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**RASHTRIYA SHIKSHA NITI – 2020
ISSUES, CHALLENGES & OPPORTUNITIES**

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NATIONAL CONFERENCE
ON
RASHTRIYA SHIKSHA NITI – 2020
ISSUES, CHALLENGES & OPPORTUNITIES
(An Interdisciplinary Approach)
1st November, 2022

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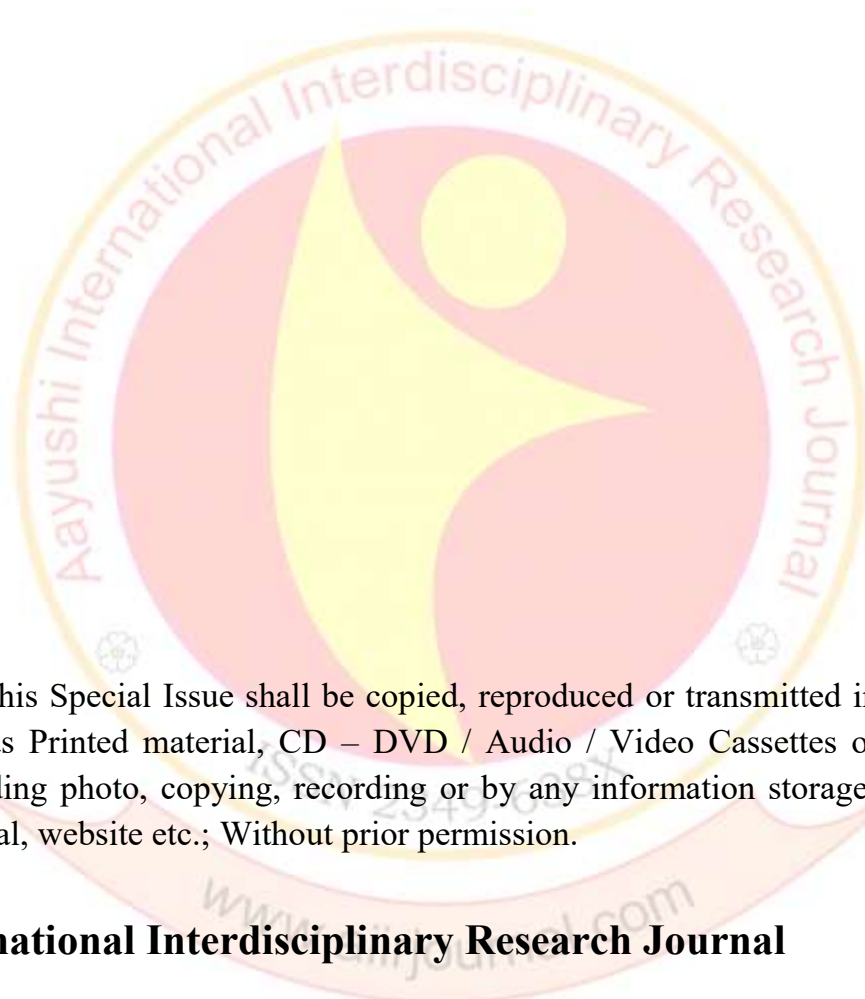
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Teacher Education: A Vital Component of New Education Policy 2020

Prof. Mahaveer Prasad Kala
Principal,
S.N.D.B. Govt. P.G. College
Nohar,
District – Hanumagarh (Raj.)

Dr. Sanjeev Kumar Bansal
Associate Professor & Head,
Deptt. of A.B.S.T.,
S.N.D.B. Govt. P.G. College
Nohar,
District – Hanumagarh (Raj.)

Dr. Nidhi Arora
Allahabad Bank,
Chandigarh

Abstract

Universal accessibility to quality education is prerequisite for the growth and development of a nation. The global education development agenda stated in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development- seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. It necessitated the reconfiguration of the entire education system and hence resulted in the development and implementation of the New Education Policy 2020. The new education policy not only give emphasis on quality education to students only but the provisions of access to quality education to the education providers has also been emphasised.

The importance of technology and education is acknowledged by the various academic institutions and the public. Both are inextricably linked. The rapid emergence and evolution of new technology has made learning easier and interesting for students, but there is still a huge gap in the development of tech-savvy mentors.

The outbreak of COVID 19 has also strengthened the need of highly qualified, tech-savvy education providers. Therefore, NEP give due emphasis on blended learning wherein both the mentors and the students work collectively using latest advancements in the technology and hence making the teaching learning process a joy.

The present paper highlights the concept of teacher education, its need and importance. Although the concept of teacher education is not new in the education sector but the invasion of technology has changed the way it was looked earlier. The scope of teacher education has become much wider than earlier times due to the implementation of NEP 2020.

The paper also studies provisions of teacher education as per New Education Policy 2020.

The impact of technology on the education sector has also been emphasised.

Keywords: Digitalisation, ICT, Teacher Education, Blended Learning.

Introduction

The quality of education depends upon the quality of teachers, which in turn depends upon the quality of teacher education. In order to improve the quality of education there is a need to improve the quality of teacher education. Time has gone where scope of education was confined to mere passing of exams. The present scenario demands of flexible education system wherein both the students and education providers participate collectively to achieve educational goals. It necessitated the improvement in system to produce quality teachers. The challenges posed by the technological and scientific developments has aggravated the need of selection and development of well qualified teachers.

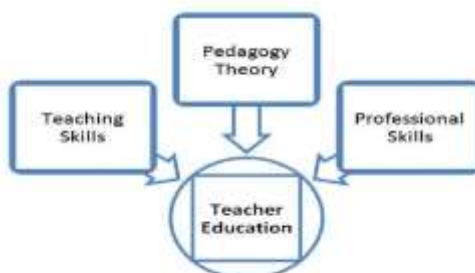
The Education Commission (1964-66) stressed that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people and that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The three main components of teacher education are:



Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

2. Teacher Education And Sustainable Development Goal

Education is a basic component by which growth and development of any nation is assessed. Level of education decides the status or level of the country. Teacher education is an integral part of education system in India. It is not only an institutional based training program today, but it is source of social and national reconstruction and regeneration. High quality teacher education is urgent need of India. It is now widely acknowledged that most effective pathways to improve student's learning outcomes is quality of teaching, especially teachers' ability to facilitate and motivate learning.



Among the 17 SDGs, 4th is Quality education, which is associated with the development of well qualified teachers developed through well planned teacher education initiatives. Teacher should be a role model for students so that cultivation of values in students may be enhanced. These values cultivation, social awareness, economical attention and tendency to protect the environment etc. are the basic components of Sustainable development. If a teacher is well aware about all these concern, then directly or indirectly he is concerning with Sustainable development. Therefore, one of the best ways to achieve goals of sustainable development, teacher education is an effective tool. The quality of teachers is determined by their training so teacher education program provide high quality teachers for the student centred and lifelong learning.

Objectives of the study.

- To study the concept of teacher education, its need and importance.
- To highlight the impact of ICT on teacher education.
- To study the various latest provisions related to teacher education as per NEP 2020.
- The paper also highlights the concept of blended teaching and learning.

Research Methodology:

This paper is a conceptual paper The study mainly includes literature review from secondary data. The secondary data includes reports of the respective bank and other related information published on bank and other internet websites. The data is collected from national and international journals, published government reports, Newspaper, websites.

3. Need, Scope And Objectives Of Teacher Education:

3.1 Need of Teacher Education: The need for teacher education is felt due to the following reasons;

- 1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation.
- 2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
- 3) Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

3.2 Scope of Teacher Education :

The scope of teacher education can be understood in the following ways;

a) **Teacher education at different levels of education**

b) **Triangular basis of teacher education**

c) **Aspects of teacher education**

a) **Teacher Education at different levels of Education** : Teacher education reaches teachers at all levels of education, namely Preprimary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education

b) **Triangular Basis of Teacher education** : Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education.

Teacher education derives its content from the disciplines of **Philosophy, Sociology and Psychology**. The *Philosophical* basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The *Sociological* basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The *Psychological* basis helps the student teachers develop insights into student's psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

c) **Aspects of Teacher Education**: Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) how (Teaching Strategy).

Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession.

3.3 Objectives of Teacher Education

The objectives of teacher education would therefore be to,

- Provide opportunities to observe and engage with children, communicate with and relate to children Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.

- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

4. Impact of ICT (Information and Communication Technology) on teacher education.

Technology has a significant impact on our lives. The advent of technology in educational field has made the process of learning and knowledge sharing more interactive. The greatest impact of technology on education is the change in our outlook towards the world.

Impacts of technology on Education are the following:

Easy access to information; easy retention of information, more storage of information, better presentation of information, teaching became more interactive, easy sharing of knowledge and more interest in learning.

a) Technology is a teaching tool

Computers provide us with an interactive audio-visual medium. Animation software and Power Point presentations are used to present information in an interactive way. Both teachers and students find it helpful and interesting to use audio-visual tools. Large number of students can be addressed simultaneously with the help of projectors, screens, microphones and speakers. These teaching aids have led to increased attendance in classes.

b) Digital classrooms

Both students and teachers get benefited through the use of digitized boards in classrooms. Thanks to the advanced technology that we can see the entire syllabus online and then decide which courses and subjects we should opt for. Interactive digitized boards can be used by students for drawing figures, making diagrams, doing mathematical calculations, etc.

c) Information is easily accessible

The internet search engines are a source of immense information. They are now used as an effective tool for searching information. All this is possible in just one or two clicks. Both teachers and students are benefited through this.

d) Teaching is sharing

The application of technology has made education more collaborative. There are online forums where subject experts can meet and discuss subject specific topics, review the syllabus and plan assessments to enhance the process of teaching. Teachers can impart customized education to cater different learning abilities and needs of the students.

e) Technology has removed space and time limitations

There are different online education programs available which has given a new dimension to education. The students and teachers can be a part of one virtual classroom, even if they are physically far away from each other. Some universities offer online educational programs where students and teachers can interact with each other through internet. There are online libraries with books, journals, encyclopedias, etc. where students can access various resources, highlight, save and use the soft copies.

5. Blended Teaching and Learning and New Education Policy 2020

The New Education Policy 2020 has recognised the fact that the students are the main stakeholders of the teaching learning process therefore all the activities should be planned according to their dreams and aspirations. It has led to the origin of the concept of BLENDED LEARNING AND TEACHING. It is an instructional methodology which emphasis use of modern technology along with face to face classroom instruction. Both the teachers and the students should be available simultaneously at the same place. Despite this, the digital tools used should be able to be utilised by the students in order to enforce some control over the speed or topics of their learning.

Educational Transformations !

Pick Teachers & Timings	Flexibility & Quality
Frame your Courses	Needs & Interests
Design your Degrees	Student Centricity
Study through any mode	Real World
Learning or Exams on Demand	When Ready

Role of Teachers in BL Environment

Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhanced role technology plays in instruction.

BL provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give. This new learning dynamic benefits students and teachers alike. Giving students permission and space to become active learners who gain knowledge directly lets them assume some control over their learning and helps them develop self-reliance. As more students are working independently, time opens up for teachers to provide face-to-face support and individualized instruction more frequently for more students, effectively improving differentiation.

BL provides teachers with a fuller, more accurate picture of how each student is doing. BL yields more frequent and more personal teacher interaction with individual students, teachers have the opportunity to deepen and strengthen student/teacher relationships. The trust that comes with close relationships can give teachers insights into students' personal struggles and needs -insights which empower teachers to comfort and coach students through challenges that often serve as obstacles to learning.

In summary, BL combines the best aspects of online learning with the best aspects of direct instruction, helping teachers easily manage to do much more to meet student needs without adding to an already weighty workload.

6. Teacher Education and New Education Policy 2020

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

NEP 2020 holds dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teaching quality and motivation among Indian teachers. The policy emphasizes the importance of high-quality teacher education. It aims to initiate several systemic reforms to encourage bright and talented young minds to take up the teaching profession.

NEP 2020: Integrated Teacher Education Programme

From January 2022, forty-five institutions across India will begin to offer a *four-year Integrated Teacher Education Programme (ITEP)* specially designed for school teachers. The course integrates BA and BSc degrees with B.Ed. to create a dual-major bachelor's program to help candidates save one year for those who aspire to be teachers. Compared to the current scenario wherein applicants must devote five years to graduation and B.Ed. before beginning their career as teachers, the ITEP offers a great advantage to the candidates.

The NEP 2020 states that from 2030 onwards, teacher recruitment will be purely based on ITEP. Admissions for this course will be based on scores in the National Common Entrance Test or NCET. The course is offered by forty-five multidisciplinary institutions across India.

Here are some of the crucial reforms brought about by NEP for teacher education –

- **Pre-Service Teacher Education** – The NEP 2020 recommends drafting a National Curriculum Framework for Teacher Education or NCFTE 2021 to guide pre-service teacher education and training. The NCFTE will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.
- **Teacher Recruitment & Employment** – For recruitment in a private or government school, the teacher must qualify through Teacher Eligibility Tests (TETs) conducted by the National Testing Agency. NEP 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance. The policy also recommends reaching out to local eminent persons or experts as 'master instructors' in traditional arts.
- **Teaching Career & Professionalism** – The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of

NEP for teachers. Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.

- **Enculturation of Teacher Empowerment** – The policy defines the essential role of teachers in NEP 2020. Teachers are to be given the right to participate in setting school goals and policies in the long run. Involving teachers in the reform process by giving them the freedom to decide what and how to teach will provide them with space and ownership over their work. The policy also aims to recognize, document, and share innovative pedagogies and teaching methods devised by Indian teachers. And finally, under the enculturation of teacher empowerment, NEP will also work to build vibrant teacher communities for better networking and reducing isolation among teachers.

Conclusion

Teacher education also termed as teacher training refers to all the procedures, methods, policies designed to equip teachers with the knowledge, beliefs, attitudes, policies that help teachers to perform their role effectively and efficiently and contribute to the formation of a prosperous society. This concept is although not new to the society but the introduction of technology in the education sector has widened its scope. Need of the hour is to rejuvenate this concept and hence the New Education Policy has come up with several amendments in all the aspects associated with teacher education encompassing their selection, trainings etc.

The introduction of technology in education has led to the origin of the concept of blended learning and teaching wherein both the students and teachers collectively participate in teaching learning activity using latest technological advancements. It also contributes in the achievement of the Sustainable development goal of ensuring quality education to all without any discrimination

Considering the lacklustre efforts to improve the working conditions and remunerations for teachers in the past, the NEP 2020 for teachers has come as a welcome change. Steps for pre-service teacher education and in-service NEP teacher training programs can help build a better learning experience for students everywhere. If implemented well, the education sector is likely to become a lucrative career option for talented young people in the next few years.

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The NEP-2020 And A Re-Evaluation Of The 1986 Model : A Critical Analysis

Dr. Amar Singh

Associate Professor (Zoology)
SNDB Govt. P.G. College, Nohar,
District – Hanumangarh (Raj.)

Mukesh Soni & Rajesh Pareek

Clerk cum Computer Operator
SNDB Govt. P.G. College, Nohar,
District – Hanumangarh (Raj.)

Abstract

Despite the challenges that the pandemic presented, the 2020 National Education Policy could still provide a runway for the sector to grow. It is important that the country's education policy is well-defined and futuristic to ensure that it can lead to social and economic progress. Different countries have their own education systems that are based on their culture and tradition. They also adopt different stages in their education journey to make it more effective. The Indian government recently announced its new education policy. This paper aims to compare and contrast the various policies introduced in the system. The NEP 2020 and its predicted impacts on Indian higher education are discussed. Various innovations and suggestions are also proposed for its implementation.

Keywords: NEP-2020, Higher education, Implementation strategies, Predicted implications,

Introduction

The last education policy was enacted in 1986. The world has changed in a significant way during this time. The changes were caused by technological advancements and the political economy's revolutions. Various barriers, such as gender, class, geographical distance, and caste, have been broken down. The rapid economic growth that occurred after India opened its economy in 1991 has created a strong feeling of hope and aspiration among the people. However, despite the various economic reforms that have occurred over the years, the country still has a long way to go before it can achieve a comprehensive national vision.

The Prime Minister Narendra Modi government has prioritized a futuristic and broad-based national education policy. The process of framing this policy has been a daunting task, with two committees carrying out the work. Feedback from the public was gathered and the stakeholders extensively consulted. Every state government was involved in the process of developing the policy documents, and they were sent to the cabinet for final approval. In India, education policies are only introduced once every few decades, and the first one was introduced in 1968. The national education policy was first introduced in 1986 by the then Prime Minister, Mr. Rajiv Gandhi. It was then modified a couple of years later by P. V. Narasimha Rao. In 2020, a new policy with major changes has been introduced by the government.

Objectives of The Study

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are:

1. The goal of this report is to highlight and analyze the policies that have been adopted by the new higher education system.
2. To analyze the National Education Policy of India 2020 with the current education policy in place.
3. The goal of this paper is to identify the key innovations in the new national university policy in 2020.
4. The goal of this project is to predict the impact of the National Education Policy 2020 on Indian higher education.
5. NEP 2020's higher education policies will be discussed.
6. The NEP 2020 implementation should be improved upon in order to achieve its objectives.

Methodology :

This methodology aims to provide a conceptual analysis of the national education policy framework and compare it with the current education policy.

Discussion

Innovations in NEP 2020:

1. 100 top Indian Universities will be encouraged to operate in foreign countries.
2. 100 top Foreign Universities will be allowed and facilitated to operate in India
3. Every classroom shall have access to the latest educational technology that enables better learning experiences.
4. Faculty Stability will be provided in an appointed institution with generally no transfer to other

institutions.

5. Faculty members get curriculum and pedagogy freedom within an approved framework.
6. Based on academic and research performance, faculty incentives & accountability will be fixed.
7. Faculty fast-track promotion system for high impact research contributions will be offered.
8. A multiple parameter-based API policy with peers & students' feedback, innovations in teaching & pedagogy, professional development activities, Quality and impact research, contribution to an institution in terms of admission, and social community contribution will be in place.
9. The API policy will clearly be defined in the Institutional development plan.
10. Focus on achieving sustainable Education Development Goal (SEDG) & GER of 50% by 2035.
11. All Ph.D. registered students should take one subject related to teaching/curriculum development and accept teaching Assistantship for enhancing teaching skills.
12. All students should be encouraged to take SWAYAM online courses at least two courses per semester.
13. Strengthening Vocational education (VE) to reach at least 50% of the student population. HEIs should plan how VE can be offered to all the students.
14. Plan to give B.Voc. as dual degree programme in ODL (Online Distance Learning) mode or 2 hours evening programme through Skill labs & partnership with industry & NGOs.
15. Currently, research & innovation investment in India is of 0.69% of GDP against a global average of 3% of GDP.
16. Inclusion of research and internships in the undergraduate curriculum as a very essential component.
17. Four functions of (1) regulation (NHERC), (2) accreditation (NAC), (3) funding/ grants (HEGC), and (4) academic standard setting (GEC) are controlled by an umbrella institution, the Higher Education Commission of India (HECI).
18. GEC decides the 21st century skills to be learned by students.
19. A faceless and transparent regulatory intervention will be designed using technology to monitor quality in higher education. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information will be taken to ensure the basic minimum norms and standards.
20. Empower private HEIs to decide fees for their programmes independently, though within the laid-out norms.
21. Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths.
22. Dual degrees in Education & Sanskrit (Dual degrees in 4 years Degree programs), for example, BCA & BA in Language.
23. AI Research Centres, Nanotechnology Research centres get support from NRF.
24. Creation of Virtual Labs along with SWAYAM and Diksha to support MOOC education.
25. Annual education expenditure of India has to increase from the current 4.43% of GDP to 6% of GDP.
26. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation (weightage for internal continuous evaluation and Semester end examination will be 50:50).
27. Choice based Credit system will be improved and Competency based credit system is going to be adopted.

Highlights of Indian National Education Policy 2020 :

The goal of the National Education Policy of India 2020 is to establish an education system that is focused on the country's traditions, values, and ethos. This will help transform the country into a more sustainable and equitable society. The foundation of India's education system can be traced back to its long history and rich cultural heritage. It is built on the inputs from various fields, such as astronomy, mathematics, engineering, medicine, architecture, shipbuilding, fine arts, and chess. The goal of the 2020 NEP is to provide all aspiring students with a comprehensive liberal education. It aims to increase the current GER to 50% by 2035.

Merits of Higher Education Policies In NEP-2020 :

1. Student Centric Model :
2. Competency based Continuous Evaluation System :
3. Research & Innovation Focused :
4. Improved STEM model of HE Curriculum :
5. Faculty Productivity based on Research Output :

6. Autonomy at all Levels :
7. Merit based Student admissions, Faculty Selection & Promotion :
8. Education Leaders should be Role-Models :
9. Integrated Controlling & Monitoring System :
10. Boost to Online training :
11. Control of Quality through Biennial Accreditation Process :
12. Boost of GER through Autonomy to Private Sector :

Comparison of NEP 2020 With Existing Policy NEP 1986:

The 1986 National Education Policy sought to modernize the sector by utilizing information technology. It also emphasized the restructuring of teacher education, women's empowerment, adult literacy, and early childhood learning. In addition, it proposed that educational institutions be granted autonomy. In spite of the NEP 1986, graduates were not equipped with the necessary skills to be successful in the workforce and did not generate sufficient research output. To compensate for these failures, in 2020, the government proposed a liberal education program that would support cross-disciplinary and multidisciplinary education. The table compares the different features of the 2020 National Education Policy with those of the 1986 policy.

Main features of NEP 2020 and NEP 1986 comparison

S. No.	NEP 1986	NEP 2020
1	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2	Common education structure of 10(5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3	The first preliminary education starts at 6 th year of a child as Primary school level.	The first preliminary education starts at 3 rd year of a child as a Foundation stage.
4	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10 th and 12 th .
5	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy.
6	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
7	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
10	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student-faculty ratio is 30:1.

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13	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.	
14	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.	
16	Social engagement for every student as a part of the programme curriculum is optional	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme	
17	Undergraduate programmes of 3 years to 4 years depending on the type of the programme	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.	

Challenges of NEP 2020

Despite the challenges brought about by the pandemic, the NEP may give a boost to the education sector in India. Although some experts criticized the policy, it may also place the country on the global map as an educational hub. The new education policy, which was unveiled in 2020, aims to provide students with a more balanced and innovative education. It eliminates the limitations of traditional administrative methods and introduces a variety of learning options. Due to the policy's scrutiny and examination by industry professionals, there has been conflicting views about it. The objective of the policy is to establish a robust digital framework in the education sector to ensure that learning can continue uninterrupted even during extraordinary circumstances. To ensure that the technology is used effectively in the education process, a national forum for education will be established. It will also look into providing access to education to every student. The objective of the policy is to improve the number of students enrolled in higher education and ensure that all learners are equipped with literacy and numeracy skills. In addition, it aims to bridge the gap between the economic and social status of students. Although the system of meritocracy and equal opportunity is good, there is still a gap between the practice and theory. To bridge this gap, the NEP has proposed the use of multi-language learning and homeschooling. It also states that until the 5th grade, students should be taught in the mother tongue. Despite the various advantages of the new policy's various features, it is likely to face a skeptical reception from the public due to the concerns raised by students and professionals. One of these concerns is the possibility of a shift in the education mode and the local language of learners due to the inter-state movements.

Further Suggestions for Improvements:

1. Ph.D. should be a compulsory qualification for a permanent teaching position in Colleges & Universities:
2. Compulsory Faculty Annual Publication leading to IPR :
3. Use of Services of Retired Professors as Research Guides :
4. Higher Education Leaders should be Role Models in Research & Innovations :
5. Compulsory three modes of Teaching-Learning processes in HEIs :
6. Universities should have their own Publication Unit :
7. Vocational Training based Earn while Learn Encouragement :
8. Compulsory Employability & Entrepreneurship related papers in each semester to promote Employability & Entrepreneurability among the students :
9. Faculty Accountability to Boost Performance : API based increments & Promotion
10. Strict Evaluation of Projects funded by National Research Foundation by creating Research Output Based Credit bank for every NRF members :
11. Accountability on Output of Research Projects in the form of IPR generated is Important
12. Promotion to Open Access Publications with retention of Copyright with authors :
13. Simplification patent filing and speedup of Patent Evaluation :
14. Removal of Obsolescence in Higher Education System :
15. Strengthening Integrated National Digital Library (INDL):

Conclusion

The National Education Policy (NEP) is expected to provide a comprehensive framework for the regulation of higher education in India. It is expected that the role of the HECI will be enhanced. The Higher Education Council of India (HECI) is expected to have four main verticals. These include a national regulatory body for the education sector, an accreditation body, a grants council, and a general education council. The

former will be responsible for providing financial and administrative support to higher education institutions, while the latter will frame learning outcomes. This framework will also cover foreign universities that are coming into the country. Although the AICTE and the UGC have been instrumental in this direction, the new policy does not provide clear answers regarding their roles and responsibilities. The NEP 2020 provides a clear framework for the expansion of the scope of education in the country. It is also expected to provide a conducive environment for foreign universities to operate in India. This policy will be able to move out of the comfort zone and improve the literacy levels of the country's youth. The NEP is expected to provide a framework that will allow India to become a leading educational destination. It will also help institutions and the student community develop a successful path.

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The Relevance of New Education Policy Implementation in India

Suresh Bamania

Assistant Prof. (Physics)

S.N.D.B. Govt. P.G. College, Nohar

District- Hanumangarh (Raj.)

Dr. Manish Kumar Sareen

Associate Prof. (Mathematics)

S.N.D.B. Govt. P.G. College, Nohar

District- Hanumangarh (Raj.)

Abstract

Making education more inclusive and accessible to all students is one of the primary objectives of the NEP. The policy asks for the construction of alternative education programmes for kids who might not have access to traditional schools, as well as the growth of early childhood care and education, in order to attain this goal. This article tries to assess the NEP policy through the eyes of practitioners amid the numerous op-eds and commentary on it. In particular, the present study looked at some important chapters of the "school education" section based on observations of the policy life cycle over the previous five years, including its formulation, implementation, and (lack of) review.

INTRODUCTION

On July 28, 2020, the Indian Union Cabinet approved the National Education Policy (NEP). During more than 50 months of discussions and workshops, the Indian government collected opinion from 2.5 lakh village-level stakeholders and provided it to two national parliamentary level committees after a 34-year hiatus. The extent to which proposals have been implemented into the policy is uncertain, though. It covers some significant topics, including guaranteeing universal access to education at all levels, early childhood care and education with new curricula and pedagogical structures, achieving foundational literacy and numeracy, reforms in school curricula and pedagogy, multilingualism, and the importance of language. The fundamental goal of NEP 2020 is to make primary and secondary education widely accessible by the year 2030. It facilitates the development of connections between the learner and the larger society.

The NEP 2020 has set an ambitious goal of enhancing the quality of higher education institutions (HEI), placing India as a hub of global education, and virtually doubling the GER in higher education from 26.3 percent (2018) to 50 percent by 2035. NEP has more positive characteristics than negative ones. Additionally, they will be addressed with prompt recognition, and NEP will prove advantageous to both students and the educational community.

Early childhood care and education (ECCE)

It increases the eligibility range for the Right to Education from 6 to 18 years. The policy promotes ECCE's universalization with the aim of having all children "school-ready" by 2030 investing in play areas and kid-friendly buildings, as well as providing ECCE teachers and anganwadi workers with ongoing professional development (CPD) opportunities through a six-month certification curriculum with some online components. It maintains the status quo of implementing curricula across three different ministries under the control of one ministry. This approach has so far resulted in poor integration of ECCE and elementary education. A 'joint task team' suggested by the NEP doesn't seem like a sufficient solution to close this well-known divide. There is a lack of clarification regarding whether every anganwadi or pre-primary learning centre would have a worker (sevika) and a teacher of good calibre.

Foundational Literacy and Numeracy (FLN)

To attain 100% fundamental level learning (up to Grade 3) by 2025, various strategies, including a three-month pre-course for pupils, access to digital content via enlivened textbooks (ETB-DIKSHA), student-led peer learning, and community tutoring, are suggested. With priority given to underserved communities and groups within society, teacher openings must be filled as quickly as possible. There is no specification of a core text by which literacy will be evaluated. There is discussion of a national book promotion policy. But more than a book policy, it's critical to emphasise pupils' access to relevant, age-appropriate reading materials in a variety of languages, which is currently a constant focus of government initiatives like SamagraShiksha.

Universal access to all levels

A pledge to reach a gross enrollment ratio (GER) of 100 percent at all levels by 2030. Investment in infrastructure and teachers for students up to the 12th grade; as well as making sure that pupils have access to social workers and counsellors so they can address problems contributing to dropout rates. To ensure that no child is left behind, all children are rigorously tracked using a platform built on technology. It promotes various public-private partnership school models in order to reduce the number of dropouts and children who are not enrolled in school. There is uncertainty about how many social workers or counsellors will be assigned to each child, at what level they will be hired (for example, at the school or cluster level), and whether they will come

from the pool of existing employees of other ministries. There is no explicit mention of legal infractions, such as child labour and child marriage, that cause school dropouts. There is a lack of understanding regarding the social and professional (commercial) worth of the open learning courses offered to kids who cannot attend school.

Curriculum and pedagogy in schools

The policy supports bilingual education and textbooks for learning, as well as various languages at the middle and secondary levels, and encourages local languages to be the medium of instruction at least up to Grade 5. The recommended 5+3+3+4 class system is centred on defining learning levels at each crucial turning point, using a multidisciplinary approach, and streamlining content by focusing on fundamental learning competencies. At the middle school level, new age topics like coding and computational thinking are presented. In secondary school, students can now select subject courses, primarily in the areas of the arts, physical education, and vocational education. Regarding the instruction language, there is no final judgement or rule. The policy, for instance, encourages the use of regional languages "wherever possible," which leaves a lot of room for the status quo.

Assessment and tests

With testing in the third, fifth, and eighth grades, the newly proposed educational system should put a strong emphasis on measurable learning results at all levels. Providing formative assessments (those that are carried out regularly covering smaller sections of the curriculum), peer evaluation, and comprehensive progress reports to gauge the kids' continuous academic development. The board exams for grades 10 and 12 will include student choice. Offering freedom of subject selection, allowing the best of two attempts, and providing a choice of difficulty (standard or higher level) are some ways the policy advises achieving this. According to the policy, PARAKH and NTA—respectively, Performance Assessment Review Analysis of Knowledge for Holistic Development and the National Testing Agency—should be established as two new entities. Funding linked to the performance of states may actually result in low-income and low-performing states being strapped for central funding in the future, leading to further stratification.

Teacher's education

By 2030, a four-year B.Ed. undergraduate course would replace the current two-year D.El.Ed. or B.Ed. degree as the minimum qualification for teacher education. In general, excessive teacher transfers should be stopped, as this will improve continuity with pupils and allow for local housing. Promotion based on merit, as opposed to seniority and teaching level (elementary, primary, or secondary), is greatly encouraged by policy. Additionally, there are alternatives for teachers' vertical mobility, which allows for the promotion of high-performing educators to positions at the local or state level. It missed the chance to link in-service teacher training to credits linked to improving effectiveness.

Conclusion

The present study is descriptive in nature and adds to the advantages and disadvantages of the new education policy. The study establishes the relationship between pros and cons with respect to the respective points. It encompasses early childhood care and education, teacher education, assessment and testing, assessment and pedagogy in testing, and universal access at all levels. All youngsters are meticulously monitored using a system based on technology to guarantee that none of them fall through the cracks. In an effort to lower the rates of school dropouts and non-enrolment, it advocates for a variety of public-private partnership school formats.

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Theoretical and Critical Analysis Of NEP 2020 With Reference to Existing Policy

Dr Surendar Choudhary

Assistant Professor (Geography)
S.N.D.B. Govt. PG College, Nohar (Raj.)

Dr Rajendra Prasad Khichar

Assistant Professor (Hindi)
Govt. Dungar College, Bikaner (Raj.)

ABSTRACT

The year 2020 has been an exceptional year for countries across the globe. In India, apart from COVID- 19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. Time by time, various committees have recommended to increase the allocation of the budget for education to 6% of the GDP, this has lead to the interests of researchers. This paper aims to identify the concerns and focus of NEP 2020. The authors have utilized qualitative data analysis techniques to understand critical areas of focus of policy documents and computer-assisted qualitative data analysis software to address the issues. The research also uses data from Twitter. The data (policy documents) was downloaded from the Ministry of Human Resource Development (MHRD) website. For a better understanding of the collected data, Word Cloud, TreeMap, Project Map, and The Mind Map, along with the graphical representation of sentiments of stakeholders, is presented in the paper. The paper identifies three crucial aspects of the policy – course, language, and students, for the higher education sector. This paper also discusses the sentiment analysis, related to NEP 2020. It was found that most of people consider the policy as a positive and welcoming step.

Keywords: New Education Policy (NEP), India, Qualitative Analysis, Thematic Analysis, Wordcloud, Treemap, Project Map, Mind Map, Sentiment Analysis, NVivo

Introduction

It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are Early streaming of students into different disciplines. Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020.

Objectives of The Study

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are :

1. Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.
2. To discuss the benefits of NEP 2020.
3. To discuss the drawback of NEP 2020.
4. To compare National Education Policy 2020 with the currently adopted policy in India

Methodology :

This paper is a maiden attempt to study NEP 2020 and subject to certain limitations as the research is based on the secondary data. The results are highlighted through literature review and recommendations have been made. This study can act as a base for future research based on empirical investigations and the impacts of NEP 2020 after its implementation can be found. However, this research can be taken as base for further

study on different aspect of NEP 2020. The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method . The implications of the policy are analysed using the predictive analysis technique . Many suggestions are given based on Focus group analysis.

Highlight Of New Education Policy

1. Foundation Stage- Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discoverybased learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2. Preparatory Stage- Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3. Middle school education Stage- Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.
4. Secondary education Stage- Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5. Under-graduation Education Stage- The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6. Post-graduation Education Stage The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7. Research Stage Research- stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8. Lifelong learning- The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Benefits of the NEP-2020

The NEP-2020 is expected to fill gap in education standard in India. It will help in internationalization of education in the country and inculcate innovativeness. The draft document of NEP 2020 is a progressive one and formulated after consultation with all the stakeholders. It is proposed to start

systematic education of a kid from the age of 3years. The key focus area of this policy is to develop manpower, encourage entrepreneurship and generate employment. It is based on the principal of equality, provide autonomy and empower weaker section of society. NEP provided framework for HEIs to prosper. They will be given freedom for admission, teacher's appointment, concession from reservation quota, support for research, staff retrenchment and layover. Private institutions can set their own norms for admission and fees fixation. Public institutions have to abide by directions given by government in this regard. NEP prescribes for multi-disciplinary mode of education which should focus on skill creation and make students employable. It made provisions for autonomous institutions which will be awarding self-degrees both at undergraduate and postgraduate level. In order to keep control on quality of education, accreditation and ranking system is prescribed. The expertise and thoughts of the many consultants from all sectors are embedded within the Proposal. NEP 2020 is formulated with the vision to meet the sustainable development goals (SDG) in accordance with United Nations by 2030. It also put emphasis on lifelong learning and made provision for multiple entry –exit to enable student to complete degree at any stage of their life. Education has to be provided all sections of society under RTE and it should be based on equality with no scope of any kind of discrimination based on caste or gender. There is a special provision to support students from economically weaker section of the society. The reforms has been suggested for teachers education and training to improve quality of teaching in higher education institutions. Only special category of institutions will be allowed to run B.Ed. programme. This would be made as mandatory qualification for all elementary school education. All libraries would be digitalized. It is planned to promote intensive research at both undergraduate and post graduate level, supported through funding by National Research Foundation. Autonomy will be given to lecturers to devise their own class delivery, evaluation and research-innovation plan. Online distance learning has been permitted to offer degrees in higher education and it is expected to be an effective tool to increase GER. Now Universities/Institutions in India can tie up with foreign university for all types of educational & research collaboration freely. It is proposed to set up National Research Foundation with initial capital of INR 20000 crores. This body has been given mandate to provide funding support to all public and private institutions (NEP, 2020)

Drawback of NEP

It seems to be formulated to give thrust to privatization of education is India as visible from the document. Among others it talks of encouraging the top 100 foreign colleges to open their shops in India. Whether this is to further the cause of education or facilitating profiteering is debatable. Although NEP 2020 talks of the need for greater transparency and especially in relation to fee structure it does not indicate any road map on how to tackle the growing malady of capitation fees by private colleges which are mostly run by powerful politicians and religious groups. Education for all will thus remain a distant dream. NEP 2020 does not tell how to operationalize and ensure the right to education especially for marginalized and deprived sections NEP (2020)

Policy in Focus

In 2015, India adopted what is called as “2030 Agenda for Sustainable Development (SD).” Under this agenda, Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030.” Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP2020 has been aligned to 2030 Agenda for Sustainable Development. As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society, the unskilled and semi-skilled level jobs, shall be taken over by machines and computer/mathematics and technical based jobs shall be more in demand. With growing challenges due to pollution, climatic alterations, crises in basic needs and most importantly, constant looming threat of pandemics, there shall be increased requirement of jobs in physics, chemistry, biology, social sciences and infectious diseases control in an integrated manner. All of this point to a need of multidisciplinary teaching/learning process.

