनीकी ने आज शिक्षण-विधियों, रणनीतियों, अभिसंरचना एवं संपूर्ण वातावरण में ढाँचागत परिवर्तन किए है, जिन्हें देखते हुए यह कहा जा सकता है कि, ऑनलाइन शिक्षण परंपरागत शिक्षण की तुलना में अधिक लचीला, सुविधाजनक, समय-साध्य एवं प्रभावी शिक्षण-विधि है, जो भविष्य में परम्परागत शिक्षण के सम्पूरक मानी जा सकती है । हालांकि वर्तमान समय में Hkh बदलते वैश्विक परिदृश्य एवं भारतीय जनमानस की शैक्षिक जरूरतों को पूरा करने के लिए ऑनलाइन शिक्षण-प्रणाली की नितांत आवश्यकता है। आज देश में समाज का एक बहुत बड़ा वर्ग आजादी के 74 साल बाद भी सस्ती, सुलभ एवं गुणवत्तापूर्ण शिक्षा की पहुंच से दूर है । भविष्य में अगर सभी के लिए शिक्षा के संकल्प को पूरा करना है तो शिक्षा मुहैया कराने के नए विकल्प तलाशने होंगे । इस कड़ी में ऑनलाइन शिक्षा एक

अच्छा विकल्प साबित हो सकती है। जिसके लिए सूचना-संचार प्रौद्योगिकी पर आधारित नवीनतम शिक्षा पद्धति अधिक उपयोगी साबित होगी ।

देश में वर्तमान समय में संचालित शिक्षण संस्थाएं और उनमें उपस्थित भौतिक एवं माननीय संसाधन, निरन्तर बढ़ती जनसंख्या की शैक्षिक जरूरतों को पूरा करने में नाकामयाब साबित हो रहे हैं। जिन्हें शिक्षण-अधिगम की नवीनतम तकनीकी- गूगल-मीट (google meet), जूम (zoom), स्काइप (Skype), ब्लूजीन्स (Bluejeans) वेबेक्स (Webex इत्यादि प्रौद्योगिकी पर आधारित सॉफ्टवेयर उपकरणो के माध्यम से पूरा किया जाने लगा है । पिछले दो दशकों में इंटरनेट सबसे सुलभ डेटाबेस एवं जानकारी के विशाल भंडार के रूप में स्थापित हुआ है । जिससे व्यावसाय, प्रबंधन, शिक्षा, स्वास्थ्य, रोजगार एवं व्यक्तियों के बीच संवाद करने जैसी गतिविधियों के करने के तौर-तरीकों में व्यापक बदलाव देखने को मिल रहे हैं । शिक्षा के क्षेत्र में इस तरह के बदलाव आधुनिक जरूरतों के अनुरूप काफी प्रासंगिक हैं । इन्हीं बदलावो के चलते वर्तमान शिक्षा-व्यवस्था पारम्परिक कक्षा-कक्ष की दहलीज से निकलकर आधुनिक बनती जा रही है, जिससे यह पहले से और अधिक प्रभावी, सुलभ एवं उपयोगी साबित हो रही है ।

ऑनलाइन शिक्षा की अवधारणा (Concept of Online Education)

ऑनलाइन शिक्षा वह शिक्षा है जिसके अंतर्गत अधिगमकर्ता कंप्यूटर एवं मोबाइल के द्वारा इंटरनेट के माध्यम से जुड़कर शिक्षक से संवाद स्थापित कर सकता है । यह एक ऐसी डिजीटल प्रौद्योगिकी है, जिसमें विद्यार्थी एवं शिक्षक पूर्व निर्धारित समयानुसार, अपने घर पर

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रहते हुए प्रौद्योगिकी के माध्यम से जुड़कर शिक्षण-अधिगम की प्रक्रिया को पूर्ण कर सकते हैं । इस प्रकार की शिक्षण-अधिगम प्रक्रिया में उन विद्यार्थियों को भी शिक्षित किया जा सकता है, जो किसी कारणवश नियमित कक्षाओं में उपस्थित होकर शिक्षा ग्रहण नहीं कर सकते हैं। यही कारण हैं कि पिछले एक दशक से ऐसी शिक्षा व्यवस्था को सुदृढ़ करने का निरंतर प्रयास किया जा रहा है । जिसकी वजह से वर्तमान में इस प्रकार की शिक्षा प्रणाली का प्रचलन निरंतर बढ़ता जा रहा है । वर्तमान में दूरस्थ शिक्षण संस्थान के साथ-साथ परम्परागत शिक्षण संस्थान भी इस तरह की शिक्षण प्रक्रिया पर ज्यादा ध्यान देने लगे हैं । जिससे स्नातक, परास्नातक, डिप्लोमा एवं प्रमाण-पत्र कार्यक्रम इस शिक्षण प्रक्रिया का हिस्सा बनते जा रहे हैं ।

ऑनलाइन शिक्षा क्या है (What is online Education)

एक ऐसी शिक्षा व्यवस्था जिसमें फेसबुक, गूगल मीट, यूट्यूब, जूम, स्काइप, वेबेक्स इत्यादि सॉफ्टवेयर एवं हार्डवेयर तकनीकी के समन्वय से शिक्षण अधिगम की प्रक्रिया संपन्न की जाती है, ऑनलाइन शिक्षा कहलाती है । यह एक ऐसी शिक्षण प्रणाली है जो पूर्णतया इलेक्ट्रॉनिक रूप से समर्थित है । जिसमें शिक्षक एवं शिक्षार्थी का अधिगम संबंधी वार्तालाप इंटरनेट की उपलब्धता पर निर्भर करता है । इस प्रकार की शिक्षा व्यवस्था के अंतर्गत शिक्षार्थी को पारंपरिक शिक्षा व्यवस्था के दायरे से बाहर निकालकर एक ऐसा माहौल प्रदान किया जाता है जिसमें वह अपनी इच्छानुसार पढ़ने का स्थान, व समय खुद चुनने की स्वतंत्रता रखता है। ऑनलाइन माध्यम से विद्यार्थी प्रत्यक्ष रूप से शिक्षक से जुड़ने के अलावा अधिगम संबंधी ऑडियो, वीडियो, पीडीएफ व विभिन्न डिजिटल लर्निंग प्लेटफॉर्म के द्वारा अध्ययन

सामग्री प्राप्त करता है । इस प्रकार ऑनलाइन शिक्षा, परंपरागत शिक्षण की तुलना में एक समृद्धशाली मंच प्रदान करती है।

ऑनलाइन शिक्षा का अर्थ (Meaning of Online Education)

ऑनलाइन शिक्षा एक लचीली अनुदेशात्मक वितरण प्रणाली है, जो इंटरनेट के माध्यम से होने वाले किसी भी तरह के अधिगम को समाहित करती है । ऑनलाइन माध्यम से उन विद्यार्थियों को भी शिक्षा की पहुंच सुलभ होती है जो एक पारंपरिक कक्षा पाठ्यक्रम में दाखिला लेने में सक्षम नहीं है तथा वह अपनी गति, क्षमता एवं समय की सुलभता के अनुसार सीखने की इच्छा रखते हैं ।

ऑनलाइन शिक्षा, शिक्षण का एक ऐसा मंच है जिसमें इंटरनेट के माध्यम से सुदूर स्थानों पर रह रहे विद्यार्थियों को पाठ्यक्रम संबंधी सामग्री एवं प्रशिक्षण प्रदान किया जा सकता है । इस तरह के पाठ्यक्रमों में विद्यार्थी को प्रत्यक्ष एवं अप्रत्यक्ष अथवा दोनों माध्यमों से अधिगम संबंधी निर्देशन एवं अध्ययन सामग्री मुहैया कराई जाती है ।

इस प्रकार यह कहा जा सकता है कि ऑनलाइन शिक्षा, शिक्षा प्रदान करने का एक ऐसा मंच है जिसके अंतर्गत एक शिक्षक अपने विद्यार्थियों को शिक्षा मुहैया कराने के उद्देश्य से अपने रिकार्डेड व्याख्यान, वीडियो, पीडीएफ फाइल इत्यादि अध्ययन सामग्री को उपलब्ध कराता है । जिससे उन व्यक्तियों को भी पढ़ने का अवसर प्राप्त होता है जो पारिवारिक दायित्व एवं आर्थिक बदहाली के कारण किसी कार्य में संलग्न है और साथ ही पढ़ने की इच्छा रखते हैं ।

ऑनलाइन शिक्षा की परिभाषा (Definition of Online Education)-

कॉलिन्स (2002) के अनुसार ; (According to Collins) ऑनलाइन शिक्षा को व्यक्तिगत कंप्यूटर के निर्माण, प्रसार, विचारों और अन्य मानवीय कृत्यों के वैश्वीकरण तथा और अधिक लोगों तक पहुंच प्रदान करने में प्रौद्योगिकी के उपयोग के रूप में परिभाषित किया गया है। ऑडियो, वीडियो, कंप्यूटर और नेटवर्किंग तकनीकों को अक्सर एक बहुआयामी निर्देशन वितरण प्रणाली बनाने के लिए जोड़ा जाता है। दूरस्थ अधिगम निर्देशक को दूरस्थ अधिगमकर्ता से जोड़ने का मूल तरीका नेटवर्क है। दूरस्थ शिक्षा के कार्यान्वयन के लिए उपयुक्त नेटवर्क में उपग्रह, केबल मॉडेम, डिजिटल सब्सक्राइबर लाइन (डीएसएल), और वायरलेस केबल शामिल होते हैं।.

Online education is defined as the creation and proliferation of the personal computer, the globalization of ideas and other human acts, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and networking technologies are often combined to create a multifaceted instructional delivery system. The fundamental method to unite the distance learning instructor with the distance learner is the network. Networks suitable for distance learning implementations include satellite, cable modem, digital subscriber lines (DSL), and wireless cable, (Collins, 2002).