In a bid to ramp up digital learning, a National Educational Technology Forum (NETF) would be created. “E-courses will be developed in eight regional languages initially and virtual labs will be developed,” Amit Khare, Higher Education Secretary, said. Top 100 foreign colleges will be allowed to set-up campuses in India. According to the HRD Ministry document, listing salient features of policy, “such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.” Standalone Higher Education Institutes and professional education institutes will be evolved into multi-disciplinary education. “There are over 45,000 affiliated colleges in our country. Under Graded Autonomy, Academic, Administrative and Financial Autonomy will be given to colleges, on the basis of the status of their accreditation,” he further said.

The Key Point of NEP 2020

- The NEP 2020 proposes a four-year undergraduate program with multiple exit options to give students flexibility. A multi-disciplinary bachelor’s degree will be awarded after completing four years of study. Students exiting after two years will get a diploma and those leaving after 12 months will have studied a vocational/professional course. MPhil (Master of Philosophy) courses are to be discontinued.
- Instead of exams being held every year, school students will sit only for three – at Classes 3, 5, and 8. Assessment in other years will shift to a “regular and formative” style that is more “competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking and conceptual clarity”.
- To that end, the policy also proposes that higher education institutions like the IITs (Indian Institute of Technology) move towards “holistic education” by 2040 with greater inclusion of arts and humanities subjects for students studying science subjects, and vice versa.
- The 10+2 structure has been replaced with 5+3+3+4, consisting of 12 years of school and three of Anganwadi or pre-school. This will be split as follows: a foundational stage (ages three and eight), three years of pre-primary (ages eight to 11), a preparatory stage (ages 11 to 14), and a secondary stage (ages 14 to 18). According to the government, the revised structure will “bring hitherto uncovered age group of three to six years, recognized globally as a crucial stage for the development of mental faculties, under school curriculum”.
- The policy, the government has said, aims at reducing the curriculum load of students and allowing them to become more “multi-disciplinary” and “multi-lingual”. There will be no rigid separation between arts and sciences, between curricular and extra-curricular activities and between vocational and academic stream, the government said.
- A Higher Education Council of India (HECI) will be set up to regulate higher education; the focus will be on institutions that have 3,000 or more students. Among the council’s goals is to increase the gross enrolment ratio from 26.3 percent (2018) to 50 percent by 2035. The HECI will not, however, have jurisdiction over legal and medical colleges.
- The mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the policy. Under the NEP 2020, Sanskrit will be offered at all levels and foreign languages from the secondary school level.

Conclusion

NEP 2020 is aimed to revamp higher education in India. It will utilize the co-operation of international communities and their experiences will be utilized. Moreover higher education provided in Indian universities and colleges under NEP 2020 will incorporate ICT to suit the need of the education in new normal post –COVID era. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP

2020 would be a great challenge. The policy is bound to introduce revolutionary and innovative changes. Higher educational institutions (HEI) will come under ambit of one regulator from the present regime of multiple regulators. There will be liberal environment of autonomy to promote freedom of academic delivery, scope of research and emphasis on innovation. There will an opportunity of foreign university to start its campuses in India and there won't be any bottleneck to Indian university for setting up its campuses abroad. NEP 2020 will give big thrust to skilling in India as it provide multiple entry and exit option to student and to pursue their higher education after taking break for employment. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. Anyways, this proposal seems to be well thought and genuine attempt to remodel Indian Educational system. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly; then it has got everything to make India global hub in education by 2030.

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A Descriptive Study on New National Education Policy (NEP) 2022 in India

Ashok kumar

Assistant professor (EAFM)
S.N.D.B Govt (P.G.) College, Nohar
District – Hanumangarh (Raj.)

Abstract

This article details the changes made by the new National Education Policy (NEP) 2022 and other salient features. There has been a descriptive study done on the policy. The new education strategy has been found to be effective in raising the bar for the standard of India's current educational system. The focus of the research is on the government's efforts to change education at the K-12 level. By 2025, this policy will guarantee that all children ages 3-6 receive free, high-quality, developmentally appropriate care and education. India is currently undergoing a severe learning crisis as a result of youngsters enrolling in pre-primary education but failing to master the fundamentals.

Keywords: New education policy (NEP), Pre-primary, schooling.

Introduction

On July 29, 2020, the union cabinet unveiled the New National Education Policy (NEP), paving the way for sweeping changes to the country's school and higher education systems (NEP, 2020). Along with this change, MHRD is now known as the Ministry of Education. This is the first education policy of the 21st century to replace the previous national education policy, which was initially introduced in 1986. Access, Equity, Quality, and Accountability are the cornerstones of the new NEP. The previous 10+2 framework will be replaced by the new 5+3+3+4 policy, which includes 12 years of schooling and 3 years of Anganwadi/preschool (Tierney and Nelson, 2009). More than 2 crore kids are targeted by this new education system, with the ultimate goal of achieving a 100 percent GER (Gross Enrollment Ratio) throughout all levels of schooling by the year 2030. The goal of the National Education Policy 2020 (NEP 2020) is to make India a "global knowledge superpower" by fostering an educational system that is more adaptable, comprehensive, and multi-disciplinary in order to better highlight students' individual strengths. The goal of the NEP 2020 is to create an India-centric educational system that will help transform India into a more just and prosperous knowledge-based society. Students who have spent tens of thousands of dollars on schooling outside of India will be able to acquire an education that is on par with international standards thanks to the initiatives outlined in this NEP. By 2025, this strategy will ensure that all children between the ages of three and six have access to high-quality, age-appropriate care and education at no cost to their families. As a result of children enrolling in pre-primary education but not acquiring the basics, India is experiencing a major learning crisis at the moment.

Literature review

The impact of the four NEP 2020 problems on the associated stakeholders (students, teachers, and parents) has been reported by Kalyani et al. (2020). Minimum qualifications for public sector employment as set forth in NEP 2020. In order to teach, candidates must have a Bachelor of Education (B.Ed.) degree and pass the Teachers Eligibility Test (TET) Kalyani et al. (2020). This will make it easier to hire qualified individuals to improve the quality of the preschool education programme Kalyani et al. (2020). Public policies and evidence-based approaches were described by Pianta et al. (2009) as having an impact on preschool education. Evidence studies used research and experimental approaches to gather data from early childhood education, public school, and child care settings. Preschool has been shown to have positive effects on children's social and cognitive development in both controlled experiments and research studies.

Negative effects on preschoolers' social behaviour were suggested by little data Pianta et al. (2009), but this was not validated empirically. The stakeholders in the fields of management and commerce are aware of NEP 2020, as reported by Devi et al. (2020) and Jha et al. (2020), who also praise the current NEP 2020 policy's emphasis on practical methods of training skills over the more traditional theoretical study approach.

Current changes to the NEP

Here are the most significant changes:

1. In third, fifth, and eighth grade, students now take an official school exam.
2. The 10th and 12th grade standardized tests will be maintained, but reworked to promote all-around growth.
3. There will be a new national assessment platform established, known as PARAKH (Performance assessment, review, and analysis of knowledge for holistic development).

4. Code-based instruction for mathematical reasoning and the scientific temper will begin in grade 6.
5. Beginning in sixth grade, students will be exposed to internships and other forms of work-based learning.
6. The 5+3+3+4 configuration will replace the 10+2 one.
1. Here are the most significant changes:
7. In the new system, students will spend 12 years in school, including 3 in a preschool programme called Anganwadi.
8. This policy priorities the use of the local/regional/mother tongue as the medium of instruction up to and including the fifth grade.
9. Sanskrit will be offered as a language choice in elementary, middle, and high school, as well as in college.
10. Indian literature and that written in other classical languages will be accessible as a choice.
11. Nobody would be made to study a foreign language at school.
12. There will be more elective options in higher education.
13. There will be several entry and exit points for higher education for those who have the necessary credentials.
14. Undergraduate (UG) programmes can be either three or four years long, with different departure options and corresponding certifications issued at various points in that time, such as a certificate after one year, an advanced diploma after two years, a degree after three years, and a bachelor with research after four years.

School level vocational studies

Compared to other countries like the United States (52%), Germany (75%), and South Korea (96%), India's 12th five year plan estimates that just about 5% of Indians between the ages of 19 and 24 have undergone formal vocational education. That's why, per the new rules, all kids in sixth through eighth grade will be required to take a vocational course. The value of learning fundamental skills for making a living, including gardening, woodworking, pottery-making and electrical repair, among many others (Abankina and Filatova, 2017). By 2025, they hoped to have attained their goal of having at least half of all students in K-12 and higher education participate in some form of vocational education.

Accessibility and relevance

No strict division will be made between "curricular" and "extra-curricular" or "co-curricular" activities, ensuring that every student has access to the arts and humanities as well as the study of arts, science, and social sciences. Yoga, sports, dance, music, sculpture, woodworking, gardening, and electrical work will all be viewed as core curriculum rather than as electives. In order to include the NCF (national curriculum framework) subjects into the curriculum, NCERT will develop syllabi and textbooks that can be edited, rewritten, and supplemented by SCERTs (State councils of educational research training) in states. Their curriculum will have substantial physical education components tailored to the interests and safety needs of students of varying ages. The new National Education Policy mandates that if there is a scarcity of instructors fluent in a particular language, the government will make extra efforts to hire teachers, including retired educators, who are fluent in the language in question.

Financial assistance for the students

The National Scholarship Portal (NSP) will be enhanced to better assist and encourage students while keeping track of their development for the purpose of awarding scholarships. Several studentships and fellowships will be made available to the children of private HEI employees.

Conclusion

The present paper shows the current reforms in the present new national education policy. Financial assistance for students and the need based requirement of the teachers are also mentioned in the further to enrich the topic. The previous national education policy was originally implemented in 1986, making this the first such strategy to be implemented in the 21st century. The four pillars of the new NEP are accessibility, equity, quality, and accountability. The new 5+3+3+4 policy, which consists of 12 years of schooling and 3 years of Anganwadi/preschool, will replace the previous 10+2 structure. By 2025, this strategy will ensure that all children between the ages of three and six have access to high-quality, age-appropriate care and education at

no cost to their families. As a result of children enrolling in pre-primary education but not acquiring the basics, India is experiencing a major learning crisis at the moment.

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Early Childhood Care and Education: The Foundation of Learning

Sunderpal Bror

Assistant Prof. (Botany)
S.N.D.B. Govt. P.G. College, Nohar,
District- Hanumangarh (Raj.)

Dr. Ravi Parihar

Assistant Prof. (Botany)
Govt. Dungar College, Bikaner (Raj.)

Abstract

Early childhood education is an important area within the lives of the individuals. This education begins, when the child reaches the age of two or three. It establishes the foundation from where the learning of the child takes place. This paper explores the relationship between early childhood education and academic outcomes for children in India by estimating the ability of preschool participation at age 5 to predict results on major cognitive assessments at age 12. Early childhood stage is crucial, where parents at home and teachers in school are required to pay adequate attention towards the children. When they are able to impart efficient knowledge to them regarding academic concepts, play activities, arts and crafts, health, physical exercises, sports, games, environment, communication, good manners and etiquettes, then they would be able to render an effective participation towards learning and acquisition of education. In order to lead to progression of early childhood education, teachers and staff members of the educational institutions need to possess adequate knowledge, amiable and caring nature and an approachable attitude. They should take care of needs and requirements of young students appropriately.

Keywords: Early Childhood Education (ECE), India, Longitudinal Research, Pre-schools, Skills, Students, Teachers

Introduction

There are three sub-stages of education, from birth to two years, three to five years and six to eight years. In accordance to various ages, students are part of different educational institutions. In other words, age is an important factor in enrolment of students in educational institutions. When a student is pursuing pre-school education, then his development and growth takes place in an operative manner. At this stage, whatever skills and knowledge the student grasps or understands is usually known to remain throughout his life. The main objectives of ECCE are, overall development of the student to enable him or her to realize his or her maximum potential, preparation for schooling and providing support services for women and girls.

The period of early childhood is until the age of eight years. One of the reasons that early childhood is regarded up to the age of eight is to enable him or her acquire a smooth understanding of the entire education from the level of play group to pre-primary and from pre-primary to the level of primary. The early childhood education is in an organized form to a major extent. Research over the past half-century has demonstrated that the period of early childhood is the most critical phase in human development, and that the foundational capacities established during this time can beget improved outcomes across the life course (Black et al., 2016; Shonkoff and Phillips, 2000). Access to early childhood care, health and education (ECCE) has been shown to nurture these capacities by enabling children to achieve improved cognitive outcomes (Attanasio, Meghir and Nix, 2015; Engle et al., 2007).

Education is a comprehensive area. It covers skills, knowledge, attitudes, habits, communication, cognitive skills, intellectual abilities, wisdom, astuteness, righteousness and honesty. These factors are essential for the development of the mind-set of the students and it also contributes towards their progression (Black et al., 2016). The students have to be well prepared to enter the education system at the formal level. In order to seek admission in formal schools, it is vital for the students to possess adequate understanding of academic concepts, so that they can appropriately cope up with the teaching-learning methods, provided to them by the teachers and enhance their performance (Engle et al., 2007). Early childhood education renders an effective contribution in the facilitation of learning and education.

The main purpose of early childhood education is to lead to effectual growth and development of the students. It creates the foundation for learning among the students, so that they are able to develop their skills and abilities efficiently from the early age (Andrabi et al., 2012). Early childhood care and education also makes provision of information and knowledge to the families and communities of the students, with the purpose of contributing towards their effective growth and development. In pre-schools, learning begins with play, when students begin to take pleasure in play activities, then at the next level, they are taught drawing and colouring strategies, which enables them to develop an interest in art. At the next level, students are taught academic concepts, such as alphabets, numbers etc (Beacker et al., 2005).

The Significance of Early Childhood Education (ECE)

ECE is considered to be of utmost significance. This is realized by all the members of the community, irrespective of their backgrounds and occupations. The first three years of the life of the individual are considered to be crucial. At this stage, the child develops the connections to lead to advancement (Black et al., 2005). Whether the parents are educated or not, it is vital for them to possess efficient knowledge, regarding how to implement the functions of growth and development and recognize the significance of education. When they will be aware of various strategies in terms of child development, they will be able to render an effectual contribution. Parents are the ones, who are dedicated and responsible to a major extent for the operative growth and development of their children. Until the age of three, children are close to their mothers and depend upon them for implementation of all activities and functions (Alwani, 2019).

When children reach the age of four, they begin to realise that outside their home also there is a world, which they have to get acquainted with. ECE helps the students to develop their mental capacity and improve their skills and abilities. The social requirements of an individual begins to augment as he grows. ECE is significant as it makes provision of knowledge and information that aims at the overall development of the individual. This area has brought into existence the works of many theorists, researchers, educationists and economists. Individuals and organizations, who have developed keen interest and enthusiasm in this area, have worked towards advancement. The problem relating to economic growth and productivity have been a matter of concern and ECE is a direct concern, as it renders a significant contribution towards the development of future citizens (Calman and Whelan, 2005).

Goals of ECE

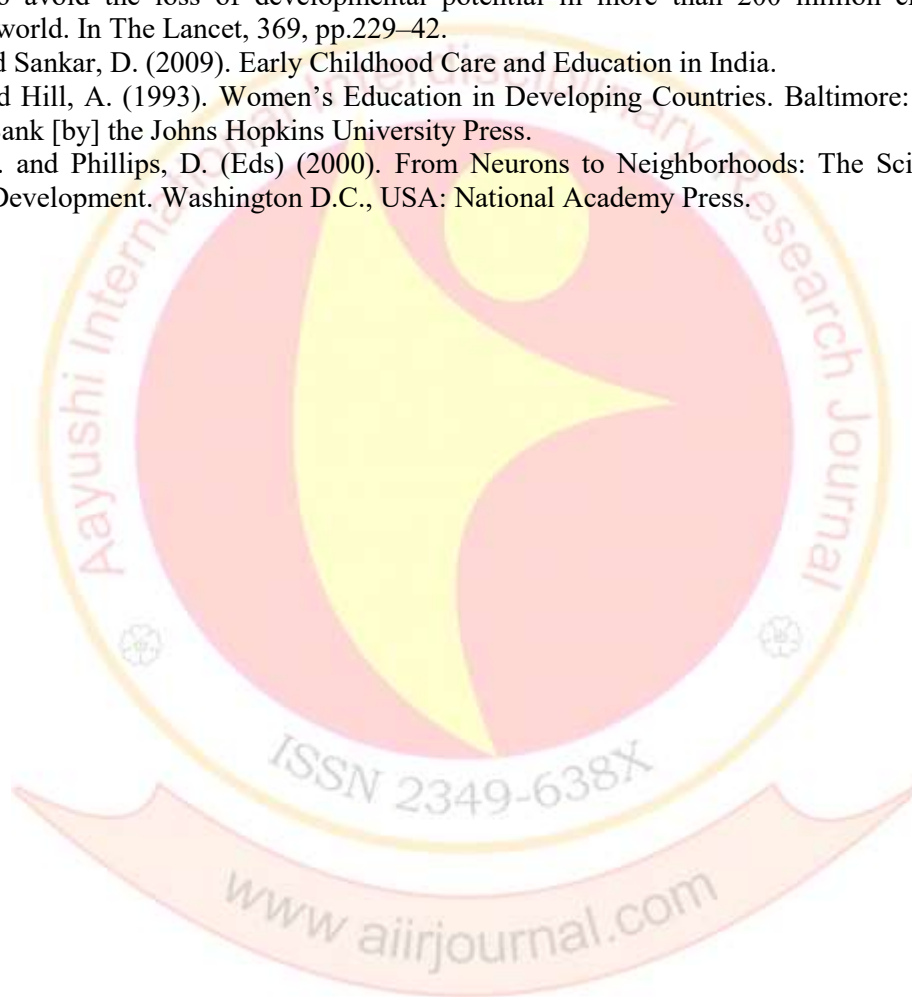
The goals of ECE have been stated as follows: (Kaul and Sankar, 2009, Currie, 2001).

1. Development of the child is considered to be one of the major goals of ECE and it includes cognitive skills, school readiness and social and emotional development.
2. The children belonging to deprived, marginalized and socio-economically backward sections of the society are normally not able to acquire well to do educational opportunities, hence, it is vital to make provision of opportunities for them to improve their learning and secure their future. Financial problems are regarded as the major barriers within the course of their acquisition of education, hence measures should be initiated to make provision of financial assistance to them.
3. It is essential to ensure that the children belonging to deprived, marginalized and socio-economically backward sections of the society have access to basic education and that too of good standard.
4. The adults belonging to deprived and marginalized groups are not educated, hence, in rural areas, there have been establishment of educational institutions and training centres to help them improve their learning.
5. By 2015, there should be improvement by at least 50% in the education of adults, with focus put upon women. Steps would also be formulated to make provision for basic and continuing literacy programs for adults.
6. It is vital to make provision of equal opportunities and not discriminate against anybody in educational institutions on the basis of factors such as, gender, religion, ethnicity, caste, creed, race or occupation. The needs and rights of women need to be taken care of under special consideration and ensuring that they should obtain good quality education. Educating a woman means educating the entire nation.
7. In educational institutions, it is vital to provide training to the students regarding all the subjects. These include, mathematics, science, social science, languages, nutrition, arts and crafts, physical activities, creative activities, music, dance and sports. For the overall growth and development of the individuals, it is vital to enhance their skills and abilities regarding all important areas.

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Impact of Online Education for Preparing Competitive Exams with Special Reference to Rajasthan

Dr. Sanjeev Kumar Bansal,
Associate Professor, Department of ABST
(Commerce),
S.N.D.B Govt. PG College Nohar
District - Hanumangarh (Raj.)

Sunil Kumar & Pawan Kumar Bhura
Research Scholar (Commerce)
Maharaja Ganga Singh University, Bikaner (Raj.)

Abstract:

To identify infrastructure facilities utilised by students for online preparation for competitive exams. The current study used an exploratory research approach. In September 2022, students preparing for competitive exams from Rajasthan state were given the questionnaire. A sample of 200 students from Shekhawati region, Rajasthan, who were preparing for competitive examinations online was chosen. Even before the lockdown, the majority of candidates preparing for online had mobile phones and used them for digital learning. Although most students were aware of online education, and more than half spent two to three hours each day in the digital learning process. The researcher created this article with the intent of demonstrating the Impact of Online Education for Preparing Competitive Tests, determining the degree of satisfaction with existing online preparation for competitive exams, and identifying the difference between online and offline preparation.

Keywords: online education, complete exam, apps, online preparation.

Introduction

The Government of India issued a state-wide lockdown order in March 2020, and all schools and universities were closed. Many colleges and institutions in India have swiftly embraced digital e-learning platforms online programmes, despite having little notice and little prior experience. To stay up with their curriculum and reply to their professors' roll calls online, the students had to adopt a whole new technology of e-learning tools. Over the previous decade, the education system has altered dramatically, with the most significant shift being in the manner of learning and testing. Educational institutions are gradually shifting toward online teaching and education, which is altering students' and parents' perceptions of learning. Students frequently inquire if an online or offline exam is preferable. Online learning is a kind of education in which students engage in classes through the internet. They are not required to attend lectures or classrooms, and they can study whatever they choose from the comfort of their own homes. Online learning is also a rewarding approach for subject-matter specialists to pass on their expertise.

The significance of online applications in India

- **Self-Learning:** It is extremely difficult for teachers to focus solely on one child in the classroom. Online tutorials assist students in covering areas that were not covered in the classroom. Without feeling stressed, students may complete the topics in the allotted time. These internet tools instil confidence in the students and help them focus.
- **Accessibility:** With 24 X 7 X 365 days access, students may resolve their doubts and obtain their study materials from any location at any time. These apps are always available to students without regard to time constraints.
- **Online resources:** Although there are physical libraries everywhere, smart phones have become a primary resource for obtaining any type of knowledge with a single click. These programmes established a forum for students who could not afford full-time school by distributing pdfs and e-books.
- **Engagement:** With the assistance of "Gamification," programmes make learning pleasant and engaging. It also enhances student involvement. By awarding badges and awards to pupils, these Ed-apps motivate students and foster a good attitude toward education.
- **Improves skills:** educational apps assist students in developing technical abilities at an early stage. With the aid of certain applications, even schoolchildren are learning the coding language and laying the groundwork for future IT careers.
- **Cheap and Affordable:** Online tutorials are less expensive than traditional campus-based education, and students can save money.

Methodology

In the month of September 2022, an online survey using close ended questions in a questionnaire was used (Google forms). Purposive random sampling was used to select students who are actively engaging in online education for preparing for competitive exams.

RESULTS AND DISCUSSION

1. Gender

S. No.	Gender	Frequency	Percent
1.	Male	117	58.5%
2.	Female	83	41.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 73.5% were males and 41.5% were females preparing for competitive exams online.

2. Age

S. No.	Age in years	Frequency	Percent
1.	15 – 20	57	28.5%
2.	20 - 25	113	56.5%
3.	25 – 30	30	15%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 56.5% aged between 20-25 years followed by 28.5% of respondents belongs to the age group of 15-20 years and 15% of respondents belongs to the age group of 25-30 years.

3. Resident

S. No.	Resident	Frequency	Percent
1.	Urban	159	79.5%
2.	Rural	41	20.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 79.5% of respondents resides in urban areas whereas 20.5% of respondents resides in rural areas preparing for online competitive exams.

4. Education

S. No.	Education	Frequency	Percent
1.	Under Graduate	57	28.5%
2.	Graduate	56	28%
3.	Post-Graduate	87	43.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 43.5% were Post graduate followed by 28.5% of respondents were under graduate and 28% of respondents were graduate in our survey.

5. Academic Stream

S. No.	Academic Stream	Frequency	Percent
1.	Science	109	54.5%
2.	Commerce	77	38.5%
3.	Humanities	14	7%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 54.5% belongs to science stream, 38.5% of respondents belongs to commerce stream and 7% of respondents belongs to humanities stream.

6. Competitive exam

S. No.	Competitive exam	Frequency	Percent
1.	Civil Services Examination – UPSC	9	4.5%
2.	Staff Selection Commission - SSC	62	31%
3.	Defence Services Examination – NDA/CDS	13	6.5%
4.	IBPS Bank Examination	99	49.5%
5.	Indian Railways	17	8.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 49.5% were preparing for IBPS bank exam, 31% were preparing for exam followed by 8.5% of respondents were preparing for Indian Railways. 6.5% of respondents were preparing for defence exams and 4.5% of respondents were preparing for UPSC exams online.

7. Online education is better than offline

S. No.	Online education is better than offline	Frequency	Percent
1.	Yes	127	63.5%
2.	No	73	36.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 63.5% agreed that online education is better than offline and 36.5% of respondents disagreed with the above statement, according to them offline is better than online preparation for competitive exam.

8. Online is affordable – as compared to offline class

S. No.	Online is affordable	Frequency	Percent
1.	Yes	200	100%
2.	No	0	0
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 100% of respondents agreed that online education is affordable as compared to offline class.

9. More benefitted from online education

S. No.	More benefitted from online education	Frequency	Percent
1.	Yes	177	88.5%
2.	No	23	11.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 88.5% agreed that they were more benefitted by online class and 11.5% of respondents were not satisfied with online preparation for competitive exams.

10. Best mode of online preparation

S. No.	Best mode of online preparation	Frequency	Percent
1.	Online live classes	41	20.5%
2.	Pre-recorded videos	159	79.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 79.5% of respondents agreed that pre-recorded videos were better than online live class lectures and 20.5% of respondents agreed that online live class is better than pre-recorded videos.

11. Videos best for Competitive exam

S. No.	Videos best for Competitive exam	Frequency	Percent
1.	Short Videos – less than 30 Min	161	80.5%
2.	Long Videos – More than 30 Min	39	19.5%
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 80.5% of respondents finds short video lectures better for preparing whereas 19.5% of respondents agreed that long videos are more beneficial for cracking competitive exams.

12. Notes are easily available in Online class

S. No.	Notes are easily available in online class	Frequency	Percent
1.	Yes	191	95.5%
2.	No	9	4.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 95.5% agreed that notes and study materials are easily available 4.5% of respondents disagreed with the above statement.

13. Classes are affordable – compare to offline class

S. No.	Classes are affordable	Frequency	Percent
1.	Yes	200	100%
2.	No	0	0
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 100% of respondents agreed that online classes are more affordable than offline classes.

14. Online education is helpful for Competitive exams

S. No.	Online education is helpful for Competitive exams	Frequency	Percent
1.	Yes	188	94%
2.	No	12	6%
	Total	200	100%

(Source: Primary Data)

Out of 200 Respondents 100% of respondents agreed that online education is helpful for Competitive exams.

15. Study with experts - Best Teachers for every Subject

S. No.	Study with experts	Frequency	Percent
1.	Yes	200	100%
2.	No	0	0
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 100% of respondents agreed that best teachers are available for every subject as compared it with offline class.s

16. Time duration for online study everyday

S. No.	Time duration for online study everyday	Frequency	Percent
1.	0 – 2 Hours	58	29%
2.	2 – 4 Hours	111	55.5%
3.	4-6 Hours	14	7%
4.	6-8 Hours	17	8.5%
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 55.5% of respondents study 2-4 hours daily, 29% of respondents study 0-2 hours daily followed by 8.5% of respondents study 6-8 hours daily and 7% of respondents study 4-6 hours daily.

17. Is online class time saving – compare to offline class

S. No.	Is online class time saving	Frequency	Percent
1.	Yes	200	100%
2.	No	0	0
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 100% respondents agreed that online class is time saving as compared with offline class.

18. Platform for Online classes

S. No.	Platform for Online classes	Frequency	Percent
1.	Online Apps	59	29.5%
2.	YouTube	21	10.5%
3.	Zoom Class	18	9%
4.	Google Meet	19	9.5%
5.	Unacademy	72	36%
6.	Textbook(Online app)	11	5.5%
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 36% of respondents study on Unacademy platform, 29.5% of respondents study with the help of online apps provided by online educational institutions followed by 10.5% of respondents study online with the help of YouTube. 9.5% respondents' study through google meet, 9% uses Zoom Class and 5.5% of respondents takes textbook online app for preparing competitive exams.

19. Best Platform for online education

S. No.	Best Platform for online education	Frequency	Percent
1.	Online Apps	41	20.5%
2.	YouTube	103	51.5%
3.	Zoom Class	3	1.5%
4.	Google Meet	2	1%
5.	Unacademy	41	20.5%
6.	Textbook(online app)	10	5%
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 51.5% of respondents agrees that YouTube is best available platform for online preparation followed by online apps and Unacademy online platform. 5% agreed that Textbook online app best followed by 1.5% for zoom class and only 1% agreed for google meet for preparing online for competitive exams.

20. Helpful in self-testing

S. No.	Helpful in self-testing	Frequency	Percent
1.	Yes	179	89.5%
2.	No	21	10.5%
	Total	200	100%

(Source: Primary Data)

For preparing online for competitive exams out of 200 respondents 89.5% respondents agreed that online class is helpful for self-testing and 10.5% of respondents disagreed from the above statement.

Conclusion

Researcher demonstrated the benefit of online education for competitive exam preparation utilising educational applications. Males are more active than females in online preparation; the majority of candidates are graduate and postgraduate students studying for competitive exams online. The key advantages are that online preparation is less expensive and saves time, and that the finest professors are accessible for all courses. All of the applications are aiming toward the same goal, which is to deliver education to their users.

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National Education Policy 2020- Issues, Challenges and Opportunities

Dr. Mohan Lal Goswami

Assistant Professor in Political Science
Government Girls College, Hanumangarh (Raj.)

Abstract:

In this set of hypothetical circumstances, education plays a critical and determining role. The National Education Policy 2020 has thus been converted into the structure of this restructuring, which might help to establish a fresh education system in the country in furthermore to reinforce those economic & social identifiers. The National Education Policy 2020 has been converted into the structure of this restructuring because it was determined that this restructuring would be beneficial. In the middle of all the gloom and doom that has engulfed the globe as a result of the difficulties presented by the COVID-19 epidemic, the New Education Policy (NEP 2020) that was released by the Government of India was a welcome shift and a breath of fresh air. That certainly has room for further development. Higher education that meets NEP 2020 standards will be provided by independent colleges and universities that encourage interdisciplinary study. This study also provides an overview of the most important aspects of NEP and investigates how those aspects influence the educational system that is now in place.

Keywords: Education, India, Policy, Importance, Government, Students, Study.

Introduction:

The National Policy on Education (NPE) was developed by the Government of India to encourage education among several people of India. The policy extends from primary school through college education in both rural as well as urban India. Prime Minister Indira Gandhi issued the first NPE in 1968, Prime Minister Rajiv Gandhi issued the second in 1986, & Prime Minister Narendra Modi issued the third in 2020. The National Education Policy 2020 (NEP 2020), agreed upon by India's Union Cabinet on July 29, 2020, defines the goal for the country's future education systems. The newest policy supersedes the preceding 1986 National Policy on Education. The strategy provides a complete structure for kindergarten, secondary, & postsecondary education, in addition to vocational education in both rural & urban India.

By 2021, the initiative intends to reform India's education sector. The language policies in the NEP is a broad guideline or consultative, and their adoption is up to the regions, institutions, as well as schools. The NEP 2020 implements a slew of improvements to India's education policy. It intends to expand state education spending from roughly 4% to 6% of GDP as quickly as practicable. A group led by former Cabinet Secretary T. S. R. Subramanian began the discussion phase for the New Education Policy in January 2015. Following the committee assessment, a team chaired by former Indian Space Research Organization (ISRO) head Krishnaswamy Kasturirangan presented the proposed NEP in 2019(Williams, 2019).

The Ministry of Human Resource Development subsequently announced the Draft New Education Policy (DNEP) 2019, which was supported by a series of public discussions. The Draft NEP was 484 pages long. In developing the draught policy, the Ministry conducted extensive consultations: Over two lakh recommendations were submitted from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts. The National Education Policy envisions: National Education Policy 2020 targets an India-centric education system that effectively helps our country's long-term transformation into an egalitarian and thriving information culture by offering high training to everyone.

Excellent, intellectual, well-rounded, or creative persons must be developed via quality higher education. It must allow an individual to research one or more specialized regions of involvement in detail and create personality, moral as well as lawful principles, academic fascination, scientific emotion, imagination, service essence, and 21st-century skills in a variety of disciplines such as sciences, social sciences, the arts, liberal arts, cultures, individual, technical, as well as occupational topics. The new education policy makes a few basic adjustments to the current scheme, with the main points being multidisciplinary universities but also colleges in or relatively close to each neighborhood, redeveloping pupil syllabuses, teaching methods, assessment, as well as assistance for augmented student experience, or rather constructing a National Research Foundation to endorse outstanding peer-reviewed tasks or rather successfully seed analyze at universities as well as colleges.

Objective: The research aimed to fulfill the following objectives:-

- Examine the New Education Policy in India 2020 and Similar policies.
- Study Why is it Necessary to Make These Adjustments to the Pre-Education Policy?
- To elaborate on features of the levels and the laws concerning higher education.
- Study important national education policy features relating to higher education.
- Examine the opportunities and obstacles regarding the national education policy 2020.

Methodology:

In this environment, education is crucial. The National Education Policy 2020 is the basis for this change, which might help develop a new education system also boost economic & social indices. The New Education Policy (NEP 2020) launched by the Government of India was a welcome shift from the negativity caused by the Covid-19 epidemic. Needs improvement. NEP 2020 supports diverse universities & individual colleges. This report highlights NEP's key elements as well as evaluates their impact on education. This Article is mainly based on secondary sources.

What is the New Education Policy in India 2020?

Under the new education policy of 2020, the educational system has to be fixed by 2030. The curriculum will be divided based on the educational system of 5 + 3 + 3 + 4 in place of the currently running 10 + 2 model. The target of investment of the Central and State governments has also been set for the new Education Policy 2020 in which Central and State Governments will invest in the education sector equal to 6 percent GDP of the country for cooperation in the education sector. We have tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to face current and future challenges. It has been a journey that every member has taken personally and collectively, we have tried to cover different dimensions of the broader educational landscape of our country(Freire-Garabal y Núñez, 2020). This policy is all based on guiding objectives like access, capacity, quality, affordability, and accountability. From pre-primary to higher education, we have taken this field Seen in an uninterrupted continuity as well as encompassing other areas connected to the broader landscape.

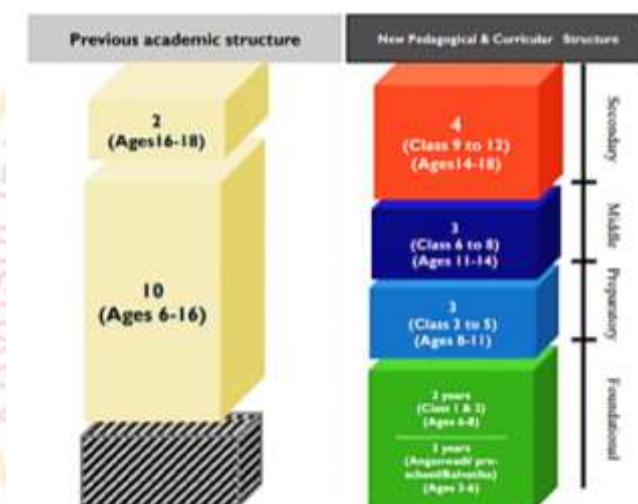


Figure 1. Structure of India's New Education Policy 2020

Similar policies

There are numerous rules & papers now in place that will be of assistance to the NEP 2020. The following guidelines and papers are attempted to be specified in Table 1:

The policies or documents that are associated with NEP 2020 are listed in Table 1.

S.No	Policy	Description
1	National Programme for Education of Girls at Elementary Level (NPEGEL)	The goal was to communicate with the females since they are more difficult to access than the other demographics(Draboo, 2020).
2	Saakshar Bharat/Adult Education	The goal is to build a literate community, with the nonliterate or neo-literate population aged 15 and older serving as the targeted audience.
3	Samagra Shiksha Abhiyan (SSA)	The primary educational initiative aimed at ensuring equal access to educational opportunities in schools(ASAD ALI, 2020).
4	District Primary Education Program (DPEP)	Primary education as well as the formalization of education at the basic level are the focus of the basic movement, which aims to revive both.
5	Inclusive Education for the Disabled at Secondary Stage	To increase the number of students who identify as handicapped or abled who enroll in secondary or higher

	(IEDSS)	education.
6	Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	Reforms touch several areas of the higher education system and the processes that are connected to it.
7	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	To improve secondary education on a local level(Sharma, 2021).
8	Right to Education (RTE)	Recognizing as a fundamental right is the provision of an education that is both free & mandatory to all children regardless of age group or social standing(Sharma, 2022).
9	Draft National Policy on Education 2019 – New Education Policy 2020	To promote children's cognitive growth and to facilitate their growth of analytical or procedural skills.

Features of the Levels

The perception of the National Education Policy 2020 is to create an education system that is centered on India by taking into account its legacy, heritage, principles, and ideology to participate straight in the transformation of the country into an understanding society that is inclusive, viable, as well as lively(Yenugu, 2022). The whole Indian educational system is established and constructed by trying to draw suggestions out of its extensive and lengthy chronological heritage as well as taking into consideration the contributions made by several academics to the globe in diversified areas those very as arithmetic, astronomy, metallurgical, medical science and surgery, civil engineering as well as design, shipbuilding as well as navigation, yoga, fine arts, chess, and so on.



Figure 2. The Features of Each Level of the New Education Policy

The purpose of the recently announced NEP 2020 is to give a liberal education that is both multidisciplinary & interdisciplinary to every candidate to increase the existing gross enrolment ratio (GER) to 50 percent by the year 2035(Kamala, 2020). Table 2 contains a rundown of the numerous educational lifespan phases that are mentioned in the policy, together with an explanation of the characteristics that distinguish each level.