डोना जे. एबरनैथ्यु, (2020) के अनुसार (According to Donna J. Abernathy) ऑनलाइन शिक्षा, इंटरनेट-आधारित सीखने के वातावरण

का नर्माण करती है। जिसमें विभिन्न पृष्ठभूमि के उन छात्रों को एक साथ जोड़ा जा सकता है जिनका विभिन्न दृष्टिकोण होता है । इसमें एक उच्च शिक्षण संस्थान ऑनलाइन सिखाने के उद्देश्य से एक ऐसी शिक्षण प्रबंधन प्रणाली का उपयोग करता है, जो असिंक्रोनॉस (जहां छात्रों को एक साथ, एक ही समय में ऑनलाइन उपस्थित होने की आवश्यकता नहीं होती है) या सिंक्रोनस अधिगम (जहां छात्रों को एक ही समय में ऑनलाइन उपस्थित होना पड़ता है) का मंच प्रदान करता है ।

ऑनलाइन शिक्षा की उपरोक्त परिभाषाअ®ं को निम्नलिखित बिन्दुजो के माध्यम से समझा जा सकता है-

ऑनलाइन शिक्षा का तात्पर्य उन निर्देशात्मक गतिविधियों या कार्यक्रमों से है जो वर्ल्ड वाइड वेब पर आधारित हैं । इस प्रकार ऑनलाइन शिक्षा एक प्रकार की दूरस्थ शिक्षा है जिसमें विद्यार्थी शारीरिक रूप से शिक्षण संस्थान में भाग लिए बिना शिक्षक से इंटरनेट के माध्यम से जुड़कर वार्तालाप करता है ।

यह एक ऐसा सीखने का मंच है जिसमें शिक्षार्थी इलेक्ट्रॉनिक रूप से सहपाठियों से नई जानकारी व अनुभव प्राप्त करता है, जो कि पूर्णता इंटरनेट पर निर्भर करता है ।

शिक्षण-अधिगम की प्रक्रिया जिसमें शिक्षक एवं शिक्षार्थी इंटरनेट के माध्यम से एक भौतिक दूरी पर रहते हुए विभिन्न प्रकार की अधिगम संबंधी सूचनाओं का आदान प्रदान करते हैं जो एक आभासी शिक्षण सॉफ्टवेयर के माध्यम से संपन्न की जाती है ।

ऑनलाइन शिक्षा के प्रकार (Types of Online Education)-

1. कंप्यूटर मैनेज्ड लर्निंग (Computer Managed Learning)

2. कंप्यूटर एसिस्टेड इंस्ट्रक्शन (Computer Assisted

Instruction)

3. सिंक्रोनस ऑनलाइन लर्निंग (Synchronous Online Larning)

4. असिंक्रोनस ऑनलाइन लर्निंग (Asynchronous Online Learning)

5. फिक्स्ड ई-लर्निंग (Fixed E-Learning)

6. अडाप्टिव ई-लर्निंग (Adaptive E-Laerning)

7. लीनियर ई-लर्निंग (Lenear E-Learning)

8. इंटरएक्टिव ऑनलाइन लर्निंग (Interactive Online Learning)

9. इंडिविजुअल ऑनलाइन लर्निंग (Individual Online Learning)

10. काॅलेब्रेटिव ऑनलाइन लर्निंग (Colleborative Online Larning)

ऑनलाइन शिक्षा की विशेषताएं (Characteristics of Online Education)

1. यह एक सरल एवं सुव्यवस्थित शिक्षण प्रक्रिया है ।

2. यह उपयोगकर्ता को अनुकूल शिक्षण प्रदान करती है ।

3. इसमें शिक्षण प्रणाली को आसानी से बदला जा सकता है ।

4. यह समय एवं स्थान की बाध्यता को खत्म करती है ।

5. यह अधिक मितव्ययी है ।

6. इसमें शिक्षक का शिक्षार्थी तक पहुंचने का दायरा बहुत बड़ा होता है ।

7. इसमें व्यक्ति के साथ की सामाजिक दीवार को तोड़ा जा सकता है ।

8. यह समानता के अधिकार पर जोर देती है ।

9. यह विद्यार्थी तथा शिक्षण संस्थान की भौतिक दूरी को खत्म

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करती है ।

10.   इसमें परंपरागत शिक्षण की तुलना में अध्ययन सामग्री को बहुत आसानी से प्राप्त किया जा सकता है ।

11.   यह ज्ञान के व्यापक स्रोत का मार्ग प्रशस्त करती है ।

12.   इसमें विद्यार्थी में आत्म-अनुशासन का गुण विकसित होता है ।

13.   यह अधिगमकर्ता को अधिक स्वतंत्रता प्रदान करती है ।

14.   यह जनतांत्रिक मूल्यों पर आधारित है ।

15.   इसमें समय की अधिक बचत होती है ।

ऑनलाइन शिक्षा की आवश्यकता (Need of Online Education)

किसी भी देश एवं समाज के उत्थान में शिक्षा की विशेष भूमिका होती है । शिक्षा को एक ऐसे यंत्र के रूप में देखा जाता है जो एक आम मनुष्य को मनुष्यता की ओर ले जाने में सहायता करती है । शिक्षा पूर्ण करने वाले व्यक्ति से यह उम्मीद भी की जाती है कि वह बाकि कुछ बनने से पहले एक अच्छा इन्सान बने। इसके लिए एक अच्छी व गुणवत्तापूर्ण शिक्षा का होना नितांत आवश्यक है । किंतु वर्तमान समय में तेजी से बढ़ती हुई जनसंख्या और कम पड़ते संसाधनों के बीच ऐसी शिक्षा व्यवस्था का अभाव चिंता का विषय बनता जा रहा है । इस अभाव को पूरा करने के लिए शिक्षा प्रणाली में एक ऐसे व्यवस्थागत परिवर्तन की आवश्यकता है जिसमें भौतिक रूप से आधारभूत संरचना की विशेष आवश्यकता न हो । इस संकल्पना को सूचना-संचार प्रौद्योगिकी पर आधारित ऑनलाइन शिक्षा के माध्यम से पूरा किया जा सकता है । ऑनलाइन शिक्षा, शिक्षा प्रदान करने की एक ऐसी प्रणाली है जो अधिगमकर्ता को 24 घंटे, सात दिवसों में उपलब्ध होने का आश्वासन प्रदान करती है । जिसमें इंटरनेट एवं कंप्यूटर प्रौद्योगिकी की अहम

भूमिका है। साथ ही यह अधिगम का एक ऐसा मंच प्रदान करती है जिसमें छात्र किसी भी जानकारी को, किसी भी समय कहीं पर भी प्राप्त कर सकता है, जो कि अमूमन पारंपरिक कक्षाओं में प्राप्त होती है ।

ऑनलाइन शिक्षा का महत्व (Importance of Online Education)

1.   समय एवं धन की बचत होती है ।

2.   इसमें परंपरागत शिक्षण की तुलना में अधिक लचीलापन होता है ।

3.   इसमें स्थान एवं काफी हद तक समय की बाध्यता का अभाव होता है ।

4.   यह अधिक सुविधाजनक शिक्षण प्रक्रिया है ।

5.   इस तरह की शिक्षा व्यवस्था में अधिगमकर्ता के शारीरिक रूप से उपस्थित होने पर बल नहीं दिया जाता है।

6.   इसमें अध्ययन सामग्री आसानी से प्राप्त होती है ।

7.   इस तरह की शिक्षा व्यवस्था में व्यक्ति किसी कार्य या व्यवसाय में व्यस्त होने के साथ भी पड़ सकता है ।

8.   इसमें विद्यार्थी द्वारा विद्यालय आने-जाने के समय में बचत होती है ।

ऑनलाइन शिक्षा की ऐतिहासिक पृष्ठभूमि (Historical Background of Online Education)

ऑनलाइन शिक्षा का इतिहास पत्राचार शिक्षा की शुरुआत से जुड़ा है । पत्राचार शिक्षा से संबंधित सबसे पहला ज्ञात संदर्भ 20 मार्च, 1728 है, जब संयुक्त राज्य अमेरिका के कालेब फिलिप्स ;(Caleb Phillips) ने बोस्टन गजट अखबार में एक विज्ञापन दिया, जिसमें उन्होने देश के इच्छुक व्यक्तियों को शॉर्टहैंड सिखाने की पेशकश की (फिलिप्स, 1728)

। हालाँकि, कई लोगों का तर्क यह भी है कि चूंकि दोतरफा संचार का कोई रिकॉर्ड मौजूद नहीं है, इसलिए दूरस्थ शिक्षा के शुरुआत की इस तिथि को औपचारिक रूप से मान्यता नहीं दी जा सकती है । लेकिन सभी स्रोत इस बात पर एकमत हैं कि सन 1840 में, सर आइजैक पिटमैन (Sir Isaac Pitman) ने ग्रेट ब्रिटेन में पहला पत्राचार पाठ्यक्रम विकसित किया था, जिसकी शुरुआत उन्होंने पोस्टकार्ड पर शॉर्टहैंड में लिखकर टेक्स्ट को अपने विद्यार्थियों को मेल किया। पत्राचार पाठ्यक्रम में नए युग की शुरुआत तब हुई जब 1775 में अमेरिकन पोस्टल प्रणाली (American Postal System) की स्थापना की गई । जिससे दूरस्थ स्थानों पर निवास करने वाले विद्यार्थियों को डाक के माध्यम से पाठ्य-सामग्री प्राप्त होने लगी।

1858 में लंदन विश्वविद्यालय दूरस्थ शिक्षा की डिग्री प्रदान करने वाला पहला कॉलेज बन गया। सन 1873 में संयुक्त राज्य अमेरिका के मैसाचुसेट्स (Massachusetts) बोस्टन में एना एलियट टिकनोर (Ana Eliot Ticknor) द्वारा पत्राचार विद्यालय (Correspondence School) की स्थापना की गयी, जो 'द सोसाइटी टु एनकरेज स्टडी एट होम' (The Society to Encourage Study at Home) के नाम से अस्तित्व में आया जिसने विशेष रूप से महिलाओं को उच्च शिक्षा देने की पेशकश की । इसके बाद, सन 1874 में इलिनोइस वेस्लेयन कॉलेज (Illinois Wesleyan College), डिग्री कार्यक्रम शुरू करने वाला पहला शिक्षण संस्थान बना । दूसरी ओर, 1889 में पेंसिल्वेनिया के स्क्रैंटन में कोलियरी इंजीनियर स्कूल ऑफ माइन्स (Now International Correspondence Schools of Scranton, Pennsylvania) मुख्य रूप

से अप्रवासी कोयला खनिकों को लक्षित करते हुये स्थापित हुआ। जिसका मुख्य लक्ष्य तकनीकी और व्यावहारिक शिक्षा पर ध्यान केंद्रित कर राज्य में खदान निरीक्षक या फोरमैन तैयार करना था। 1892 में, शिकागो विश्वविद्यालय ;(University of Chicago) ने पत्राचार पाठ्यक्रम चलाने की पेशकश की और वह ऐसा करने वाला अमेरिका में पहला पारंपरिक शैक्षणिक संस्थान (Traditional Education Institution) बना।

बीसवीं शताब्दी के पूर्वार्ध में नई प्रौद्योगिकियों के विकास से दूरस्थ शिक्षा के क्षेत्र में काफी सुधार हुआ। परिणामस्वरूप ऑस्ट्रेलिया के क्वीन्सलैंड विश्वविद्यालय ने सन् 1911 में अपने यहां पत्राचार अध्ययन विभाग की स्थापना की, जो ऑस्ट्रेलिया की डाक प्रणाली पर भी निर्भर था। 1922 में, रेडियो प्रसारण की तकनीक, सूचना प्रसारित करने का एक व्यवहार्य साधन बन गई, जिसका प्रयोग पेंसिल्वेनिया स्टेट कॉलेज (Pennsylvania State College)ने रेडियो पर पाठ्यक्रम प्रसारित करने में किया। हालाँकि, इस विधि के साथ कठिनाई यह थी कि यह संचार के एक तरफ़ा प्रयोग के लिए ही कारगर थी जिससे कि विद्यार्थी प्रोफेसरों से सवाल पूछने अथवा अपने साथियों के साथ बातचीत करने में सक्षम नहीं थे, क्योंकि इसमें सब कुछ सीधे ही प्रसारित किया जाता था ।

दूरस्थ शिक्षा को और अधिक सुलभ बनाने में टेलीविजन की महत्वपूर्ण भूमिका रही है, जिसका आविष्कार 25 मार्च 1926 में, जॉन बेयर्ड(John Baird) द्वारा इंग्लैंड में किया गया । सन् 1934 में विश्व में सबसे पहले लोवा विश्वविद्यालय (University of Lowa) ने अपने विद्यार्थियों को घर बैठे पढ़ाने के लिए टेलीविजन का अधिगम

उपकरण के रूप में प्रयोग किया । 1953 तक, टेलीविजन प्रसारण और अधिक प्रचलन में आया जिसके परिणामस्वरूप ह्यूस्टन विश्वविद्यालय (University of Houston)ने कॉलेज कक्षाओं को टेलीविज़न के माध्यम से शुरू करने की पेशकश की ।

उस समय तक कंप्यूटर का आविष्कार न होने के कारण दूरस्थ स्थानों पर निवास करने वाले विद्यार्थियों को शिक्षा प्रदान करने के लिए टेलीविजन ही एकमात्र विकल्प हुआ करता था । सन 1960 में इलिनॉइज विश्वविद्यालय (Illinois University) ने अपने विद्यार्थियों को रेकॉर्डेड वीडियो व अध्ययन सामग्री मुहैया कराने में सर्वप्रथम इंट्रानेट प्रणाली का उपयोग किया। इसी क्रम में विस्कॉन्सिन विश्वविद्यालय (University of Wisconsin) व ने 1965 में एक फोन-आधारित प्रारूप का उपयोग करके चिकित्सकों के लिए एक राज्यव्यापी शैक्षिक कार्यक्रम शुरू किया। प्रौद्योगिकी के निरंतर विकास के क्रम में 29 अक्टूबर, 1969 में इंटरनेट के प्रथम संस्करण के रूप में अर्पानेट का प्रयोग किया गया । ARPANET पहले सामान्य-उद्देश्य वाले कंप्यूटर नेटवर्क में से एक था। 1969 में यूनाइटेड किंगडम में ओपन यूनिवर्सिटी (OU) की स्थापना ने दूरस्थ शिक्षा के दूसरे चरण में एक महत्वपूर्ण विकास को चिह्नित किया, जिसमें शिक्षण के क्षेत्र में एक मिश्रित-मीडिया दृष्टिकोण का विकास हुआ । 4 अप्रेल 1975 को बिल गेट्स एवं पॉल एलिन (Bill Gates and Paul Allen) द्वारा माइक्रोसॉफ्ट की स्थापना ने सूचना प्रधोयोगिकी के क्षेत्र में एक नए अध्याय की शुरुआत की । जिससे कंप्यूटर आधारित शिक्षा प्राप्त करने के नए अवसरों का मार्ग प्रशस्त हुआ । सन 1976 में कोस्टलाइन कम्युनिटी कॉलेज (Coastline Community College) ने विश्व के पहले बिना भौतिक

परिसर वाले आभासी परिसर (Virtual Campus) की स्थापना की । जिसके बाद कई ऐसे डिग्री पाठ्यक्रमों की शुरुआत की गई जो पूर्णतया टैलीकंप्यूटरिंग पर आधारित थे । हालाँकि इंटरनेट आधार रूप से 1969 में पहले ही स्थापित हो चुका था, लेकिन 1980 के दशक तक इस तकनीकी का योगदान दूरस्थ शिक्षा में क्रांति लाने में महत्वपूर्ण नहीं रहा। इसी दौरान रे टॉमलिंसन(Ray Tomlinson) द्वारा 1971 में सबसे पहले ई-मेल सेवा को विकसित किया गया। 1981 में ओसबोर्न द्वारा पहले पोर्टेबल कंप्यूटर को विकसित किया गया, जिसकी सहायता से ऑनलाइन एवं दूरस्थ शिक्षा की कल्पना को साकार किया जाने लगा । इसी वर्ष वेस्टर्न बिहेवियरल साइंसेज इंस्टीट्यूट के स्कूल ऑफ मैनेजमेंट एंड स्ट्रैटेजिक स्टडीज (Western Behavioral Sciences Institute's School of Management and Strategic Studies) ने एक ऑनलाइन कार्यक्रम आरंभ किया। कालांतर में तकनीकी विकास की उत्तरोत्तर वृद्धि के परिणामस्वरूप नोवा साउथईस्टर्न विश्वविद्यालय (Nova Southeastern University) ने विश्व के पहले ऑनलाइन स्नातक डिग्री प्रोग्राम को 1985 में शुरु किया ।

6 अगस्त, 1991 में टिम बर्नरस-ली (Tim Berners-Lee) द्वारा पहली वेबसाइट को लांच किया गया, जिसे इसी वर्ष के अंत तक वर्ल्ड वाइड वेब के रूप में जनता के प्रयोग के लिए खोल दिया गया । सन 1994 में कैल कैंपस (CAL Campus) ने एक ऐसे ऑनलाइन पाठ्यक्रम की शुरुआत की, जो पूर्णतया वास्तविक समय निर्देशन (Real-Time Education) एवं सहभागिता पर आधारित था । जोन्स इंटरनेशनल विश्वविद्यालय 1996 में एक ऐसा पहला मान्यता प्राप्त

विश्वविद्यालय अस्तित्व में आया जो पूरी तरह से वेब-आधारित था ।

सन 1998 में स्टैनफोर्ड विश्वविद्यालय (Stanford University in California) के शोधार्थी लैरी पेज व सर्जे ब्रिन (Larry Page and Sergey Brin) ने गूगल सर्च इंजन (Google Search Engine) को विकसित करके ऑनलाइन अधिगम के क्षेत्र में क्रांति ला दी। कंपनी ने 2004 में अपनी आरंभिक सार्वजनिक सेवाओं को शुरू किया । जिसके बाद वह तेजी से दुनिया की सबसे बड़ी मीडिया कंपनियों में से एक बन गई। गूगल ने 2002 में गूगल समाचार, 2004 में जीमेल, 2005 में गूगल मैप्स, 2008 में गूगल क्रोम लॉन्च किया। इस प्रकार गूगल सर्च इंजन के विकसित होने तथा इंटरनेट की उपलब्धता से संपूर्ण विश्व में ऑनलाइन शिक्षा के क्षेत्र में नए युग का पदार्पण हुआ। जिससे ई-लर्निंग, एम्-लर्निंग, ऑनलाइन अधिगम, ऑनलाइन शिक्षण जैसी सकल्पनाएं अस्तित्व में आयी ।

ऑनलाइन शिक्षा के विकास की कड़ी में एक नई उपलब्धि तब जुड़ी जब जिम्मी बैल्स और लैरी सेंगर ;(Jimmy Wales and Larry Sanger) द्वारा विकिपीडिया (Wikipedia) को जनवरी 2001 में आरंभ किया गया । इसी क्रम में सोशल मीडिया के नाम से विख्यात फेसबुक (Facebook) को मार्क जुकरबर्ग व अन्य साथियों (Mark Zuckerberg and Others) द्वारा 2004 में लांच किया गया और 26 सितंबर, 2006 को इसे सभी के उपयोग लिए खोल दिया गया । ऑनलाइन शिक्षा के स्रोत के रूप में फेसबुक की भी अन्य ऑनलाइन प्लेटफॉर्म के समान महत्वपूर्ण भूमिका रही है जो आज भी निरंतर जारी है । इसी क्रम में कनाडा के प्रिंस एडवर्ड आइलैंड विश्वविद्यालय

(University of Prince Edward Island in Canad) के डेव कॉर्मियर ने 2008 में MOOC ;मैसिव ओपन ऑनलाइन कोर्सेज शब्द को गढ़ा । जिसके कालांतर में विकसित होने के बाद वृहद स्तर पर विभिन्न क्षेत्रों से सम्बंधित ऑनलाइन पाठ्यक्रम संचालित हुये । वर्तमान समय में भी मैसिव ओपन ऑनलाइन कोर्सेज के माध्यम से बहुत बड़े स्तर पर कोर्सेज संचालित किये जा रहे हैं ।

ऑनलाइन शिक्षण में हार्डवेयर उपकरणों के रूप में कंप्यूटर, लैपटॉप, मोबाइल इत्यादि का प्रयोग विभिन्न मीटिंग एप के माध्यम से किया जाता है । जिसमें यूट्यूब (Youtube) की भी शैक्षिक उपकरण के रूप में प्रमुख भूमिका है। वर्तमान समय में यूट्यूब कई विश्वविद्यालय में शैक्षिक चैनल्स ;(Educational Channels) के रूप में प्रयोग किया जाने लगा है । जिसमें कई शिक्षण संस्थान यूट्यूब का प्रयोग अधिकारिक रूप से संगोष्ठी, सम्मेलन एवं सिंपोजियम के आयोजन में कर रहे हैं । इस महत्वपूर्ण सॉफ्टवेयर को स्टीव चेन, चाड हर्ले और जावेद करीम (Steve Chen, Chad Hurley, and Jawed Karim) ने 15 दिसंबर 2005 को लांच किया । वर्ष 2009 में लिबर्टी विश्वविद्यालय (Liverty University) ने इसे सर्वप्रथम ऑनलाइन डिग्री प्रोग्राम के संचालन हेतु प्रयोग किया। इसी कड़ी को आगे बढ़ाते हुए वर्ष 2012 में एक लाभकारी संस्था उदासिटी (Udacity) ने बड़े पैमाने पर मैसिव ओपन ऑनलाइन कोर्सेज (MOOC) की शुरुआत की ।

फ़लस्वरूप वर्तमान समय में विश्व के लगभग सभी देशों में किसी न किसी रूप में ऑनलाइन माध्यम से शिक्षण प्रारंभ हुआ जो निरंतर जारी है। हालांकि कोविड-19 महामारी के बाद ऑनलाइन शिक्षा

में वैश्विक स्तर पर व्यापक बदलाव देखने को मिले हैं । जिससे अधिकांश शिक्षण संस्थान मजबूरी में ही सही, ऑनलाइन शिक्षण अधिगम-प्रक्रिया का हिस्सा बन गये हैं ।

ऑनलाइन शिक्षा में प्रयोग होने वाले कुछ वेब एवं वीडियो कॉन्फ्रेंसिंग आधारित सॉफ्टवेयर-

1. ज़ूम (Zoom)

2. ब्लूजींस (Blue)

3. उबरकांफ्रेंस (Uberconference)

4. सिस्को वेबैक्स मीटिंगस (Cisco Webex Meetings)

5. जॉइन मी (join.me)

6. गोटूमीटिंग (GoToMeeting)

7. स्काइप(Skype)

8. एडॉब कनेक्ट (Adobe Connect)

9. माइक्रोसॉफ्ट टीम्स ;(Microsoft Teams)

10. गूगल मीट (Google Meet)

ऑनलाइन शिक्षा के लाभ (Advantages of Online Education)

समय एवं स्थान में लचीलापन (Flaxibility in Time and Place)