Table 2: Following NEP 2020, a variety of educational levels will be carried out.

S.No	Educational life-cycle Levels	Features
1	Foundation Level	The Foundational Level, which lasts 5 years, includes foundational education that is dynamic, multilayered, play-based, activity-based, or discovery-based. Utilizing time-tested Indian customs & cultures, this stage is constantly developed via creativity & study for children's intellectual and emotional engagement(Garg, 2021).
2	Preparatory Level	For 3 years The preparatory level entails expanding on the play-, discovery-, or activity-based learning. Furthermore, this level increasingly integrates formal classroom instruction via publications. The goal is to introduce kids to many areas and encourage people to explore further discoveries.
3	Middle School Education Level	Middle school education lasts for 3 years & focuses on more complex topics within every subject such as sciences, mathematics, arts, social sciences, or humanities(Stacki, 2012). The constructivist approach will be used in specialized

		topics with subject instructors. Students are introduced to the semester system, as well as annual two-class level exams are held.
4	Secondary Education Level	Secondary school education is aimed to give transdisciplinary disciplines, particularly liberal arts education, across 4 years. This level will be based on a specific topic pedagogical or curricular approach with increased complexity, adaptability, critical reasoning, & emphasis on life goals. Students are introduced to the semester system, and each semester they will study 5 to 6 topics. Board examinations will be administered after the 10th or 12th grades.
5	Under-graduation Education Level	Undergraduate degrees in all subjects will be 3 or 4 years long, with numerous exit possibilities such as a certification after the 1st year, a diploma just after the 2nd year, or a Bachelor's degree after the 3rd year. The four-year undergraduate degree curriculum with majors, minors, or academic research is favored.
6	Post-graduation Education Level	The Master's degree consists of one program for students with 4 years of bachelor's degree, a two-year program for students with 3 years of bachelor's degree, as well as an integrative five-year program with a concentration on high-quality work in the final year. The Master's degree will include a substantial research element to develop occupational competency & preparing participants for postdoctoral research.
7	Research Level	For full-time or part-time studies, the research phase includes doing high-quality research resulting in a Ph.D. in just about any basic topic, transdisciplinary subject, or interdisciplinary pertain for a minimum of 3 to 4 years. Throughout their Ph.D., individuals must complete 8 credits of courses in teaching/education/pedagogy relating to their Ph.D. field. The previous one-year MPhil program has been terminated.
8	Lifelong learning	The NEP 2020 advocates lifelong learning & innovation to prevent humans from becoming outdated in societies in respect of understanding, skills, or experiences needed to live comfortably. It is considered that knowledge & study at any age would provide more maturation for life fulfillment.

Conclusion:

The new National Education Policy, 2020, which has recently been endorsed by the central government to modify the education system in India to fulfill the requirements of 21st century India, would then, if it is satisfactorily enacted, make India one of the foremost nations in the globe. This new system is intended to modify the education system in India to fulfill the requirements of 21st-century India. Correspond Children aged 3 to 18 have been brought within the purview of the Right to Education Act, which was passed in 2009, following the new education strategy for the year 2020. This new education strategy, which was introduced after a gap of 34 years, has as its principal objective the provision of higher education to all children, with the ultimate goal of universalizing pre-primary education (the age group of three to six years) by the year 2025.

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Study of the Indian National Education Policy 2020 Towards Achieving Its Objectives

Dr. Kamal Vijayvargiya

Assistant Professor,
Department of Physical Education
Tantia University, Sri Ganganagar (Raj.)

Dr. Manoj Kumar

Assistant Prof. (Botany)
S.N.D.B. Govt. P.G. College, Nohar (Raj.)
District – Hanumangarh (Raj.)

Abstract

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Keywords : Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies, Predicted implications, Predicted impediments & merits

Introduction

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

It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are Early streaming of students into different disciplines. Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.

Objectives Of The Study

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are:

1. Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.
2. To discuss the merits of Higher Education Policies of NEP 2020.
3. To discuss the demerits of Higher Education Policies of NEP 2020.
4. To compare National Education Policy 2020 with the currently adopted policy in India

Methodology :

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique. Many suggestions are given based on Focus group analysis.

Highlights Of New Education Policy

- 1- **Foundation Stage-** Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
- 2- **Preparatory Stage-** Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with

textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

- 3- **Middle school education Stage-** Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.
- 4- **Secondary education Stage-** Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
- 5- **Under-graduation Education Stage-** The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
- 6- **Post-graduation Education Stage The Master's degree-** a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
- 7- **Research Stage Research-** stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
- 8- **Lifelong learning-** The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

New Education Policy : Advantage

It includes pre-school education into the main education structure. This allows for two things. First, it seeks to regulate an unorganized, unregulated, and even profiteering part of education, sometimes with very unhealthy linkages to primary school admission in urban centres like Mumbai and Delhi. Second, it allows for the mid-day meal being extended to preschool children right from the age of three. In a country where 50% of children are malnourished, this will be a big benefit. The 10+2+3 was devised so that children could opt for vocational course after the 10th standard examination. This author was on the subcommittee advising the Maharashtra State government on vocational courses, and it was distressing how these courses were sought to be taught at the 2+ stage, in classrooms, without any exposure to workshops or fieldwork. There is no guarantee that this won't happen again. True, the government has modified the 3+2+10 into 4+3+3+5. And it has introduced a credit system, which allows for more lateral migration between subjects and courses. It remains to be seen how the 1.5 million schools in India adapt to this new structure.

New Education Policy : Disadvantage

Then come some not so good parts. The NEP is full of impressive phrases like holistic and multidisciplinary. Yet scratch at the paint, and you can see signs of fundamentalism and prejudice. Take the emphasis on foreign languages. Why bring politics into education? The NEP excludes Mandarin. This defies logic. Did the US ban the teaching of Russian during the cold war? Even if China is an enemy, it is good for Indians to learn Mandarin. To understand an enemy better. To understand Asian history. To explore business opportunities in a territory where China accounts for the world's largest population. Moreover, irrespective of whether an India works for a multinational corporation from the West, or from countries like South Korea or Japan, or whether he works for an Indian enterprise, knowledge of Mandarin would allow for better business negotiations. The NEP seeks to slam shut such doors for Indians and thus create employment opportunities for people from other nations. It is also true that while India and China have strained relations currently, both countries have peacefully coexisted for over 2,500 years. Why confuse the long-term with the short-term and possibly transient? The irony is that even while Chinese Universities encourage the learning of Indian

languages, India prefers to do without such learning. India's New Education Policy 2020: An Introduction NEP: Page No. 23 Typically, India has not come to terms with the basic fact that – unlike the North – the South has enjoyed greater continuity of culture and amity. The Chola dynasty lasted over 1500 years. Yes, it waxed and waned, but it lasted longer than any northern dynasty

The Important Points in The National Education Policy 2020

- 1- The mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the policy. Under the NEP 2020, Sanskrit will be offered at all levels and foreign languages from the secondary school level.
- 2- The 10+2 structure has been replaced with 5+3+3+4, consisting of 12 years of school and three of Anganwadi or pre-school. This will be split as follows: a foundational stage (ages three and eight), three years of pre-primary (ages eight to 11), a preparatory stage (ages 11 to 14), and a secondary stage (ages 14 to 18). According to the government, the revised structure will “bring hitherto uncovered age group of three to six years, recognized globally as a crucial stage for the development of mental faculties, under school curriculum”.
- 3- Instead of exams being held every year, school students will sit only for three – at Classes 3, 5, and 8. Assessment in other years will shift to a “regular and formative” style that is more “competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking and conceptual clarity”.
- 4- Board exams will continue to be held for Classes 10 and 12 but even these will be re-designed with “holistic development” as the aim. Standards for this will be established by a new national assessment center – PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
- 5- The policy, the government has said, aims at reducing the curriculum load of students and allowing them to become more “multi-disciplinary” and “multi-lingual”. There will be no rigid separation between arts and sciences, between curricular and extra-curricular activities and between vocational and academic stream, the government said.
- 6- To that end, the policy also proposes that higher education institutions like the IITs (Indian Institute of Technology) move towards “holistic education” by 2040 with greater inclusion of arts and humanities subjects for students studying science subjects, and vice versa.
- 7- The NEP 2020 proposes a four-year undergraduate program with multiple exit options to give students flexibility. A multi-disciplinary bachelor's degree will be awarded after completing four years of study. Students exiting after two years will get a diploma and those leaving after 12 months will have studied a vocational/professional course. MPhil (Master of Philosophy) courses are to be discontinued.
- 8- A Higher Education Council of India (HECI) will be set up to regulate higher education; the focus will be on institutions that have 3,000 or more students. Among the council's goals is to increase the gross enrolment ratio from 26.3 percent (2018) to 50 percent by 2035. The HECI will not, however, have jurisdiction over legal and medical colleges.

Conclusion

On this background of big and ambitious dreams not converted in reality, New Education Policy 2020 poses again such question mark “Can we really attain the goal ?” Always we have miserably failed in an appropriate resource allocations. For example 6 % of GDP budget for education discussed and recommended in all previous Education Commissions and Policy Documents but it never became a reality. Now in NEP 2020 also assures of 6 % GDP Budget to education but for provisions and implementation the NEP 2020 document only says, Central and State Governments will make efforts for such allocations. When the Central Government is facing resource crunch during global slowdown of economies and Covid -19 severe and negative impact of economies becoming standstill , how one can expect that during the revamping of economies education sector will get due share ? At least next 3/4 years are challenging for countries recover their economies from Covid-19 impact. Will really the Government of India and debtridden, financially weakened and over-stressed state governments can make provisions of 6% of GDP ? At least next five years in my assessment it is impossible to become a reality. Then how India can become a fully developed Knowledge Economy? It's not negativity, I am very positive person. Such kind of futuristic policy was need of the hour, no doubt about that. Is there any possibility that, education sector will get priority like Defence Sector, Transport and Railroad sector? When our central government under leadership of PM Narendra Modi can invest nearly one lakh crore or 10 million rupees on one single route of Bullet Train from Mumbai to Ahmedabad, if there is political will; yes we can

invest 50 million to 100 million rupees for education sector , which is future Social Defence and Development action plan for India during next decade till 2030.

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Digital Learning Resources Utilised by Students for Online Education with Special Reference to Haryana

Manish Saini

Research Scholar (Commerce)
Maharaja Ganga Singh University, Bikaner (Raj.)

Kirti Bansal

Research Scholar (English)
Maharaja Ganga Singh University, Bikaner (Raj.)

Abstract

To identify infrastructure facilities utilised by students for digital education and to determine the substantial difference in knowledge and abilities of various online tools prior to and after lockdown. The current study used an exploratory research approach. In September 2022, students from Haryana State's public and private schools and colleges were given the questionnaire. A total of 200 students (aged 15 to 30) regularly participating in online classes were selected. Even before the lockdown, the majority of pupils had mobile phones and used them for digital learning. Students reported an increase in the amount paid each month for internet access. Because students' overall mobile data consumption has grown significantly, their time spent on the internet has also increased following the lockout. Although most students were aware of online education, and more than half spent two to three hours each day in the digital learning process. Students were actively engaged in online classes throughout the lockout, which could be deduced from their knowledge of numerous apps. The pupils' use of several applications before and after lockdown differed significantly. During Covid-19, there is a substantial difference in students' understanding of app usage, data, amount spent, and time spent in the digital learning process. Students who participated in online classes unwittingly used more mobile data, which provided them with constant network connectivity, allowing them to complete assignments, attend webinars, and therefore increase their knowledge. Despite the difficulties, students were actively involved in digital learning during the Covid-19 shutdown period by adjusting to the new usual style of online teaching.

Keywords: COVID-19; corona virus; digital teaching; online teaching; pandemic; student; e-learning.

Introduction

The COVID-19 pandemic epidemic has affected up to 1.2 billion young brains worldwide. The epidemic has posed issues to the whole global education system, including disruptions in student learning, disruptions in assessments, delays or cancellations of public admission tests, and substitution with a subpar substitute. The Government of India issued a state-wide lockdown order in March 2020, and all schools and universities were closed. Many colleges and institutions in India have swiftly embraced digital e-learning platforms online programmes, despite having little notice and little prior experience. To stay up with their curriculum and reply to their professors' roll calls online, the students had to adopt a whole new technology of e-learning tools. During the shutdown of schools, colleges, and universities, virtual classwork and homework have become the new normal in a student's life.

Innovative solutions in the form of digital tools and information and communication technology have had a long-term influence on all aspects of life, including employment, access to services, and education. Although both the teacher and student communities encountered some roadblocks in their early forays into online education, the experience can only grow better and more enjoyable in the coming days. The whole educational environment has gone virtual. E-learning is a relatively new notion that Indian institutions have adopted as a result of the lockdown enforced since March because to the covid-19 epidemic. Only a few research have been conducted and reported in this field. Research done in West Bengal, India, examined the influence of lockdown on undergraduate and postgraduate students' learning status. Although 70% of the students were active in e-learning, the results show that the transfer into e-learning was not easy. According to research performed in Ghana, the COVID-19 pandemic had a substantial influence on education, and schools are seeking for resources to compensate for the loss in education caused by the epidemic. Research undertaken in India to learn about the social impact of Covid-19 on children revealed various non-health concerns the children faced throughout the epidemic. Some of these included delays or missed routine vaccines, serious difficulties such as child abuse and food hardship, the lack of e-platforms for special needs children, and street children experiencing substantial food security and health challenges. Under these conditions, a study was conducted to better understand the infrastructure facilities available to Indian students for online education, the gadgets used, the amount of data used, time spent on the internet, and knowledge of applications for online education, both before and after the lockdown.

Methodology

In the month of September 2022, an online survey using close ended questions in a questionnaire was used(Google forms). Purposive random sampling was used to pick students who are actively engaging in online

instruction. As a result, 200 students from government and private institutions were chosen. An exploratory study was carried out, in which profile traits, infrastructure facilities for participating in the online teaching process, and respondents' knowledge of various online applications were gathered, and frequency and percentages were determined. Furthermore, knowledge on numerous apps in terms of what was heard and utilised before and after the lockdown was acquired and evaluated using percent.

Results and Discussion

Table 1 Gender

S. No.	Gender	Frequency	Percentage
1	Male	114	57%
2	Female	86	43%
	Total	200	100%

(Source: Primary Data)

It can be easily seen from the above table that majority of respondents were male 57% followed by 43% female respondents.

Table 2 Age

S. No.	Age	Frequency	Percentage
1	15 - 20 Years	59	29.5%
2	20 – 25 Years	117	58.5%
3	25 – 30 Years	24	12%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent majority 58.5% age lies between 20-25 years followed by 29.5% aged between 15-20 years and 12% respondents lies between 25-30 years of age.

Table 3 Government and Private Institutions (School/College/Coaching)

S. No.	Institutions	Frequency	Percentage
1	Government	89	44.5%
2	Private	111	55.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondents 55.5% studies in private institutions and 44.5% of respondent studies on government institutions.

Table 4 Academic Qualification

S. No.	Academic Qualification	Frequency	Percentage
1	Class 11 - 12	23	11.5%
2	Graduation	147	73.5%
3	Post-Graduation	30	15%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent majority of respondents studies in graduation 73.5% followed by 15% of respondent studies in post-Graduation and only 11% of respondent studies in Class 11 and 12.

Table 5 Academic Stream

S. No.	Academic Stream	Frequency	Percentage
1	Science	79	39.5%
2	Commerce	97	48.5%
3	Humanities	24	12%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent 48.5% belongs to commerce stream followed by 39.5% respondents from science stream and 12% belongs to humanities.

Table 6 Family Income Annually

S. No.	Family Income	Frequency	Percentage
1	Below Rs. 2, 00, 000	21	10.5%
2	Rs. 2, 00, 000 – 4, 00 ,000	79	39.5%
3	Rs. 4, 00, 000 – 6, 00, 000	42	21%
4	Above Rs.6, 00, 000	58	29%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent family income of majority respondents 39.5% lies between Rs.2, 00, 000 – 4,00, 000 followed by 29% of respondents belongs to family income more than Rs.6, 00, 000 per annum. 21% respondent belongs to income range between Rs.4,00, 000 – 6,00, 000 and only 10.5 % respondent family income is below Rs.2, 00, 000.

Table 7 Access to Smart Phone

S. No.	Access to Smart Phone	Frequency	Percentage
1	Before Lockdown	171	85.5%
2	After Lockdown	29	14.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent majority of respondents 85.5% of respondents have access to smartphone before lockdown and 14.5% of respondents do have got access to smartphone after lockdown.

Table 8 Time Spend on Internet per day

S. No.	Time Spend on Internet	Frequency	Percentage
1	Less than 2 hours	19	9.5%
2	2 – 4 hours	59	29.5%
3	4 – 6 hours	81	40.5%
4	Above 6 hours a day	41	20.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent majority 40.5% of respondents spend 4-6 hours daily on internet followed by 29.5% of respondents spend 2-4 hours on internet every day. 20.5% of respondent spend more than 6 hours and 9.5% of respondents spend less than 2 hours daily on internet.

Table 9 Access to gadget

S. No.	Access to gadget	Frequency	Percentage
1	Smartphone	88	44%
2	Smartphone & Tablet	70	35%
3	Smartphone, tablet & Laptop	29	24.5%
4	Smartphone, tablet, Laptop & Smart TV	13	6.5%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent 44% have only smartphone to access online education followed by 35% of respondent having access to smartphone and tablet. 24.5% of respondents have access to smartphone, tablet and laptop and only 6.5% respondents have access to smartphone, tablet, laptop and smart tv as well.

Table 10 Online learning resources

S. No.	Online learning resources	Frequency	Percentage
1	Online Classes App used by School/College	43	54%

2	National Digital Library	17	8.5%
3	Swayam e-learning	9	4.5%
4	e-Pathshala	11	5.5%
5	YouTube	108	21.5%
6	Online Coaching Classes	12	6%
	Total	200	100%

(Source: Primary Data)

Out of 200 respondent majority of respondents 54% takes online classes from school and college followed by 21.5% uses YouTube app for online education. And rest of the respondents uses National digital library, Swayam e-learning, e-Pathshala and online coaching classes.

Table 11 knowledge of apps before and after lockdown (n-200)

Particular	Mean rate of heard about online classes before lockdown	Mean rate of heard about online classes after lockdown	Std. error	t-test	P value	Result
Apps	64.30	73.00	18.78	2.44	0.08	Not Significant

(Source: Primary Data)

Students' knowledge of various applications before and after the lockdown was compared. Concerning awareness on applications, before and after lockdown no significant difference was found Table 11 indicating that students' awareness about various apps before and after lockdown may be more or less the same. This could be attributed to their pre-existing knowledge of some of the apps like individual e-learning platforms like Online Classes App used by School/College and YouTube. Further, as young students were more active on social media networks, they might not have heard about these apps, hence there is no significant change.

Table 12 knowledge of apps before and after lockdown (n-200)

Particular	Mean rate of used online classes before lockdown	Mean rate of used online classes after lockdown	Std. error	t-test	P value	Result
Apps	57.45	63.84	3.85	3.03	0.04	Significant

(Source: Primary Data)

In the case of usage of apps, the mean rate before the lockdown was 64.30 and after the lockdown was 73 which indicates a significant difference. It can be inferred that the students after equipping themselves with the wherewithal of the ways and means of using the various applications were finally able to put them to good use after lockdown, owing to restricted movement and social distancing norms practiced by the mankind during the corona virus pandemic outbreak. Hence a significant difference was found. The student's usage of these online apps before the lockdown was limited due to regular face-to-face classroom teaching whereas after lockdown the situation demanded the use of apps to continue the academic tempo of the teaching-learning process. There exists a significant difference between students' knowledge of usage of apps and time spent in the digital learning process during Covid-19 since P value < 0.05. Hence it is most obvious that the students who are using more mobile will have uninterrupted network coverage and can access the lessons, assignments, webinars by using various online apps which in turn aid in the improvement of app knowledge.

Conclusion

The emergence of Corona virus has accelerated India's digital reset. Despite all obstacles, pupils never ceased learning owing to the numerous chances provided by the teaching profession. Traditional classroom instruction was replaced by an online classroom, which paradoxically had various advantages such as greater knowledge retention, less time to learn, and so on. Despite the fact that both professors and students had no official training for online classrooms and lacked enough bandwidth, they were able to continue learning online for the last two years. Online education is projected to be employed in the future and may become a component of education alongside traditional offline modes in the post-pandemic age. A new type of learning, known as blended learning, is undoubtedly on the horizon. According to the findings of the study, there is a disparity between students' app knowledge and skills. When compared to before the shutdown, students' knowledge and skills of numerous online education platforms have improved.

Suggestions

- In order to make the digital learning process more successful in the future, both teachers and students will need extra training on online teaching-learning technologies and platforms.
- The Government of India must establish a favourable digital arena for Indian students from disadvantaged parts of society to learn.
- Certificate courses and seminars on digital communication skills for students to better their virtual learning experience can be organised.
- Strategies are urgently required to construct a robust education system in India that would ensure the development of employability and productivity abilities in young brains.

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Analysis of the India's New Education Policy 2020 (NEP-2020)

Rajinder Kumar

Research Scholar (Computer Science)
Shri Khushal Das University, Hanumangarh

Dr. Manoj Kumar

Assistant Professor (Computer Science)
S.N.D.B. Govt. P.G. College, Nohar (Hanumangarh)

Abstract:

'Education' plays a significant and remedial role in improving and balancing the country's socio-economic framework. By 2021, the policy aims to transform India's education sector. According to the NEP, the current 10+2 system will be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. Let us now focus on the key takeaways from the NEP 2020. The major goal of this committee was to increase education quality, credibility, and resolving gaps in implementation, and thus the Ministry produced the draught policy in 2016, however it couldn't be implemented.

Introduction:

'Education' plays a significant and remedial role in improving and balancing the country's socio-economic framework.

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs). The National Education Policy 2020, which was adopted by Indian Union Cabinet on July 29, 2020, sets the goal for the country's future education system. The new policy replaces the old National Policy on Education, which was established in 1986. The strategy is a comprehensive framework for elementary, secondary, and higher education, as well as vocational training in both rural and urban India. By 2021, the policy aims to transform India's education sector. According to the NEP, the current 10+2 system will be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. Let us now focus on the key takeaways from the NEP 2020.

India's First Education Policy was implemented in 1968 by the Indira Gandhi Government, and India's Second Education Policy was implemented in 1986 by the Rajiv Gandhi Government, which was then modified in 1992 by the P.V. Narasimha Rao Government, and now, after 34 years, India's New Education Policy 2020 has arrived.

The major goal of this committee was to increase education quality, credibility, and resolving gaps in implementation, and thus the Ministry produced the draught policy in 2016, however it couldn't be implemented.

Following this, a group of nine members was constituted under the supervision of former ISRO Chief Dr. K Kasturirangan, and this group prepared the National Education Policy in 2019, which was finally passed as the New Education Policy 2020. The NEP 2020 aims at making **"India a global knowledge super power"**. The new academic session will begin in September-October – the delay is due to the unprecedented coronavirus disease (Covid-19) outbreak – and the government aims to introduce the policy before the new session kicks in.

History Background

The need of this a policy was first felt in 1964 when Indian Congress MP Siddheshwar Prasad criticised the government for lacking a vision and philosophy for education. Therefore in the same year, a 17-member Education Commission, headed by UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

Principles of NEP 2020

The foundational **principles of NEP 2020** are Access, Equity, Quality, Affordability, and Accountability. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values.

What are the changes in education policy 2020?

- A single regulator for higher **education** institutions.
- Multiple entry and exit options in degree courses.
- Discontinuation of MPhil programmes.
- Low stakes board exams.
- Common entrance exams for universities.

New Education policy 2020 vs Existing National Policy on Education (NPE), 1986:

S.No.	New – New Education policy 2020	Existing – National Policy on Education (NPE), 1986
1.	Ministry of Education	Ministry of Human Resource Development
2.	Gross Enrolment Ratio – 50% (2035)	Gross Enrolment Ratio – 26.3% (2018)
3.	5+3+3+4 format	10+2 Format
4.	Break-up of age: 3-8, 8-11, 11-14, 14-18	Break-up of age: 6-16, 16-18
5.	Exam – Class 3, 5, 8, 10, 12	Exam – Each Year up to class 12
6.	Board exam – Objective and descriptive. Twice a year.	Board exam – Descriptive. Once a year.
7.	No hard separation of Art, Commerce, Science. All will be mixed with curriculum.	Hard separation – Art, Commerce, Science
8.	Curriculum content will be reduced to its core essentials	
9.	1 Vocational subject is must – Class 6 to 8	Not mandatory in existing format.
10.	Bag – less days encouraged	
11.	Health card and check-up will be done.	Health card and supplement programs are already running.
12.	360 degree holistic report card for students including skills	
13.	Coding to be taught from class 6 onwards	Not mandatory in existing format.
14.	3 language – by state, region and choice of student	3 language – Hindi, English and the regional
15.	Indian Sign Language students with hearing impairment – to be developed by NIOS	
16.	Pre-school to be added in KVs	Starts from class 1.
17.	Preparatory class Balvatika for children below the age of 5 – by ECCE (Early childhood care and education) qualified teacher	Not mandatory in existing format.
18.	Report card to have reviewed from teachers, peers, and students as well.	Report card to have reviewed from teachers
19.	NCC wings – secondary and higher secondary schools	NCC wings – secondary and higher secondary schools
20.	Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
21.	National Scholarship portal for SC, ST, OBC and SEDG	National Scholarship portal for SC, ST, OBC and SEDG
22.	Education sector to get 6% of GDP	Education sector get 4.5% of GDP
23.	Minimum qualification for teaching – 4 year integrated B.Ed degree by 2030	
24.	IITs will include multidisciplinary like arts, humanities etc.	
25.	National Testing Agency (NTA) – It will conduct aptitude test, and exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.	

26.	E-content in total 8 languages	Lack of regional language e-content
27.	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits.	This is the main difference between both the policies with credit storing for higher studies.
28.	For Higher studies, 4 options are given: 1 - year diploma, 2-year Advanced Diploma, 3-year Graduation, 4-year Graduation with research.	For Higher studies, 4 options were already there: 1/2 - year diploma, 3-year Graduation, 4-year Graduation with research.
29.	After graduation, Master's degree of 1 year and 2 year with research options are given.	After graduation, Master's degree of 1/2 year were already there.
30.	M.Phil. is discontinued. Doctorate can be pursued after Master's.	First M.Phil. Then Doctorate could be pursued.
31.	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to setup in India.	
32.	At least 1 large multidisciplinary institution in or near every district by the year 2030	
33.	Controlling Authority – HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation.	Controlling Authority – UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT etc.
34.	Adult learning – Tech based option through apps, TV etc.	Adult learning – Several programs are already running.
35.	New academic session to begin in September-October (Delay due to Corona crisis)	

A Vision of National Education Policy (NEP) 2020

National Education Policy 2020 envisions an India-centric education system that provides high-quality education to all, thereby transforming India sustainable into an equitable and vibrant knowledge society in the world.

School Education

- The current '**10+2**' structure covering ages 6-18 to be replaced by a new Pedagogical and Curricular Structure of '**5+3+3+4**' corresponding to ages 3-18.
- Instead of annual examinations every year, students will now only attend exams in Class 3, 5 and 8.
- Class 10 and 12 Board Exams will be conducted as usual, but the exams will be made easier by allowing students to **take exams twice** a year. The exam will have two parts, Objective and Descriptive.
- Universal standards of learning and regulations in public and private schools.
- Vocational Education and coding will be introduced from Class 6.
- Mother tongue or regional language to be the medium of instruction at least up to Class 5 and preferably till Class 8.
- Report cards will be a **360-degree Holistic Progress Card** that will give a comprehensive report on skills and capabilities instead of just marks and grades.

- Focus on the curriculum to core concepts.
- **Universalization** of education from Early Childhood Care Education (ECCE) to Secondary Level.
- Achieving **100% Gross Enrolment Ratio** (GER) in school education by 2030.
- New National Curriculum Framework for Early Childhood Educator (ECE), schools, teachers and adult students.
- **Open Schooling System** to bring two crore 'Out Of School Children' back into the mainstream.
- Deployment of counsellors and social workers to improve student's mental health.
- **Mid day Meal Scheme** to be extended to include breakfasts.

Higher Education

- **Holistic and Multi-disciplinary** education in an undergraduate program with multiple exit options where the bachelor's degree can be 3 or 4 years.
- M.Phil. (Master of Philosophy) courses to be discontinued.
- PG programs can be 1 or 2 years.
- The **National Testing Agency** will conduct entrance examinations for admissions to universities across the country, apart from the JEE Main and NEET.
- Establishment of Academic Bank of Credits to facilitate Transfer of Credits.
- Setting up Multidisciplinary Education and Research Universities (MERUs) as models of best multidisciplinary education of global standards.
- Establishment of **National Research Foundation**, an apex body for fostering a strong research culture and building research capacity across higher education.
- Establishment of **Higher Education Council of India (HECI)** to regulate higher education by preparing the same set of regulations, accreditation and academic standards for private and public institutions. The HECI will have four independent verticals, namely-
 - ✓ **National Higher Education Regulatory Council (NHERC)** for the regulation of higher education, except medical and legal education.
 - ✓ **General Education Council (GEC) for setting standards.**
 - ✓ **Higher Education Grants Council (HEGC)** for funding and financing of colleges and universities.
 - ✓ **National Accreditation Council (NAC) for accreditation**
- The HECI will replace the existing National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE) and the University Grants Commission (UGC).
- Phasing out the 'Affiliation System' at university level over a period of 15 years.
- Increasing **Gross Enrolment Ratio** (GER) in higher education from the current 26.3% to 50% by 2035.
- Adding 3.5 crore seats in higher education.

Teacher Education

- By 2023, the minimum qualification for teachers will be 4-year integrated B.Ed. degree.
- Emphasis on strengthening and transparency of the teacher recruitment process.
- NCTE to formulate a new and comprehensive **National Curriculum Framework for Teacher Education (NCFTE) 2021.**
- NCTE to frame **National Professional Standards for Teachers (NPST) 2022.**

Other Major Objectives

- Establishment of **National Education Commission.**
- Establishment of **Special Education Zones (SEZs)** to improve education among underrepresented groups in disadvantaged regions.
- **Gender Inclusion Fund**, for improving and providing education for female and transgender children.
- Establishment of **National Educational Technology Forum (NETF)**, a platform to facilitate the free exchange of ideas on technology usage in education.
- National Assessment Centre- '**PARAKH**' will assess the students.
- Establishment of new language institutions such as the Indian Institute of Translation and

Interpretation and the National Institute/ Institutes for Pali, Persian and Prakrit.

- Establishment of National Mission for Mentoring, National Book Promotion Policy, National Mission on Foundational Literacy and Numeracy.
- Increasing the education expenditure from the current 4.6% to 6% of the GDP at the earliest.
- Massive usage of technology in education planning, teaching, learning and assessment.

The Key Features of NEP 2020

- 10 + 2 has been breakdown into 5 + 3 + 3 + 4 structure.
- Students to learn coding from class six.
- Mother tongue to be a medium of instruction till 5th grade.
- 360 ° Holistic Progress Card will be made in which the students' academic, practical, curricular, co-curricular will be given equal value.

NEP Good or Bad

Due to increase the in Flexibility in Education, **New Education Policy 2020** is good for all students who are serious about their carrier. On the other hand, due to multiple entries and exit systems, the seriousness of education may be decreased among students.

Conclusion

National Education Policy (NEP) 2020 is a big revolution replacing the 34-year-old policy idea and envisioning to bring about the much-needed modification in the Indian Education System. The Policy has maintained a delicate balance between the traditions and the interdisciplinary approach, which is the need of the 21st century. NEP has the potential to revamp the skills of the youth of our country and has all the right tools that are needed to be competitive at the global level. States and the Union government have to get together and work cooperatively to bring out the policy from Paper documents into the classrooms and make it actually worth the wait. It provides a way forward to make India a flourish knowledge hub. Implementation of this revolutionary policy will bring the Indian Education system to the top of the world. Needless to say, the New Education Policy is undoubtedly a progressive and ambitious policy that India is waiting for.

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Locus of control, between female athletes and non-athletes

Dr. Rekha Bhardwaj

D.P.E

Ch.B.R.G Government Girls College Sri Ganganagar (Raj.)

ABSTRACT

The study compared locus of control in athletes and non-athletes. The sample consisted of 50 non-athletes females and 50 athlete's female's players, playing various individual Track and field events such as javelin throw shot put, long jump, hammer throw, triple jump, discus throw, and hurdles at inter-collegiate level in the age range of 18-25 years. Participants were administered the Rotter's Locus of Control Scale (Rotter, 1966). Independent samples t-test was computed to examine if there was any differences in locus of control, between female athletes and non-athletes. Findings revealed that there was a significant difference in locus of control among female athletes and non-athletes. Female Athletes had an internal locus of control.

Key Words: Locus of control, Female Athletes and Non- athletes, Rotter's Locus of Control

Introduction

Locus of Control in athletes Rotter (1966) referred to locus of control as an individual's perception about the underlying main causes of events in his or her life. It is an essential aspect personality. He conceptualized locus of control into two distinct forms: internal locus of control versus external locus of control. Individuals with an internal locus of control believe that events occur because of his/her own behavior, whereas those with an external locus of control believe that events are dependent on luck, chance, or other people. Athletes with an external locus of control are more likely to externalize the cause of failure. During a poor performance they might blame the coach, the referee, the opponent team, or the playing conditions. Whereas an athlete with an internal locus of control is more likely to take responsibility for his or her performance and will look inward and ask himself / herself what they could have done better to improve their performance

Objectives of the study:

The objectives of the study was to compare locus of control between female athletes and female non-athletes

Hypotheses:

There will be no significant difference in locus of control between female athletes and female non-athletes.

Limitations

1. The study was conducted only on 50 female athletes and 50 female non-athletes.
2. The study was restricted only to athletes of Track and field event such as javelin throw, shot put, long jump, hammer throw, triple jump, discus throw, and hurdles.
- 3 It was further limited to inter college level female participants only.
4. Hence the study was limited to students in the age group 18-25 years.

Method

Participants:

The sample comprised of 100 female athletes and non- athletes of in Rajasthan, of whom 50 were athletes and 50, were non-athletes ranging between 18- 25 years. All the participants were selected randomly from athletic academy. 50 athlete's females, playing various individual sports such as javelin throw shot put, long jump, hammer throw, triple jump, discus throw, and hurdles at inter-collegiate level

Procedure:

The researcher approached two sports academies in Rajasthan who train female athletes in various individual sports such as javelin throw, shot put, long jump, hammer throw, triple jump, discus throw, and hurdles. The purpose of the study was explained to the coach. Permission was obtained from the coach to conduct the study. 50 female athletes in the age range of 18-25 who participated in individual sports at inter-college level such as shot put, long jump, hammer throw, triple jump, discus throw and hurdles agreed to participate in the study. The purpose of the study was explained to the female athletes. Locus of Control Scale test was administered 15 days prior to competition. To collect data from female non-athletes the researcher approached an arts and science college for women. Permission was obtained from the teachers to collect data.

The purpose of the study was explained to the students and 50 female students from two different classes volunteered to participate in the study.

Test Battery:

Rotter's Locus of Control Scale. Locus of Control Scale (Rotter, 1966) was used to measure the Locus of Control of the participants. The scale is a measure of control beliefs. The scale consists of 29 forced choice items in which 6 are filler items. For each statement the participants have to select the statement that they agree with the most. The Rotter's Locus of Control scale has good psychometric properties. Rotter's Locus of Control has moderate to large correlation with Marlowe-Crowne Social Desirability Scale the correlation range between -0.41 to - 0.12. Test-retest reliability estimates for Rotter's Locus of Control scale range between 0.49 and 0.83. Internal consistency estimates for Rotter's Locus of Control Scale range between 0.65 and 0.79. A higher score indicates External Locus of Control and a lower score indicates Internal Locus of Control.

Statistical analyses:

Independent samples t- test was used to examine the differences in locus of control between female athletes and female non- athletes.

Result and Discussion

Table I: Means, Standard Deviations, and 't' value for locus of control between athletes and non-athletes.

Variable	Sample	N	Mean	S.D	't' value
Locus of Control	Female Athlete	50	10.320	2.300	3.944***
	Female Non-Athlete	50	11.679	2.459	

***P<0.01

It can be observed from the results that there is a significant difference in locus of control between female athletes and non-athletes, $t=3.944, p<0.01$. The results show that female non-athletes had higher locus of control ($M=11.679, SD= 2.459$) than athletes ($M= 10.320, SD= 2.300$). Female athletes have an internal locus of control as compared to female non-athletes. Female athletes believe that they have control over the events and activities of their life. They believe that their conduct is guided by their own decisions and efforts. This finding also support finding by Sidhu and Arora (2014) who compared locus of control in athletes and non-athletes and found that athletes exhibited internal locus of control. and also validate the study conducted by Roshini. S & Ayesha Arif Zinna. "Locus of Control, Self-Efficacy and Grit among Athletes and Non-athletes", [VOLUME 6 I ISSUE 1 I JAN. – MARCH 2019] E ISSN 2348 –1269, PRINT ISSN 2349-5138

Therefore, the null hypothesis which states that "There will be no significant difference in locus of control between athletes and non-athletes" is not accepted.

Conclusions: There was a significant difference in locus of control between female athletes and female non-athletes. Female athletes had an internal locus of control compared to female non-athletes.

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Rashtriya shiksha neeti 2020

DR. JYOTI SAREEN

Principal, Govt. College,
Hindumalkot,
District- Sri Gangangar (Raj.)

SANGEETA KAPOOR

Head, Department of English
S.N.D.B. Govt. P.G. College,
Nohar (Raj.)
District – Hanumangarh (Raj.)

DR. SHEETAL AGGARWAL

Assistant Professor, Department of
Commerce and Management
Tantia University, Sri Ganganagar
(Raj.)

I. Introduction

A. Background and Context of the New Education Policy

The New Education Policy 2020 (NEP) in India marks a significant milestone in the country's education sector. The policy comes after a long gap of over three decades, with the previous policy dating back to 1986. Over the years, India's education landscape has witnessed rapid changes, necessitating a comprehensive and forward-looking approach to address emerging challenges and cater to the needs of a rapidly evolving world.

The NEP 2020 was formulated against the backdrop of India's aspirations to transform its education system into a dynamic, inclusive, and globally competitive one. It takes into account the diverse educational needs of a vast and multicultural country with a population of over 1.3 billion people. The policy is guided by the vision of providing equitable access to quality education for all, fostering holistic development, and promoting lifelong learning.

B. Significance and Objectives of the Policy

The New Education Policy 2020 holds immense significance due to its comprehensive nature and wide-ranging reforms. It seeks to address various pressing issues in the education system and create a solid foundation for the holistic development of learners. The policy recognizes the importance of education as a catalyst for social and economic progress, empowering individuals and building a knowledge-based society. The objectives of the NEP 2020 are multi-fold. Firstly, it aims to ensure universal access to education at all levels, from early childhood to higher education, focusing on inclusivity and removing barriers to education for marginalized sections of society. Secondly, the policy strives to enhance the quality of education, emphasizing a multidisciplinary and skill-oriented approach that equips learners with 21st-century competencies.

Additionally, the NEP 2020 seeks to transform the existing structure of school education, transitioning from the traditional 10+2 model to a more flexible 5+3+3+4 model. It emphasizes the integration of vocational education, technology-enabled learning, and research and innovation in higher education. The policy also promotes a shift from rote learning to a competency-based assessment system, fostering critical thinking, creativity, and problem-solving skills.

In conclusion, the New Education Policy 2020 in India emerged as a response to the evolving educational landscape and the need for a transformative approach. Its significance lies in its potential to reshape the education system, make it more inclusive, relevant, and aligned with the demands of the 21st century. By setting forth clear objectives, the policy aims to lay a strong foundation for the holistic development and lifelong learning of individuals across the country.

II. Restructuring of School Education

The New Education Policy 2020 (NEP) proposes a comprehensive restructuring of school education in India, aiming to provide a more holistic and flexible learning experience for students. This restructuring involves a shift from the existing 10+2 model to a new 5+3+3+4 model, which divides schooling into different stages based on the cognitive development of learners.

The foundational stage, covering ages 3 to 8, focuses on play-based and activity-based learning to foster curiosity, creativity, and basic numeracy and literacy skills. It recognizes the crucial role of Early Childhood Care and Education (ECCE) in laying the foundation for a child's overall development and prepares them for formal schooling.

The preparatory stage, from ages 8 to 11, aims to build a strong foundation in numeracy, literacy, scientific thinking, and social awareness. It focuses on experiential learning, critical thinking, and problem-solving, providing students with a well-rounded education that nurtures their cognitive, emotional, and social development.

The middle stage, spanning ages 11 to 14, emphasizes a multidisciplinary approach, allowing students to explore subjects beyond traditional boundaries. It promotes active engagement in subjects like arts,

humanities, sciences, and vocational education, fostering creativity, flexibility, and a holistic understanding of various disciplines.

The secondary stage, from ages 14 to 18, aims to provide students with comprehensive subject knowledge, critical thinking abilities, and life skills required for higher education, career choices, and personal development. It focuses on promoting specialized learning through elective subjects, vocational education, and skill development.

The restructuring of school education under the NEP 2020 not only alters the age-wise divisions but also emphasizes a learner-centric and competency-based approach. It seeks to reduce the emphasis on rote memorization and encourage conceptual understanding, critical thinking, and practical application of knowledge. This shift aims to equip students with the necessary skills and competencies to thrive in the rapidly changing global landscape.

However, the implementation of the new school education structure poses certain challenges. These include the need for appropriate infrastructure, qualified teachers, adequate training, and equitable access to educational resources across different regions and socioeconomic backgrounds. Overcoming these challenges will be essential to realizing the full potential of the restructured school education system envisioned by the New Education Policy 2020.

In conclusion, the restructuring of school education in the New Education Policy 2020 reflects a paradigm shift towards a more flexible, inclusive, and learner-centric approach. By dividing schooling into different stages and focusing on holistic development, the policy aims to transform the education system and empower students with the necessary skills and competencies for success in the 21st century.

III. Focus on Early Childhood Care and Education (ECCE)

The New Education Policy 2020 (NEP) places a strong emphasis on Early Childhood Care and Education (ECCE) as a crucial foundation for a child's overall development. ECCE refers to the educational and nurturing experiences provided to children in the age group of 3 to 6 years, which is considered a critical period for their cognitive, social, emotional, and physical development.

The NEP recognizes the significance of ECCE in shaping a child's future learning outcomes and aims to provide universal access to high-quality ECCE programs. The policy acknowledges the importance of early stimulation, nurturing care, and play-based learning in promoting a child's holistic growth, curiosity, creativity, and social skills.

Under the NEP 2020, ECCE programs will focus on providing a safe, inclusive, and stimulating environment for children to explore, learn, and develop. These programs will be designed to cater to the diverse needs of children, considering their different backgrounds, abilities, and learning styles.

Furthermore, the policy emphasizes the role of well-trained and qualified early childhood educators who understand child development, pedagogy, and the importance of fostering a nurturing and inclusive learning environment. Efforts will be made to enhance the capacity of teachers and caregivers through training programs and professional development initiatives.

The NEP also recognizes the need for a strong partnership between families, communities, and ECCE institutions. It promotes the involvement of parents and guardians in their children's early learning and encourages community participation in the provision of ECCE services.

The focus on ECCE in the New Education Policy 2020 aims to ensure that every child receives a strong foundation for future learning and development. By providing universal access to quality ECCE programs, the policy seeks to bridge the learning gaps and inequalities that arise from disparities in early childhood experiences.

In conclusion, the New Education Policy 2020 underscores the importance of Early Childhood Care and Education (ECCE) in shaping a child's overall development. By focusing on the provision of universal access to high-quality ECCE programs, the policy aims to ensure that every child receives a nurturing and stimulating learning environment during their early years, setting a strong foundation for their lifelong learning journey.

IV. Multidisciplinary Approach in Education

The New Education Policy 2020 (NEP) advocates for a multidisciplinary approach in education, recognizing the need for learners to develop a broader understanding of various subjects and disciplines. The policy encourages a shift from a narrow focus on specialized subjects to a more holistic and interdisciplinary learning experience.

The multidisciplinary approach promotes the integration of knowledge, ideas, and skills across different subjects and domains. It enables students to explore connections between disciplines and encourages them to think critically, solve problems creatively, and develop a well-rounded perspective.

Under the NEP 2020, learners have the opportunity to choose subjects from different streams such as arts, humanities, sciences, and vocational education. This flexibility allows students to pursue their interests and passions while gaining a broader knowledge base.

The multidisciplinary approach also encourages collaboration and teamwork among students. It fosters an environment where students with diverse backgrounds and expertise come together to exchange ideas, share perspectives, and work on projects that require the application of knowledge from multiple disciplines.

Moreover, the policy recognizes the importance of vocational education and its integration into mainstream education. By incorporating vocational subjects and skill development programs, students can acquire practical skills that are relevant to real-world scenarios and enhance their employability.

The multidisciplinary approach poses certain challenges, including curriculum design, teacher training, and assessment methods. However, the NEP 2020 emphasizes the need for curriculum flexibility and the development of interdisciplinary teaching-learning materials to support this approach. It also highlights the importance of continuous professional development for teachers to facilitate multidisciplinary learning effectively.

By embracing a multidisciplinary approach, the New Education Policy 2020 aims to foster creativity, critical thinking, and problem-solving abilities among learners. It prepares them to tackle complex challenges in various domains and equips them with the skills required for lifelong learning, adaptability, and success in a rapidly changing world.

In conclusion, the multidisciplinary approach in education, as advocated by the New Education Policy 2020, emphasizes the integration of knowledge, skills, and perspectives from different subjects and domains. By promoting a holistic and interdisciplinary learning experience, the policy seeks to nurture well-rounded individuals capable of addressing real-world challenges and contributing meaningfully to society.

V. Vocational Education and Skill Development

The New Education Policy 2020 (NEP) recognizes the significance of vocational education and skill development in preparing learners for the workforce and equipping them with practical skills for livelihood opportunities. The policy emphasizes the integration of vocational education within the mainstream education system, ensuring that students have the option to pursue vocational pathways alongside academic learning.

Vocational education in the NEP encompasses a wide range of fields, including agriculture, healthcare, information technology, hospitality, automotive, construction, and more. It aims to provide students with hands-on training, industry-relevant skills, and experiential learning opportunities that align with the evolving needs of the job market.

The NEP 2020 envisions a holistic approach to vocational education, where theoretical knowledge is combined with practical training. It promotes partnerships between educational institutions and industry stakeholders to ensure that vocational programs are aligned with industry standards and requirements. This collaboration facilitates the development of industry-relevant curriculum, internships, apprenticeships, and on-the-job training opportunities for students.

Additionally, the NEP emphasizes the need for career guidance and counseling services to help students make informed choices about vocational education pathways. It aims to remove the stigma associated with vocational education and create an environment where all forms of education are valued equally.

Skill development is a key component of the vocational education framework in the NEP. It focuses on enhancing students' employability and equipping them with transferable skills such as communication, critical thinking, problem-solving, teamwork, and entrepreneurship. The policy also emphasizes the importance of digital literacy and ICT (Information and Communication Technology) skills in the modern workforce.

To support vocational education and skill development, the NEP advocates for the establishment of vocational education centers, skill development institutions, and industry-led training programs. It encourages the active involvement of industry experts and practitioners in curriculum design, assessment, and the delivery of vocational education programs.

By promoting vocational education and skill development, the NEP 2020 aims to bridge the gap between education and employment, ensuring that students are equipped with the necessary skills for gainful employment, entrepreneurship, and self-employment opportunities. It acknowledges the diverse career aspirations of students and the need to provide multiple pathways to success beyond traditional academic pursuits.

In conclusion, the focus on vocational education and skill development in the New Education Policy 2020 reflects the recognition of the importance of practical skills and industry relevance in education. By integrating vocational education within the mainstream education system and fostering skill development, the policy aims to empower learners with the skills and knowledge required for a successful transition into the workforce and contribute to the economic growth of the nation.

VI. Assessment Reforms

The New Education Policy 2020 (NEP) brings forth significant reforms in the assessment practices within the education system. It recognizes the need to move away from a traditional rote-learning and examination-oriented approach towards a more holistic, competency-based assessment system.

The NEP emphasizes the importance of assessing a student's overall development, including cognitive, social, emotional, and creative abilities. It encourages a shift towards formative assessments that focus on continuous evaluation, feedback, and improvement rather than relying solely on high-stakes summative examinations.

One of the key assessment reforms outlined in the NEP is the promotion of competency-based assessments. These assessments measure a student's ability to apply knowledge, think critically, solve problems, and demonstrate skills across various domains. They move beyond memorization and encourage students to showcase their understanding, practical application, and analytical thinking.

The policy also highlights the significance of reducing the emphasis on board examinations as the sole determinant of a student's academic achievement. It suggests that a student's progress and achievements should be assessed through a combination of internal assessments, project work, portfolios, and other innovative assessment methods.

Furthermore, the NEP emphasizes the importance of leveraging technology in assessments. It encourages the use of online assessment tools, adaptive testing, and data analytics to personalize assessments, track learning progress, and provide timely feedback to students and teachers.

The assessment reforms outlined in the NEP 2020 aim to foster a more inclusive and equitable evaluation system. The policy encourages the development of assessment frameworks that accommodate diverse learning needs, cater to students with disabilities, and promote inclusive practices.

To support the implementation of assessment reforms, the NEP emphasizes the need for teacher training and capacity building. It recognizes the role of teachers as facilitators and assessors, requiring them to adapt their pedagogical practices and assessment strategies to align with the competency-based approach.

The assessment reforms in the NEP 2020 seek to create an assessment system that encourages holistic development, critical thinking, and creativity among students. By moving away from a purely examination-centric model, the policy aims to create a learning environment that nurtures students' overall growth, encourages self-reflection, and prepares them for real-life challenges.

In conclusion, the assessment reforms in the New Education Policy 2020 reflect the recognition of the limitations of traditional examination-based assessments and the need for a more comprehensive and meaningful evaluation system. By promoting competency-based assessments, leveraging technology, and emphasizing continuous evaluation and feedback, the NEP aims to foster a student-centric assessment framework that supports the holistic development of learners.

VII. Higher Education Reforms

The New Education Policy 2020 (NEP) introduces significant reforms in the higher education sector with the aim of transforming and revitalizing the higher education system in India. The policy envisions a holistic, multidisciplinary, and flexible higher education framework that prepares students for the challenges of the 21st century.

The NEP emphasizes the need for a multidisciplinary approach in higher education, enabling students to pursue a broader range of subjects and disciplines. It encourages the integration of arts, humanities, sciences, and vocational education, providing students with a well-rounded education that fosters critical thinking, creativity, and innovation.

One of the key reforms in higher education is the introduction of a four-year undergraduate program with multiple exit options. Under this system, students will have the flexibility to choose their desired exit point after completing specific years of study. For example, a student who completes two years of study can receive a diploma, while those completing three years can earn a bachelor's degree. This flexibility allows students to pursue higher education according to their interests and career aspirations.

The NEP also emphasizes the importance of research and innovation in higher education. It promotes the establishment of research-focused universities and encourages research-based learning across disciplines. The policy aims to create an ecosystem that fosters innovation, entrepreneurship, and collaboration between academia and industry.

To ensure the quality of higher education, the NEP advocates for the establishment of a National Research Foundation (NRF) that will fund and promote research initiatives across disciplines. The NRF will provide a platform for researchers to pursue cutting-edge research and contribute to national development.

Another significant reform introduced by the NEP is the transformation of higher education regulatory bodies. The policy recommends the establishment of a single, overarching Higher Education Commission of India (HECI) to replace multiple regulatory bodies. The HECI will focus on quality assurance, accreditation, and the promotion of academic autonomy among higher education institutions.

Furthermore, the NEP emphasizes the importance of technology-enabled learning in higher education. It encourages the integration of online and digital learning platforms, Massive Open Online Courses (MOOCs), and other technology-based tools to enhance access, equity, and the quality of education.

The higher education reforms in the NEP 2020 aim to create a learner-centric, flexible, and globally competitive higher education system. By emphasizing multidisciplinary, research, innovation, and technology-enabled learning, the policy seeks to equip students with the skills, knowledge, and mindset required for the challenges of the future.

In conclusion, the higher education reforms introduced by the New Education Policy 2020 envision a transformative and inclusive higher education system. By emphasizing multidisciplinary, research, innovation, and the use of technology, the policy aims to create a dynamic and globally competitive higher education landscape that meets the needs of students, fosters research and innovation, and contributes to the socio-economic development of the nation.

VIII. Technology Integration in Education

The New Education Policy 2020 (NEP) recognizes the transformative potential of technology in enhancing teaching and learning experiences. The policy emphasizes the integration of technology across all levels of education to improve access, equity, quality, and efficiency in the education system.

The NEP highlights the importance of digital infrastructure and connectivity to ensure that all educational institutions, including schools and colleges, have access to reliable internet connectivity and necessary technological resources. This is crucial for enabling technology-enabled learning and promoting digital literacy among students and teachers.

The policy encourages the use of technology as a tool to support and enhance pedagogy. It emphasizes the need to incorporate interactive and multimedia resources, including e-books, digital simulations, educational apps, and online learning platforms, into classroom instruction. These resources can make learning more engaging, interactive, and personalized, catering to the diverse learning needs and styles of students.

The NEP also promotes the use of technology for teacher professional development and capacity building. It recognizes the importance of providing teachers with the necessary training and support to effectively integrate technology into their teaching practices. Teacher training programs, workshops, and online courses can equip educators with the skills and knowledge required to leverage technology for instructional purposes.

Furthermore, the NEP acknowledges the potential of technology in expanding access to education, particularly in remote and underserved areas. It promotes the use of online and distance learning platforms to reach students who may face geographical barriers to education. Technology-enabled education can provide opportunities for lifelong learning, skill development, and continuous professional development.

The policy also highlights the importance of data analytics and learning analytics in monitoring and evaluating student progress. Technology can enable the collection and analysis of data to gain insights into students' learning patterns, strengths, and areas for improvement. This data-driven approach can inform personalized instruction, adaptive learning, and targeted interventions to support student success.

The NEP emphasizes the need for robust data privacy and security measures to protect the personal information of students and teachers. It advocates for the development of ethical guidelines and policies to ensure responsible and safe use of technology in education.

In conclusion, the integration of technology in education, as advocated by the New Education Policy 2020, holds tremendous potential to transform teaching and learning processes. By leveraging technology, educational institutions can enhance access, equity, and quality in education, promote personalized learning experiences,

and prepare students for the digital age. The policy recognizes the importance of digital infrastructure, teacher training, data analytics, and privacy safeguards to maximize the benefits of technology in education.

Conclusion

A. Recap of key findings and insights

In the conclusion section of your research paper on the New Education Policy 2020, you can provide a recap of the key findings and insights that have been discussed throughout the paper. Summarize the main points and arguments presented in the earlier sections, highlighting the significant aspects of the policy and its potential implications for the Indian education system.

B. Overall impact and potential outcomes of the New Education Policy 2020

In this subsection, you can discuss the overall impact of the New Education Policy 2020 on the Indian education system. Evaluate the potential outcomes and effects of the policy in terms of access to education, quality improvement, skill development, equity, and inclusivity. Consider the short-term and long-term implications of the policy and its potential to bring about positive changes in the education landscape.

C. Future prospects and implications for the Indian education system

In this subsection, you can explore the future prospects and implications of the New Education Policy 2020 for the Indian education system. Discuss the potential challenges and opportunities that lie ahead in implementing the policy effectively. Consider the need for continued monitoring, evaluation, and revision to ensure successful implementation. Address the potential impact on students, teachers, educational institutions, and the overall education ecosystem in India.

Overall, the conclusion section should provide a concise summary of the key findings, highlight the potential impact of the New Education Policy 2020, and discuss the future prospects and implications for the Indian education system. It is an opportunity to offer insights, recommendations, and suggestions for further research or action to support the successful implementation of the policy and its ultimate goal of transforming the education system in India.

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Early Childhood Care And Education: The Foundations Of Learning

Madhulika Parmar

Assistant Professor (Home Sci.)
Govt. Girls College, Sadulshahar
District – Sri Ganganagar (Raj.)

Abstract

The first six to eight years of life are crucial for humans as how quickly they develop during these years is quicker than at any other developmental stage. Additionally, global brain study enlightens us just how important the first few years of life are for brain development. Early Childhood Care and Education (ECCE) benefits children's long-term development through fostering a supportive and exciting environment for long-term learning and growth. In order to give the child a stimulating learning environment, parents' role as caretakers is crucial. Therefore it is not necessary for the first 2.5 to 3 years to be spent in a formal educational setting. The National Curriculum Framework recognises the value of parental involvement, community and family. This period of early childhood is also crucial as a base for inculcation of personal and social customs and values that are known to endure for lifetime. Therefore, it makes sense that these years are significant and crucial for putting efforts into to assure an enabling providing a safe environment for all children a solid basis for life. These are not only every child's right, but will also impact on the long-term standard of a country's human resources, like India, whose principal resource is the "young power" will be in the upcoming years.

Key words- plurilingualism, sanskaras, theoretical underpinnings, inventiveness, communication channel

Objectives

- To ensure each child's solid foundation for their physical and motor development in accordance with their potential.
- To develop healthy eating habits, wellness routines, hygiene standards, and self-help abilities.
- To foster conceptual awareness of the world around and to pique people's intellectual curiosity by giving them opportunity to explore, research, and experiment
- To encourage creative learning processes and to foster an appreciation of aesthetics.

Introduction

Early childhood care and education being a foundation of the whole life long process plays an important role. Having an everlasting impact of initial years of life, it is crucial to be noticed that a child should be handled in such a way that all round development is ensured.

Indian upbringing

Earlier years programmes for education, training, and infants and young toddlers from the prenatal to 6 years, which get their significance from this justification, as well as the evolving demographic, social, and economic situations from the past several decades have frequently left houses unprepared to guarantee ideal child care. According to India's historical cultural heritage historically, the early years (from conception to age 5) were thought to establish the groundwork for instilling of social and moral principles children's abilities. It is thought that fundamental principles are ingrained in the "sanskaras," or family scriptures encourage indulgence, as the preferred way to compared to earlier stages, child rearing to a stricter approach for the adult child. In India like elsewhere, these shifts more especially connected to the family structure has changed, from parenthood, which is joint to nuclear was formerly a joint family duty currently rests exclusively with the parents' obligation; this once more, accountability often goes beyond delegated. while youngsters from the Higher socioeconomic levels are frequently abandoned with hired substitute caregivers, in the less affluent communities the duty of childcare is assumed carried by the older sisters, thus keeping kids out of school frequently and taking away from them both their childhood and basic instruction.

Inventiveness: An Indian Child

The National ECCE Policy sees holistic development being nurtured and promoted, as well as increasing the active learning potential of all young children (under the age of six) opportunities that are inclusive, equitable, joyous, and appropriately framed for creating the groundwork and achieving full capacity. The ideals of an Indian child embodies our ideas about what constitutes a child, adolescence, and childhood at the individual and societal levels, possible and desirable for human life. Although there is a common perception of a child as having limitless potential, it is acknowledged that each child has unique strengths and abilities, that there are many different perspectives on childhood and children, and that not every child has the same

opportunities to reach their full potential. However, a positive perception of the child can inspire individuals to highlight children's unique talents and address issues in children's circumstances that limit their ability to participate fully in early gains. This curriculum framework encourages the development of a common perception of an Indian kid that will serve as a benchmark for our national, state, and local initiatives to boost early learning. Children explore, inquire, and create as they develop and learn. To become self-reliant lifelong learners, one must make discoveries and apply what they have learned. Additionally, they are communicative, compassionate, and innovative in their approach to problems relationship with the environment and other people.

Our young kids aspire to be joyful, physically fit, always with queries, affirmative, original, kind, receptive, responsive, culturally sensitive, reliable, attentive and constant learner.

Theoretical Underpinnings

The nature of childhood and the socialisation process have been the subject of philosophical speculation. Early childhood education was pioneered by Western intellectuals including Rousseau, Froebel, Dewey, and Montessori. Dewey placed a strong emphasis on the excellent learning chances that everyday experiences offered and held that education should begin with the child's natural instincts, hobbies, and interests. The finest techniques to educate children, according to Froebel, were through direct observation and active learning. Their concepts have paved the way for hands-on and experiential learning activities that make up the curriculum. Their perceptions of the inclusion of these components in classroom dynamics is a result of the recognition of the value of play, discovery, art, music, rhyme, movement, and child participation.

In India, a child-centered approach to the care and education of young children was initially conceptualised by Gandhi, Tagore, Aurobindo, Gijubhai Badekha, and Tarabai Modak. They have also drawn inspiration from their observations of young children and their discoveries regarding the child's interest in activities involving various materials. They believed that education should be given to children in their mother tongue, connected to their social and cultural surroundings, and including the community in the learning process. Since language is the fundamental means of self-expression, a kid can express themselves freely in their mother tongue or native speech.

Early childhood care and education programmes should be based on an awareness of the patterns of growth and learning that characterise the fundamental essence of childhood, according to the insights and philosophies of these practitioners and philosophers.

Principles of early childhood care and education

Early learning and development principles and methods are founded on the conclusions and observations of intellectuals. Each principle elaborates particular ideas while also being connected to one another, much as the development domains. The culture and each person's background also have an impact on the practical applications of each principle.

Every domain experiences growth and learning, and changes in one field have an impact on those in another. Children are thinking, emotional, and social beings, thus it is crucial to address all areas of development for them. The development of one area is facilitated or hampered by changes or growth in another domain.

Later gained abilities build upon what children already know and apply as children develop and learn in a sequential manner. Most growth, change, and development throughout the first few years of life follow a predictable pattern; however, how these changes are manifested varies depending on context and culture. Knowing the stages of development makes it possible to organise early stimulation activities and lessons for kids.

Individual variety in child development and learning is a defining feature. Despite the expected pattern of learning and development, there may be individual variations in the normal course of development and individual differences in each kid as an individual. Each child has a unique pattern, timing, and learning style for their growth and development.

Children gain from experience learning and overall development. This only implies that kids learn best when they actively explore something while employing their senses—like touch, taste, smell, and manipulation—to develop their perceptual abilities. Children should be highly motivated and have a positive outlook to explore and develop abilities across a variety of topics. They should also be actively interested in and engaged in what they are learning.

As learning starts at birth, children are active both mentally and physically. Children must receive the best stimulation possible in their early years in order to prevent long-term deficits since early stimulation and care encourage brain growth and result in the formation of neural connections.

The social and cultural setting of the children has a significant impact on their development and learning. Children's learning and development go hand in hand, and they are greatly influenced by their family, local environment, community, and society as a whole. Every culture has its own standards, institutions, and behaviours, but more importantly, every culture has a unique perspective on how to interpret how children behave and develop. When making decisions for the growth and learning of children, educators must be sensitive to how their own culture has influenced their thinking as well as the various environments in which different children live.

Play is a way for kids to learn. Children's natural play gives them the chance to explore, experiment, manipulate, and solve problems—all crucial steps in the process of learning. Children play in a variety of ways, including physically, verbally, with objects, pretend or dramatic play, constructively, and through rules-based games. Different kinds of play represent the different types of attitudes of the children. This additionally affects their learning styles, demeanour, and motivation.

The ability to learn well influences future academic performance in life to a large extent.

Curriculum: issues and worries

Plurilingualism-

In a multilingual nation like India, language learning and instruction are complex issues. Even though language is not explicitly taught to young children, it is an important aspect of their entire physical, social, and cognitive growth. It is difficult for the ECCE teacher or caregiver to handle simultaneous use of multiple languages in a young child's environment. Children who attend local preschools or ECCE centres or even enrol right away in a primary school that speaks a language they are completely unfamiliar with encounter additional difficulties. It has been noted that these kids struggle mightily in different sections of the nation, frequently having them unable to read the official language with comprehension even after Class V. The feeling of failure and inadequacy that may finally force them out of the educational system makes this situation worse. While the linguistic diversity of India presents a number of difficulties for early childhood educators, it also offers a variety of chances to create a rich environment for the child if properly tapped into.

Communication Channel-

Home language or mother tongue should be used as the interactivity medium. Although, having more than one mother tongue may present challenges for kids from diverse linguistic and dialectal origins. It is crucial to allow students to express themselves in as many different languages as are present in the classroom. First, it is best to encourage children to become fluent in their mother tongue or native tongue before introducing them to the official school language.

An increasing need for English-

Since English is viewed as the key to success and upward mobility, there is a large and expanding demand for it at the preschool level. The majority of parents, regardless of class, profession, or location, explicitly want their kids to learn English.

However, it is widely acknowledged that working with children during their formative years of concept creation requires education in their mother tongue or home language. But English as an international language leaves an everlasting impact on the caretakers' mind. Materials on dual/multiple language acquisition and the value of home language should be made available to parents and families. Initiatives to educate parents and raise community awareness are also urgently needed so that parents are aware of what is developmentally appropriate for their children.

CONCLUSION

A student with special education needs in India is described differently in various papers, and through time the government's approach has changed from a medical model of care to one that is more focused on children's rights and inclusiveness while recognising variety. A balanced play and activity-based early childhood care and education programme offers a stimulating environment for the child's verbal, intellectual, social emotional, and physical development. Quality early childhood care and education programme recognises that each child develops at a different rate, and it works to ensure that each child reaches their full potential in all areas of physical, social, emotional, moral, and intellectual growth. To enable the child to develop as a whole person and reach his or her potential in all areas of development, quality care and education throughout the early years is therefore the primary goal.

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Higher Education and NEP-2020: A Study

Dr. Vinod Khuriwal

Assistant Prof. (English)

Govt. Nehru Memorial College, Hanumangarh (Raj.)

Introduction

NEP 2020 is the first education policy of 21st century in India. This is only the third education policy of India after independence. The first policy for education was promulgated in 1968 and the second was implemented in 1986 which was amended in the year 1992. Further, in the changing global scenario, there was a need for change in the existing education system to meet the requirements of knowledge based economy. To ensure the global reach of the Indian education system, there was also a need to change the education policy to adopt global standards of education. Govt. implemented the needed idea and here comes NEP 2020. It also resulted to enhance the quality of education, promote innovation and research.

The new education policy has been approved by the Union Cabinet on 29 July 2020, which is a major and historic decision in the field of education after 34 years. The cabinet has also renamed the Ministry of Human Resource and Development (MHRD) as the Ministry of Education. Its main objective is to focus on education and learning and to make "India a global knowledge superpower". The draft of the New Education Policy (NEP) 2020 was prepared by former Indian Space Research Organization (ISRO) chief K. It was prepared by a panel of experts headed by Kasturirangan.

Under the new National Education Policy, 2020, a target has been set to bring the Gross Enrollment Ratio (GER) to 100% by the year 2030. Alongwith Major Reforms related to higher education include the target of 50 percent Gross Enrollment Ratio (GER) by 2035 and provision of multiple entry/exit. This means that by 2035 every second person should get higher education. It also targets that 6% of GDP shall be set for public expenditure on the education sector with the cooperation of the central and state governments to look forward to much better teaching learning scenario. Specially in higher Education where there is big mass of youth, policy tries to focus on superior changes for absolute modification as well as the universal quality education in the country.

The National New Education Policy is completely based on '*technology, innovations and skill development*'. The biggest thing is mutual cooperation, that is, all institutions will work together in team spirit and take advantage of each other's uniqueness. There will be three types of universities in the country, teaching intensive, research intensive and degree awarded intensive. Every institute will work in multi-disciplinary (multi-disciplinary) areas by making its own vision and mission. Emphasis will also be on making them autonomous. This information was given by the Chairman of All India Council for Technical Education (AICTE), Prof. Anil D. Sahastrabudhe on the behalf of Vigyan Bharti Kanpur province in a webinar on 'Utility of new education policy in technical education'. He discussed on primary to higher education under the New Education Policy (NEP). He informed that the courses will be structured according to the need in the NEP. Stating that joyful learning is necessary for children, he said that student induction programs will be started in NEP, which will lead to all-round development of children. The emphasis in the NEP is on making institutions autonomous. Every year some changes will be made in the curriculum of the institutes. National Higher Education Regulation Council, General Education Council, National Education Technology Forum, National Accreditation (Accreditation) Council will be formed.

NEP 2020 seeks to pave the way for flexible and lifelong learning and encourages students to choose their academic path leading to the award of a certificate, diploma, and degree. Hence, the Multiple Entry and Exit System (MEES) is the cornerstone of the new National Education Policy in higher education along with the following spots -

- **MMRAU will be formed** : Model Multidisciplinary Education and Research University will be formed. Degree colleges will be given more autonomy. This autonomy will be given at both administrative and economic level.
- **There will be a REGULATOR** : Right now there are many regulators in the higher education sector including UGC, AICTE. The government will make only one regulator in their place.
- **Only for traditional Higher Educational System**: Legal and medical fields will not be included in this. There will be separate verticals for approvals and financial sanctions. This regulator will work on 'Online Self Disclosure Based Transparent System'.
- **The system of recognition is over**: The government will completely end the system of affiliation in 15 years. This means that colleges will be freed from the hassle of getting affiliation from universities. There

will be a standard for central and non-central universities. The same thing will be applicable for government and private higher education institutions. The college will be gradually given autonomy. For this they will be graded.

- **Government will increase expenditure on education** : The government has decided to spend 6 percent of GDP on education. Currently 4.43 per cent of GDP is spent on education. This includes the expenditure incurred by the central and state government. Increasing the expenditure will help in bringing a larger section of the population within the ambit of quality education.
- **NRF will be made on the lines of NSF**: The government will set up an NRF (National Research Foundation) on the lines of the NSF (National Science Foundation) of America. Not only science but also social science will be included in this. This foundation will finance big projects. This will help in coming forward in research along with education.
- **Brainstorming on new education policy**: There will be change in higher education, there will be three types of universities in the country.

Other Standards to education system

- Adherence to effective and transparent process in appointment of teachers and promotion on the basis of performance assessment done from time to time.
- National Professional Standards for Teachers (NPST) will be developed by the year 2022 by the National Council for Teacher Education.
- On the basis of consultation with NCERT, National Curriculum Framework for Teacher Education (NCFTE) will be developed by the National Council for Teacher Education.
- Undergraduate program can be of 3 or 4 years with multiple entry/exit. For PG programs this duration is one or two years. Integrated Bachelors/Masters will be of 5 years. MPhil will be discontinued. Instead of this, after master's, one can directly enroll in PhD.
- By the year 2030, the minimum degree qualification for teaching will be 4-year integrated B.Ed. Possession of degree will be mandatory.
- Under NEP-2020, a target has been set to increase the 'Gross Enrollment Ratio' in higher educational institutions from 26.3% (year 2018) to 50%, along with this 3.5 crore higher educational institutions of the country New seats will be added.
- Under NEP-2020, multiple entry and exit system has been adopted in undergraduate courses, under this, students in 3 or 4 year undergraduate program will be able to leave the course at multiple levels and will be awarded degree or certificate accordingly (Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's degree after 3 years and Bachelor's degree with research after 4 years).
- An 'Academic Bank of Credit' will be given to digitally secure the marks or credits obtained from various higher educational institutions, so that degrees can be awarded to students based on their performance in different institutions. Can go
- The New Education Policy (NEP) envisages a single regulator for higher education institutions across the country i.e. Higher Education Commission of India (HECI) which will have multiple verticals to fulfill different roles. The Higher Education Commission of India will act as a single umbrella body for the entire higher education sector except medical and legal education.

Four bodies for effective execution of HECI's functions-

- **National Higher Education Regulatory Council (NHERC)** will act as a regulator for higher education sector including teacher education.
- **General Education Council (GEC)** will frame the expected learning outcomes for higher education programmes, that is, they will work for their standard setting.
- **National Accreditation Council (NAC)** will undertake accreditation of institutions which will be primarily based on core criteria, public self-disclosure, good governance and outcomes.
- **Higher Education Grants Council (HGFC)** will do the work of funding for colleges and universities.
- **Multidisciplinary Education and Research Universities (MERU)** of global standards equivalent to IITs and IIMs will be established in the country.

Traditional knowledge provision-

- Indian knowledge systems, which will include tribal and indigenous knowledge, will be included in the curriculum in a precise and scientific manner.
- Areas such as aspirational districts where large numbers of students facing economic, social or caste barriers are found will be designated as 'Special Educational Zones'.

- To build capacity in the country, the Center will set up a 'Gender Inclusion Fund' to provide equal quality education to all girl and transgender students.
- Significantly, a National Curriculum and Pedagogical Framework for Early Childhood Care and Education for children of 8 years of age will be created by NC RTE.
- Financial assistance will be provided as incentive to meritorious students belonging to SC, ST, OBC and other socially and economically disadvantaged groups.
- Sanskritization of education: South Indian states allege that the government is trying to Sanskritize education with the 'three-language' formula.
- Inadequate funding checks: Fee regulation is still in place in some states, but these regulatory processes are unable to curb profiteering in the form of unlimited donations.
- Lack of human resources: At present, there is a lack of skilled teachers in the field of elementary education, so there are practical problems in the implementation of the arrangements made for elementary education under the National Education Policy, 2020.

The new National Education Policy, 2020, which has been approved by the Union Cabinet to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, then this new system will make India one of the leading countries of the world. Under the New Education Policy, 2020, children from 3 years to 18 years have been kept under the Right to Education Act, 2009. This new education policy, which came after 34 years, aims to provide higher education to all students with a target of universalizing pre-primary education (3-6 years age group) by 2025. The inclusion of areas such as artificial intelligence, 3-D machines, data-analysis, biotechnology etc. in graduate education will create skilled professionals in cutting-edge fields and increase the employability of the youth.

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University-Industry Alliances: An Antidote to Graduate Unemployment In India

Dr. Mandeep Bhatia Goyal

Head, Department of E.A.F.M.

Seth G.L.Bihani S.D.P.G. College,
Sriganganagar (Raj.)

Dr. Varun Maheshwari

Principal,

Seth G.L.Bihani S.D.P.G. College,
Sriganganagar (Raj.)

Ms. Nisha

Assistant Professor (B.M.)

Seth G.L.Bihani S.D.P.G. College,
Sriganganagar (Raj.)