इस तरह की शिक्षा व्यवस्था में एक शिक्षक पढ़ाने के लिए अपनी सुविधानुसार किसी भी समय को चुन सकता है । साथ ही वह अपने विद्यार्थियों की सहूलियत के अनुसार समय का चयन कर सकता । इस तरह का शिक्षण विशेष रूप से उन कामकाजी पेशेवरों व ग्रहणियों के लिए वरदान साबित होता है जो परम्परागत शिक्षण व्यवस्था में शामिल होकर अपनी पढ़ाई पूरा नहीं कर सकती हैं । परंपरागत शिक्षण

जिसमें एक निश्चित समय एवं स्थान पर रोजाना जाने की बाध्यता होती है ठीक उसके विपरीत ऑनलाइन शिक्षण में ऐसी बाध्यता का अभाव होता है । इस तरह के शिक्षण में शिक्षक एवं विद्यार्थी चाहे वह कहीं भी रहते हो अर्थात विभिन्न स्थानों पर रहते हुए ऑनलाइन माध्यम से शिक्षा प्राप्त कर सकते है ।

सुविधाजनक (Comfortable)

ऑनलाइन शिक्षण व्यवस्था में विद्यार्थी को कक्षा में शारीरिक रूप से उपस्थित होने की आवश्यकता नहीं होती है और न ही किसी भी प्रकार की यात्रा करने की आवश्यकता होती है । इसमें एक विद्यार्थी अपने घर में बैठकर भी शिक्षा ग्रहण कर सकता है ।

कक्षा में अधिक उपस्थिति के अवसर (More opportunities to attend class)

ऑनलाइन शिक्षण परंपरागत शिक्षण की तुलना में समय व स्थान की बाध्यता को समाप्त करते हुये आभासी शिक्षण-कक्ष में उपस्थित होने के अधिक अवसर उपलब्ध कराता है । जिससे विद्यार्थी को परंपरागत शिक्षण की तुलना में सीखने के अनेक अवसर उपलब्ध होते हैं । इस तरह की व्यवस्था में शिक्षकों को भी पढ़ाने के अपेक्षाकृत अधिक अवसर प्राप्त होते हैं।

बेहतर संगठन (Better Organzation)

इस प्रकार के शिक्षण में आभासी शिक्षण-कक्ष होने के कारण बैठने की समस्या का सामना नहीं करना पड़ता है । सामान्यता देखा जाता है कि पारंपरिक शिक्षा व्यवस्था में कक्षा-कक्ष, फर्नीचर, बिजली, पानी, शौचालय इत्यादि की मूलभूत सुविधाओं के आभाव के कारण कक्षा-कक्ष प्रबंधन की समस्या उत्पन्न होती है । इसके अलावा

यातायात की समस्या के कारण कई बार विद्यार्थी निश्चित समय पर नहीं पहुँच पाते हैं। जिससे अनुशासन भंग होता हैं। और कक्षा भी छूट जाती है । जिससे कक्षा-कक्ष के बेहतर प्रबंधन में समस्या का सामना करना पड़ता है।

विविध शिक्षण अनुभव (Diverse Teaching Experience)

ऑनलाइन माध्यम से एक शिक्षक विभिन्न पृष्ठभूमि एवं संस्कृतियों के विद्यार्थियों से एक साथ जुड़ने का अवसर प्राप्त करता है । इस प्रकार एक शिक्षक ऑनलाइन माध्यम से क्षेत्रीय स्तर से लेकर, राष्ट्रीय एवं अंतरराष्ट्रीय स्तर तक के अनुभवों को प्राप्त कर विद्यार्थियों के साथ ज्ञान को साझा कर सकता है । जिससे उसको विविध शिक्षण अनुभव प्राप्त होते हैं ।

अध्ययन सामग्री के आदान-प्रदान में आसान (Easy in Exchange of Study Material)

स्पष्ट रूप से कहा जा सकता है कि ऑनलाइन माध्यम से अध्ययन सामग्री, व जानकारियों को आसानी से प्राप्त किया जा सकता है तथा भेजा भी जा सकता है । इस प्रकार की शिक्षा प्रणाली में शिक्षक विद्यार्थियों को अध्ययन सामग्री विभिन्न डिजिटल माध्यमों जैसे, डिजिटल पुस्तकालयों, खोज इंजन व डिजिटल संसाधन केन्द्रों से इकट्ठा कर विभिन्न सोशल मीडिया प्लेटफामरस के माध्यम साझा करता है ।

शिक्षक के साथ अंतःक्रिया की अधिक संभावना (More possibility to interact with the teacher)

ऑनलाइन कक्षा में विद्यार्थी और शिक्षक के बीच अंतःक्रिया की अधिक संभावना होती है । इस प्रकार की कक्षा में जो विद्यार्थी पारंपरिक

कक्षाओं की चर्चाओं में शर्मीले स्वभाव के कारण भाग लेने से कतराते हैं वह स्पष्ट रूप से सक्रिरय भाग लेते हैं, जिससे कि विधार्थी के सीखने की दर एवं आत्मविश्वास में वृद्धि होती है । साथ ही शिक्षक के द्वारा विद्यार्थी के बारे में बेहतर समझ रखने में भी मदद मिलती है ।

अन्य लाभ (Other Benifits)

ऑनलाइन शिक्षा में प्रौद्योगिकी एवं ऑनलाइन उपकरणों की मदद से शिक्षण के नवीनतम तरीकों से सीखने का अवसर प्राप्त होता है । यह बहुत बड़े भौगोलिक भूभाग पर निवास करने वाले विद्यार्थियों, व्यक्तियों व विशेषज्ञों से जुड़ने का एक मंच प्रदान करती है । इसमें रिकॉर्डेड वीडियो, ऑडियो व अन्य लिखित सामग्री को प्राप्त करने, अपनी गति, क्षमता व समयानुसार अध्ययन सामग्री को पढ़ने व सुनने के अधिक अवसर उपलब्ध होते हैं ।

ऑनलाइन शिक्षा से हानियां (Disadvantages of Online Education)

1. अधिक देर तक स्क्रीन पर समय बिताने से विद्यार्थियों में स्वास्थ्य संबंधी समस्याएं उत्पन्न होती हैं ।

2. मोबाइल अथवा कंप्यूटर तकनीकी के ज्ञान के अभाव के कारण कई विद्यार्थी ऑनलाइन कक्षा का सही से लाभ नहीं उठा पाते ।

3. शिक्षक एवं विद्यार्थी के बीच कभी भी संपर्क टूटने की सम्भावना रहती है ।

4. नेटवर्क की समस्या के कारण आवाज स्पष्ट न आने से प्रकरण को सही से न समझ पाने की समस्या ।

5. परंपरागत कक्षा-कक्ष के समान ऑनलाइन कक्षा में चर्चाएं पाना का न हो पाना ।

6. सहपाठियों के साथ स्वभाविक रूप से अंतःक्रिया न कर पाना ।

7. विद्यार्थियों में समाजीकरण की प्रक्रिया का ना हो पाना ।

8. विद्यार्थियों पर पूर्ण नियंत्रण न रख पाना अर्थात अनुशासन की समस्या का होना ।

9. सामाजिक लगाव की भावना का विकास न हो पाना ।

10. ऑनलाइन परीक्षा के दौरान नकल जैसी प्रवृत्ति को न रोक पाना ।

11. विद्यार्थियों से पारंपरिक कक्षा के समान पृष्ठ-पोषण न मिल पाना ।

12. प्रयोगात्मक कार्य को नजरअंदाज कर सैद्धांतिक पढ़ाई पर अधिक बल देना ।

ऑनलाइन शिक्षा में बाधाएं (Barriers in Online Education)-

निर्वाध इंटरनेट कनेक्टिविटी का अभाव (Lack of uninterrupted internet connectivity)

वर्तमान समय में भारत सरकार के निरंतर प्रयास के बावजूद ऑनलाइन शिक्षण के लिए आवश्यक निर्वाध इंटरनेट सुविधा उपलब्ध नहीं है। जिसके कारण ऑनलाइन शिक्षण में अक्सर गतिरोध उत्पन्न होता रहता है, जिससे शिक्षक एवं छात्रों के बीच बिना रूकाबट शिक्षण कार्य सम्पन्न नहीं हो पाता।

मोबाइल एवं लैपटॉप उपलब्धता की समस्या ;(Problem of Mobile and Leptop Abailability)

21 अगस्त 2020 के अमर उजाला अखबार में प्रकाशित रिपोर्ट के अनुसार देश में ऑनलाइन शिक्षण हेतु 27% विद्यार्थियों के पास मोबाइल, लैपटॉप अथवा कंप्यूटर की सुविधा उपलब्ध नहीं है । जिससे वह ऑनलाइन शिक्षण व्यवस्था का लाभ नहीं उठा पाते ।

गरीबी एवं बेरोजगारी की समस्या (Problem of Poverty and Unemploymet)

देश में आज भी गरीबी एवं बेरोजगारी के कारण ग्रामीण इलाकों में निवास करने वाली बहुत बड़ी आबादी आजीविका कमाने के लिए बड़े-बड़े शहरों में पलायन करती है । जहां उस आबादी का एक बहुत बड़ा हिस्सा अपने परिवार सहित छोटे-छोटे किराए के कमरों में रह कर गुजर-बसर करता है । उनमें से कई ऐसे भी परिवार होते हैं जो एक ही कमरे में कई बच्चों सहित रहते हैं । ऐसी स्थिति में अगर कोई बालक ऑनलाइन शिक्षा ग्रहण करता है तो वह पारिवारिक सदस्यों के शोरगुल के कारण व शान्त जगह के अभाव से ऑनलाइन माध्यम से जुड़कर शिक्षा ग्रहण नहीं कर सकता । इसलिए इस प्रकार के बच्चों के लिए परंपरागत शिक्षण व्यवस्था अथवा विद्यालय उचित माध्यम साबित हो सकते हैं

मोबाइल डाटा की समस्या (Problem of Mobile Data)

ऑनलाइन शिक्षण जहां एक तरफ अधिक लचीला, सुविधाजनक एवं सुलभ साधन है, वहीं दूसरी तरफ परंपरागत शिक्षण की तुलना में अधिक खर्चीला है । ऑनलाइन शिक्षण के लिये मुख्य रूप से दो प्रकार के न्यूनतम साधन की आवश्यकता होती है, पहला मोबाइल फोन, दूसरा मोबाइल डाटा । कई विद्यार्थी मोबाइल फोन तो खरीद लेते हैं परन्तु प्रत्येक महीने मोबाइल डाटा रिचार्ज कराने में असमर्थ होते हैं जिससे कि वह ऑनलाइन कक्षाओं से निरंतर जुड़े रहने में समस्या का सामना करते हैं ।

प्रयोगात्मक एवं क्रिया आधारित विषयों को पढ़ने की समस्या (The problem of reading, practical and activity based subjects)