Abstract

Apart from all the efforts made by the government of India in creation of employment opportunities and in the field of higher education, one of the major problems our country is facing is graduate unemployment. Indian colleges and universities are churning out thousands of students every year looking for employment. And besides continuous progress in industrialization, Indian graduated youth is either unemployed or under employed. One of the major factors contributing to this scenario is mismatch between higher education curricula and requirements of industrial sector of economy. Percentage of educated youth is increasing day by day due to the supportive educational packages given by the government and so are the industries. But the question is if graduates are increasing why unemployment is not reducing? One of the answers to this question is that Universities are creating graduates but not the employable ones. They lack employability skills. This paper throws a light specifically on University – Industry collaborations as one of the ways to eradicate graduate unemployment in India. By such tie-ups the makers will know the requirements of takers and will prepare the graduates accordingly. This study suggests, among others, the need to bring in seasoned industrialists to participate in drawing curricula and teach some practical courses on part time basis. Efforts in this direction will equip the Indian graduates with the skill needed in industrial sector thus enhancing their employability.

Introduction

In recent times, India is making huge progress in every field be it education, technology, industry etc. Various factors such as the rapid pace of technological change, the development of knowledge-based economy has led to the refinement of production processes, internal systems, workplace practices, marketing strategies etc. On the other hand, the pace of change in our institutional curricula, course content and pedagogy followed in educational institutes and universities (Boahin, 2015) is very sluggish. Under such circumstance, number of youths graduating every year is increasing day by day but they are not able to grab a job opportunity, at par with their degree, due to the limited or stagnant specialized knowledge. This is leading to a huge problem of Graduate Un-employment. One of the surest and most effective way to enhance employability is to link academia with industry for skill development, efficient innovation systems and technology transfer, promotion of entrepreneurship and economic growth (Yusuf, 2007). This paper specifically throws a light on this serious issue and reasons causing it. The Paper also highlights the measures to overcome this graduate unemployment with special focus on University-Industry collaborations.

Graduate Unemployment

Unemployment is one of the biggest problems prevailing in a developing economy like India. Although government has come up with many support programs but we are not getting the desired results. Among all the different types of un-employments, graduate un-employment is one of the serious problems. Before that, it is very important to understand what is educated un-employment or graduate un-employment. Educated unemployed are those who find some skill gap in between education and employment. It may be technical or behavioral. We blame the education system or see absence of employment in the market place or Government. But the actual problem is the skill gap between the job seekers and the requirements of job makers. So, there is a special need is to focus on this skill gap. More elaborately, educated unemployment is not finding a job in a particular industry despite holding a relevant degree and willing to work at industry standard wages/salaries.

Youth unemployment in India is among the major concerns and is one of the most widely discussed issues. As it has implications not only on the development rate but also has serious impact on the Emotional Quotient (EQ) of the Youth of the country. This increases the depression levels which results into increase in crime rates. Hence it is very important to tackle the situation of Graduate unemployment in a country. For this, youth also must understand that it is not the number of years that you spend in schools or colleges, that can get you job. It is quality of education and knowledge acquired during these years, that matters. Most of our childhood and youth is spent in mugging up textbooks and very less in practical understanding and acquiring skills. This leads to not matching the expectations of the job givers and not able to get the job apart from having the required degrees and hence making one graduate unemployed.

Major Reasons for Graduate Un-Employment

Population

Population, has always been a barrier for large number of issues. Talking about the youth population and youth unemployment in India, according to a source, every year, India sees 8-9% increase in enrolment at the higher education level. India is among the top 5 countries to have highest number of students going to the universities. The problem here is that there is no equivalent rise in the number of opportunities. The supply of graduates is more than the demand of the same. This gap especially widens in the times of recession, when the companies and organization find it difficult to cope up with the crumbling economy, resulting in laying off employees, much less hiring new.

Low University standards

When we compare our educational institutions with the ones outside of the country, we come to an understanding that the teaching methodology is extremely flawed. Outdated curriculum, inferior teaching resources, lack of basic infrastructure, to name a few, are at the root of youth unemployment. The students are not trained to meet the needs of the economy, or understand the subject to the core, but rather to cram up the syllabus and get the right grades. Above all, the present education system has become a way of business for most. The fees have increased significantly, whereas the quality of education has remained substandard. In India, the rising number of institutes only means compromising on quality of education, probably due to lack of monetary resources and funding.

Lack of right skills

Absence of relevant skills is one of the major reasons for youth unemployment in India. To be fit for working in any industry, it is very important to possess the necessary skill set and focus on competency. However, most youth today lack the appropriate skills that a job specification requires. A very high number of graduates do not have required proficiency in communication. The role of primary education is very important in acquisition of such skills. It is important to focus on basic skills like communication and language at the elementary level itself.

Job Opportunity and Qualification mismatch

There has been steady increase in youth unemployment in India. Low salary has been at the threshold of educated unemployment in India. The best colleges and institutes in India have failed to provide jobs that can pay decently. A report says that 48% of urban youth face the problem of getting a suitable job. Of the ones employed, 38% are dissatisfied. This also means lack of good working environment and conditions. Lack in decent remuneration, especially in the field of engineering and legal studies, have been widely reported by media. While the companies and lawyers might be making it huge, they fail to adequately compensate their fellow employees and juniors. This acts as a barrier for many graduates seeking employment. They will turn their back to the right opportunity knocking their doors, leaving them idle.

Meeting Societal responsibilities

Women have always been at the center of discussion when it comes to employment and unemployment in India. Most women, drop the idea of taking up a job responsibility upon graduation. This is mainly due to prospects of matrimony. The idea of a working female is still not very widely accepted in India. While most women do aspire to build their careers, time constraints and family pressure have always been a reason to shun them away from taking up good opportunities. There is a clear need to focus on eliminating female youth unemployment in India by spreading awareness on women empowerment.

Measures to reduce the gap between literacy and unemployment

Problem of educated un employment can be solved by taking following measures:

- Dynamic education policy that fulfills the qualitative requirement of job providers
- University- Industry alliances
- Emphasis should be laid on Vocational training from the very beginning
- Only those students should be allowed to seek admission in colleges and universities, who have some definite objectives to prosecute their studies
- Qualified technicians, Engineers, management graduates should be given financial assistance to set up their small business units
- Institutions providing employment information and guidance should be strengthened and their activities should be coordinated with employment agencies
- Skill assessment tests and centers to assess the skill gap and eradicate the gap by providing specific skill-based training

- Enhanced focus on entrepreneurial, commercial, and inter-personnel skill development
- Creation of new job by government
- Development of new small-scale industries

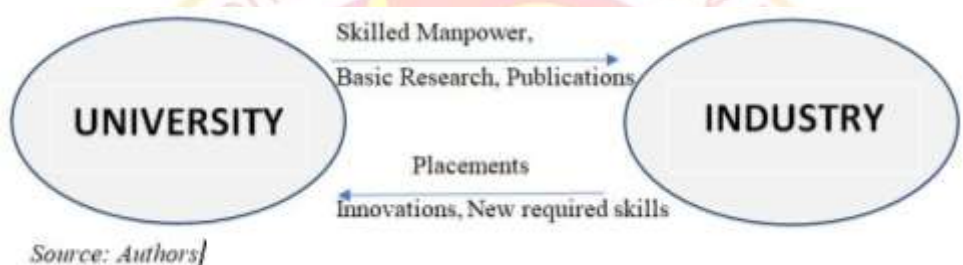
UNIVERSITY- INDUSTRY COLLABORTION: The Makers and The Takers

University-Industry Collaboration in the Innovation Process

University-industry collaboration is emerging as a critical component of the innovation process. Regional policymakers are thus devising policy instruments to promote knowledge transfer between science and industry to strengthen their regional innovation systems. Innovations can be made in universities and implemented and tested practically in Industries thus recommending the solution for pitfalls. This will lead to the dynamic and progressive economy with continuous growth and development of the processes.

Rationale for Policy Intervention

There are many benefits to enhancing collaborative innovation activities between universities (public laboratories, research institutes and higher education institutions) and industry (private companies). The benefits include to achieve a critical mass in research activities, to overcome fragmentation caused by distance and a smaller resource base, to bring together different perspectives, experience, skills, and knowledge, to break down restrictive organizational boundaries, to foster cross-disciplinary interactions, to encourage skills and knowledge transfer, to promote mutual understandings, and to manage risks associated with R&D (O’Kane, 2008).



Such collaboration leads to many benefits such as support for science industry knowledge co-creation, the creation of intermediary organizations that help match supply and demand for new technologies, the use of open digital innovation platforms, the development of new programs to support university spin-offs etc.

Finding the Right ‘Policy-Mix’

Regional policymakers must design place-based policies adapted to their regional institutional contexts. As a result, a regional diagnostic of the state of university-industry collaboration must be undertaken to select the most effective policy-mix. The term ‘policy mix’ is used to refer to the framing and implementation of policy in order to achieve the desired results. For example, the government can frame the education policy incorporating the requirement of industries in the area of skill development, technical upgradations etc. and can frame the industrial policy, which have proper employment opportunities, fund for training and development purposes, enhancing private firms’ capacity to access and absorb knowledge that is generated in universities (Rosenberg, 1990).

A right policy mix will create symmetry of motives between university and industry to collaborate. Universities are primarily driven to create new knowledge and to educate, whereas private firms are focused on economically capturing useful knowledge to gain a competitive advantage. Universities are motivated to collaborate with industry to access industrial capabilities and resources, to commercialize research ideas or test their commercial potential, to develop ‘real-world’ links, or to develop potential career pathways for students. On the other hand, private companies are motivated to collaborate with universities to access leading-edge research knowledge, research infrastructures or research services, to develop in-house capabilities, or to identify potential future employees (Cunningham & Gök, 2016). Policies can thus overcome information and behavioral barriers to cooperation between universities and the private sector.

Reduced Graduate Un-employment

As the educational policies made by the government will be at par with the requirement of universities, hence the youth will graduate not quantitatively but qualitatively also. And will be easily absorbed by the industry on the desired vacancy, as he or she possesses the required skills for the position. This thing is lacking in the current scenario which is one of the strongest reasons for educated un employment in India. Moreover,

there is need to bring in seasoned industrialists to participate in drawing curricula and teach some practical courses on part time basis. Efforts in this direction will equip the Indian graduates with the skill needed in industrial sector thus enhancing their employability

Conclusion

Employment and unemployment in India have always been at the center of discussion for the government and intellectuals alike. Employment comes with some of its own issues, like lack of decent working conditions, exploitation of employees, absence of decent remuneration etc. Although there are laws that focus on employment and unemployment in India, we have barely seen any implementation. When it comes to educated unemployment in India, Regulation of wages, making private sector more organized, fixing fees for educational institutes are, inter alia, some ways to control it. Above all, quality of education should be the cornerstone for the government and its education policies. From the above discussion, it can be said that apart from all the other methods the University Industry Collaboration will be the most beneficial measure to cope up with the situation of graduate un-employment. As it is helpful in fighting with the root cause of the problem starting with framing of right policy and its proper implementation, thus reducing the gap between Literacy and un-employment.

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Analysis of National Education Policy 2020

Ms. Suman

Assistant Professor (ABST)
Govt. N.M. (P.G.) College, Hanumangarh (Raj.)

Dr. Amaninder Kaur

Assistant Professor (Commerce)
Bhag Singh Khalsa College for Women
Kala Tibba, Abohar (Pb.)

Abstract

Well defined and immovable education policy for country at all levels of schools and colleges essential for betterment in social and economic progress. The Union Cabinet of India approved National Education Policy 2020 on 29th July 2020. Dr. K. Kasturanga former Chairman of Indian space research org (ISRO) chaired committee. The committee was constituted in June 2017 and on May 31, 2019. The committee submitted its report. The new policy replaces the National Policy of Education 1986. It brings many fundamental changes in education system as well as teacher education too. New policy give high quality opportunities and innovations in education system and aim to attain the highest standards for multidisciplinary education across India. NEP 2020 includes digital classrooms, expertise driven online teaching, models to overcome gap in physical teaching. It will replace older system of rigid curriculum with flexible 21st century Education.

Keywords: NEP 2020, Fundamental Changes in Education System, Digitalisation, Teacher Education

Introduction

On 28th July 2020 Union Cabinet of India approved National Education Policy (NEP) 2020. National Education Policy (NEP) 2020 replaces National Policy of Education (NPE) 1986 with strong pillars i.e. access, equity, Quality, Affordability and Accountability. It is correlated with the 2030 Agenda for sustainable development. The Policy will make school & College education more Holistic, Flexible and multidisciplinary.

The new National Education Policy (NEP) provide creative thinking with reasoning abilities to each students. This policy also helps the teachers to develop at all levels so that they help the students learn how to learn properly. It will provide high quality opportunities to all the students. There must be latest technology for students to learn better. The Motive of this policy to facilitate each child to be confident, good learner and effective social changer & good citizen of country.

Major features of National Education Policy (NEP) 2020:

The NEP will provide positive reforms in present education system with bundles of innovations. It will provide student centric approach and various academic & non-academic capabilities can be found out in students. They will be flexible to choose their subjects from different streams as per their interest and talent. From the preliminary stages of education students will become Versatile. The contemporary subjects like Data Analytics, AI and machine learning will be promoted in future. There are four steps in future new education policy

Four Steps of New Education Policy

- 1 Foundation stage:- It is fixed for 5 years 3 to 8 years children are included in it. It is pre-school education time done in Anganwadi and 1st class and 2nd class. Language and skill development is evaluated in this stage.
- 2 Preparatory Stage: - In this stage from 8-11 years are included. In new policy, special attention paid to strengthen the numerical skill and regional language along with science arts, math etc.
- 3 Middle stage:- Again this period is fixed for next 3 years vocational internship opportunities will be provided with subject based curriculum to children for 6th grade. So that make them eligible for employment during school education.
- 4 Secondary Stage:- 9th grade to 12th std. students are covered in 4 years secondary stage. According to National Education Policy (NEP) 2020, students can choose their subjects freely according to their interest. Students can study commerce subject along with arts and science.

Proposed Changes in Education System.

To keep in mind the student's development board of 10th and 12th will be changed. It will reduce the burden of examination. There will be 2 tests one is objective and other is subjective and these will be conducted once a year.

The purpose of the education system is to progress good human being with good thoughts and ethical values, scientific temper and creative imagination.

The 10+2 school courses is to substituted by 5+3+4 curricular to ages 3-8, 8-11, 11-14 and 14-18 years respectively (Kalyani, 2020) The ECCE (Early Child care Education) system is for teaching children from birth up to the age of eight. 'Preparatory Classes for Balvatika or Anganwadi' Will provide to every child

before age of 5, With ECCE competent teacher. The main objective of ECCE is to physical progress, emotional ethical development, cultural growth and development of early language and communication skills (Srujana et. al. 2021) ECCE described this period as an important period in childhood development. It facilitates optimum development of child's full potential and lay the foundation for all round development. It approve bilingual education and text books for learning multiple languages at the middle and secondary level with the help of supportive technology Coding and computational thinking are presented as a new age subjects at middle level. The focus of National Education Policy (NEP) 2020 to establish new virtual labs and train schools digitally.

In the Global Educational Scenario, Indian Higher Education System lodges a significant position, Indian Higher Education system is the third largest in the world regarding students. Higher education institutions consists of Universities and colleges, Polytechnics etc. proposing several programme of studies like graduation, post graduation and doctoral degrees. There are central Universities, State Universities, Deemed and Private Universities, 15 professional councils like UGC, NCTE, AICTE and ICAR etc. Regulate the different courses. NAAC (National Assessment and Accreditation Council), Accrediting agency also functioning to cater the needs of research and teaching National Education Policy (NEP) 2020 plan of remodelling of higher education in the country. According to National Education Policy (NEP) 2020, Professional education will be fundamental part of Higher Education system. The provision of dual degree, the four year integrated B Ed. Undergraduate programme of study to be presented at University level. The National Education Policy (NEP) 2020 offers multi-discretionary choices to students from various subjects from different disciplines, i.e. science, humanities and commerce which will for an innovativeness, creativity. As per National Education Policy (NEP) 2020 a single regulatory body HECI (Higher Education Commission of India) will guide entire sector in entire sector in higher education in India. Higher Education Commission of India (HECI) will be set up which will replace UGC. Multi-disciplinary and research universities will be established NTA will conduct general entrance test for admission in University there will be no compulsory subject and no division of subject like commerce, arts, science. Students will be free to choose their subjects.

National Education Policy (NEP) is divided in 4 parts and 27 chapters Part I of the policy cover the school education i.e. early childhood care and education. Part II is about higher education with quality learning research vocational education and infrastructure and capacity building. Part III deals with professional education and focus on Indian languages, arts, culture and digitalization and part IV deals with implementation of policy which is most important

Asharamshalla's introduce in tribal dominated areas by ECCE. The Policy allows foreign University to set up their institutions in India it will provide real exposure to students and global education in India with affordable fees. The aim of policy is to provide multi-disciplinary colleges in every district by 2030.

Languages are the mirror, tradition, lifestyle and culture. The government has opinion that medium of instruction whenever possible should be mother tongue without making mandatory for any particular languages across the country. In order to preserve Indian identity it is most important to preserve Indian languages.

Traditional Teachers face too many challenges to conduct on line classes, tests, handing network, power disruption.

SWAYAM, DIKSHA, the existing E-learning platform will be extended with user friendly.

To train the professors of Universities for digital teaching competencies nano-moocs format seems to be popular substitute. The online training can be accomplished in limited period and will be according to the requirement and features of professors.

The policy helps the teaches to develop at all levels so that teachers can reshape the future generation according to time demand. To understand teaching profession, conceptual and theoretically framework provided by educator for teacher training. In Higher education of India, Technology enabled learning (TEL) like NPTEL, SWAYM enrich learning atmosphere over the traditional methods. The digital learning make teachers creative, flexible and interested in renovating in teaching and learning.

In higher education institutions. IT used as training methods and institutions must be compulsory members of integrated National Digital Library (INDL).

To develop the skills of students, vocational training should be strengthen at Higher education level. Higher education institutions are allowed to offer online distance learning (ODL) Offline teaching is now online because teaching and learning mode has now changed. AS COVID-19 has put forward many change in education era of country, New courses and software open new doors to explore and contribute to transform India. The new policy aims to provide high quality education with uniform curriculum to all, without any discrimination of gender, caste or religion that each and everyone grow and develop (Kumar 2020),

National Education Policy (NEP) 2020 proposes modern World with modern gadgets and digitalization. National Education Policy (NEP) speaks of vocational education from elementary schools as it brings change in

teaching and learning process, As it over emphasizes on online teaching but we should not forget that rural students do not access the modern gadgets, moreover internet connectivity is nearly about in rural area and there is only 54.29% internet users, As in during COVID-19, online classes have been out because of not having internet as well as essential gadgets.

National Education Policy (NEP) emphasis on advance digital learning and e-content and there are plans to create e-content in eight regional languages this proposal sound good and seems to help wider area of population. But in reality nothing is specific regarding local language as its not providing clear road map.

The Indian Psyche closely associated Jobs with degree and diploma. First of all we have to dismantle this thinking that only degree and diploma holders can earn good job.

The Policy emphasizes skill development particularly vocational training and life skill. These training prepare students efficient in social behaviour and in the vocational training. Vocational training should be according to the aptitude of the students.

National Education Policy (NEP) 2020 could help to build a new education system with strengthening the social and economic Indicators. Even though it still need to be improved.

Since independence constitution have provisions for compulsory and free education until the age of 14. But unfortunately country failed to achieve the goal even after long years of independence. That's Why Government of India (GOI) passed the Act Right to Education in 2010, After enforcing the law, we have grown even half the way.

National Education Policy (NEP) is talking about not only thoughts but also in actions.

Challenges in New Education Policy

Actions in education leads to livelihood. National Education Policy (NEP) 2020 emphasis on digital earning with modern equipment's and develop e content. No doubt there is budgetary support for these plan, but question arises that is the budget for National Education Policy (NEP) 2020 is sufficient to build an E-infrastructure in rural areas. National Education Policy (NEP) also remodelling in higher education in country with self financed courses but the drawback is that there is clear guidelines regarding how to run institutions without adequate resources. National Education Policy (NEP) also concentrate towards teachers credibility, but the payment of teachers is least bothered. The state govt provide various subsidies there MP's and MLA's on one side but the same time, same government doesn't have sufficient funds to pay salary for teachers. Even the policy is silent about welfare of the teachers, who are the backbone of entire system.

National Education Policy (NEP) 2020 conceive the idea of knowledge based economy according to this concept there is combination of skill, innovation and scientific temperaments in higher education to enhance employment opportunities, but at the same time it is not wrong to say that education is consider a luxury now a days, because not only private institutions but also govt. institutions of higher education are charging exceedingly high. There is hefty fees of IIM and IIT. For MBA which is range from 2-9 lacs and maximum of 22 lacs which is affordable only for upper class of society and beyond the reach of common man. The new change in higher education according to NEP is discontinuing the M-Phil program but has not recommendation anything for those who are perusing this course there is emphases on research work Ph.D should compulsory for getting jobs in college and Universities as per NEP 2020.

Conclusion

National Education Policy (NEP) 2020 seeks to reforms the older system of education which is rigid and not up to mark. Every new event for future has some problems but if these problem face peacefully through knowledge it will prove fruitful definitely. No doubt there are so many challenges in National Education Policy (NEP) 2020 but there is path of hope. The success of this policy will depend on how it is implemented. The Future of policy will all depend on political will and system offer to the nation. It allows the modification in education scenario of country and focus on equity, accessibility, quality and affordability.

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Impact of Rashtriya Shiksha Niti 2020 On Teacher Education

Baldev Raj Binawra

Research Scholar (Education)
Singhanian University,
PacheriBadi , Jhunjhunu (Raj.)

Dr. Bharati Bahen Bacheta

Lecturer in Commerce,
Mahatma Gandhi Govt. School Sri Karanpur,
District - Sri GangaNagar (Raj.)

Abstract

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

NEP 2020 emphasizes on ensuring universal access to school education at all levels- preschool to secondary. Infrastructure support, innovative education centers to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020

About National Education Policy (NEP) 2020

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Salient features of the NEP 2020

School Education

- **Ensuring Universal Access at all levels of school education**

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

- **Early Childhood Care & Education with new Curricular and Pedagogical Structure**

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.

- **Reforms in school curricula and pedagogy**

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

- **Multilingualism and the power of language**

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student.

- **Robust Teacher Recruitment and Career Path**

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

- **School Governance**

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

Higher Education

- **Holistic Multidisciplinary Education**

The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

- **Regulation**

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

Implementation

1. Any policy is only as good as its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronised and systematic manner. Therefore, the implementation of this Policy will be led by various bodies (including MoE, RSA, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs) along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.
2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. While the Policy provides much detail, the intent and the spirit of the Policy must serve as the most important consideration. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritisation will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be the key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be key for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives.

3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by a designated team constituted by RSA and the corresponding State body.

Outcomes of NEP 2020

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- Every Child will come out of School adept in at least one Skill
- Teachers to be prepared for assessment reforms by 2023
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Board Exams to test core concepts and application of knowledge

Conclusion

To conclude the essay on New Education Policy 2020, we can say that this policy is an essential initiative to help in the all-around development of our society and country as a whole. However, the implementation of this policy will greatly determine its success. Nonetheless, with a youth dominant population, India can truly achieve a better state with the proper implementation of this education policy.

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Innovative Teaching Practices: Exploring New Strategies for Engaging Students in Learning

Kirti Bansal

Research Scholar (English)
Maharaja Ganga Singh University, Bikaner (Raj.)

Dr. O.P.Tiwari

Associate Professor & Head (English)
Dr. B.R.Ambedkar Govt. P.G. College
Sri Ganganagar (Raj.)

ABSTRACT

In recent years, there has been growing interest in innovative teaching practices that aim to engage students in learning and enhance their academic performance. The purpose of this research paper is to explore the various innovative teaching practices that have been developed and implemented in the field of education. Through a comprehensive review of the literature, this paper examines the theoretical and empirical foundations of innovative teaching practices, and evaluates the effectiveness of these practices in enhancing student learning outcomes.

The paper begins by defining innovative teaching practices and describing their key characteristics. It then presents a review of the literature on innovative teaching practices, discussing the various models and approaches that have been developed in this area. This includes a discussion of technology-enhanced learning, project-based learning, experiential learning, and other innovative pedagogical approaches.

The paper also explores the potential benefits and challenges associated with innovative teaching practices. It discusses how innovative teaching practices can help to engage students in learning, improve their critical thinking skills, and promote their creativity and innovation. However, the paper also highlights some of the challenges associated with implementing innovative teaching practices, including the need for appropriate training and support, the availability of resources, and the potential for resistance from students or educators.

Keywords : Innovative pedagogical approaches, Blended Learning, Active Learning.

INTRODUCTION

In recent years, there has been a growing interest in innovative teaching practices as educators seek to enhance the quality of learning experiences for their students. The term "innovative teaching" refers to any approach that deviates from traditional, lecture-based methods, and instead emphasizes student-centered, interactive, and experiential learning. This paper aims to provide a comprehensive review of the literature on innovative teaching practices, examining their definition, benefits, and challenges, as well as the role of technology in supporting these approaches.

Active Learning:

Active learning involves a range of instructional strategies that engage students in the learning process. These strategies include collaborative learning, problem-based learning, and project-based learning. Collaborative learning involves students working together in groups to solve problems, complete tasks, or create a product. Problem-based learning involves students working on real-world problems that require critical thinking and problem-solving skills. Project-based learning involves students working on a project that requires them to apply knowledge and skills to create a product.

Technology Integration:

Technology integration involves the use of digital tools and resources to enhance learning experiences. These tools and resources can include educational software, online resources, social media, and mobile devices. Technology integration can create opportunities for students to personalize their learning, collaborate with peers, and access information and resources outside of the classroom.

Research has shown that technology integration can enhance student engagement, motivation, and achievement. Furthermore, technology integration can create opportunities for students to develop digital literacy skills that are essential for success in the 21st century.

Objectives of the study

- To explore and discuss the different types of innovative teaching strategies that are available and their benefits.
- To identify the challenges that teachers may face in implementing innovative teaching strategies.
- To discuss the role of technology in innovative teaching strategies and how it can be used to enhance the learning experience.
- To encourage educators to consider the benefits of innovative teaching strategies and to promote their adoption in the classroom.

Overall, the objectives of a paper on innovative teaching strategies are to provide insights into new and innovative approaches to teaching and learning, to encourage experimentation and creativity in the classroom, and to support teachers in their efforts to provide high-quality education to their students.

Research Methodology:

This paper is a conceptual paper. The study mainly includes literature review from secondary data. The secondary data includes reports of the respective bank and other related information published on bank and other internet websites. The data is collected from national and international journals, published government reports, Newspaper, websites.

Definition of Innovative Teaching Practices:

Innovative teaching practices can be defined as any teaching approach that deviates from traditional, teacher-centered methods and emphasizes student-centered, interactive, and experiential learning. This may include approaches such as project-based learning, inquiry-based learning, blended learning, flipped classrooms, game-based learning, and others. These approaches are designed to engage students in the learning process, encourage critical thinking and problem-solving skills, and help them develop the skills they need to succeed in the 21st-century workforce.

Examples of Innovative Teaching Practices:

There are several examples of innovative teaching practices that educators can use to engage students and promote deeper learning. Here are some examples:

1. **Collaborative learning:** This approach involves students working together in small groups to solve problems, complete tasks, or create a product. This approach promotes active engagement, critical thinking, and communication skills. Educators can use strategies such as peer tutoring, group discussions, and team projects to promote collaborative learning.
2. **Flipped classroom:** This approach involves students watching pre-recorded lectures or engaging with online resources before class, then using class time for interactive activities such as problem-solving, group discussions, or project-based learning. This approach allows students to work at their own pace and gives them more control over their learning.
3. **Project-based learning:** This approach involves students working on a project that requires them to apply knowledge and skills to create a product or solve a real-world problem. This approach promotes critical thinking, problem-solving, and collaboration skills. Examples of projects include designing a community garden, creating a digital media campaign, or building a model of a historical monument.
4. **Game-based learning:** This approach involves using games or simulations to teach content or skills. This approach can be highly engaging and can help students develop problem-solving, decision-making, and collaboration skills. Examples of game-based learning include digital games, board games, or role-playing simulations.
5. **Personalized learning:** This approach involves tailoring instruction to meet the individual needs and interests of students. This approach can be achieved through differentiated instruction, adaptive learning software, or student-led projects. Personalized learning can promote engagement, motivation, and achievement by allowing students to take ownership of their learning.

These are just a few examples of innovative teaching practices that educators can use to engage students and promote deeper learning. The key is to find an approach that is appropriate for the subject matter, age group, and learning needs of the students.

Benefits of innovative teaching strategies

Innovative teaching strategies can provide several benefits for both teachers and students. Here are some of the benefits of innovative teaching strategies:

- a) **Increased student engagement:** Innovative teaching strategies can help to engage students in the learning process by making it more interactive, personalized, and relevant. Students who are engaged in the learning process are more likely to be motivated and to retain information.
- b) **Improved critical thinking skills:** Innovative teaching strategies such as problem-based learning, project-based learning, and game-based learning can help to promote critical thinking skills. These strategies encourage students to think deeply, analyze information, and make connections between concepts.

- c) **Enhanced creativity:** Innovative teaching strategies such as project-based learning and game-based learning can help to promote creativity by allowing students to explore and experiment with ideas in a supportive environment.
- d) **Improved collaboration skills:** Innovative teaching strategies such as collaborative learning and project-based learning can help to promote collaboration skills by requiring students to work together to achieve a common goal. Collaboration skills are essential for success in the workplace and in life.
- e) **Increased technology skills:** Innovative teaching strategies that incorporate technology can help to promote digital literacy skills, which are increasingly important in the 21st century. Students who have strong technology skills will be better prepared for college and career success.
- f) **Improved retention of information:** Innovative teaching strategies can help students to retain information by making it more relevant, interactive, and personalized. Students who retain information are more likely to succeed in their academic and professional careers.

Overall, innovative teaching strategies can provide several benefits for teachers and students. By promoting engagement, critical thinking skills, creativity, collaboration skills, technology skills, and retention of information, innovative teaching strategies can help students to achieve academic and professional success.

Challenges of Implementing Innovative Teaching Practices:

While there are many benefits to innovative teaching practices, there are also several challenges that educators may face when trying to implement these approaches. Here are some of the challenges that teachers may face:

- a) **Resistance to change:** One of the main challenges in implementing innovative teaching strategies is resistance to change. Some teachers and students may be resistant to trying new teaching methods, especially if they have been successful with traditional methods in the past.
- b) **Limited resources:** Innovative teaching strategies often require additional resources such as technology, materials, and time. Schools with limited resources may struggle to provide the necessary support for innovative teaching strategies.
- c) **Lack of training:** Teachers may need additional training to effectively implement innovative teaching strategies. Without proper training, teachers may not be able to effectively integrate the new strategies into their teaching.
- d) **Assessment challenges:** Innovative teaching strategies often require new forms of assessment, which can be challenging to develop and implement. Traditional assessments such as multiple-choice tests may not be suitable for assessing the learning outcomes of innovative teaching strategies.
- e) **Classroom management:** Innovative teaching strategies such as collaborative learning and project-based learning may require a different approach to classroom management. Teachers may need to develop new strategies to manage student behaviour and group dynamics.
- f) **Time constraints:** Innovative teaching strategies often require more time for planning and implementation than traditional methods. Teachers may need to reorganize their schedules and prioritize their workload to make time for innovative teaching strategies.

To overcome these challenges, teachers may need to engage in ongoing professional development, collaborate with colleagues, seek out additional resources, and involve students in the planning and implementation of innovative teaching strategies. By addressing these challenges, teachers can successfully implement innovative teaching strategies and provide high quality education to their students.

Conclusion:

Innovative teaching practices are an important component of modern education, providing educators with the tools and resources they need to create engaging, interactive, and effective learning environments for their students. While there are challenges to implementing these approaches, the benefits are clear, and with the support of technology and professional development opportunities, educators can successfully integrate innovative teaching practices into their classrooms and enhance the quality of learning experiences for their students.

Innovative teaching practices have emerged as a response to the changing educational landscape and the need for new strategies to engage students in learning. Through a comprehensive review of the literature and a case study analysis, this research paper has explored the various innovative teaching practices that have been developed and implemented in the field of education.

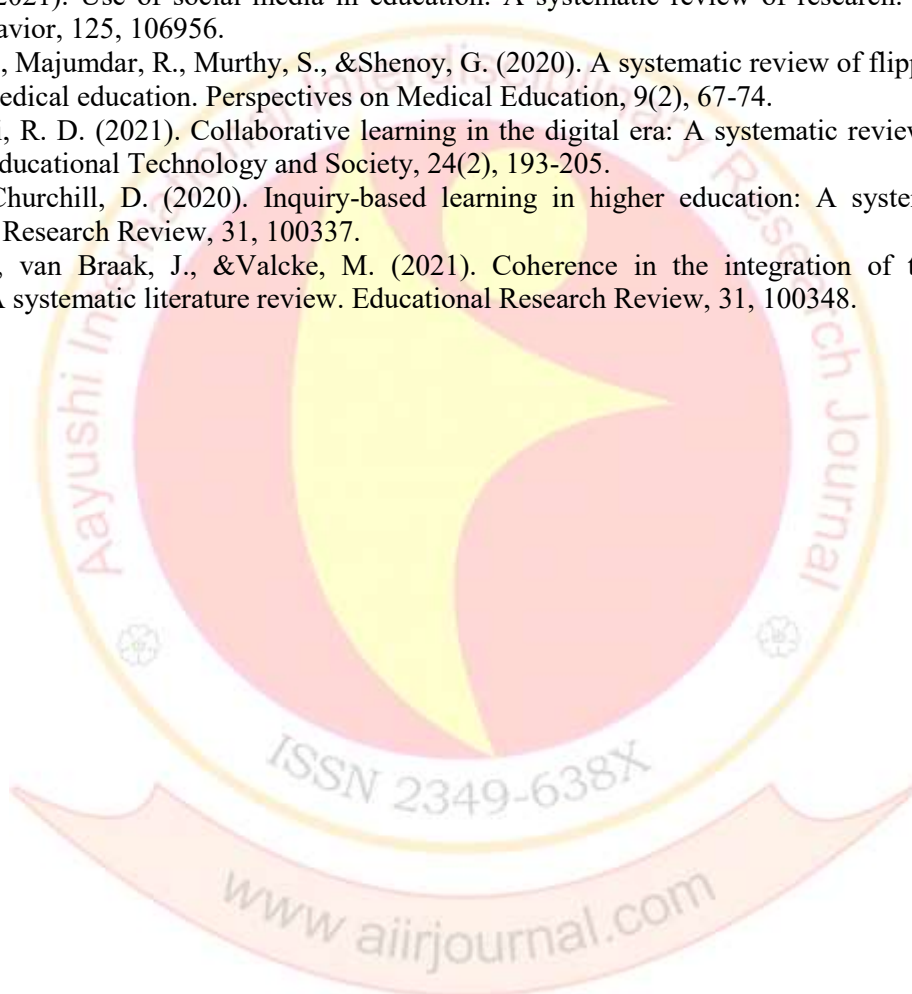
The paper has demonstrated that innovative teaching practices, such as technology-enhanced learning, project-based learning, experiential learning, and other pedagogical approaches, have the potential to enhance

student engagement and learning outcomes. However, the successful implementation of innovative teaching practices requires appropriate training and support, the availability of resources, and a willingness to experiment with new approaches.

Overall, this paper concludes that innovative teaching practices represent an exciting opportunity for educators to rethink their teaching strategies and engage students in more meaningful and effective ways. By embracing innovative teaching practices, educators can help to create a more dynamic and engaging learning environment that supports the development of critical thinking, creativity, and innovation in their students.

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Higher education and the implications of the new education policy 2020

Ankit Kumar
Managing Director,
Marudhara College, Hanumangarh (Raj.)

Abstract

Amidst all of the negativity engulfing the world as a result of the issues caused by the COVID-19 epidemic, the New Education Policy (NEP 2020) that was revealed by the Government of India was a refreshing change and a new piece of information. Many people were completely taken aback when they heard that NEP 2020 would be announced. The reforms that have been advocated by NEP 2020 are something that the majority of educationists were caught off guard by. Even though the education policy has had the same effect on higher education, this article focuses mostly on NEP 2020 and how it will affect higher education. This paper also provides an overview of the most important aspects of the NEP and investigates how those aspects influence the educational system that is now in place.

Keywords: New Education Policy, Higher Education, COVID-19.

Introduction

The National Policy on Education, also known as the NPE, is a policy that was developed by the Government of India to encourage individuals in India to further their education. The policy applies to both rural and urban areas of India and encompasses education from elementary school through college. Prime Minister Indira Gandhi issued India's first National Policy on Education in 1968; Prime Minister Rajiv Gandhi issued India's second National Policy on Education in 1986; and Prime Minister Narendra Modi issued India's third National Policy on Education in 2020.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on July 29, 2020, provides an overview of the goals that are to be accomplished with India's updated educational system. The old National Policy on Education, which was established in 1986, has been superseded by the new policy. The strategy would help both rural and urban parts of India because it gives a complete plan for primary education, higher education, and vocational training.