ऑनलाइन शिक्षण के माध्यम से गणित, रसायन विज्ञान, भौतिक विज्ञान, वनस्पति विज्ञान, जंतु विज्ञान जैसे प्रयोगात्मक विषयों को पढ़ाना संभव नहीं है । क्योंकि इस तरह के विषयों में सैद्धांतिक पढ़ाई के साथ-साथ प्रयोगात्मक कार्य किये जाते हैं जिन्हें ऑनलाइन माध्यम से किया जाना सम्भव नहीं है ।

ग्रामीण एवं दूरस्थ क्षेत्रों में विद्युत आपूर्ति एवं पहुंच की समस्या (Problems of power supply and access in rural and remote areas)

ग्रामीण अंचलों में विद्युत आपूर्ति एवं पहुंच के अभाव के कारण बहुत सारे विद्यार्थियों को मोबाइल व लैपटॉप चार्ज करने की समस्या का सामना करना पड़ता है । जिसके कारण वह ऑनलाइन कक्षाओं में शामिल नहीं हो पाते हैं जिससे उनकी पढ़ाई प्रभावित होती है।

ऑनलाइन शिक्षा में चुनौतियां (Challenges in Online Education)

1. अपर्याप्त डिजिटल बुनियादी ढांचा ।
2. सीमित सामाजिक संपर्क ।
3. अध्ययन सामग्री का अंग्रेजी माध्यम में उपलब्ध होना ।
4. सभी विद्यार्थियों के पास मोबाइल व लैपटॉप उपलब्ध न होना ।
5. सभी विद्यार्थियों के पास तकनीकी ज्ञान का अभाव होना ।
6. समय प्रबंधन की समस्या का होना ।
7. विद्यार्थी द्वारा कभी भी कक्षा छोड़कर चले जाना ।
8. विद्यार्थी की कक्षा में सक्रिय सहभागिता का आमने-सामने से

मूल्यांकन न कर पाना ।

9.   इंटरनेट की निर्वाध गति न होने से विद्यार्थियों का चेहरा स्पष्ट ना दिखना।

10.   इंटरनेट की अच्छी गति न होने के कारण शिक्षक व विद्यार्थी का कभी भी संपर्क टूट जाना ।

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Impact of National Education Policy (NEP) 2020 on Higher Education: An Analysis

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Abstract

According to the changing time and demand of the society, the national system of education has to be changed and modified so that our new generations can cope up with this changing world of knowledge. Therefore, to make our education system more comprehensive and futuristic, the Union Cabinet of India had approved the National Education Policy 2020 (NEP 2020) on July 29, 2020.The NEP 2020 focuses to build the new education system of India with lots of hope, aspirations and innovations. It is perfectly designed to satisfy the 21st century's demands by covering elementary to higher education with special focus on the vocational training of the children too. Here, in the present chapter, focus has been made on the impact of NEP 2020 on higher education. The present chapter will specifically highlight the salient features of the changes and modifications proposed by NEP 2020 in higher education.

Key words: New Education Policy, New Education system, Higher Education.

Introduction

The development of any democratic country like India mostly depends on its contemporary philosophy of Education. The rapidly changing time and demand of society impact our education system too. As a result, the national system of education has to be changed and modified so that our new generations can cope up with this changing world of knowledge. Therefore, to make our education system more comprehensive and futuristic, the Union Cabinet of India had approved the National Education Policy 2020 (NEP 2020) on July 29, 2020 after 34 years of gap. This is the third National Education Policy promulgated by Govt. of India after Independence. The first National Policy on Education (NPE) was formulated by the Govt. of India in 1968, the second was in 1986 which was modified in the year of 1992. The draft of the National Policy on Education (2020) was prepared by a panel headed by Dr. KrishnaswamyKasturirangan, former chief, Indian Space Research Organization (ISRO) in 2019. The draft new Education Policy had 484 pages which was finally released in 2020 after a number of public consultations.

The NEP 2020 focuses to build the new education system of India with lots of hope, aspirations and innovations. It is perfectly designed to satisfy the 21st century's demands by covering elementary to higher education with special focus on the vocational training of the children. The main objective of NEP 2020 is to transform our nation into an equitable and vibrant knowledge society. It aims at having a high quality education system by 2030 with access to t all learners

irrespective of any circumstances of birth or background. Previously the National policy on Education 1986 focused on access and equity of education but the new National Education Policy 2020 has given more focus on quality education following some important principles like flexibility and productivity, creativity and critical thinking, multidisciplinary and holistic education, full equity and inclusion, human and constitutional values, extensive use of technology etc. The vision of the policy is " to instill among the learners a deep rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human right, sustainable development and living and global wellbeing, thereby reflecting a truly global citizen."

In NEP 2020, although there are many changes in both school education and the higher education system, here, in the present chapter, discussion will be made on the impact of the new education system on higher education only.

Higher Education of India

Higher education in India has an ancient tradition. The ancient universities , Nalanda, Vikramshila etc. had the highest standard of multidisciplinary education system which attracted the students from different parts of India and abroad. The present higher education system in India was actually introduced by the British in the year 1857 by establishing the universities of Calcutta, Bombay and Madras. After independence, to make the higher education system of India more extensive and easily accessible, several commissions and committees were appointed. Radhakrishnan Commission

(1948) emphasized on setting up the University Grants Commission (UGC) as an autonomous body for financial advice and development of the universities. Apart from this, Radhakrishnan Commission also focused on women education, standard of teaching, post graduate teaching and research etc. The Kothari Commission (1964-66) also emphasized on the establishment of new universities, organization of post-graduate courses and improvement of the highest possible standard in training and research at this level. Thus, the recommendations of these commissions and committees finally translated into the National Policy on Education (1968).After that the National Policy on Education 1986 was formulated which was also revised in the year of 1992. The National Policy on Education (1986) can be considered as a significant landmark in the Indian Higher Education system. The National Policy on Education (1986) recommended to make higher education system more dynamic in nature by ensuring the expansion of higher educational institutions and improving the quality of teaching and research.

Although many important objectives were formulated by NPE 1986, the fact is that all the objectives of NPE 1986 have not been fulfilled till date. We are still facing some multifaceted and highly complex problems such as hard separation in higher education system, less emphasis on the cognitive development of learners, hard separation of streams and subjects, less autonomy of institutions, limited numbers of teachers, less number of higher education institutions teaching in local languages, minimum access of higher education in socio-economically disadvantaged areas, lesser emphasis on the quality of research, ineffective regulatory system, etc.

Therefore to overcome these problems the new National Education Policy 2020 gives emphasis on re-energizing and restructuring higher education which will contribute towards the development of the nation in a sustainable way. The new education system aims at producing good, thoughtful, creative, and well-rounded individuals. The new system of higher education in India will play an important role in developing scientific temper, intellectual curiosity, ethical and constitutional values, creativity, problem solving ability and service spirit in every student so that they can make themselves competent with 21st century skills for a better life.

Salient Features of NEP 2020 in Higher Education

Higher education plays an important role in the development of a nation in true sense. Quality higher education must encourage productivity, innovativeness, flexibility and progressive development of the learners. Therefore, the National Education Policy (NEP 2020) proposes some key changes in the current higher education system.The salient features of NEP 2020 in higher education have been pointed out as follows:

1.   Multidisciplinary and Holistic Education. No hard separation between arts and science and commerce, between curricular and co-curricular activities and between academic and vocational subjects.

2.   Increasing the investment on education from around 4% to 6% of GDP

3.   Increasing the gross enrolment ratio in higher education from 26.3% (2018) to 50% by 2035.

4.   The undergraduate degree programme will be available for 3 to 4 years duration.

5.   Multiple entry and exit options in undergraduate programme.

6.   The undergraduate degree programme will be credit based.

7.   Discontinuation of M.Phil degree.

8.   The universities will provide 1-year or 2-years master degree to the students depending upon the duration of undergraduate degree.

9.   The Human Resource Development Ministry has been renamed as the Ministry of Education.

10.   All sectors of higher education will come under a single regulatory system excluding medical and legal education which will be called as the Higher Education Commission of India (HECI).

11.   Autonomy of faculty and higher education institutions (HEI) will be promoted.

12.   International exchange of higher education will be promoted. Vocational education will be integrated with 4 -year multidisciplinary bachelor degree.

13.   Establishment of National Research Foundation (NRF) for promoting quality research in higher education.

14.   Providing the 4-year integrated B.Ed degree by multidisciplinary higher education institutions by 2030 for quality development of teacher education programmes.

15.   Digital learning and learning through Open and Distance mode will be encouraged as much as possible to increase access to quality higher education.

Analysis on the impact of NEP 2020 on higher education:

It is highly expected that the NEP 2020 will have a glittering impact on our education system. But some practical difficulties have also been seen in some proposals given by NEP 2020. So, both the positive and negative impacts of new education system on higher education are discussed as follows:

1.   The NEP 2020 recommends to have multidisciplinary universities in all over the country in which all students according to their own interest and convenience can pursue their higher education.This type of curriculum will help the students to be all-rounded across disciplines as they can select interdisciplinary combinations of subject from science, humanities, commerce, sports etc. in one course of study. One of the most positive impacts of multidisciplinary curriculum will be flexibility and freedom of choice in the education system. The standalone higher education institutions and professional education institutions like IIts. IIMs etc. will also offer multidisciplinary subjects. For example, even an engineering college student will have the option to choose subjects from arts, commerce etc. according to his/her interest. The concept of multidisciplinary approach of learning is already available in foreign countries like USA, Uk etc. So, it is a very good sign that in India also HEI will offer multidisciplinary and holistic education to students in a broad-based manner. If this vision of NEP 2020 can successfully be implemented in our higher education system then it will ensure physical, intellectual, aesthetic, emotional, social and moral development in the individuals in an integrated manner.

2.   The single regulatory system proposed by NEP 2020 will have a positive impact on higher education. Because a single regulatory system will help in ensuring transparency and

uniformity in the higher education system. The single regulatory system i.e. HECI will look after the four important functions which are regulation, funding and financing, accreditation and academic standard setting for learning outcome in higher education.

3. The revolutionary changes made in the structure of undergraduate and postgraduate degree will also have a very innovative and significant Impact on students. As the undergraduate course will provide education for 3 years as well as for 4 years duration with multiple entry and exit options, it will foster the maximum flexibility in higher education. As per the recommendation of NEP 2020 if a student exits his course at any point, he will get the facility of re-entry and can start his education where he left off. He will not be required to start his education from the 1st year of undergraduate programme. Along with this facility students will also get an appropriate certificate for every year. This is the greatest change in the educational history of India. If it is properly implemented, the students who drop out of their education mid-way for different reasons will get the opportunity to continue their study again. Here, it may be a drawback that the certification facility may encourage the students to discontinue their study in mid-way as they will get the certificate or diploma for this duration easily.

4. One of the most significant impacts of NEP 2020 on higher education is the introduction of an Academic Bank of Credit (ABC) which will digitally store the academic credit earned from various recognized higher education institutions. Whenever the student will re-enter in degree where he left off, the credits earned by the student so far will be accounted for his continuity.