The new programme intends to completely revamp India's educational landscape by the year 2021. It is up to the governments, institutions, and schools to decide how the language policy should be implemented, as it is only a broad guideline that serves in an advisory capacity as part of NEP's language policy. The New Education Policy (NEP) 2020 brings about a great deal of reform in India's educational system. It wants to raise the amount of the GDP that the government spends on education from about 4% to 6% as quickly as possible.

The process of gathering feedback from stakeholders for the New Education Policy got underway in January 2015 under the direction of a committee chaired by a former Cabinet Secretary named T. S. R. Subramanian. The draught NEP was submitted in 2019 by a panel chaired by an ex-chief of the Indian Space Research Organization (ISRO) named Krishnaswamy Kasturirangan. The draught was based on the committee report that was submitted in June of 2017. After some time had passed, the Ministry of Human Resource Development published the Draft New Education Policy (DNEP) 2019, which was then followed by a series of discussions with the general public. There were 484 pages total in the Draft NEP.

The Ministry conducted a protracted period of public engagement when creating the framework for the proposed policy, receiving "almost two hundred thousand ideas from two and a half million gramme panchayats, six thousand urban local bodies (ULBs), and six hundred seventy-six districts."The vision statement for the National Education Policy states that "National Education Policy 2020 envisions an India-centric education system that directly contributes to growing our nation sustainably into an equal and prosperous knowledge society by giving high-quality education to all."A quality college education should aim to foster the development of magnificent, intelligent, all-around, and creative individuals in its pupils.

A person must be able to study one or more specialised fields of interest in-depth and cultivate character, ethical and constitutional values, intellectual curiosity, a scientific temper, creativity, and a spirit of service, in addition to 21st century skills in a variety of subjects, such as sciences, social sciences, arts, humanities, languages, and personal, technological, and vocational subjects. A person must also be able to study one or more specialised fields of interest in-depth. Some of the major highlights of the new education policy, which makes some significant changes to the existing system, include the creation of multidisciplinary universities and colleges, with at least one in or close to each district; revisions to student curricula, pedagogy, evaluation, and support; and the creation of a National Research Foundation to support outstanding peer-reviewed work and effectively seed study at universities and colleges. The current system undergoes some significant modifications as a result of the new education strategy.

The main issues that the Indian higher education system faces are the forced separation of qualifications, early specialisation and student streaming into restricted research areas, less emphasis on research at most universities and schools, a lack of competitive peer-reviewed academic research funding, and large affiliated universities that result in low levels of undergraduate education. To stop the fragmentation of higher education, institutions are being reorganised and consolidated. This will be achieved through changing higher education institutions into sizable, multidisciplinary organisations, developing creative, well-rounded individuals, and transforming the educational and economic systems of other nations.

Accordingly, from 26.3% in 2018 to 50% in 2035, the gross enrolment rate in higher education—which includes vocational training—will increase. A multidisciplinary, holistic approach to education should aim to advance all facets of human potential, including intellectual, cultural, social, physical, emotional, and moral growth. This form of comprehensive education will eventually become the norm for all undergraduate programmes, including those in the medical, technical, and vocational fields. The best learning environments and support for students take a holistic strategy that includes a sufficient curriculum, engaging pedagogy, regular formative assessment, and sufficient student support.

Objectives of The Study

The main goal of this investigation is to find out how the New Education Policy 2020 will affect higher education. The paper also describes the most important aspects of the NEP and investigates how those aspects influence the education system that is now in place.

Research Methodology

This research is more on the descriptive side of things. The essential secondary data was gathered from a wide variety of websites, such as those belonging to the Indian government, as well as magazines, journals, and a variety of other publications. The data was then analysed and reevaluated so that inferences and conclusions could be drawn.

Salient Features of NEP Related To Higher Education

The new NEP has been implemented with the purpose of formalising improvements that have been made in the system from the level of schools to the level of colleges and universities. Keeping in mind the current state of affairs, educational content will henceforth place an emphasis on fundamental concepts and ideas, as well as applications and approaches to problem-solving. It is expected that the National Education Policy will have both short-term and long-term positive effects on the country's higher education system. A noteworthy move on the part of the Indian government is that it will soon allow campuses of foreign colleges to be established in the country.

Children will have the opportunity to experience a worldwide standard of education right in their own nation thanks to this. This method of education will assist students in learning and maturing in a more holistic manner, and the policy of developing multi-disciplinary institutes will lead to a renewed focus on every discipline, including the arts and the humanities. Students will emerge from this experience with a more solid foundation of knowledge.

Another beneficial step that will ease the stress of several competitive tests and ease the burden of studying for so many of them is the introduction of a single common entrance test. This test will be administered by the same organisation. Additionally, going ahead, it will ensure that all student candidates are competing on an equal playing field. The creation of an Academic Bank of Credit (ABC) is undeniably a sound plan for the purpose of accumulating the academic credits that students receive by attending classes offered by a variety of reputable educational institutions of higher learning. By successfully completing a course, a student will be able to receive scores, which will then be awarded to their ABC account.

If a student later decides to attend a different college, these credits can be taken with them. These credits will be preserved even if the student withdraws from school for whatever reason, which means that he or she will be able to return many years later and pick up right where they left off. The recently implemented regulatory system for higher education will ensure that distinct administrative, accrediting, financial, and academic standard-setting functions are carried out by separate entities that are autonomous and have the authority to set standards. These four structures are going to be built as four distinct verticals within a single overarching institution, which is going to be called India's Higher Education Commission (HECI). In the field of higher education, the NEP has been responsible for a large number of new policies and improvements. The following are some of the most notable characteristics:

▪ **Single regulatory body for higher education:**

The National Education Policy (NEP) has as one of its goals the creation of the Higher Education Commission of India, which will serve as the sole regulating authority for all educational fields other than the fields of law and medicine.

▪ **Multiple entry and exit programme:**

People who want to leave the course at different points along the way will have a number of ways to get in and out. The Academic Bank of Credits will be used to facilitate the transfer of their credits.

▪ **Tech- based option for adult learning through apps, TV channels:**

Online courses and modules, satellite television channels, online books, as well as libraries and adult education centres that are equipped with information and communication technology (ICT), and other technologically based choices for adult education will be developed.

▪ **E-courses to be available in regional languages:**

Technology will play a role in the design of education, as well as teaching, learning, and assessment, as well as training for teachers, schools, and students. The electronic content will be made available in regional languages, beginning with eight main languages such as Punjabi, Kannada, Odia, and Bengali, amongst others. These languages will join the e-courses that are now available in Hindi and English.

▪ **Foreign universities to set-up campuses in India:**

Through the implementation of a new rule, it will be easier for the top 100 international institutions to establish campuses in India. The document from the HRD Ministry states that "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." "[T]his special dispensation will be on par with other autonomous institutions in India."

▪ **Common entrance exam for all colleges:**

The National Testing Agency is going to be in charge of administering the standardised test that is used for admission to all schools of higher education (NTA). The test will be taken voluntarily. For the purpose of controlling the standards of higher education in India, the Higher Education Council of India (HECI) will be established. Increasing the gross enrollment ratio will be the focus of the council's efforts.

The HECI will consist of the following four verticals:

- National Higher Education Regulatory Council (NHERC), which will be in charge of regulating higher education, including teacher education, but not medical or legal education.
- The National Accreditation Council (NAC), which is referred to as a "meta-accrediting organisation."
- The Higher Education Grants Council (HEGC), which is in charge of funding educational institutions such as colleges and universities. This new organisation will take the place of the National Council for Teacher Education, the All India Council for Technical Education, and the University Grants Commission that are now in place.
- The General Education Council (GEC), whose responsibility it is to define "graduate qualities," also known as the anticipated learning objectives. Also, it will be responsible for creating a National Higher Education Qualification Framework (NHEQF). As a body that is responsible for determining professional standards, the National Council for Teacher Education will be subsumed by the GEC (PSSB).

DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

Regulatory System of Higher Education:

The inclusion of a plan to establish the Higher Education Commission of India (HECI) as an umbrella agency for higher education in India, with the exception of medical and legal education, is a significant reform introduced by NEP 2020. In most cases, this will result in the emergence of the question of what will become of the existing UGC and AICTE. Reforming the higher education system is one of the goals of HECI; the bill will split the academic and funding facets of the industry into two distinct entities. The new Bill mandates that HECI be stripped of all financial authority. The University Grants Commission (UGC), which was responsible for managing the financing processes, has been renamed the Ministry of Education. The Ministry of Education was formerly known as the Ministry of Human Resource Development (MHRD). On the other hand, it is anticipated that this adjustment will clean up the regulatory muddle in India's higher education system. It is anticipated that HECI will consist of four independent verticals: the National Higher Education Regulatory Council (NHERC), which will be responsible for regulation; the General Education Council (GEC), which will be responsible for standard-setting; the Higher Education Grants Council (HEGC), which will be responsible for funding; and the National Accreditation Council (NAC), which will be responsible for accreditation. For as long as anyone can remember, there has been a pressing need for there to be one overarching governing body for education, and

this has been the dream of a great number of educationists. This is seen as the appropriate next step in the process of standardising education policy. However, in order to guarantee the quality of higher education, institutes must be evaluated based on pertinent characteristics such as research, industry ties, academic excellence, and placements, amongst others. If the HECI is successful in achieving this goal, the potential benefits for its most important stakeholder, India's young people, could be significant.

Graded Accreditation and Graded Autonomy:

One of the most important aspects of NEP 2020 is its support for a "phasing out" plan that moves from affiliated colleges to autonomous institutions. One of the fundamental components of NEP 2020 is the concept of "empowerment and autonomy to innovate." There is reason for hope in terms of curricular enrichment because of the additional flexibility afforded to autonomous schools. It also states that autonomous degree-granting colleges could, with the required accreditations, develop into research-intensive or teaching-intensive universities if that is what they want to become if they wish to do so. There is reason to be optimistic. These schools will be on par with the IITs and IIMs that now exist, and they will work toward the goal of showcasing interdisciplinary education for students in India.

An additional significant change that is proposed by the NEP 2020 is for the National Testing Agency to become a premier, expert, and autonomous testing organisation. This organisation will be responsible for administering entrance examinations for undergraduate and graduate admissions, as well as fellowships, in higher education institutions. Because of the high quality, extensive range, and adaptability of the testing services offered by the NTA, the majority of universities will be able to use these common entrance exams. As a result, the burden placed on students, universities, and colleges, as well as the entire education system, will be significantly reduced. The decision of whether or not to employ NTA assessments in the admissions process will be left up to each individual university and college. In addition to that, it makes it simpler for students to move both their degrees and their credit hours to colleges in other countries.

Internationalisation at home:

The New Education Policy 2020 (NEP 2020) also permits foreign schools and universities to open their doors in India. India's educational institutions are faced with a difficulty since they need to work to raise the quality of education they provide. Due to the potential for allowing foreign universities to set up campuses in the country, the higher education sector in India is now generating a lot of excitement nationwide. India boasts one of the best higher education systems in the world, with more than 900 universities and 40,000 colleges. However, India's gross enrollment ratio (GER) for higher education is only 26.3%, which is much less than that of other BRICS nations like Brazil (50%) and China (51%), as well as that of European and North American countries, both of which have GERs of over 80%.

India must achieve a sizable increase in the field of international higher education if it is to achieve sustained economic growth, which should be fueled by the nation's human capital rather than its natural resources. In order to accommodate a huge surge of students, India would reportedly need more than 1,500 new higher education facilities by the year 2030. In order to enhance capital investment for the education sector, the Indian government aims to encourage FDI (Foreign Direct Investment) and open the ECB route. The Ministry of Human Resource Development is aiming to enhance India's status as a centre for education because there are currently more than 7 lakh Indian students studying abroad.

The government will be able to offer world-class education at a substantially reduced cost and without requiring students to travel if it permits foreign universities to operate there. Less people will also relocate abroad in search of employment or an education. International education benefits the economy and fosters stronger levels of cultural sensitivity, global awareness, and competitiveness, according to the results of several polls taken all over the world. When local educational institutions work with foreign organisations, they are able to develop their curricula in line with international pedagogy and offer students a diverse portfolio of disciplines and areas of specialisation.

More Holistic and Multidisciplinary Education:

The National Education Policy 2020 (NEP 2020) states that a comprehensive and multidisciplinary education will make an effort to integrate the development of all people. Intellectual, aesthetic, social, physical, emotional, and moral development are some of these abilities. Students who receive an education along these lines will grow into well-rounded individuals who possess the necessary 21st century skills in disciplines like the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, as well as an ethic of social engagement, soft skills like communication, discussion, and debate, and rigorous specialisation in a field or fields of their choosing. By 2030, a sizable interdisciplinary higher education institution will either exist or be nearby in each district, according to the NEP 2020. (HEI).

As a step toward the objective of achieving an education that is both comprehensive and interdisciplinary in nature, all institutions of higher education (HEIs) should include credit-bearing courses and projects in the areas of community engagement and service, environmental education, and value-based education. Climate change, pollution, waste management and disposal, sanitation, biological diversity conservation, management of biological resources and biodiversity, preservation of forests and wildlife, and sustainable development and lifestyles are just a few of the environmental education subjects that will be covered. Value-based education will include the development of humanistic, ethical, constitutional, and universal values including truth (satya), virtuous behaviour (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills.

A holistic education will be considered to require lessons in seva/service and participation in community service initiatives. Global Citizenship Education (GCED), a reaction to current global difficulties, will be offered to students in order to enable them to become knowledgeable about and active supporters of more peaceful, tolerant, inclusive, secure, and sustainable communities. This is a reaction to the interconnectedness of the world, which is growing. For students to actively engage with the practical side of their learning and, as a byproduct, increase their employability, all HEIs will offer opportunities for internships with local industry, businesses, artists, craftspeople, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions. Finally, students will have the chance to complete internships with local firms, industries, artists, craftspeople, etc. as part of a holistic education.

The structure and lengths of degree programmes:

According to the National Education Policy 2020's proposed timeline, it will take three or four years to complete a bachelor's degree at any given institution. One may leave the degree programme during this time period. Students who attend the same educational institution for a total of one year will receive a certificate in any professional or vocational course of their choice. Students who attend the same educational institution for a total of two years will receive a diploma degree. Students who attend the same educational institution for a total of three years will receive a degree.

In addition, the Indian government will help with the establishment of an academic bank of credit, which will be used to store test results digitally. The educational institutions will be able to count the credit in the end and include it in the student's degree as a result. This will be useful for those who might have to drop out of the course in the middle of it. They can continue the lesson at a later time and pick up where they left off, so they won't have to start it over from scratch. Creating a one-year PG degree for students who have finished a four-year UG degree and a two-year PG degree for students who have finished a three-year UG degree may not be easy, even if NEP 2020 states that higher education institutions would have the freedom to create PG courses. This might be as a result of the fact that students with 4-year UG degrees have more coursework to finish than those with 3-year UG degrees.

Conclusion

The policy implements a wide range of alterations and, on the whole, comes off as a fairly progressive document. It demonstrates a solid understanding of both the existing socioeconomic environment and the possibility of unpredictability in the future. Education for the next generation of students needs to fundamentally engage with the increasing dematerialization and digitalization of economies, which calls for an entirely new set of skills in order to be able to keep up. This is necessary in order for education to be able to meet the needs of the next generation of students. Due to the rapid acceleration of the trend toward digitalization and disruptive automation brought about by the pandemic, this seems to be an even more essential prerequisite than it already was. The NEP 2020, in its entirety, tackles the need to cultivate specialists in a range of disciplines, spanning from agriculture to artificial intelligence, amongst others. It is imperative that India be prepared for what lies ahead.

Additionally, the NEP 2020 opens new opportunities for many young students with aspirational academic aspirations to develop the necessary skill set. The new education strategy has a good objective, but whether or not it can successfully integrate with the other government policy initiatives—such as Digital India, Skill India, and the New Industrial Policy, to mention a few—will determine how effective it is. This will make it possible for a steady structural transition to occur. Because of this, policy connections may make sure that education policy takes into account and benefits from Skill India's experience collaborating more actively with the business community to create a successful vocational education curriculum. This can guarantee that educational policy takes into account and benefits from Skill India's expertise in developing the vocational education curriculum to ensure its success.

Increased evidence-based decision-making is urgently needed to respond to disruptions and mutations that are mutating and disrupting at a rapid rate. The NEP has thoughtfully provided for real-time evaluation methods in addition to a consultative monitoring and review framework. This is quite encouraging. Instead of waiting ten years for a new education policy to be implemented in order to accommodate curricular changes, this will give the educational system the ability to continually reform itself. Simply reaching this point will be a significant accomplishment on its own. The National Education Policy Act of 2020 (NEP 2020) is a watershed event for higher education. Implementation that is both efficient and constrained by time is what will make it genuinely ground-breaking.

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Technology Use And Integration In Teacher Education

DR. SANJAY ARORA

Director

Shri Aatm Vallabh Jain Girls PG
College

Sri Ganganagar(Raj.)

RAHUL GUPTA

Assistant Prof. (CSE Dept.)

Shri Aatm Vallabh Jain Girls PG
College

Sri Ganganagar(Raj.)

KIRTI BANSAL

Research Scholar (English)

MGS University, Bikaner (Raj.)

Abstract

In today's techno-intensive world, technology is an integral part of education. Over the last few decades, technology has been playing an increasingly vital role in the field of education, which has led to a profound improvement in the teaching and learning processes. The present learning environment demands that the teacher be skilled in use of technology to educate his pupils in an effective and efficient manner. Additionally, the school curriculum has to be in sync with the modern technology. In others words the curriculum has to so designed that it is easy to adapt and integrate it with the modern technologies of teaching and learning processes. This scenario requires that the teachers are trained and adept at handling modern techno-intensive teaching aids so that both teaching and learning become a joy for the teacher as well as the pupils.

The results indicate that ICT integration has a great effectiveness for both teachers and the students. Findings indicate that teachers' well-equipped preparation with ICT tools and facilities is one the main factors in success of technology-based teaching and learning.

Introduction

The 21st Century Society is an entrepreneurial Society- A century of knowledge and century of mind. Knowledge explosion, communication revolution, technology advancement, application of science to all aspects of life and above all rising aspirations of the society are the hallmarks of this century. Mind is reflective, analytical, visionary, global, integrative and synergic all at the same time. Hence development of appropriate Mind-set of our young generation is the need of time. The education and training, therefore has to be at premium and teachers role being very important in child's education, they will have to be continuously trained and their mind updated and kept pragmatic and realistic. They must value life-long learning along with learning for life and learning through life. It is necessary that, they continuous have training and retraining in order to enable them to play their role more meaningfully and effectively.

As it is widely known, the integration of Information and Communications Technologies with their teaching is a necessity for the teachers of present times. Nevertheless, the challenge of incorporating technologies into the teaching and learning process might not be as easy as it seems. It's not just a matter of finding new resources and trying to use them as part of traditional courses, but it involves encouraging learners to interact with ICT equipment and Web 2.0 tools to enable them to co-construct their own learning. This makes them quite different from students of the last millennium.

Utility of ICT in Teacher Education (TE)

- Major changes can be accelerated both in pre-service teacher training as well as in in-service teacher professional development through ICT.
- ICT – based teaching –learning programmers can overcome a teacher's isolation by breaking down their classroom walls and connecting them to colleagues, mentors, curriculum experts and the global teacher community.
- Use of ICT in Teacher Education changes teaching and learning behavior. Instructions are increasingly conducted electronically. Students attend to lectures broadcast at their homes, residence halls or workplace and draw reference materials.
- CT facilitates the educational transactions between providers and users by keeping teacher –learner in contact through e-mail, chat sessions, etc., encouraging active learning, sharing ideas, providing immediate feedback, encouraging paced learning and allowing for effective mapping of learning pathways.
- The information through Internet& online databases helps teachers to develop or improve lesson plans, exchange ideas, obtain information and find free animation and simulation to enliven their lessons.
- The new ICT enables self-paced learning through various tools such as online assignments, e-tutorials sessions, and computer facilitated continuous assessment of students' progress. With the result, the teaching-learning enterprise has become more result-oriented.

For the Successful ICT enabled Teacher Education Program

In the field of teacher education, the ICT-based applications and their integration with content, method, and pedagogy are potential catalysts for meaningful learning of students. Professionals associated with teacher education institutions equip them to design their educational system and prepare teachers for the future of society (Singh, 2014). A well designed training program is essential to meet the demand of today's teachers to effectively use ICT. More attention should be given to the specific roles of technology in offering multimedia simulations of good teaching practices, delivering individualized training courses, helping overcome teacher's isolation, connecting individual teachers to a larger teaching community continuously, and promoting teacher to teacher collaboration. Some of the important strategies to make ICT- enabled Teacher Education program a real success are:

- A well-designed technology-mediated teacher education curriculum with the appropriate mechanism of assessing and monitoring the quality of education should be in place for ensuring better implementation of integrated teacher education programs.
- Teacher education institutions should be equipped with ICT-based resources with the provision of training and orientation of teacher educators for better integration of technology with content and pedagogy.
- Availability and accessibility of technology should be made cost-effective for users at all levels.
- Professional competencies to integrate ICTs into the teaching and learning process are a continuous process to ensure meaningful participation and integration of students.
- Educational administrators and policymakers should work more closely with schools and colleges to determine the training needs of teachers and extend their support to organize appropriate training programs with better exposure at all levels.

Conclusion

Effective implementation of ICTs is certainly a powerful means of improving the quality of education in general and teacher education in particular⁶. Shifting pedagogies, redesigning the curriculum and assessment, and providing more autonomy to the teachers will help to optimize the use of ICT. For this, adequate time must be allowed for teachers to develop new skills, explore their integration into their existing teaching practices. Streamlining the pre and in-service teacher education programs to ensure training and support for in-service teachers building on the knowledge acquired in pre-service institutions would be beneficial. ICT should not be seen as one item in TPD, rather it should be seen as a method to strengthen. This needs structural arrangements along with the hard infrastructure, from the state level SCERTs to the regional level & district level, and block resource centers for ICT integration capacity building programs. The future of using technology for teaching and learning is always challenging. Therefore, teacher educators must update themselves with recurrent training and orientation through refresher courses and orientation programs. To foster this, teacher education institutions must create an environment for teachers to enable them to create appropriate learning experiences for students in the new age of learning. The Indian education sector should be having a sound framework in place soon to strengthen the ICT implementation in the teacher education programs.

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NEP-2020 (Challenges on Higher Education)

Dr. Pankaj Kukkar

Assistant Professor (ABST)
SGN Khalsa Girls (PG) College,
Sri Ganganagar (Raj.)

Dr. Parveen Kukkar

Assistant Professor (ABST)
Shri Aatm Vallabh Jain Girls PG
College, Sri Ganganagar (Raj.)

Dr. Archana Tanwar

Associate Professor (Commerce &
Management)
SKD University, Hanumangarh
(Raj.)

Abstract

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

Introduction

These are a set of policies formulated by the Government of India to promote education amongst Indian people. NEP is basically a comprehensive framework to guide the development of education in the country. The urge of such a framework was first realized in the year 1968 which was then revisited and revised in the year 1986. This was again reviewed and updated in 1992 as per the need of the hour. Since then, the entire world and the overall sector have witnessed massive changes. Hence, this year, the government decided to revise these policies to make them more relevant and compelling for the education ecosystem. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." 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 sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, wellrounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well rounded and innovative

individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students

Objectives of the study

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

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

Salient Features of NEP Related To Higher Education

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

- **Single regulatory body for higher education:**

The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

- **Multiple entry and exit programme:**

There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

- **Tech- based option for adult learning through apps, TV channels:**

Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

- **E-courses to be available in regional languages:**

Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

- **Foreign universities to set-up campuses in India:**

World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."

- **Common entrance exam for all colleges:**

The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

Detailed Analysis of Impact of NEP on Higher Education

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-

setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Conclusion

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital requisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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NEP: Offers Choice, Chance, and Change to Higher Education

Dr. Sandeep Gupta

Associate Professor (Physics)

Punjabi University College Ghudda, Bathinda, Punjab

Abstract:

July 28 2020 came as a new day with new changes implemented by the central cabinet on education policies in India. It has been 34 years since India made any significant changes to its education system. It was a welcoming and positive change amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The role of education and its importance cannot be ignored in today's scenario. The new policy is more practical in approach and is based on the ground reality of the country's education scenario that puts more emphasis on the creativity, innovation as well as personality development of the students rather than learning. Though the education policy has impacted school and college education equally, but this study mainly tries to explore NEP 2020 and its impact on Higher Education.

Keywords: Education system, NEP 2020, Higher education

INTRODUCTION

National Education Policy (NEP) 2020 was announced by the Ministry of Human Resource Development. The policy is aimed at transforming the Indian education system to meet the needs of the 21st Century. The new policy seeks rectification of poor literacy and numeracy outcomes associated with primary schools, reduction in dropout levels in middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system. The principles of National Education Policy 2020 as mentioned by the government are Flexibility, No hard separations between subjects, curricular and extra-curricular activities, multi-disciplinary education, conceptual understanding, critical thinking, ethical values, teachers as the heart of the learning process, the strong public education system. Though the NEP 2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented.

In adopting a **5+3+3+4 model for school education starting at age of 3**. This can lay the foundation for a multi-disciplinary approach in high education. Another laudable aspect of the scheme is the introduction of vocational courses with an internship. This may nudge the vulnerable sections of society to send their children to school. Further, the policy seeks to leverage the huge potential learning methodologies for increasing gross enrolment in higher education. According to the policy periodic inspection, transparency, maintaining quality standards and a favourable public perception will become a 24X7 pursuit for the institutions, leading to all-round improvement in their standard. This policy also seeks to establish a super-regulator for education which will be responsible for standards-setting, funding, accreditation and regulation of higher education in India. This will lead to an infusion of international perspective and innovation, which will make the Indian education system more efficient and competitive. Most crucially it emphasises on making mother tongue, local language or the regional language the medium of instruction at least till Grade 5, which is considered the best medium of teaching.

MAIN FEATURES FOR HIGHER EDUCATION

Holistic and Multidisciplinary Education

Students can bring multidisciplinary subjects and vocational courses together and learn at their own pace. For undergraduate education programs that run for 3-4 years, NEP policy 2020 allows 'multiple exit options' & rewards relevant 'certification' within the graduation tenure. When students complete one year, they receive certification, after two years- an advanced diploma, three years of successful completion- a bachelor's degree, and after four years of UG- a degree for research intelligence. The efforts are also in progress to establish Multidisciplinary Education and Research Universities (MERUs), which will be on the lines of IITs and IIMs to globalize educational standards. Also, a National Research Foundation will be formed as the apex body to motivate research culture among students.

Regulation

The Higher Education Commission of India (HECI) will be an umbrella body to monitor higher education, with the exception of medical and legal education. Its four independent verticals include National Higher Education Regulatory Council (NHERC) for regulation, Higher Education Grants Council (HEGC) for funding, General Education Council (GEC) for standard-setting, and National Accreditation Council (NAC)

for accreditation. This tech-powered apex body will work without human intervention and penalize HEIs that fail to comply with the norms and standards.

Motivated, Energized, and Capable Faculty

One of the main highlights of NEP 2020 is its recommendation for highly motivated, skilled, and energized faculty. The teachers will be handpicked through a transparent and well-defined recruitment process. The proposal also focuses on incentivizing excellence, freedom to design curriculum/pedagogy, and encouraging institutional leadership. If they couldn't adhere to the basic norms, the faculty will be held accountable.

Teacher Education

The suggestions were made to introduce a comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021. The NCTE will prepare it in consultation with NCERT. Also, the authorities will take strict actions against substandard stand-alone Teacher Education Institutions (TEIs).

Mentoring Mission

According to the New Education Policy 2020, a National Mission for Mentoring will be built with an experienced and knowledgeable faculty. It will also include those with proficiency in teaching Indian languages and who can support teachers in the short and long term.

Financial Support for Students

Merit-based incentives were announced for those who belong to SC, ST, OBC, and other SEDGs. Private institutions were encouraged to offer more scholarships to talented and deserving students who come from financially weak backgrounds. And those who were already receiving scholarships, the National Scholarship Portal was asked to foster and track their progress.

Open and Distance Learning

With the vision to increase gross enrolment ratio (GER), National Education Policy 2020 introduced several measures, including enough funding for research, online courses & digital repositories, dedicated student services, credit-based recognition of MOOCs, etc. The goal was to make distance learning as effective as in-class programs.

Online Education and Digital Education

Online education was another pressing topic of NEP 2020, considering the rise of the pandemic and the sudden need to adapt to digital learning. A committed unit was created in MHRD to look after the digital infrastructure and content for higher education institutions and schools. It ensures that students get quality and regular education whenever in-person classes are impossible.

Financing Education

The Centre and States authorities will make equal efforts to increase the public investment in the Education sector upto 6% of GDP.

Adult Education

Among the key features of the New Education Policy 2020, adult education was critical. It aimed at achieving 100% youth and adult literacy nationwide.

Conclusion:

Rolling out the old system and easing up the graduation and post-graduation programs is quite a relief. Students now don't have to be stuck in the graduation programs and can exit it without actually worrying about it or fear of losing a year of their lives. And similarly continue their education without much confusion and hesitation after discontinuing for a period. The exposure to global education will help students more in the betterment of their knowledge, academics, and work campuses. Keeping the entrance exam twice a year will give students chances to prepare well and write it in case they miss the exam. The more vocational the students get, the more skilled they will be in their fields. Their knowledge doesn't have to be limited to academics alone. This is also to give more focus on technical knowledge and to make sure even the people deprived of it can gain the basic knowledge of it.

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National Education Policy 2020

D.P.Baror

Assistant Professor (Geography)
Dr.Rajender Prashad PG College, Rawatsar
District – Hanumangarh (Raj.)

Dr. Bhag Singh Parmar

Assistant Professor (Chemistry)
SNDB Govt. P.G. College, Nohar
District – Hanumangarh (Raj.)

"Education is the milk of a lioness, whoever drinks it will roar."

The basis of the progress of a country is the education policy of that country. After 34 years, a new national policy has been announced in India.

The new education policy was implemented on 29 July 2022, which has been brought after 34 years. With the passage of time, changes in education policy are also necessary so that the country can progress rapidly. By changing the old education policy, the coming generations have to be stronger at the mental and intellectual level. This will enable our country to progress rapidly. It is said that education is the most powerful weapon. This can change the world. Therefore it is also necessary to implement new education policy from time to time.

New Educational Framework and Curriculum

In the new National Education Policy, have been divided under 5-3-3-4. After abolishing the syllabus of the new education policy, now the 5+3+3+4 model has been prepared by abolishing the 10+2 syllabus. The first 5 years of study is considered as the foundation stage. Along with this, the option of selecting the subject will also be given in the 9th standard itself.

5+3+3+4 model

Pre Primary Class (5 Years)

In this, children from 3 years to 8 years will be involved. All these children will be given basic education. In which there will be Nursery, LKG, UKG, First and Second classes.

Primary Class (3 Years)

Children between the ages of 8 and 11 will be included in this. In this there will be classes III, IV and V. In this, the education of mathematics, science and art will be given completely.

Secondary class (3 years)

Children in the age group of 11 years to 14 years will be included in this. There will be classes VI, VII, VIII. Along with studies, skill development and knowledge of local handicraft will also be given completely.

Higher Secondary class (4 years)

There will be classes IX, X, XI and XII. Children will get to choose their favorite subject. Children will also be given multi-disciplinary information

Higher Education Class (4 Years)

The graduation level will be of 4 years. Along with technical education, art and mapping will also be taught. Education of medicine, engineering, law will be given in a complete manner. The degree will be awarded even after 3 years and the children will be encouraged.

Noteworthy Point

01. Children will be taught in mother tongue till 5th standard.
02. Skill development and vocational education will be started from class 6.
03. Emphasis will be on basic education.
04. Children will be released from pressure.
05. Government and private schools will have similar rules, fees etc.

Epilogue

This education policy is being started from the point of view of well thought-out education system. It is believed that its results will be beneficial.

"It is not necessary that the light should be from the lamps, but the house is also illuminated by education."

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Role of Multiple Intelligence Theory in Teaching English as Foreign Language

Ms.Meera Singh

Associate Professor, Department of English
R.L. Sahariya Govt. PG College, Kaladera
Jaipur (Raj.)

Abstract:

Languages put our worlds in focus, give structure and expression to our thoughts and help us to communicate. To know a language then means to have knowledge about how it fulfills this communicative function. Communicative Language Teaching has undergone a sea change, linguistics has become a multi- disciplinary, inter-disciplinary science that focuses on target-oriented and time-bound results. One such shift recently has been the successful integration of Multiple Intelligences in teaching and learning of English as Second language. The term Multiple Intelligence Theory (MIT) was first introduced in the book The Frames of Mind (1983) written by Howard Gardner, it gained popularity instantly for its insight in the process of learning. Introducing multiple intelligences provide an extra edge to the learner since the approach of Multiple Intelligence Theory is pragmatic, comprehensive and most importantly behavioral, hence better cognitive capacity. This paper aims to explore this theory as an innovative teaching practice for learners of English.
Key words: communicative, Multiple Intelligence Theory, Second language

Languages put our worlds in focus, give structure and expression to our thoughts and help us to communicate. They are fluid concepts, built from our heritage, our people and our interactions with the world, growing and changing to keep up with the modern day whilst reminding us of our past. Our language is the reflections of ourselves, our character and growth of its speakers. Language or for that matter any utterance is a complex phenomenon where the fundamental aim is ironically quite simple: *to communicate*. The essence of language, in fact any language is that it serves as means for communication and involves the speaker/speakers in some kind of social interaction. It is therefore an effective tool which connects and aids social networking. To know a language then means to have knowledge about how it fulfills this communicative function. It is not enough to know the structural and formal aspects of a language (Target Language) but also its functional, social and contextual aspects.

Speech which is the primary category of language is a complex, linear and systematic order of sounds arranged in a manner that when articulated correctly it is meaningful both to the speaker and the listener. Spoken variety of language works at three levels, namely description, articulation and reception of sounds. Other elements like facial expressions, gesticulation even silence can come under the category of speech. Apart from this, social and psychological factors also affect communicative competence^[1]. Achieving communicative competence is as much a challenge for the teacher as it is for the learner, with speech replacing the written form rapidly in an ever-changing world. The task then is to achieve linguistic competence (Chomsky-1965) along with communicative competence, which requires knowledge and efficiency in four fields- Words and Rules, Appropriacy, Cohesion and Coherence along with effective use of Communicative strategies. It should be noted that no linguistic activity is in isolation, rather language or to be specific speech, requires the cumulative response of a group of intelligences, it is not just an individual activity but is in relation to environment and society. Language then is a dynamic field where there is direct relation and interdependence between language learning and social interaction^[2].

Communicative Language teaching, especially for Second language learners can be an uphill task, it is language in operation and needs to be seen in relation to other aspects of social behavior. To some extent Second Language Learning is similar to First Language Acquisition since both take into account the factors like gender, age, culture, academic, economic and social background, linguistic structures in mother tongue and its dialects. In the past four decades the area of Communicative Language Teaching has undergone a sea change, linguistics has become a multi- disciplinary, inter-disciplinary science focused on target-oriented and time-bound results. One such shift recently has been the successful use of Multiple Intelligences in teaching and learning of English as Second language, which is no longer experimental but well-established as means to achieve targeted goals in specified time frames. The term Multiple Intelligence Theory (MIT) ^[3] was first introduced in the book **The Frames of Mind (1983)** written by Howard Gardner, it gained popularity instantly for its insight in the process of establishing connection between learning and the seven kinds of human intelligences. Since then researches, teachers and learners around the globe are successfully integrating MIT in teaching their students^[4]. Initially in 1983 Gardner proposed seven intelligences namely:

- ❖ Linguistic intelligence
- ❖ Logical-mathematical intelligence

- ❖ Musical intelligence
- ❖ Spatial intelligence
- ❖ Bodily-kinesthetic intelligence
- ❖ Interpersonal intelligence
- ❖ Intrapersonal intelligence

In the year 1999 he added the eighth : **Naturalistic intelligence** and two years later the ninth namely, **Existential intelligence** was added to the already present list^[5]. According to this classification each intelligence attributed to the learner can be exploited to optimum levels to achieve the targets and can positively impact and accelerate the process of Second Language Acquisition. The relation between Multiple Intelligences and Teaching of English as Second Language, Learning of English as Second Language , English for Speakers of Other Languages has been intriguing researchers for sometime. The positive impact and effects each has on the other has been proved by recent researches in the field of Communicative Language Teaching . The time is ripe for language teachers to recognize the urgency of integrating Multiple Intelligence Theory in Communicative Language Teaching and Communicative Language Learning. Multiple Intelligence Theory has come a long way ,it has proven itself , most of the teachers the world over have successfully experimented with it. As a result of this experiment, the traditional and more formal system of language teaching which has been in practice is now being replaced by a more animated, farsighted approach in methods of teaching and learning English communicatively. In India, unfortunately the transition is either very slow or almost absent. The reasons for this fallout are many: while the traditional and more formal system of Language Learning, and Language Teaching are heavily biased and lopsided with stress on rule, theory and the written word. Even now rigid and narrow set of rules of instruction and assessment are still prevalent. Most schools and colleges focus almost all of their attention on classroom pattern of teaching with archaic curriculum. The concept of integrating Multiple Intelligence Theory as an innovative tool for Language Learning and Language Teaching is still in the nascent stage in Indian education system. Effective use of individual intelligences in the process of learning is gaining ground the world over and given preference over conventional teaching methods. Inculcating Multiple Intelligence Theory in the syllabus as a mode of teaching is needed in order to give balance to the lopsided system and to provide equal learning opportunities to learners with different learning abilities. The collaboration of different intelligences can result in better comprehension of theory whether it is the field of Communicative Language Teaching or literary discourse . The applications of Multiple Intelligence Theory are diverse^[6] - the field of psychology, sports, music, creative writing, art (painting, sculpture, dance, performing arts including films and documentaries),business, environment and ecology to name a few.