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Thus, on the basis of the credits earned, degrees will be awarded. It is very positive suggestion that our new education system will be going to have a very flexible and smart system like other foreign countries

5.   The new education policy suggests to invest on education from around 4% to 6% of GDP for which the center and state will work together to increase the public investment in the education sector. It is really a very good proposal of the NEP 2020 to invest more in the most important sector of human development i.e. education. But most of the commissions and committees including Kothari Commission set the target of 6% of expenditure in education. But till now our country spent less than 3% of its total GDP which is very less in comparison to other foreign countries like US, UK, Kenya, Bhutan etc. So, it is a very big question whether the government can fulfil the target or not.

6.   Another important suggestion of NEP 2020 is that the National Testing Agency (NTA) will serve as a testing agency to conduct common entrance examinations for undergraduate degree and fellowship in higher education institutions. It will ensure uniformity in quality of evaluation as well as it will reduce the burden of colleges, universities and students also. But the difficulty is that judging a student's calibre on the basis of a common entrance test may serve as a barrier in the way of getting higher education for some students. It may not be a much more different and innovative approach for the students who are not good in studies but have some special interest in other fields.

7.   Establishment of National Research Foundation (NRF) for promoting quality research in higher education will have a positive impact on the research environment of the country.A vibrant research environment in every higher education institution will ensure quality research in every sector of human life.

8.   The new education system suggests a historic change in education i.e. Internationalization of higher education. Top 100 universities in the world will be permitted to set up their campuses in India, likewise, high performing Indian universities will be facilitated to set up their campuses in other countries in the world. It will help in making India as a global study destination which will promote a world- class education at home at a lesser cost. Apart from this, it will also reduce the problem of brain-drain to other countries. International exchange of higher education will also promote international understanding and sense of global citizenship among the students.

9.   Digital learning and learning through Open and Distance mode will be encouraged as much as possible to increase access to quality higher education. It is a very practical suggestion of NEP 2020 in present pandemic situation. NEP 2020 suggests to make ODL programme equivalent to the highest quality in-class programme available.

10.   The success of the whole education system depends on the competent teachers. So, the 4-years integrated B.Ed for teachers by multidisciplinary HEIs by 2030 will be a significant change proposed by NPE 2020. The 4-years integrated B.Ed will be offered in collaboration with other departments such as psychology, philosophy, sociology, art, music etc. Although it is a good proposal for new education system, without proper regulation, monitoring, infrastructure and a detailed syllabus it will be difficult to implement the programme practically.

Conclusion

        The new education system suggested by NEP 2020 is a very need-based system in the present day context. The suggestions given by the policy in every sector of education is very progressive and well-rounded. The NEP 2020 gives

emphasis on creating professionals in every field ranging from agriculture to artificial intelligence. In this era of digitalization, education should prepare every student as a vocationally skilled, emotionally and socially stable, intellectually vibrant and creative, mentally sound, ethically and aesthetically strong, scientifically curious individual. The multidisciplinary education system suggested by the NEP 2020 aims to prepare every individual well-rounded. The new education system suggests changes and modifications in almost all the aspects of education keeping in view our rich cultural heritage as well as 21st century skills,thereby aiming to restore the role of our nation as a 'Viswa Guru'. The changes proposed for restructuring and re-energizing the higher education system including vocational education and teacher education too are very much significant for productive development of the country. The vision of new education system for higher education indicates a lot of possibilities to come in the near future.

In order to implement all the suggestions practically, proper infrastructure facility, qualified and trained teachers are the prerequisite of the system. For the digitalization of the education system, it is also to be kept in mind that till now there is no electricity facility in many remote corners of our country. Therefore, at first the digital infrastructure of the country must be developed and other policy initiatives of government like Digital India, Skill India etc. should smoothly be integrated with the new education system. Apart from this, proper monitoring and supervising in every field in education is also necessary. Because without proper monitoring and supervising the policy initiatives cannot properly be implemented at the grass root level. With the structural change of higher education it is also an urgent need of changing the syllabus for every subject according to the present

need. There are some drawbacks in the policy which should be taken care of before implementation. No doubt it will take some time to implement the policy in a proper way in every corner of the country. But the cooperation and collaboration of every citizen of the country can transform it into a real success.

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National Education Policy 2020

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Abstract

A huge change in the education system in India is recommended in the new education policy, 2020 after thirty four years. Change is recommended at pre-primary to higher education level both at contents like number of languages at school level, different stages of school teaching 5+3+3+4, evaluation system, and teacher's recruitment. In higher education apex bodies' names also change like Higher Education Commission of India (HECI); under HECI there shall be National Higher Education Council, National Accreditation Council, Higher Education Grant Council and General Education Council. Beside these foreign colleges and universities are also invited to open campus in India. But all these recommendations will be effective only by development of infrastructure, work culture and to some extent it should be modified on the basis of reality.

Keywords: GDP, HECI, Digital Education, TET, NTA, NPE.

Introduction

In 1937, to support Gandiji's views primary education was treated as basic education, the primary objective was to expand personal and social traits of the children by different activities. The objective of the directive principle number 45 of the Indian Constitution is to spread of education among children upto fourteen years of age and for which education became compulsory upto ten years from the date of implementation of this principle and it should be free of cost. In 1948 for higher education reform, University Education Commission or Radhakrishnan commission was formed. In 1952, Secondary Education Commission or Mudalia commission was formed to spread technical and professional education for the needs of economic development of the country. For human resource development and to develop liaison between theoretical education and industrial needs, Kothari commission was formed in 1968 and the commission had drafted first national education policy. Kothari commission recommendation objective was to remove regional disparity for spread of education. Kothari commission recommended school education system, emphasis on women's education, development of backward communities. In 1976 by amendment of Indian Constitution, in article 42 educations was listed as a common matter of both central and State. In 1986 second national education policy was implemented for spread of literacy among people. In 1988 Sakhyarata

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abhijan was started. In 2000 Sarbasiksha abhijan was started.

Review of Literature
Few literatures related to the article were studied as follows

In 1968, based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.

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In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.

To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an

option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2009

Objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014.

Saakshar Bharat is a government of India initiative launched by Prime Minister, Dr. Manmohan Singh to create a literate society through a variety of teaching learning programmes for non-literate and neo-literate of 15 years and above. It was launched on 8 September 2009 as a centrally sponsored scheme. It aims to recast India's National Literacy Mission to focus on literacy of women, which is expected to increase the literate population by 70 million adults, including 60 million women.

Objectives of the Study

Critically examine the new education policy, 2020 in relation to socio-economic environment of India

National Education Poplicy, 2020

National Education Poplicy,2020 was recommended by Kasturi Ranjan Committee and placed at Parliament on 29.7.2020.

1. Name of the Centre for human resource development is changed to Education Ministry

2.   At present 1.7% of GDP is spent on educational development, but in new education policy it is proposed to raise to 6% of GDP

3.   Existing national education policy right to education 6 to 14 years is change to 3 to 18 years; in new policy spread of women education is given more emphasis. New administrative body of education is named as ' Rastriya Siksha Ayog', whose head is prime minister.

4.   One hundred best foreign college and universities are to be given to open their campus in India.

5.   Digital education is given more emphasis and for which National Educational technology forum should be constructed. E course should begin with eight regional languages and initially online teaching may be started.

6.   School education into 5+3+3+4 format. First Foundation stage or pre-primary stage for 3 to 6 years age of children; then primary (class one and two) upto 8 years age; between age 9 to 11 years preparatory stage (class three, four and five); between age 12 to 14 years i.e. middle stage (class 6, 7 and 8); then secondary stage between age 15 to 18 years for class ix,x, xi and xii.

7.   There will be no arts, science and commerce stream, any candidate may take any combination like a student may take Chemistry with Geography if he/she likes.

8.   School education upto class 3 will be compulsory.

9.   From class IX to class XII there will be eight semesters. Board examination will be held on both objective

and subjective type questions. Evaluation should be held by self, class mates and teachers.

10.   To build up knowledge of the students, their characters and overall development, school education should be done in mother tounge.

11.   Sanskrit subject should be given more importance at the school level education.

12.   For old age education, group of men should be trained.

13.   For higher education, the apex bnody will be Higher Education Commission of India (HECI); under HECI there shall be National Higher Education Council, National Accredition Council, Higher Education Grant Council and General Education Council.

14.   As per new education policy, 2020 to spread school education (primary, Madhyamik and Higher Secondary) proper infrastructure like laboratory, play ground etc to be developed.

15.   There shall be four languages at school level education like mother or regional, national level i.e. Hindi, international level i.e. English and a new language Sanskrit introduce in this policy.

16.   For teaching faculty recruitment of pre-primary to class xii, beside TET or NTA qualification demonstration of teaching should be given.

17.   From class VI, different scholarship systems are to be introduced.

Critical Analysis of New Education Policy, 2020

1.   By introducing Sanskrit language at school level additional burden is given to the students and they will be confused with four languages.

2.   There will be no specialized knowledge development among students if a student take arts subjects along with science subjects and vice versa. In reality it will be difficult for the schools to run class xi and xii with proper routine. Moreover for higher education in which subject he or she will be given honours. Just for entertainment one student can take other stream subjects as additional subject.

3.   On the one hand the new policy give emphasis on spread of Sanskrit subject and on the other hand stress is given on spread of technical and professional education , it is like mixing of oil with water.

4.   New policy has given emphasis on spread of education, but in policy formulation states opinion is overlooked though education is the common part of both central and state as per article 42 of the Indian Constitution. It is true without states co-operation education can not be decentralized.

5.   Education is the preliminary matter for any nations development, if it is privatized by allowing foreign institutions then two classes in the society is to be formed one is elite class having sufficient money to take foreign

degree and another poor class having only Indian Institution degrees.

6.   Online teaching, Video conference teaching are given importance, but major students in India particularly rural India have no smart phone or internet facilities due to poor economic condition.

7.   Teachers are given other than teaching activities like upload students name in siksha portal, check mid-day meal properly and menu-wise cooked or not, submit mid-day meal accounts.

8.   Through Rastriya Siksha Ayog, education is more centralized and states opportunities to say are reduced.

9.   It is mentioned that to develop school education infrastructure of the school like laboratory, play ground etc. to be developed; but in most of the schools located at megacities have no space for play ground or extension of building for laboratories.

10.   Education is the bridge by which Guru flows his or her knowledge among students, but in absence of direct face to face teaching, via online full knowledge of the students can not grow.

11.   Students should evaluate himself/herself, does this evaluation will be effective? Because if student knows or not knows entire thing of the quarries; he/she will give him/her full marks in support of his/her answer. Marks is the only criteria of intelligence and for getting jobs in future.

12.   At school level there will be four languages, one of which is regional language; now question arises that those student are moving from one state to another state due to transferable job of parents, how much regional languages they will learn? Is it not one kind of harassment to the students?

13.   Does the fee structure of all institutions will be same in India or different fees for different institutions like one fees for Indian institutions and another for foreign institutions.

Conclusion

All these recommendations will be effective only by development of infrastructure, work culture and to some extent it should be modified on the basis of reality. For enrollment of 100% students at school level, it will be better if Government take responsibilities of the children's education after the age 3 years. Govt. may told the guardians those who do not send their child in school will not get any facilities of the government like ration card, adhar card etc.