It has been proven that multiple intelligences provide an extra edge to the learner since the approach of Multiple Intelligence Theory is pragmatic, comprehensive and most importantly behavioral, hence better cognitive capacity^[7]. We all agree that it's a complex and diverse world, there is paucity of time , lots of tasks at hand, focus on instant learning skills, teaching and learning models need to answer these issues. For English for Speakers of Other Languages learner, achieving communicative competence is the goal, the need of the hour is to develop a learner –centered environment not just in the classroom but also outside the class. Likewise offer him/her time –bound, task specific, functional language learning courses which fulfill the specific linguistic demands of the learner. Apart from this the course should prepare him/her for real life communication skills as well as develop sufficient soft-skills to prepare them for professional roles. The thrust should be on function rather than form, on performance, situation, practice rather than theory so as to avoid communication breakdowns. It is a common predicament of the second language learner to demonstrate substantial discrepancy between their communicative and linguistic competence or capacity. The herculean task then is to bridge this gap. One answer to this fundamental problem could be utilizing the specific intelligences of the learner to target communicative obstacles. Multiple Intelligences (one or more than one intelligence) of the learner can be exploited to achieve the required results.

In the last decade particularly, considerable interest has been generated about how Multiple Intelligence Theory MIT has aided communicative competence , it's role in speeding up the process of language learning especially for the English for Speakers of Other Languages . Multiple Intelligence Theory lays thrust on task-based, time-bound, vocational, professional, functional, Learn-by-Doing, Total Participation Techniques of teaching and learning of language. According to Gardner, who is the father of Multiple Intelligence Theory , every learner is gifted with Multiple Intelligences, and every learner is a separate entity who will exhibit excellence in one or more than one of the intelligences. The onus is on the teacher to exploit this 'gift' of the learner to accelerate and augment the language learning process, since it is a complex field. Language learning

cannot take place in isolation, it is interplay and interdependence of social and psychological factors and active participation, interaction/intra-action of teacher, learner, society and technology^[8].

While the traditional teaching methodology does not take into account issues like mental conditioning, personal effectiveness, skill enhancement, mind-body co-ordination, spatial and musical sensitivity, Multiple Intelligence Theory is reflective, with focus on insight and model teaching skills^[9].

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Critical Thinking in Rashtriya Shiksha Niti – 2020

Mr. Ajay Kumar Modi

Research Scholar (ABST),
Pranab Mukherjee Foundation, Delhi (India)

Even as the judicial academies are contemplating the introduction of happiness curriculum, the draft National Education Policy with reference to school education has made no mention either of a reduction in the weight of school bags or any happiness classes in the curriculum. On the positive side it has alluded to the usefulness and introduced the concept of critical thinking in higher education.

The concept of critical thinking is not something entirely new but has been enshrined in our ancient heritage and has made significant contributions to the development of Indian philosophy. Before any concept was accepted in our philosophy, its refutation and evaluation were taken into account; reason used to be the sole means of knowing truth and falsity. *Sutarka* and *Kutarka* were encouraged and debated. This also made our ancient seats of learning intellectually far more advanced in their approach. Such critical thinking along with their unique ecosystem was a fascinating experience for scholars who were attracted from all over the world. It is a well known historical fact that when the foreigners invaded, some of their main targets were our great institutions, in addition to those at Takshila and Nalanda. Besides impacting us politically, socially, culturally and economically, these left a critical void of centuries in our intellectual thought.

Later, our educational system became a victim of the colonial legacy of the British. Encouraging and inculcating creativity, logical thinking, reasoning and a sense of inquisitiveness were more or less alien to the system, we inherited from them, the entire emphasis being on rote learning.

Despite the realisation of the deficiencies in the system and measures suggested by various experts and education commissions over a period of decades, the change has been very slow. Even the percentage of GDP invested in the educational sector has been abysmally low.

Nevertheless, change was inevitable and has now become more than visible during the first two decades of this millennium. Today, we can compete with the best in the world in the areas of electronics, space technology, atomic energy, communication and digital technology, in its reach as well as penetration, besides such like other indicators of development. There are, however, areas of serious concern as these positive developments can be attributed to the success of a handful of institutions, while a vast majority of them continue to lag behind.

With more than fifty percent of our population being in the younger age group we can be easily termed as world's most youthful nation. Today as we talk of the demographic dividend we should also assess as to what extent are we equipping the youth to face the world and adding to the strength of the country rather than converting them into a burden. For some reason, education at all levels could not be given the priority that it deserved. It is good to see that it is now being realised and rectified. Our youth have to be strong personalities backed and developed by a holistic educational system which is capable of giving them sufficient confidence and making them comfortable with the latest and futuristic technologies.

But Universities and institutions of higher education being the very last rung in the career of an individual, a sudden change and a different pattern of education at that level may become difficult for absorption. It is therefore essential that our education system should be integrated from the foundation stage onwards, in certain specific core areas, which would encourage thinking and inculcate a sense of enquiry and inquisitiveness.

Scientific evidence shows that eighty percent of the brain is fully developed by the age of six, which indicates importance of child care in an appropriate environment with stimulus to the brain. Here lies the importance of school as well as pre-school education. Emphasis on foundational literacy and numeracy at the school as well as pre-school levels is known to help in the healthy growth of cerebral cortex, an area associated with such skills, within the brain. In this context, the most important factor is the teacher who has to be adequately equipped with the latest of the pedagogical techniques so as to ensure appropriate development of the cognitive skills amongst the youngsters in a sensitive manner. Accordingly, text books and exercises which encourage correlation of concepts besides thinking and questioning would have to be specially designed.

Simultaneously, it has been observed that at higher levels following an approach which integrates arts, linguistics, and humanities besides mathematics along with science and technology leads to a deeper learning. This promotes critical thinking and thinking of a higher order besides development of problem solving and communication skills. Such a holistic approach for acquisition of knowledge would be relevant to the present context as well as the future.

Work being done on acquisition of knowledge shows in our philosophy that memorising is like carrying the burden of books, it does not have much of a meaning and also does not add to one's knowledge unless one comprehends the content. In the classrooms, today, so much of information is already available with the students that they do not expect it from their teachers. Instead of WHAT, they need to be explained the WHY and HOW which would satisfy the curiosity of students and stimulate critical thinking. The link between critical thinking and education is obvious as one cannot learn without thinking well. For comprehension of content and clarity of concepts, it is therefore important that students ask questions and that is where lies the importance of critical thinking. It consists of techniques of sound and systematic reasoning as well as arguments and counter arguments besides elements of deductive logic. Work books are now available which help promote such like critical thinking skills. Irrespective of the subject, usefulness of such techniques has been tried and tested by experts in the stimulation of the brain.

In the contemporary scenario keeping the importance of critical thinking in view the draft National Educational Policy has also drawn inspiration and suggested appropriate modifications to the curriculum. According to research findings of the U.S-based Partnership for 21st century, communication, collaboration, creativity and critical thinking known as 4Cs would be the core skills required for 21st Century education. It has been established that at the college and university levels, habits of mind, such as analysis, interpretation, precision and accuracy, problem solving and logical reasoning can be as important as the content knowledge itself. At the same time the question before us is that with the advent of the fourth industrial revolution and the arrival of internet of things and artificial intelligence what would be the future of critical thinking. In fact a restructured curriculum with focus on 21st Century skills would be even more important for a comfortable interface with the fourth industrial revolution technologies. Emphasis on collaboration and team work would still be essential so that in the hi-tech future one could think critically as well as independently and not become entirely subservient to artificial intelligence.

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Rashtriya Shiksha Niti-2020: Challenges In Implementation

Dr. Anita Lubana,
Assistant Professor (Botany)
Government Girls College, Ajmer (Raj.)

ABSTRACT

A change in the education policy has been a need and requirement for so many years now, after the first education policy introduced in 1968 by the then Prime minister Smt.Indira Gandhi and then again in 1986, by Sh.Rajeev Gandhi and after a long time, now the government of India has formulated a new Education policy, carry forwarding some of the salient features, like education for all, in the previous policy, to the current National Education Policy 2020 and has brought several changes to the education system. However, the policy has not been implemented in most states of India but some states like Karnataka, Telangana, Madhya Pradesh etc. with U.P to implement the same in phases, have taken the initiative to implement the same. The major factor of any policy is the implementation, and there are reasons to believe that there may be hinderances in the implementation of the new shiksha niti-2020. India is the second largest education system in the world, and not only the largest the most diverse also, with education to be imparted in different mother tongues as mentioned in the policy itself. The policy promises to bring about large sized changes in the education system in India but will certainly depend on the structural, financial, motivational and mostly on the will power of state heads.

KEYWORDS: Rashtriya Shiksha Niti-2020, NEP-2020, NEP-2020 challenges.

INTRODUCTION:

The first education policy was introduced in 1968 by the then Prime Minister Smt.Indira Gandhi Based on the report and recommendations of the Kothari Commission (1964–1966), the policy was based on compulsory education for all till the age of 14 years and was based on three language system English, Hindi and the language of the state, also encouraging, Sanskrit. Then in 1986 the then Prime minister Sh. Rajeev Gandhi introduced the Education policy. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. This policy was amended in 1992 to include Single entrance exam on National level for Technical and business studies. Now the new Education Policy-2020 introduced by Prime Minister Sh.Narendra Modi, which promised education to all and Samagr Education.

BASICS:

The new Education policy will replace the old formula of 10+2 with the new 5+3+3+4 formula, which is the major factor, and which will cover the four stages:

1. Foundational Stage: Total of 5 years.

A) 3 years of preschool or Anganwadi or playschool and

B) 2 years of 1st and 2nd standards, covering the total age of 8 years. Play and multilevel activities.

2. Preparatory Stage: Total of 3 years.

A) For 3rd, 4th and 5th standards. Activity-based and interactive classroom learning.

3. Middle Stage: Total of 3 years.

A) For 6th, 7th and 8th standards. Experiential learning in science, mathematics, social sciences, arts, and humanities

4. Secondary Stage: Total of 4 years.

A) 1st phase 9th and 10th standards and

B) 2nd phase 11th and 12th standards. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

The policy concedes highest priority to the achieving of Foundational Literacy and Numeracy by all students by Grade 3rd. The policy states "The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025".

SALIENT FEATURES:

1. Public spending on education by states and the Center has been increased to 6% of the Gross Domestic Product (GDP), this is a factor which has been initially thought and desired by the first education policy but which could not have been achieved till date.
2. The Ministry of Human Resource Development has been renamed as the Ministry of Education. It has been emphasized in the new act that the renaming is very much needed to bring the focus back on the education and learning. Initially, it was Ministry of Education which was renamed to MHRD in 1985.

3. There will be no stiff separation between arts and science, academic and vocational, curricular and extracurricular streams, which at present, as most of us know is categorical differentiation of student in all parts of Indian education system, students allowed science subject at 80% or more, commerce at least at more than 60% and lower percentage is attributed to the students with lower percentage or other wise if it is the choice of a student of 80% or more to take arts as the subject. Which automatically creates bad reputation for the arts students.
4. Advancement in the Education of gifted children.
5. Establishment of a Gender Inclusion fund. This fund will be available to the states to help support the female and transgender student by conditional cash transfers, subsidy in loans etc.

CHALLENGES:

The new education policy in itself seems impressive and motivated towards perfection but there are many hindrances in the complete implementation of this at the various levels.

1. As per the latest Central Government records there are **more than 1.5 million** schools in India with 84,614 private schools and 10,83,678 government schools.
2. There is not only the barrier of various boards of the various states but the barrier of language as well.
3. There will be a strong requirement of cooperation and coordination between states and the center, district and sub district levels, bureaucracy etc.
4. There will be requirement of changes to the existing rules and regulations or making and forming of new laws.
5. Major changes will be required initially with the establishment of infrastructure, training of teachers and staff members.
6. Then there are requirements of the changes in the mental states and psychology of the teaching staff, which will be quite a task.
7. Then further there is requirement to educate and handle the psychology of the parents also, to break the social barriers of putting science streams ahead of all other subjects.
8. Further there is management of the resources, finance, and manpower etc. because in the new policy a complete overhaul of the education system is recommended.
9. There will be conflict in the higher education where changes have been proposed as to the grant of certificates, diplomas and degree, where the jobs in the current scenario is more motivated and inclined towards the holder of a degree.
10. In other words the whole psyche of the masses will have to address with the vast changes in the education system to the job seekers and job providers and breaking the paradigm of the education quality related to the degree holder.
11. Hinderances will be faced in the form of lack of will power of the state heads to implement the policy as well as the distribution of funding.
12. As emphasis is given on the digital education system, in this, requirement of the fast internet infrastructure at remote areas of the country will provide quite a challenge as till date many such areas are still battling with availability of school premises, furniture, power, reach of students etc.
13. Another point of challenge here is that the policy mentions the goal of Doubling the Gross Enrolment Ratio in higher education by 2035 which in the current scenario requires to open at least 700 new universities till then.

Final Words:

India has a vast education system, different languages and dialects changing every 100 to 200 kilometers. People with different psyches and educational backgrounds. Mythic in understanding the value of knowledge, teachers teaching at the same track for the last 5-6 decades. Rattification and not understanding, lack of maturity and will power on the part of educators and parents alike to bring about a change, lack of proper infrastructure and funding on the part of the Ministerial heads, development of infrastructure at the rural end, interference of bureaucracy, funding reaching the end hands. The policy in itself is futuristic but to meet the ends it will certainly take the will power of all the parties involved to reach the goal.

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The Implications of the New Education Policy on Teacher Professional Development

Pankaj Grover,

Assistant Professor (ABST)

Dr. B.R.Ambedkar Govt. College, Sriganaganagar (Raj.)

Abstract:

The New Education Policy (NEP) introduced in India in 2020 aims to revolutionize the education system in the country. The policy has several implications for the professional development of teachers. This paper aims to explore the implications of the NEP on teacher professional development in India. The paper begins by providing an overview of the NEP and its key features related to teacher education and professional development. It then examines the current state of teacher professional development in India and highlights the challenges faced by teachers in accessing quality professional development opportunities. The paper then discusses the potential benefits of the NEP for teacher professional development, including the emphasis on continuous learning and the provision of adequate resources for professional development. Finally, the paper concludes by discussing the key challenges that need to be addressed in order to fully realize the potential of the NEP for improving teacher professional development in India.

Keywords: New Education Policy, teacher professional development, India, continuous learning, challenges, opportunities, resources.

Introduction:

The New Education Policy (NEP) 2020 is a comprehensive framework for the transformation of the Indian education system. It was introduced by the Ministry of Education in July 2020, replacing the earlier National Policy on Education, 1986. The NEP aims to provide an equitable and inclusive education system that prepares students for the challenges of the 21st century.

The NEP is based on the principles of equity, access, quality, affordability, and accountability. It emphasizes the importance of lifelong learning, multi-disciplinary education, and the integration of technology in teaching and learning. The NEP also recognizes the critical role of teachers in improving the quality of education and proposes several initiatives for their professional development.

The NEP is a significant departure from the earlier education policies in India. It proposes several radical changes in the education system that will have far-reaching implications for students, teachers, and other stakeholders. The NEP's vision is to create a vibrant knowledge society that is driven by innovation, creativity, and entrepreneurship.

Key Objectives of the NEP:

The NEP has several key objectives, which include:

1. **Universalization of Education:** The NEP aims to provide universal access to education for all children in the age group of 3-18 years. It proposes the establishment of a school complex in each administrative unit that will provide education from pre-primary to secondary levels.
2. **Equity and Inclusion:** The NEP recognizes the importance of equity and inclusion in education. It proposes several measures to ensure that children from marginalized communities have access to quality education. These measures include the establishment of residential schools in tribal areas, the provision of scholarships and financial aid to economically disadvantaged students, and the creation of special education zones for children with disabilities.
3. **Quality Education:** The NEP emphasizes the importance of quality education and proposes several measures to improve the quality of teaching and learning. These include the creation of a national assessment center to evaluate students' learning outcomes, the establishment of a teacher recruitment board to attract and retain quality teachers, and the development of a comprehensive curriculum framework that promotes multi-disciplinary learning.
4. **Lifelong Learning:** The NEP recognizes the importance of lifelong learning and proposes several initiatives to promote it. These include the establishment of a national research foundation to promote research and innovation, the creation of a credit-based system that enables students to pursue education at their own pace, and the promotion of vocational education to enhance employability.
5. **Use of Technology:** The NEP emphasizes the use of technology in education and proposes several measures to integrate technology in teaching and learning. These include the creation of a digital infrastructure for education, the development of online courses and e-learning modules, and the use of artificial intelligence and machine learning to personalize learning.

6. **Teacher Professional Development:** The NEP recognizes the critical role of teachers in improving the quality of education and proposes several initiatives for their professional development. These include the establishment of a national professional standard for teachers, the creation of a teacher training framework that emphasizes continuous professional development, and the promotion of teacher autonomy in decision-making.

The NEP 2020 is a significant step towards transforming the Indian education system. It proposes several radical changes that will have far-reaching implications for students, teachers, and other stakeholders. The NEP's vision is to create a vibrant knowledge society that is driven by innovation, creativity, and entrepreneurship.

The NEP's focus on equity, access, quality, affordability, and accountability is commendable. However, the successful implementation of the NEP's initiatives requires a concerted effort from all stakeholders, including the government, teachers, students, and parents. It requires adequate funding, infrastructure, and a willingness to embrace change.

The NEP is an ambitious policy that has the potential to transform the education system in India. However, its success will depend on how effectively it is implemented. The NEP's initiatives for teacher professional development are particularly critical, as teachers are the backbone of the education system. The establishment of a national professional standard for teachers, the emphasis on continuous professional development, the promotion of teacher autonomy and empowerment, and the integration of technology in teaching and learning are all positive steps towards improving the quality of education in India.

In conclusion, the NEP 2020 is a welcome move towards transforming the education system in India. It is a visionary policy that aims to create a world-class education system that prepares students for the challenges of the 21st century. However, its success will depend on the commitment and cooperation of all stakeholders, including the government, teachers, students, and parents. It is hoped that the NEP will be implemented effectively and will bring about the much-needed change in the education system in India.

Implications of NEP on Teacher Professional Development

The New Education Policy (NEP) 2020 recognizes the critical role of teachers in improving the quality of education and proposes several initiatives for their professional development. The NEP aims to create a vibrant knowledge society that is driven by innovation, creativity, and entrepreneurship. However, the successful implementation of the NEP's initiatives requires a concerted effort from all stakeholders, including the government, teachers, students, and parents.

In this section, we will discuss the implications of the NEP on teacher professional development.

1. **National Professional Standards for Teachers:** The NEP proposes the establishment of a national professional standard for teachers, which will define the competencies, knowledge, and skills required for effective teaching. The standard will also provide guidelines for teacher recruitment, training, and evaluation.

The establishment of a national professional standard for teachers is a significant step towards ensuring quality education. It will provide a benchmark for teacher recruitment and training, and ensure that teachers are equipped with the necessary skills and knowledge to deliver effective instruction. However, the successful implementation of the national professional standard will require a significant investment in teacher training and development.

2. **Continuous Professional Development:** The NEP emphasizes the importance of continuous professional development for teachers. It proposes the creation of a teacher training framework that emphasizes continuous professional development, which includes regular training and opportunities for teachers to learn new skills and update their knowledge.

Continuous professional development is essential for keeping teachers up-to-date with the latest research, best practices, and technology in their field. It also helps teachers to improve their teaching skills and adapt to the changing needs of students. However, the success of continuous professional development initiatives will depend on the availability of resources and the willingness of teachers to participate.

3. **Teacher Autonomy and Empowerment:** The NEP recognizes the importance of teacher autonomy and empowerment in improving the quality of education. It proposes the promotion of teacher autonomy in decision-making, which includes giving teachers the flexibility to design their curriculum and pedagogy.

Teacher autonomy and empowerment can lead to greater job satisfaction and motivation among teachers, which can ultimately improve student outcomes. However, the success of these initiatives will

depend on the availability of resources and the willingness of school administrators to support teacher autonomy.

4. **Integration of Technology in Teaching and Learning:** The NEP emphasizes the importance of integrating technology in teaching and learning. It proposes the creation of a digital infrastructure for education, the development of online courses and e-learning modules, and the use of artificial intelligence and machine learning to personalize learning.

The integration of technology can enhance the effectiveness of teaching and learning, and provide students with access to a broader range of educational resources. However, the success of these initiatives will depend on the availability of resources and the readiness of teachers to embrace technology.

The NEP's initiatives for teacher professional development have significant implications for improving the quality of education in India. The establishment of a national professional standard for teachers, the emphasis on continuous professional development, the promotion of teacher autonomy and empowerment, and the integration of technology in teaching and learning are all positive steps towards creating a vibrant knowledge society. However, the successful implementation of these initiatives requires a concerted effort from all stakeholders, including the government, teachers, students, and parents. It requires adequate funding, infrastructure, and a willingness to embrace change.

Challenges and Opportunities of Implementing the New Education Policy

The New Education Policy (NEP) 2020 is an ambitious policy that aims to transform the education system in India. The policy proposes several radical changes that will have far-reaching implications for students, teachers, and other stakeholders. While the NEP offers several opportunities for improving the education system, it also poses several challenges in its implementation. In this section, we will discuss the challenges and opportunities of implementing the NEP.

❖ Challenges:

1. **Funding:** One of the primary challenges in implementing the NEP is the availability of funding's. The NEP proposes several initiatives that require significant investments, such as the establishment of new institutions, the training of teachers, and the creation of a digital infrastructure for education. The government will have to allocate a substantial budget to implement these initiatives successfully.
2. **Implementation at the Grassroots Level:** The success of the NEP depends on its implementation at the grassroots level. The implementation of the policy requires the cooperation of all stakeholders, including teachers, students, parents, and administrators. However, the implementation of the policy may face resistance from vested interests and bureaucratic hurdles, which may hamper its success.
3. **Training and Capacity Building:** The NEP proposes several initiatives that require significant training and capacity building, such as the training of teachers in new pedagogies and the use of technology in education. The successful implementation of these initiatives requires adequate resources and training infrastructure.
4. **Monitoring and Evaluation:** The NEP proposes several initiatives that require monitoring and evaluation to assess their impact. However, monitoring and evaluation require adequate resources and infrastructure, which may pose a challenge in implementing the policy effectively.

❖ Opportunities:

1. **Equity and Access:** The NEP proposes several initiatives that aim to improve equity and access to education, such as the establishment of new institutions in underrepresented areas, the provision of scholarships to students from marginalized communities, and the promotion of vocational education. These initiatives have the potential to address the existing disparities in education access and improve the quality of education.
2. **Quality Education:** The NEP proposes several initiatives that aim to improve the quality of education, such as the establishment of a national professional standard for teachers, the emphasis on continuous professional development, and the integration of technology in teaching and learning. These initiatives have the potential to enhance the effectiveness of teaching and learning and improve student outcomes.
3. **Vocational Education:** The NEP recognizes the importance of vocational education in preparing students for the workforce. The promotion of vocational education has the potential to create a skilled workforce that can contribute to the development of the country's economy.
4. **Research and Innovation:** The NEP proposes several initiatives that aim to promote research and innovation in education, such as the establishment of research centers and the provision of research

grants. These initiatives have the potential to create a culture of research and innovation in education, which can drive the development of new pedagogies, technologies, and best practices.

Conclusion:

This paper explores the implications of the New Education Policy (NEP) 2020 in India on teacher professional development. The NEP is a comprehensive framework that aims to transform the Indian education system by providing an equitable and inclusive education system that prepares students for the challenges of the 21st century. The paper provides an overview of the NEP and its key features related to teacher education and professional development, followed by an examination of the current state of teacher professional development in India and the challenges faced by teachers in accessing quality professional development opportunities. The paper then discusses the potential benefits of the NEP for teacher professional development, including the emphasis on continuous learning and the provision of adequate resources for professional development. Finally, the paper concludes by discussing the key challenges that need to be addressed in order to fully realize the potential of the NEP for improving teacher professional development in India. The paper's key objectives of the NEP include the universalization of education, equity and inclusion, quality education, lifelong learning, use of technology, and teacher professional development. Overall, the paper emphasizes the critical role of teachers in improving the quality of education and proposes several initiatives for their professional development, including the establishment of a national professional standard for teachers, the creation of a teacher training framework that emphasizes continuous professional development, and the promotion of teacher autonomy in decision-making.

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Online and Digital Education: Ensuring Equitable use of Technology

DEEPAK KAKKAR

Assistant Prof.(HOD,Computer Sci.)
Shri Aatm Vallabh jain Girls PG College
Sri Ganganagar(Raj.)

DR. SANJAY ARORA

Director
Shri Aatm Vallabh jain Girls PG College
Sri Ganganagar(Raj.)

Abstract

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 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.

NEP 2020 inter alia includes number of recommendations which will transform the Higher Education in India. Salient features of the NEP 2020 related to Higher Education are as under:

1. Increasing GER in higher education to 50%;
2. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
3. India is a global leader in ICT and in other cutting-edge domains, such as space.
4. Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Educational technology will play an important role in the improvement of educational processes and outcomes.
5. Relationship between technology and education at all levels is bi-directional.
6. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang(disable) students, and educational planning and management.

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. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology to improve multiple aspects of education to meet the current and future challenges in providing quality education for all. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. This has brought ‘Digital education’ into prominence that is providing both teachers and students new opportunities to teach and learn thereby ensuring greater participation in the overall learning process.

Digital Education It is the innovative use of tools and technologies during teaching and learning to enhance the learning experience. It is a combination of technology with digital content and instruction that gives students an element of control over time, pace and place. Background of Digital Education The roots of early forms of digital/online learning has been traced back to translating a complete classroom course syllabus into a distance education environment, including similar content and assignments that could be accessed through the print materials, CD-ROMS, and video conferencing to facilitate communication. It then gradually grew to the use of television later on to the use of computers along with teacher-student interactions in a traditional classroom. Digital learning evolved with the advancement of the Internet in the beginning of 21st century. Various online courses were developed for students that proliferated across the boundaries. The impact of the Internet on education as a paradigm shift, has helped digital education to take up space and its present form.

Trends of Digital Education in India

- **Social Media:** Social Media as a learning tool has progressed in a big way. It is a vital platform to share and exchange information anywhere, anytime. Majority of students and teachers use social media as an integral part of the whole e-learning experience. It is also an important source of generating networking opportunities to build social activities and prospective employment on a cost-effective basis.
- **Interactive learning Resources:** The proliferation of learning apps, learning is no longer confined to a conventional classroom set up. The learning process is being re-wired with these innovative digital aids. Interactive learning modules using the best of technology are being prepared by educators to enrich the teaching-learning process.

- **Massive open Online Courses (MOOC's):** these platforms are enabling self-learning in a crucial way. It is facilitating the students and working professionals to study at their own convenience from anywhere and at any time. A variety of courses duly certified by institutes are offered under this platform. Growing trends in India indicate that there is an ever increasing desire among students to keep upgrading their skills, for which, learning based on MOOC's is a boon for them. MOOC's have been a successful trend in achieving the goal of self-learning by providing equitable access to high quality learning material and digital content to all.
- **Audio-Video Based Learning:** this type of learning is becoming popular among school students since it combines learning with fun. This medium of teaching-learning is highly interactive in nature. Students are excited to learn new concepts using digital mediums like educational apps, podcasts, ebooks etc.
- **Game Based Learning:** Game based learning is the next big thing that will redefine the digital future of education in India. This type of learning creates an environment where the learners can easily relate themselves to what is being taught to them in an engaging way.

Equitable Access to Technology

The digital revolution is bringing radical changes in the way education is being delivered and received. However, all the students do not have equitable access to technology. Equitable access to technology refers to all students having access to technology and information regardless of their ethnicity, socio-economic status, age, physical ability, or any other quality. It's not only integral, but also a fundamental component to provide opportunities to every student to learn and acquire the knowledge and skills that they need to become digitally savvy citizens. A lack of equitable access to technology and information deprives students of learning experiences and limit their opportunities in future. It is important to mention here, that the access to technology is more than just providing devices and connectivity to students. It is also making sure that every student has the opportunity to learn how to use this technology.

India has the world's second largest system of education. Therefore, the equitable access to technology matters because the push for digital mode of education has surfaced the 'digital divide' in the society more prominently in recent times. A substantial section of the population still persists whose digital access is highly limited. Digital learning in India is going to be the key face of future education, therefore efforts must be taken to ensure and promote equitable access to technology. National Education Policy 2020 addressed the concerns of equity in online and digital education and recommended the optimization and expansion of existing digital platforms and on-going ICT-based educational initiatives to meet the current and future challenges in providing quality digital education for all.

Blockers that hinders acquisition of Equitable Digital Education

The state of education in India is dismal, especially in rural areas. The outdated methods of teaching, shortage of teachers, inadequate student-teacher ratio and insufficient teaching resources are the major challenges in these areas. However, with digitization of education, students in these areas are being taught with the help of technology but some blockers still exist that hinders the acquisition of equitable digital education in these areas.

- The pre-requisite to digital education is uninterrupted power supply. Highly varying number of hours of power availability blocks the dissemination of quality digital education.
- The availability of internet connectivity also blocks the equitable use of technology for education. an accessible, uninterrupted and high speed connection is still a dream for many in rural, hard and remote areas.
- Due to economic disparity, weaker sections of the society are neither able to buy smartphones or laptops, nor able to subscribe high speed broadband internet. Thus, quality digital education is not possible.

The non-familiarity of teachers and students with digital tools and how to integrate and use them for teaching learning purpose only adds to the hindrance of ensuring equitable access to quality education.

Conclusion:

To sum up, it can be said that digital education is the future for India and it is here to stay and will take the country to a new pedestal of socio-economic growth and prosperity. Thus, it is imperative to understand and be sensitive towards the digital disparity. Careful planning measures will have to be adopted to address these inequities. Closing the gap appears difficult due to its multi-faceted nature, but each step we take will bring us closer to attaining equitable digital education for all.

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Impact of Rashtriya Shiksha Niti 2020 on Teacher Education

Manish Bhambu

Assistant Professor
(Political Science)
Shri Aatm Vallabh Jain Girls P.G.
College, Sri Ganganagar (Raj.)

Shishu Pal

Assistant Professor (Maths)
Govt. N.M. P.G. College,
Hanumanagarh (Raj.)

Navdeep Hundal

M.A., M.Phil
MGS University, Bikaner (Raj.)

Abstract

Programme of Action, 1992 which mainly focus on free and compulsory qualitative education, but many prevailing challenges are still hindering the growth of our Indian education system. After More than 30 years, when the world is busy fighting with COVID-19 our Indian government initiated New Education Policy 2020, this policy is recommended by DR. Kasturirangan, the former chairman of ISRO. The National Education Policy 2020 focused on an education system that transforms the teacher educators of our nation by providing high quality educational opportunities. The Present research paper focused on the New Education Policy 2020 and teacher education. Multidisciplinary approach in teacher education. New approaches added to improve teacher education in NEP 2020. The features of teacher education under NEP 2020. The new methods for mentoring by focusing on Indian Languages. Importance of B.Ed integrated Course and stand alone Teacher Training Institute (TTIs). The merit based scholarship is also introduced so that bright students from the rural areas, who want to pursue teaching as a profession also get an opportunity to enter and learn in this field.

Introduction

India is a Democratic Country so people of India establish the Government for every five years and the major changes take place. This takes a lot of time to implement. The Indian Education system is well established from ancient times. Our Country had many eminent teachers like Viswamitra, Valmiki, Sri Aurobindo, Swami Vivekananda, Radhakrishna and many more. During the Mohenjodaro and the Harappan Civilization the teacher training was started. The Gurukul system of preaching knowledge to the students had its own importance. After this Missionary society in Madras started the first teacher training course. Under the Sadler Commission 1917 – 19, the ‘Teacher Training’ was changed to ‘Teacher Education’ in India. The need for a good education system changes from time to time, changes are also witnessed in the education Policy. The first education policy was initiated in 1968. After this next policy was made in 1986 and later some small amendments were done in 1992, then after more than 30 years the National Education Policy 2020 was accepted by the Cabinet. The NEP 2020 will help the students to get more interest in specific areas of their interest. It will also go to the student’s in building their personality, scientific temperament, creative ideas and 21st Centuries competency across different disciplines.

The new National education policy has many major changes including the teacher education field. The changes added in the teacher (B.Ed.) education are mentioned in the Chapter 15 of the NEP 2020, under the second part of higher education which is divided into 11 sections. This policy also focuses on the Indian tradition and the culture to transform the nation. Teacher Education will improve the quality of education in India. The teacher educators have to adopt a different approach because the NPA 2020 has the provision of teaching the students in their regional language through the multidisciplinary approach. Major focus of this policy is how to develop and how to establish a good teaching learning environment and especially how to provide quality instruction to the learner. The NPA 2020 breaks the subject stream boundaries for the students, now the students have the freedom to choose subjects according to their need and interest and can do marvellous things in that area. Through this education policy India has the ability to create skilled students for the future so they can achieve success at both personal and Professional level.

Indian National Education Policy 2020 Towards Achieving Its Objectives

This paper talks about the highlights and overview of the NPA 2020. Higher education plays a very important role in deciding the future of the country in different aspects like Politically, Technologically, Economically and Socially. According to NEP 2020 many modifications were done in the higher education institution to improve the quality of Institutions, skills and knowledge of the students especially in research. These skills will be magnified as per the demand of the time and all changes were implemented 2021 – 2022 and these changes will be visible all over the country till 2030.

Present Scenario And Future Challenges in Teacher Education

This paper infer that each and every learner should be given a chance to learn the practical implementation of knowledge they gain, so they can understand the concept with their own ideas, opinions and views. To discover the unknown facts with the help of learning through experimentation. guidance should be given more importance rather than simply moulding the child.

Opportunities and Challenges in Teacher Education

This paper concludes that the NEP 2020 also focuses on Indian Culture to be infused with the help of academics and it will boost India as a Global Knowledge Power. There is great hope that this new policy will serve the changing needs of society.

Present Scenario of Teacher Education

Teachers really help in shaping the future of our children and the future of our nation. Teachers in our country were the most respected members of society, however the status of teachers has sadly dropped. The standard of teacher education is also weakening. The Supreme Court of India has set up the Justice Verma Commission (2012) in its observation that more than 70% of pre-service teacher education institutions were not aided and some of the other institutions are facing shortage of the teaching staff as per the actual demand. Stand-alone TEIs – more than 10,000 are not even able to maintain serious teacher education and also not following the standards established by the concerned department. It is also put forward to strengthen the functions and powers of the NCERT.

From the above points it can be concluded that teacher education in our country is neglected due to ignorance. There are many difficulties as well as challenges in this. But now it is flatter to train a teacher because if we train one teacher, the benefit of it will reach more than 100 students. Now the teacher's role is changed from teaching to a facilitator, Guide, Mentor, philosopher, Counsellors etc. So to meet the changing needs of the society, the teacher education institutions review their standards and functioning.

Review of NEP 2020 With Respect To Teacher Education

1. The main focus of the NEP 2020 is to give key importance to the teacher's education by developing the three main areas: content, pedagogy and practice by introducing the multidisciplinary higher education institutions and formation of the four year integrated B.Ed. course by 2030.
2. The minimum eligibility to enter as a faculty in school will be four year integrated B.Ed. course.
3. The provision of the dual degree is an addition in this policy with the integrated B.Ed. course the teacher educator will be able to complete the teacher education course as well as any desired specialised subject of the undergraduate level.
4. Strict measures will be taken against the substandard stand alone Institutions of teacher education by 2023. So that only the sound teacher produced .
5. Secondary Specialisation will be focused for generalist teachers to meet the requirements of the students, for that in-service certificate courses will be introduced with a blended approach.
6. Merger of the (B.Ed.) education institutions with the multidisciplinary colleges will be done.
7. The National Testing Agency will conduct entrance examinations for the students, interested in pursuing their education in teacher education.
8. new shift of substantial new preparation for the teacher education teachers.
9. The Department of education of the University will be responsible for the promotion of research in teacher education. The department will serve the requirement of pre – service teacher's education as well as in – service teacher's professional development.

10. All fresh Ph.D. Candidates regardless of discipline, have to take credit – based courses in teaching, pedagogy, education, research associated with their chosen subject during course of study. They will be given real teaching experience through teaching assistantships.
11. A new comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, was set up by NCTE in consultation with the NCERT.

Comparison the National Education Policy 2020 With The Previous Policies

The first Indian education policy was implemented on the recommendation of the Kothari Commission 1964 – 1966 , with the prime motive of revolutionary restructuring. The key features of the policy was compulsory education for all children till the age of 14, it is also mentioned in the Indian constitution. More focus was also given on teacher training and their qualification. English, Hindi and Regional Language of state were given more importance. Sanskrit was also given more weight because it glorifies the Indian Culture and heritage.