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Role of Higher Education In Socio-economic Development of India

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Abstract

Higher education occupies an important place in the educational process of a country. It is considered as the important tool for national development. Education is the process of the perfection of the mankind. Education is for the comprehension of life, enlightenment of the people. It is the main instrument for development and change. It has the important task of preparing leaders for different walks of life- social, intellectual, political, cultural, scientific and technological, etc. The intellectual dynamism, resourceful and economic prosperity of a country is reflected in quality of higher education.

Pandit Nehru recognized this when he said: "if all is well with the universities, all would be well with the nation". It is at the level of higher education that we produce our teachers,

teacher-trainers, administrators, scientists, doctors, technologists, and political thinkers. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. It plays a very crucial role in securing economic and social progress and improving income distribution.

The purpose of this paper is to show the role of education in socio-economic development and the effect of education on labour productivity, poverty, trade, technology, health, income distribution and family structure. Education provides a foundation for development, the ground work on which much of our economic and social well-being is 2 built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labour, it helps to raise the poor from poverty. It increases the overall productivity and intellectual flexibility of the labour force. It helps to ensure that a country is competitive in world markets now characterized by changing technologies and production methods.

Keywords: Education, Labour Productivity, Technology, Trade, Health, etc.

Introduction:

Higher education has potentials to contribute to social development, which is well comprehended by the planners and policy makers. Higher education occupies an important place in the educational process of a country. In independent India

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higher education is considered as the important tool for national development. Education is the process of the perfection of the mankind. Education is for the comprehension of life, enlightenment of the people. Higher education is the main instrument for development and change. It has the important task of preparing leaders for different walks of life- social, intellectual, political, cultural, scientific and technological, etc. The intellectual dynamism, resourceful and economic prosperity of a country are reflected in quality of higher education.

Review of Literature

The Radha Krishnan (1948-49) Commission "education could not be considered in isolation of planned in a vacuum. It has to be used as a powerful instrument of social, economic and political change and will, therefore, have to be related to the long-term national aspirations, the programmes of national development on which the country is engaged and the difficult short-term problems it is called upon to face".

The 1968 policy document states – "It laid stress on the need for a national reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people".

The national policy on education and (NEP) 1986 characterized higher education as a "crucial factor for survival" providing the Indian people with an "opportunity to reflect on the critical social, economic, cultural, moral and spiritual

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issues".

"The real wealth of a nation is its people. And the purpose of development is to create an enabling environment for people to enjoy long, healthy and creative lives. This simple but powerful truth is too often forgotten in the pursuit of material and financial wealth". These are the opening lines of the first Human Development Report, published in 1990 (UNDP, Oxford).

Transformation of the Indian economy (Nair, 2012) has been substantial in the last two decades. Size of economy, measured by Gross Domestic Product (GDP) has increased more than three times since 1991 (at constant prices). However share of agriculture in GDP has moderated from 31.4% in 1990-91 to 14.5% in 2010-11. This moderation has been an outcome of accelerated growth in services and industry sectors. Agriculture sector remains important and, therefore.

Objectives of the Study

The objectives of present studies are:-

1.   To know the historical perceptive of higher education in India.

2.   To analyze the role of higher education in socio economic development.

3.   To search the challenges.

4.   And find out the suggestions.

Research Methodology

The study is based on secondary data which is collected from the published reports of different commission and education

policies, Newspapers, Journals, Websites, etc.

Historical Perspective

After independence, while deciding the educational policy of the country two theories came forward Mahatma Gandhi was in favour of upliftment of villages through village industries. He wanted to start work from the villages. On the other hand Jawaharlal Nehru favoured the education of science and technology. India's first education minister, Maulana Abul Kalam Azad realized that science and technical education is very important for the growth of the modern industrial society but he also stressed that education should be connected to the study of art.
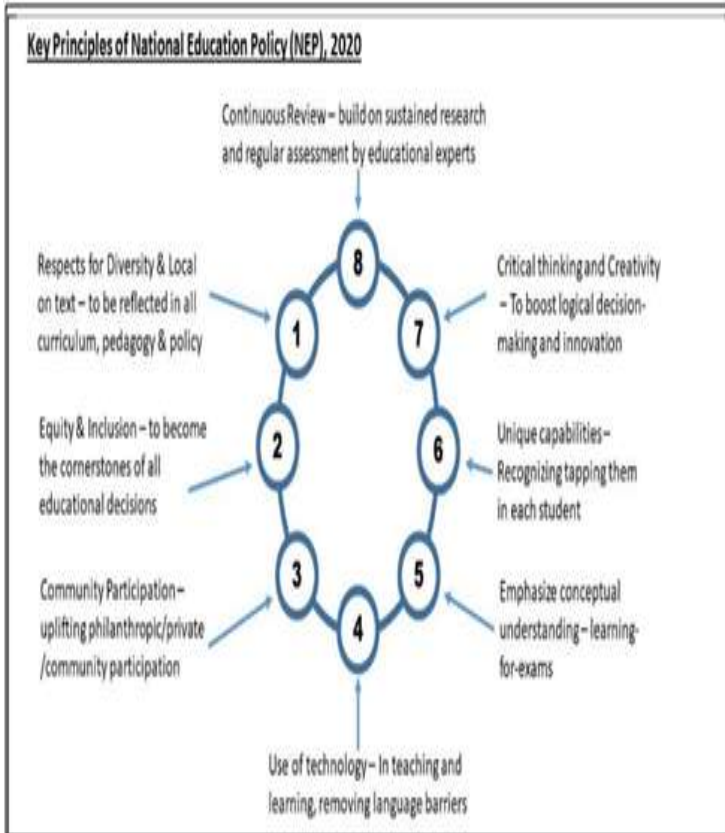
The Radhakrishnan Commission (1948-49) observed: "Welfare and betterment of humanity is the ultimate goal of higher education". It is not without significance that the report of the Education Commission (Kothari Commission) 1964-66 has been titled as "Education and National Development". The commission observed, "If the pace of national development is to be accelerated, there is need for a well-defined, bold and imaginative education policy and for determined and vigorous action to vitalize, improve and expand education".

It is now universally acknowledged for the goal of plan efforts is human development. Human Development Reports 1990 to 2012 explore in detail the complex relationship between economic growth and human development. It provides that a mirror, reflecting present patterns of global imbalance and telescope, showing the more positive future possible. The UNESCO report 1997, "Learning To Be" states.

"The correlation and interaction between society and education are so complex that simplified explanation cannot be possibly give an adequate account of them. This remark is valid for the tasks which education assigns to society and society to education reciprocally and also for statements concerning the objectives to which such tasks or design to lead".

History of educational reforms including the underlying debates is a testimony to this knowledge. Looking back into our immediate past, there is a legacy of 1968 National Policy of Education. That marks a significant step forward in the history of education. The 1968 policy document aimed, "to promote national progress a sense of common citizenship and culture and to strengthen national integration. 5 National Education Policy (NEP) 2020: The National Education Policy 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 vision of the National Education Policy is "National Education Policy 2020 envisions an India- centric education system that contributes directly to transforming our nation substantially into and equitable and vibrant knowledge society by providing highquality education to all". NEP 2020 aims to provide infrastructure support, innovative education centres to bring back dropouts into the mainstream besides tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes and association of counsellors or well-trained social workers

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Figure

Describing education as an image of society, this report has added that education being a subsystem of society, necessarily reflects the main features of that society. It would we vain to hope for a rational human education in an unjust society. Concept of Socio Eco Development: Development is a phenomenon that is taking place in all walks of life. It aims at improving the quality of life of all people regardless of their sex or caste. Social development has to be construed along with

the economic development and individual development. Social and economic developments go hand in hand, and this in turn, leads to sustainable development. Present paper focuses on those areas where it is felt the need for addressing and maintaining the status quo of sustainable development. For the development of society, it is necessary to develop the women folk. The advancement of a fraction of Indian women has resulted in remarkable positive changes in the economic condition of our country, and if there is an overall development of the women lot, then the positive changes will definitely magnify. Role of Higher Education in Socio-Economic Development of India: The higher educational institution as an agency of higher education is immensely influenced by the social force around it. It works as a micro society and its contribution to the society are determined not only by relevance of its curriculum to social problems, but also by realization of social objectives in its programmes and practices. Any kind of social change innovation brings about corresponding change in higher education. The social impact on education during the post- independence period, when several committees and commissions were appointed to suggest measures for making higher education measures for making higher education relevant and meaningful to the social conditions and requirements. The Radhakrishnan Commission (1948-49) emphasized that one of the aims of higher education is "to create a new social order…..". The Kothari Commission (1964-66) observed that there was a need to transform education so as to relate it to the life, needs and aspirations of

the people, and to make it an instrument of social change. For this purpose, attempts were made to make the college curriculum related to 7 productivity, social justice, and national integration, modernization of the society and cultivation of moral and spiritual values. This was fault essential due to the prevailing social conditions where value system faced a crisis, unemployment was rampant and social disharmony and disorders were in the offing. During these recent years it has been realized throughout the world that higher education in order to be effective as well as efficient, has to utilize all the modern means, methods and media. Thus higher educational technology is expected to bring about qualitative and quantitative improvement of higher education at all levels. Equality of educational opportunity is a very comprehensive and highly general nation as its component concepts of equality; opportunity and education touch almost every aspect of life – social, political and economic. The concept of equality constitutes one of the corner stones of modern democracies. The doctrine of human rights, the nation of social justice, and the ideal of welfare state- the universally recognized aspects of democratic philosophy- are all either built on or have as their essential ingredient the concept of equality. Education is an important input for the development of human capital. Education makes a substantial contribution to national income and to its growth. Moreover, it is regarded as a mean of "Social and Economic" uplift. It is also thought to be a very strong equalizer. Most empirical studies suggest that expansion of education reduce income inequalities. However, it would be

simplistic to assume that near expansion of educational opportunities would invariably lead to a reduction in educational inequalities. Social justice in education is another name for "Equality of educational opportunities". A nation can strengthen its economy only by generously investing in the education of its children and youth. Right education given to write peoples by right pupils by right teachers through right methods will bring a return to the individual and to the nation may times greater than the money spent on it. 8 Challenges and Suggestions: Higher education in India is being put to a test at the moment. In the changed environment of the day, the system of higher education faces two major challenges. These are (a) Need to cope with inadequacy of resources, and (b) Need to respond to the demand for providing competent manpower and high-quality R and D support. In this backdrop, the system of higher education should be prepared to respond adequately to the emerging challenges. Over the last five decades there was has been phenomenal expansion of the higher education system. Yet in the fact fast changing socioeconomic context, the higher education system will be exposed to still greater pressure for expansion. It may be because of demands for social equality and justice, for providing a training ground for skilled manpower to meet the needs of expanding industry, trade and commerce or for self-employment, for initializing and managing social change, or just for in intellectual curiosity. Educational change tends to follow social change. As the nature of society changes through the interplay of social needs, techniques and values, education

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has to change in response to this social conditions, mores, milieus etc., which are reflected in education. Thus education is geared to the social needs, influenced by social changes and colored by social conditions and values. Conclusion: The educational system in India is today in a critical state assistant to change. It is in danger of soon becoming irrelevant. Since Independence, though many commissions have submitted their reports and many eminent men have propounded their plans for rejuvenating the system, there has always been a wide gap between the plan and the action leaving the system still stranded on the roads. This large system of higher education 9 deserves that action must be taken periodically to assess its performance, to conduct academic audits and also provide a system for its assessment and accreditation. Pandit Nehru recognize when he said: "if all is well with the universities, all would be well with the nation". It is at the level of higher education that we produce our teachers, teachers-trainers, administrators, scientist, doctors, technologist, and political thinkers. There is a need for a new educational design which will provide learners with a learning experience of their choice which will enable them to play their full part in a democratic and pluralist society characterized by a diversity of ethnic, linguistic, religious and cultural traditions. **References**

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New Education Policy: A New Dimension to Education

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System

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Abstract

Education or Shiksha is a broad and an all inclusive paradigm that is the foundation stone of society, state or country.

Education has ever been a cause of concern for the development of an individual, group or community and for the welfare state.

Since Independence Indian policy makers consistently contributing towards structuring an Education System that could meet all the requirement of different cultural social, racial lingual backgrounds and irrespective of diversity can lead the society towards development.

Keeping all factors in context Indian Education policies went through many experiments, research and adaptation of many new systems derived from other countries and so on .India is a land of Rishis, Munis, Yogis, philosophers, scientists, Ayurveda acharyas and sages, they not only, enlightened the world but also created a well educated people.

Vedas,Puranas,Mahabharata, Ramayanas, Patanjali, Ashthadhyasi s, Upanishad , Bhagwat Geeta and many more tanks of knowledge insists upon the plight of Education India cherished in its heritage

Indian Education System travelled through many invasions, attacks, colonial's suppression and in every successive period education system continuously comprised a myriad of various systems

Since very ancient times Indian culture and educational system adapted itself variously according to the changing trends seen in the contemporary times, be it social, political and economical.

This dynamic and everchanging pattern which has been followed by the educational imparters have been acknowledged and received admiration around the globe as India is considered to be a great treasure of knowledge based shastras, Vedas, Upanishads , puranas , smritis and great epics like Ramayana and Mahabharata and in medieval era great philosophical works by Dayanand Saraswati, Vivekanand and a lot of work of research and literature, science, economics and socials dynamics.

After gaining independence from British colonial rule an effort has been made by various governments to impart basic compulsory education to each and every citizen besides that secondary and higher education has also been promoted

Indian Constitution reads education as a fundamental right, has always been a main agenda in evolving effective and new educational trends and processes, so that marginal and socially economically weaker section of the society could not be deprived of their fundamental rights of education.

Education and Knowledge are two terms and these two terms have been taken synonymously as both share minor difference. The primary aim of education is to assimilate the knowledge to nurture the individual's potential to the highest

parameters. So the curriculum and the choice of the subjects are very important as the world is progressing technically, therefore, after the 40 years of completion of education policy, an addition of new dimension to education system is employability being felt and techno based education has been considered the need of the hour.

Kasturirangan, the chairperson of the committee (DNEP) is the preamble of DNEP emphasizes on the point of sustaining development of country he writes;

"India aspires to take its place beside the United States of America and China as the third largest economy by 2030-2032, the same period during which this policy will bring about the biggest change. India is the sixth largest economy now we will reach five trillion in five – seven years taking us to fourth or fifth position, by 2030-2032 we will be third largest economy at over one trillion. Our ten trillion economy will not be driven by natural resources, but by Knowledge resources."(NEP 2020)

NEP 2020 envisaged the new education system with a new vision and tendency to bring forward the new generation towards global awareness with firming up its feet in Indian roots .India's immense diversity opens up new and innovative vistas for the policy planners and successfully, a policy, conforming to the Indian Nations need has been drafted however, its circulation lies in its conceptual drafts as it goes student and teacher's enhancing capabilities , training and self improvisation as the essential elements of education system. Inculcation of such high ideals and a striving force to achieve those ideals is guaranteed to bring out positive and better results for future.

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Impact of New Education Policy 2020 on Teacher Education

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Abstract

The New Education Policy (NEP 2020) announced by the Government of India will definitely impact the teacher education institutions . The announcement of NEP 2020 was completely unexpected by many. The changes that NEP 2020 recommended were something that many academics thought . Although education policy has affected education colleges , this article mainly focuses on NEP 2020 and its impact on teacher education. This paper also outlines the salient features of NEP and analyzes how they affect the existing teacher education system.

Keywords: Impact , New Education Policy, Teacher Education.

Introduction

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education among the people of India. Policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by Prime Minister Indira Gandhi in 1968, second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. National Policy on Education 2020 (NEP 2020), which was approved by the Union Cabinet On 29 July 2020 , the Government of India outlines the vision for India's new education system. The policy aims to transform India's education system by 2021.The language policy in the NEP is a broad guideline and advisory in nature . NEP 2020 implements several ActsChanges in education policy of India. Its aim is to increase state spending on education about 4% to 6% of GDP as soon as possible. In 2017, the draft NEP was presented in 2019 by a panel led by former Indian Space Research The head of the organization (ISRO) Krishnaswamy Kasturirangan. Draft New Education Policy (DNEP) 2019, subsequently released by the Ministry of Human Resource Development, followed by many public consultations. The draft NEP had 484 pages. Ministry has a rigorous consultation process in drafting policy: "More than two lakh suggestions . There were 2.5 lakh gram panchayats, 6,600 blocks, 6,000 urban local bodies (ULBs), 676 districts Received." The approach of the National Policy on Education is:"National Education Policy 2020 envisions an India centric education

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system that contributes" To directly transform our country into an equitable and vibrant knowledge society by providing high quality education to all. "

Quality higher education should aim at developing individuals who are outstanding, thoughtful, well-rounded and creative. It should enable a person to study one or more specific areas of interest to level deeply and develop character, moral and constitutional values, intellectual

Curiosity, scientific temper, creativity, service spirit and 21st century skills range of fields including science, social science, arts, humanities, language, personal,technical business subjects.

The new education policy covers some basics changes in the current system, and the main attractions are multidisciplinary Universities and Colleges, with at least one in or around every district, improve student curricula, pedagogy, Assessment, and support for better student experiences, a national research setting Foundation to support excellent peer-reviewed work and seed study effectively at Universities and college.The main problems faced by the Indian higher education system include enforced segregation. Streaming students in qualifications, initial specialization and restricted research areas, less Research focus in most universities and schools, and lack of competitive peer review academic research funds and large affiliated universities that lead to low undergraduate education. Institutional restructuring and consolidation aimed at ending the fragmentation of higher

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education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries into educational and Increase in Gross Enrollment Ratio in higher education including vocational, economically training, from 26.3% (2018) to 50% by 2035. Holistic and multi-disciplinary education should strive in an integrated manner to improve all Human capabilities- mental, cultural, social, physical, emotional and moral. in the long run, Such comprehensive education shall be the method for all undergraduate programmes, including who are in medical, technical and vocational disciplines. optimum learning environment and provides a holistic approach including ample curriculum support for students, interactive pedagogy, consistent formative evaluation, and ample support for students.

Objectives of the study

The primary objective of this research is to study the impact of the New Education Policy 2020 on Teacher Education . This study also outlines the salient features of NEP and analyzes how they affect the existing teacher education system.

Research Methodology

This research is a descriptive study. Secondary data was collected from Websites including Government of India, periodicals, periodicals, other publications etc. This data was then analyzed and reviewed

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Salient Features of NEP Related To Teacher Education

1. Teacher Education : . Teacher education is truly vital in creating a team of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy.

2. The Justice J S Verma Commission (2012) constituted by the Supreme Court has stated that a majority of stand-alone teaching institutes - over 10,000 in number - are not even attempting serious teacher education, but are essentially selling degrees for a price. The Regulatory efforts so far have neither been able to curb the corruption rampant in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are therefore in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and thereby attain a successful school system,

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the Regulatory system shall be empowered to phase out substandard and dysfunctional teacher education institutions (TEI) that do not meet basic educational criteria. All TEIs will be held accountable to adherence to the basic criteria for approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied. By 2025, only multidisciplinary and integrated teacher education programmes shall be in force.

4. The teacher education must be conducted within composite multidisciplinary institutions having, apart from education, departments of psychology, philosophy, sociology, neuroscience, Indian languages, arts, history, and literature, as well as various other specialised subjects such as science and mathematics etc. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2025 and offer the 4-year integrated teacher preparation programme. All large multidisciplinary Universities - including all public universities as well as all Model Multidisciplinary Colleges shall establish, develop, and house outstanding education departments which, aside from carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes to educate future teachers.

5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year

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integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialised subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc). Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. Each HEI offering the 4-year integrated B.Ed. may also design a 2-year B.Ed. on its campus, for outstanding students who have already received a Bachelor's degree in a specialised subject and wish to pursue teaching. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to both the 4-year and 2-year B.Ed. programmes.

6. For converting public stand-alone TEIs into multidisciplinary higher educational institutions there shall be government funding support. Such HEIs will ensure the availability National Education Policy 2020 Page 41 of 60 of a range of experts in education and related disciplines as well as specialised subjects. Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs

and school complexes, such as community service, adult and vocational education, etc).

7. In order to maintain uniform acceptable standards of education, the admission to pre-service teacher preparation programmes shall be through a single nation-wide entrance examination to be conducted by the National Testing Agency. The test may contain both subject and aptitude tests and shall be standardised keeping in view the linguistic and cultural diversity of the country.

8. The faculty in Departments of Education shall have not only PhDs in education but also those without PhD but having outstanding teaching experience/field experience; and those with training in areas of social sciences that are directly relevant to school education (e.g., psychology, child development, linguistics, sociology, philosophy/political science) as well as from science education, mathematics education, social science education, and language education.

9. All fresh PhD entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/pedagogy related to their chosen PhD subject during their doctoral training period. Exposure to pedagogic practices, designing curriculum, credible evaluation systems, and so on will be ensured since many research scholars will go on to become faculty. PhD students will also have a minimum number of hours of

actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country must be re-oriented for this purpose. Opportunities for PhD students to assist faculty as teaching assistants must be created as part of all PhD programmes.

10. In-service continuous professional development for college and University teachers will continue through the existing institutional arrangements and ongoing initiatives and these will be strengthened and substantially expanded to meet the needs to enriched teaching learning processes for quality education. Using technology platforms such as SWAYAM /DIKSHA for online training of the teachers shall be encouraged so that standardized training programmes can be administered to large number of teachers within a short span of time.

11. A National Mission for Mentoring shall be funded and established, with a large pool of outstanding senior/retired faculty – particularly those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Conclusion

NEP 2020 recognizes that teachers will need high quality content as well as training in pedagogy. By 2030, teacher education will be gradually shifted to multidisciplinary colleges and Universities. The minimum degree qualification

for our teachers would be 4-year integrated B.Ed. In conclusion, education makes you a better person and teaches you various skills. It enhances your intelligence and rational decision making ability. It enhances the personal development of the individual. Education also improves the economic development of a country.

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