NEP 1986: This education policy was implemented by then Prime Minister of India Rajiv Gandhi. Special Focus of this policy was on the discharge of inconsistency and equal education opportunities, the main objective is to give equal opportunities especially for women, ST and SC students. More scholarships to be given to the students and promote adult education. Representations of the SC and ST community in the teaching field. Development of new institutions like the emergence of IGNOU in 1985 which expanded the university education system.

NEP 1992: This education policy was modified by the P.V.Narasimha Rao government. This policy was based on Common Minimum Programme. All India Common entrance examination was set up for admission in all professional and technical programmes in the country.

NEP 2020: In 2019 a Draft of the NEP was proposed by the MHRD (Ministry of Human Resource Development). In the previous policies related to education there are some moderate modifications as per time, the focus is on the primary education, more teachers from socially backward classes, centralised entrance exams for teacher education colleges to enhance the quality of the education. In the NEP 2020 the old system of 10+2 education was revoked and it was replaced by the 5+3+3+4 system. These Changes were implemented in higher education like easy entry and exit in the course, Inclusive Education, multidisciplinary approach and more emphasis to be given to research, Ph.D. will be compulsory with the NET/SLET as minimum eligibility to teach in higher education Institutions Moreover complete comprehension and discharge of the self can be done by the children's. With respect to teacher education courses major changes took place with the introduction of the Four Years integrated course for teacher education. Chapter 15 of the National Education Policy 2020 deals with teacher education. Higher education is divided into eleven sections. In this the combination of the major chance is provided to both students and teachers and at the same time there will be a new approach as it will be merged with the multidisciplinary higher education institutions. The new national education policy 2020 has included Indian culture in the education and ultimately boosts the growth of the Indian education sector. The empirical and practical knowledge of the students will be the centre of focus to increase the learning based on knowledge and learning by doing. It will help in building the foundational equity, quality, affordability and accountability and make India a leader of the global knowledge by introducing holistic, flexible, multidisciplinary which is suited to the needs of the 21st century.

Conclusion

NEP -2020 has introduced innovative and creative ideas in the teacher education blending with a multidisciplinary approach in it. The quality of the teacher educators will be enhanced at the entry level and moreover there will be a perfect criteria of getting admission in the teacher education course by NTA by conducting the entrance test. Indian languages in school education have given a chance to the teacher to showcase their quality in the regional languages through which the Indian ethos and cultures will be socialised from generation to generation. Now the teacher educators have Ability to be more creative in terms of methodology of teaching and content delivery. Now teachers can play different roles like friend, philosopher, mentor and many more as per the need of course. The learners also have the chance to learn according to their interest and not only what the institution offers.

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National Education Policy (Nep) 2020 -Opportunities And Challenges Inteacher Education

Dr. Sanjeev Kumar Bansal

Associate Professor and Head

Deptt of ABST., S.N.D.B. Govt. P.G. College Nohar,
District-Hanumangarh (Raj.)

Pawan Kumar Bhura & Sunil Kumar

Research Scholar (Commerce)
M.G.S. University, Bikaner (Raj.)

Abstract

The Indian government has decided to introduce a comprehensive national education policy in 2020 to boost the country's education sector. It is in line with Prime Minister Narendra Modi's call to harness the transformative potential of the fourth industrial revolution to propel India to new heights. The objective of the 2020 National Education Policy is to provide a comprehensive education system that aims to transform the country into a vibrant and equitable knowledge society. The NEP 2020 proposes major changes in the field of teacher education. The NEP-2020's chapter 15 provides a comprehensive overview of the various changes that will affect the field of higher education. The NEP has been divided into eleven sub-points. One of its main objectives is to provide high-quality education to teachers. It aims to transform the education system by establishing a four-year integrated bachelor's program in education. According to the NEP 2020, by 2030, the degree programs offered by multidisciplinary universities will become the only ones that will provide school teachers with the necessary credentials. This paper aims to analyze the various opportunities and challenges faced by the education sector in 2020..

Key words: National education policy 2020, NEP-2020, Opportunities and Challenges, Teacher Education.

Introduction

As part of the United Nations' Sustainable Development Goal 4 on Education, the Government of India prepared the National Education Policy 2020 on July 29, 2020. The Cabinet of India approved the policy. It has been 34 years since the last comprehensive education policy was issued, and it is time for a new one. The 2009 Right to Free and Compulsory education Act was a major development that paved the way for achieving universal education. There are various changes happening in the world, and countries have their own systems that lead to sustainable development. The rapid emergence and evolution of new technology has greatly impacted every sector of the economy. To become a global knowledge leader, India needs to implement effective education reforms. The continuous improvement of the education system is dependent on the pace of change and knowledge navigation. This is why it is important that the policies are updated in time to accommodate the various changes.

The National Education Policy (NEP) 2020 recommends major changes in the Teacher Education scenario. The recommendation on teacher education is given in chapter- 15 of the NEP-2020 under Part II which details the policy changes in Higher Education. It has divided into eleven sub points. The main objectives of NEP is to “ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers” (NEP2020 -Page 42: 15.5). While analyzing the NEP 2020 more deeply, it is a curious combination of opportunities and at the same time challenges for Teacher education scenario.

Moving Teacher Education into The University System

NEP 2020 made an observation that “a marriage of high-quality content with pedagogy that can only be truly attained if teacher preparation is conducted within composite institutions offering multidisciplinary academic programmes and environments”(NEP 2020, Page 42, 15.4.). For the vision implementation, “Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training”. Hope these changes may help to maintain the integrity of teacher education system in the country.

No Mention on Teaching Skill Enhancement

NEP identifies certain key areas of the curriculum for teacher preparation that will be reformed and revitalized such as “concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities”. But for a Teacher preparation programme, more than any other aspect, teaching Skill enhancement should be given the highest priority which has not been mentioned in NEP 2020.

Closing Down Substandard Standalone Teacher Education Institutions

The mission will be taken to shut down the substandard and dysfunctional teacher education institutions by 2023 for promoting only educationally sound teacher preparation programme in India. All stand-alone Teachers Education Institutions should convert themselves as Multidisciplinary HETs by 2030 to offer only four years integrated B.Ed. programme. Mandatory accreditation of all TEIs as multidisciplinary HEIs within the next 3-5 years. The progress of this mission will be supervised by National Higher Education Regulatory Authority [NHERA] every 3 months and by Rashtriya Shiksha Aayog [RSA] every 6 months (NEP 2020, Page 42, 15.5) which ensures an initiative in maintaining quality teacher education.

Secondary Specialisations for Subject Teachers or Generalist Teachers

As per NPE 2020, Teacher Education faculties include Specialised instructors for specialised subjects, generalist special educators for primary school subject areas, subject teacher in middle or high school. "Education of children with singular interests and talents is addressed through secondary specialisations for subject teachers or generalist teachers, after initial or pre-service teacher preparation is completed and which would be offered as certificate courses, in the in-service mode, either full time or as part time / blended courses - again, necessarily, at multidisciplinary colleges or universities". More clarity is needed in the concept of Secondary specialisations in the sense that it may not result in less privileged Special Education B.Ed. course.

All Teacher Education Will Happen in Multidisciplinary Institutions

This is the major transformation in the teacher education sector. Teacher training colleges or Teacher Education Institutions which are running single-stream programmes must be phased out. "All multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments" (NPE 2020, Page 42, 15.4.). As a result, majority of Teacher training colleges of the State will be vanished or will be merged to multidisciplinary colleges as a department of education. This results the complete eradication of the great tradition of the prestigious concept of Training Colleges in the Country.

Admission To Pre-Service Teacher Preparation Programmes, Will Be Through Subject And Aptitude Tests As Conducted By The National Testing Agency

"Admission to pre-service teacher preparation programmes, like all HEI admissions, will be carried out in large part through subject and aptitude tests as conducted by the National Testing Agency. This is in keeping with the principle of separating Board Examinations from official university entrance examinations, while the full criteria and process for admissions will be left to the universities and colleges offering these programmes" (NEP 2020 Page 43, 15.7) which is an innovative and warm idea.

Creation of Substantial New Teacher Preparation Capacity

NEP says that "The fundamental transformation to the four-year integrated teacher preparation programme on one hand and the shutting down of dysfunctional institutions on the other hand, will require the creation of substantial new teacher preparation capacity: substantial public investment will be required for the sect. Philanthropic efforts will be encouraged in this sector through special schemes to be designed by the RSA" (NPE 2000, Page 48, 18.13.& Draft NPE 2019, Page 287, P15.2.3.). It is a fearful fact that these measures will largely allow for greater penetration of private capital in education, especially Teacher Education which is meant to "shape the next generation". Confusion still arises here that by engaging with the multi-fold ramifications of this provision, heavy cost that the common masses will pay in terms of growing inaccessibility of higher education. This model of graded autonomy may not be helpful for the universalization of educational resources and equal access to quality higher education.

Departments of Education in Universities

has recommended the Department of Universities to strengthen and develop the spaces for research and innovation in education. "Departments of Education in universities will need to be built up to take on the central role of anchoring education programmes in all disciplines through meaningful relationships with all other departments in education. They will cater to pre-service education and in-service Continuous Professional Development (CPD) of teachers in school education as well as faculty in higher education. They will also prepare faculty for teacher education. They must develop courses and activities for in-service CPD of teachers, and offer mentoring programmes to beginning teachers. All courses offerings must be available in a range of formats including part time, evening, blended and online, in addition to full time programmes" (NPE Draft,

2019. Page Nos. 288 & 289, 15.3). Showering more responsibilities to Departments of Education in universities can be considered as opportunities to act.

Re-Orientation of Ph.D. Programmes

As a matter of re-orientation of Ph.D. programmes, NPE 2020 suggested that “all fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

In-Service Continuous Professional Development for College and University Teachers

Existing institutional arrangements and ongoing initiatives will continue for the In-service continuous professional development for college and university teachers. “The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged” (NPE 2020, Page 43, 15.10) which is most welcome and inspire teachers to be continuous learners.

Establishment of National Mission For Mentoring

NEP 2020 suggests “framing a pool of outstanding senior/retired faculty to provide short and long-term mentoring/professional support to university/college teachers”(NPE 2020, Page 43, 15.11) which is also a warm welcome supportive system for teachers.

All schools of foundation, preparatory, middle, and secondary level should appoint 4- years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject). Till 2030, there will be two years B.Ed. programme for 3 years UG and one-year B.Ed. for four years UG and those who have Master’s degree in other subjects. M.Ed. will be one year with research focus. All interested senior or retired faculty will be utilized short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established

Conclusion

NEP-2020 has recommended for the quality education for all by creating an educating system which is deeply rooted in Indian ethos and rebuilds India as a Global Knowledge Power. Building Cross disciplinary collaboration in Education through “Liberal Arts Education” is a welcome intention.

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Early Childhood Care and Education (ECCE): The Foundation of Learning

Nisha Kakkar

Assistant Prof. (HOD, BBA Department)
Shri Aatm Vallabh Jain Girls PG College
Sri Ganganagar (Rajasthan)

Baldev Raj Binawra

Research Scholar (Education)
Singhania University Jhunjhunu (Raj.)

The changes in the social and economic structure of India have intensified the need for universal early childhood education. The formidable challenges before the Indian Government are: to provide high quality early childhood education programs; to preserve indigenous practices such as multilingually, family/community involvement, participation of older children as caretakers of their younger siblings; and to provide early childhood education to all children despite serious financial constraints. This article presents a brief overview of the traditional childrearing practices in India, chronicles government initiatives in early childhood education, describes the range of programs available in India, and identifies goals that will shape the future of early childhood programs in India.

India will have the world's largest youth population over the next decade, and our ability to provide high-quality educational opportunities will decide our country's future. This National Education Policy 2020 is the first 21st century education policy to resolve our country's many rising developmental imperatives. Early childhood curriculum helps ensure opportunities for comprehensive learning and development. The ECCE programmed must be defined by the developmental and contextual needs of children, offering more need-based inputs and supporting climate. Given this need for an individual's response, a standard curriculum would not be suitable for everyone. Over the years, however, it has been found that the functional realities are different, and most of the ECCE programs currently on offer do not have suitable programs for the young child. The void created by a lack of curriculum structure has resulted in either a minimalist programmed or a downward extension of the primary-stage curriculum overburdening the child, which can have a negative effect on the learning ability of the child.

The early years (0 to 8 years) are the most extraordinary period of growth and development in a child's lifetime. The foundations of all learning are laid during these years. Getting the foundations right carries huge future benefits: better learning in school and higher educational attainment, which results in major social and economic gains for society.

Research shows that good quality early learning, early childhood education and early childhood development (ECD) programmes help to reduce the chances of dropout and repetition and improves outcomes at all levels of education.

Pre-primary education gives children a solid foundation upon which all learning depends on, making every stage of education that follows more efficient and more productive.

The Government of India's main delivery platform for pre-school education is the Integrated Child Development Services (ICDS), a centrally-sponsored and state-administered early childhood development programme, with pre-school education as one of the six basic services provided (in addition to immunization, health check-up, referral, food supplementation, growth monitoring and health and nutrition education) through 1.37 million anganwadi centres.

In 2013, the Government of India adopted the National Early Childhood Care and Education (ECCE) Policy in recognition of the importance of investing in early childhood development – including early childhood education (ECE) -- and its impact on lifelong development and learning and breaking the intergenerational cycle of inequity and disadvantage. A National ECCE Curriculum Framework and Quality Standards accompany the Policy.

Surveys have indicated high level of enrolment almost 8 out of 10 children 3-6-year-old are enrolled in some ECCE programme, there are wide variations across states (Uttar Pradesh with the lowest participation at 43.7 per cent and Karnataka with the highest participation percentage of 86.6 percent).

Of those enrolled nearly half of the children are enrolled in private sector, this being much higher in urban areas. Most children from the lowest wealth quintile (51 per cent) attend anganwadi centres while most children in the highest wealth quintile (62 per cent) attend private facilities.

In July 2020, the Ministry of Education released the new National Education Policy, where schooling begins with the inclusion of ECCE from age 3. The policy states "Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready."

The three years of ECCE and early primary grades (Classes 1 and 2) are proposed as a continuum of learning and referred to as the foundational stage of school. The NEP 2020 recommends four models for implementation of quality ECCE, these are anganwadi centres in communities; anganwadi centres located within school premises, pre-primary sections in schools and standalone pre-schools.

As ample evidence globally shows, when children enter primary school directly without quality pre-primary education – and thus, without school readiness – it increases the likelihood of them dropping out and not learning to their potential.

Evidence from the Indian Early Childhood Education Impact Study (IECEI) 2017, demonstrates that when children have been through a quality early childhood education programme, they are more likely to have higher learning levels, especially in the early primary grades.

Since March 2020 anganwadi centres have been closed due to COVID-19. During this time anganwadi workers have reached out to parents, using social media platforms, made home visits and while distributing supplementary nutrition and shared resources like monthly calendar of activities, video of songs, stories and rhymes for parents to ensure continuity of learning through play.

In the context of COVID-19, the importance of the role of parents in supporting the early learning of young children has emerged as a critical area for supporting families. This increased engagement of parents in playful activities needs to be sustained.

UNICEF's focus will be on strengthening systems to improve on the provision of quality ECE in line with the National Education Policy 2020 and the National Early Childhood Care and Education (ECCE) Policy adopted in 2013, which calls for the promotion of inclusive and equitable development and learning opportunities for all children from 3 to 6, as well as SDG 4, Target 4.2.

This would include support for school readiness (covering all three dimensions including children's readiness for school; schools' readiness for children; and families' and communities' readiness for school by supporting learning through play activities at home and getting children ready for school), and transition from ECE to early grade learning.

UNICEF will support the implementation of recommendation under the NEP 2020 to support children's access to quality foundational learning from pre-primary which includes the revision and development of an early childhood education curriculum and school readiness programme in partnership with NCERT, civil society and private sector.

Learning/Activity Corners

A physical space is divided into interest areas in an ECCE setting where children can explore, make things, experiment and pursue their own interests. Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences.

The important learning corners that need to be set up in a preschool classroom are: dramatic play corner, reading/ story books corner, puzzles and block corner and drawing/ painting corner. The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom

Reading and story books corner:

Young children need to have the opportunity to touch, feel, and smell the books. When exposed to books, they begin to identify the front and the back of the book and learn how to turn pages. After reading a story in the class it is helpful if the ECCE teacher leaves a copy of the book in the book corner. Thus children have the opportunity to revisit the book and take an active interest as they begin to understand what this book is about. After some exposure children begin to bond with different books, sometimes they have a "favourite book" based on their favourite story or the pictures in the book. It is essential for children to interact with books as they acquire a number of pre-literacy skills through such experiences. A variety of children's books, children's magazines and books made by children in the classroom should be in this corner. These can include large board books, picture books, local folk tales, simple story books, theme related books, comics, newspapers etc.

Dramatic play corner:

Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor. While this may seem to be just a child's fantasy, it is an important mechanism for children to learn. By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking. The materials here can include: various kinds of dolls, doll-sized furniture and clothes,

doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress-up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror

Puzzles and block corner:

By playing with blocks, children begin to learn about shapes, sizes, and colours. They may compare the blocks, arrange them in some shapes (e.g. railway track), or create elaborate three dimensional structures. Blocks motivate children to think in creative ways as they build different kinds of structures. Moreover, sometimes children build a structure cooperatively, which requires them to communicate with each other and work as a team. This corner should have blocks of different colours, shapes and sizes. Puzzles, matching cards, lacing strings or lacing cards, threading strings and beads should also be included. Include small toys such as cars, trucks, animals, people figures and other toys that relate to children's current interests and objects from the environment.

Creative art corner:

Through drawing, painting and working with clay children begin to understand that real life objects and events can be represented in many ways. This fosters symbolic thinking, which is an important pre-writing skill. In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and the hands, which prepare them to write. The materials in this corner can include: different types of paper, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.

Writing corner:

can provide children with opportunities to develop their early literacy skills. Children should be allowed to experiment and activities in this corner should not be directed. This corner should have materials that encourage children to explore writing such as different varieties of paper in different sizes, note books, note pads, thick pencils, stamps and stamp pads, punchers, string, envelopes, etc.

Science corner need not be a permanent corner in the classroom as children learn scientific concepts and skills in other areas of the room as well. We know that young children learn best through play and investigation. This corner may be equipped with materials that focus on only one topic at a time for example ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.

Music corner should provide the children with a comfortable space to relax in. It may be equipped with a tape recorder and a variety of music including rhymes on CDs / tapes, if possible. This corner may have materials such as ribbons or scarves for the children to use to promote creative movement. This corner must also encourage children to experience and explore the sounds of different instruments, such as bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.

Points to keep in mind:

- All the materials should not be displayed at once, as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice but if the materials are never changed they will get bored and will lose interest in the corner.
- Keep active, noisier centers (blocks and constructions) at a distance from quiet ones (reading, games and toys).
- All corners should be labeled using words and illustrations alongside and stating how many children can work there at a time by drawing stick puppets such that children can 'read' it.
- All containers in each corner should be labeled and similar labels should be put on the storage shelves showing children where the materials need to be stored. Once children finish working with a specific material, s/he over time and with support, can participate in cleaning up and caring for the materials.

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Transforming Regulatory System and Governance

Dr. Bacheta Bharati Bahen

Lecturer in Commerce
Mahatma Gandhi Govt. School
Srikananpur,
Sri Ganganagar (Raj.)

Dr. Kirandeep

Associate Professor (English)
Ch. B.R.G. Govt. Girls College,
Sri Ganganagar (Raj.)

Kirti Bansal

Research Scholar (English)
M.G.S. University, Bikaner (Raj.)

Abstract

The toughest challenge in India is not only in the educational regulatory system, for that matter any system related to the human interface that is direct or indirect is very difficult to change. Postmodern technological invasions to streamline the clerical work have infiltrated in private sectors owing to the democracy in the larger political system has allowed changes that have improved results in certain sectors of the economy, but for the education system. Though the educational regulatory system in some sectors of the educational set up and the country is functional, it has not been successful in effectively as well as qualitatively improvising the desired results. Hence the wish list on the NEP 2020 is proclaiming that the system that is effective, enabling and responsive regulation shall be corrected or streamlined to encourage excellence and public-spiritedness in higher education is one of the objectives in the NEP formulae, with India's higher education system standing as the most popular and the third-largest in the world, next only to that in the United States and China, the changes need to be very significant to establish credibility about the regulatory system to the competing educational systems in the world. In the past few decades, expansion has also been rapid, particularly in the private sector.

Introduction

The toughest challenge in India is not only in the educational regulatory system, for that matter any system related to the human interface that is direct or indirect is very difficult to change. Postmodern technological invasions to streamline the clerical work have infiltrated in private sectors owing to the democracy in the larger political system has allowed changes that have improved results in certain sectors of the economy, but for the education system. Though the educational regulatory system in some sectors of the educational set up and the country is functional, it has not been successful in effectively as well as qualitatively improvising the desired results. Hence the wish list on the NEP 2020 is proclaiming that the system that is effective, enabling and responsive regulation shall be corrected or streamlined to encourage excellence and public-spiritedness in higher education is one of the objectives in the NEP formulae, with India's higher education system standing as the most popular and the third-largest in the world, next only to that in the United States and China, the changes need to be very significant to establish credibility about the regulatory system to the competing educational systems in the world. In the past few decades, expansion has also been rapid, particularly in the private sector.

The upcoming challenges

Talks to combine few of the existing regulatory bodies to become centralized over time, as well as considerable efforts with the mandate of regulatory bodies, has shifted for good, and to improve the speed and efficiency. Presently the UGC (University Grants Commission), plays a dual role as a regulator and grant-giving body.

It is now in the policy wish list that decisions under the purview of Indian universities that pulls down the efficiency are

- starting a programmed in distance education,
- opening a new department/school,
- Collaboration with a foreign University all requires permission from the UGC.

The resultant effort is not so good even now, and it can only be called the rigid or restricted autonomy, it also creates an environment of dependency and centralized decision making that does not account for contextualized local factors.

The observations so far on this context is not so encouraging and it is still fatal for academic growth. Even to bring in the required changes are perturbing since situation becomes even more complex due to the presence of multiple independent bodies which regulate professional courses, and the lack of an adequate number of bodies for accreditation. Status quo on these factors related to former set up has resulted in overlapping regulations within an institute - e.g. for a University offering a programmed in technical education, the regulatory body will not be UGC alone, it has again to be accredited with the AICTE/ NBA and local universities too, which takes out undue time to build in efficiency, but also the relevant regulator for the specific domain of the programmed.

The prevailing situation in such a wonderful country like India is that the latter stance of the regulatory bodies has resulted in a huge backlog of institutions yet to undergo accreditation, thus making any discussion around quality of higher education purely academic and not comprehensively informed by the situation on the ground. India now stands in very few of the countries in the world that has some of the toughest requirements for setting up higher education institutions across the world.

The brighter side is that though it safeguards stakeholders on certain grounds, the issues largely centers around

- largely input-centric,
- focusing on land norms,
- Endowment funds along with the source, and other such requirements.

Hence too rigid procedures have made the progress as well as the practices centralized, outdated and rigid concerning faculty qualifications and implementation of curricula. The Indian system is more interested in developing more enquire and inspectorial regime instead of an effective regulatory system. Ironically, this inspectorial regime has a consistent record of enforcement that does not weed out poor practices and institutions.

Options to solve the challenges

There are many options to solve the challenges listed above, including:

- Limiting entry norms to verification of the financial strength of the applicant rather than mandate land, facility or endowment fund requirements which contribute little to the outcomes of the institutions, as is the case in all three countries studied (USA, Australia and Malaysia);
- Approving entry of for-profit institutions to substantially widen the pool of entrants into this critical sector which is currently restricted to non-profits; giving “infrastructure” status to attract investments; and permitting conversion of existing trusts and societies to Section 25 companies;
- Allowing flexibility in meeting the norms, for example, students in the United States are allowed to access an external library that has an official arrangement with the college rather than require each institution to setup its own library;
- Consolidating the regulatory structure of this sector by eliminating the over-lapping regulations that are currently defined at the university, college, course and accreditation levels.

Admittedly this sector has seen many reforms in the last two decades, but they have been unable to effectively address the regulatory problems that have crippled it. India achieved a GER of 17.8% from 12.3% during the 11th FYP, which could not have been possible without the private sector's aid. The 12th FYP aims to increase the GER further by at least 10%. This can only be attained by reforming the higher education sector in such a way that it clears the path for more private participation.

Conclusion

National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to be visible. The mission is aspirational but the successful implementation depends upon how would implementers understand the challenges and try to overcome it. It requires great deal of acceptance, commitment, optimism, change in attitude, and mind-set. No doubt, the Government of India took a giant leap forward by announcing its new education policy i.e. the National Education Policy 2020 (NEP-2020), almost three decades after the last major revision was made to the policy in 1986. Even, the drafting committee of NEP-2020 has made a great attempt to design the policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready. Summing up, the authors want to convey the message that the policy has come at the right time and the objective is very noble. But, there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it. To realize the dreams it contains, we Indians must overcome substantial

execution challenges in a sustained manner for years and decades to come. Lastly, to say, “National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key here is good implementation and execution”.

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National Education Policy-2020: Issues and Challenges

Dr. Ajay Sihag

Assistant Professor (Geography)

D.A.V. College, Sri Ganganagar (Raj.)

Abstract

The proper education policy is very important for a country to achieve social and economic progress. It can be implemented in various ways depending on the culture and tradition of the country. On July 29, 2020, India's Cabinet approved the NEP 2020 which aims to create a new education system for the country. It replaces the previous policy, which was introduced in 1986. The new policy covers various aspects of education, such as higher education and vocational training. The objective of the new policy is to transform the education system in the country by 2021. Following the release of the document, the government clarified in a statement that no student will be forced to learn a particular language. It also stated that the instruction medium will not be changed to English. The language policy of the NEP is an advisory and broad guideline that can be used by the states, schools, and institutions. India's education sector is a concurrent list subject. The implementation of the new education policy in Himachal Pradesh marked the country's first instance of a state adopting the new legislation. All educational institutions in the country should implement the new legislation by 2022.

KEYWORDS: Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.

Introduction

The National Education Policy of India 2020 is a bold and comprehensive reform that aims to transform the country's education system. It is expected to bring about a paradigm shift in how decisions are made in the education sector.

Due to the increasing number of Indians going to college or going to school, the NEP needs a massive implementation to ensure that the program is successful. This is an unprecedented undertaking that requires a lot of planning and execution.

Major Features of NEP-2020

The issue of education has been acknowledged as one of the most critical factors that has affected India's development. The New Education Policy aims to improve the quality of education by implementing a variety of innovative ideas. It also proposes an all-encompassing learning model that is appealing and immersive.

NEP-2020 seeks to implement both informal and formal education models. Formal learning in the classroom is through the teacher's instructions and books. The new policy endeavours to take learning beyond the classroom and inspire students to learn from practical experience. From the preliminary stages of education, students will be exposed to multilingualism that will have a great cognitive advantage. A concerted effort will be put in to promote contemporary subjects such as Data Analytics, Artificial Intelligence and Machine Learning which are being touted as the career of the future. A student-centric approach will be developed to replace the current teacher-centric approach, in which the students will have the choice to select the subjects they want to learn. Keeping in view the reputation of the rich culture and languages of India Sanskrit can be offered at all levels of school and higher education. rather than compartmentalization of humanities, art and sciences and between academic and vocation: education, which is indeed a revolutionary shift. The salient recommendations of NEP 2020 are:

1. The multi-disciplinary system wherein subject from different streams i.e., Science, Humanities and Commerce can be chosen which will for on innovativeness, creativity and ingenuity students.
2. The policy emphasizes skill development particularly of vocational crafts and life skills training.
3. Flexibility to choose learning trajectory. importance is given to subjects from all the stream so that students can choose subjects as per their aptitude and interest.
4. Inclusive & Equitable Education System by 2030.
5. Board Exams to test core concepts and application of knowledge.
6. Every Child will come out of School adept in at least one Skills.
7. Common Standards of Learning in Public & Private Schools.

Some critical issues in implementation of NEP-2020

- * Skill Development
- * Requirement of Trained Teachers Change Management
- * Legal Complexities
- * Inter- disciplinary Higher Education
- * Learning or certificate/degree Digital connectivity
- * Re-thinking assessment

Skill Development

One of the main highlights of the policy is the development of skills, particularly in vocational and life-enhancing training. Through life skills training, children will be able to develop their social behavior skills. It is easier to implement and will make them more socially adaptable. One of the biggest challenges in vocational training is the distribution of vocations to communities that have traditionally relied on certain professions. The people need to change their perception towards vocational education while the policymakers and administrators have to introspect the reasons why India is still far from achieving the target set by Kothari Commission in 1964-66 (Kukreti, 2020).

Requirement of Trained Teachers

Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors, Learning need to be made an engaging and enjoyable activity rather than a monotonous routine mental work which eventually produces unemployable youth.

Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools (Gupta, 2020).

Change Management

NEP 2020 endeavours not only to improve the cognitive skills in students wherein developing high order thinking skill and critical thinking along with building the foundation of literacy but also life skills which will prepare the students for the varied challenges in their adult life. Hence the change in the curriculum and teaching methods is the need of the hour so that maximum benefit can be incurred from the new policy. NEP demands a value-based education system along with pedagogical and curriculum changes. Hence, new methods need to be improvised and innovated for the successful application of the policy.

Legal Complexities

To implement any policy, it must be in coherence with various laws and acts. There is a legal complication in implementing this policy as per The Right Education Act, 2009 with respect to age. Certain provisions such as the age of starting school will need to be clarified, to resolve any problem between the Act and the recently introduced policy in the long run.

Inter- disciplinary Higher Education

An inter-disciplinary educational regime is a great initiative that will provide flexibility to the students to study the subjects of their choice. For ages, Indian universities have developed in a very compartmentalized manner, scholars and professors have remained fiercely protective of their subject speciality turf. This culture is deep-rooted with very few exceptions and the new policy calls for changing the same. To implement an interdisciplinary higher education model the teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.

Learning or certificate/degree

Though flexibility in the higher education model through the concept of multiple exits is an important step for reducing the number of dropouts, a question still arises on the value of such certifications and diplomas. The Indian psyche closely associates jobs with the degrees acquired. Hence, to implement the new system, we first have to dismantle the archaic thinking that only with a degree can one successfully secure a job. This is a dangerous paradigm which undermines and discourages other innate talents of an individual.

Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure,

uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.

Re-thinking assessment

The boards that conduct school leaving examinations will have to re-think their assessment parameters for students and also identify the appropriate learning content rubric. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent. How do we adapt and implement it seamlessly? As majority of K-12 learners in India are enrolled in schools with annual tuition fee below Rs 12,000; the proposed changes will have to be conveniently cascaded across different tiers of schools.

Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals.

The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students.

According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools'. Hence, deploying a continuous assessment framework is a challenging task in these schools.

Conclusion

NEP2020 is an advanced regime that will facilitate value-based education and scientific learning. It will replace the older system of 'curriculum' which is rigid and unamenable to change with changing time due to the unwieldy bureaucratic system to change it. The NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st-century education. However, in order to accomplish all these goals, we must overcome all the execution challenges in a sustained manner for years to come. The drafting committee of NEP 2020 has made a comprehensive attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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National Education Policy (NEP 2020): An Analytical Insight into The Reforms It Will Bring In School and Higher Education in India

Dr. Neeru Angi Nagpal

Assistant Professor (Zoology)

Seth G.L. Bihani S.D. P.G. College, Sri Ganganagar (Raj.)

Abstract

The NEP is regarded as the first modern education policy of the 21st century. It aims to transform the Indian education system. For over three decades, people have been asking for this change, but it has been delayed. The last time such a major change occurred in the field was in 1986. It is very important that people adapt to the changes brought about by the dynamic world around us. For instance, in order to keep up with the changing requirements of the technology industry, there is a need to change the way we learn. This is why it is important that India takes the necessary steps to catch up with the global trend. Through the NEP 2020, the government has launched a comprehensive effort to reform the education system. This study is conducted on a qualitative basis and relies on data collected from various sources. Some of these include books, journals, websites, newspapers, and government publications. It aims to analyze the provisions of the legislation and their effect on the education sector. This study aims to analyze the various aspects of the NEP's reforms and their implementation in India.

Keywords: NEP 2020, School Education, Information and Communication Technology (ICT), Higher Education, Reforms.

Introduction:

Due to the large population of India, it is very important that the government focuses on the development of skills and education in the country. This is very important as it will allow the country to achieve its goals of becoming a more prosperous and developed nation. One of the most critical factors that the government should consider is the education of its citizens. It is a prerequisite for the country to achieve its goals of becoming a more democratic and prosperous society. Various efforts have been made in this direction by the government. In addition to establishing various commissions and committees, the education system was also incorporated with their recommendations. After becoming an independent country, India has come up with three different education policies. The first one was introduced in 1968 and the second one was in 1986. The third one was introduced in 2020 and is aimed at improving the education system in the country. With such a large population, it is very important that the government focuses on the development of skills and education in the country. One of the most important factors that the government should consider is the education of its citizens. After becoming an independent country, India has come up with various laws and regulations related to the education sector. One of these is the National Education Policy, which was issued in 1968. The second one was issued in 1986, and the third one was issued in 2020. With such a large population, it is important that the government focuses on ensuring that all children are taught properly. Besides this, it is also important that the school dropout rate is reduced. The 4th goal of the United Nations' Sustainable Development Goals was to ensure that all children have an equal opportunity to receive quality education. In 2020, India has come up with a new national education policy that is aimed at providing a comprehensive and equitable education system. The policy aims to ensure that all children have an equal opportunity to receive high-quality education. The NEP 2020 is expected to be very important as it focuses on the development of skills and education in the country. It has also been noted that the policy has reduced the boundaries between different disciplines. The new policy is expected to make education more experimental, focused on discovery-centered learning, and flexible. It also aims to support the country's economic growth and social justice by ensuring that the educated output is able to support scientific advancement and national integration. The national education policy was approved by the Union cabinet on July 29, 2020.

The comprehensive policy framework aims to transform the education system in India by providing a framework for higher education, vocational studies, and elementary education. It is also aimed at bridging the gap between the existing education system and the future learning. The objective of the policy is to create a more balanced and innovative learning environment in the country. Through the implementation of the policy, the government is able to create a conducive environment for the development of new innovations and quality education. The goal of the government is to establish a leading education system in the country by 2040. The rapid emergence and evolution of the global economy has given a sense of urgency to the need for continuous learning. Besides the traditional subjects, it is also important that the country's students are equipped with the necessary skills to succeed in the future. In order to achieve this, the government has urged the implementation of a more holistic approach to education, which involves the development of more learning and less content.

This can be done through the establishment of character and the teaching of critical thinking. Besides being able to learn about the traditional subjects, students should also be equipped with the necessary skills to be successful in the future.

Objectives of The Study:

- To analyze the provisions of the policy for school and Higher education in India in terms of their contribution to the existing system of education.
- To study the about the challenges which will be there in the implementation of this policy.
- To provide suggestions that can contribute towards the better implementation of NEP 2020.

The new NEP framework aims to provide a comprehensive view of school education. It includes four pillars: accountability, access, equity, and quality. The NEP 2020 aims to transform the way education is delivered by addressing the various levels of education. It includes a variety of reforms that will help improve the quality of education for all students. One of these is the replacement of the 10-2 structure with a new 5+3+3 curriculum that will allow for more effective teaching and learning. In addition, it also focuses on the development of a more balanced and engaging early childhood education system. The program additionally supports the development of a multi-level and activity-based learning environment. NCERT should develop a curriculum for children up to the age of eight. The MHRD should also play a vital role in helping students develop the foundation of their literacy and numeracy skills. It is important that the organization establishes a national mission on this subject. The dropout rate is also a major issue that needs to be addressed in order to reduce the number of students dropping out. It is estimated that the GER ratio for grades 6-8 is 90.9%, which is down to 56.5 in 11th and 12th, indicating a heavy drop out. To minimize this, the NEP suggested that the government and private sectors work together to improve the infrastructure and training of teachers. According to the NEP, the syllabus should be reduced at different levels. It also emphasizes the importance of critical thinking and exploration. Some of the other key factors that can be considered when it comes to school education include the use of mother tongue and experimental learning. This type of teaching should promote clarity and skill development. In addition, the curriculum should be flexible.

NEP about Higher Education: In India, higher education (HE) multiple regulators are going to be united in to Higher Education Commission of India (HECI) as single regulator for HEIs. The certification bodies like (NAAC and NBA) are going to be replaced and a New National certification Council (NAC) will be constituted. The research and innovation funding in higher education would be supported by National Research Foundation. NEP has mandated for multidisciplinary education model for higher educational institutions. And these institutions should possess a campus with at least student strength of 3000. The deadline provided to become multidisciplinary is 2030 and they are expected to have strength of 3000 students by 2040. Further, these Multidisciplinary Universities should either focus on research or teaching and can become specialized institution in one of them. The colleges have been given option to become autonomous and award their own degrees or they can also become a part of existing university. NEP also speaks about how to increase student's enrollment in all form of educational institutions. GER has been matter of concern in India so; present education policy has got special focus on it. NEP emphasizes on holistic and multidisciplinary education approach and research now is encouraged from UG level only. Present policy stress on over all development of a student with cross- disciplinary and outcome based education. There is a proposal of Academic Bank of Credit at National level to provide flexibility in acquiring degrees and multiple entry-exit option at all levels of education. Several digital platforms will be either started or existing one will be revamped to encourage online learning and digitalization of libraries .Student focused teaching & learning method will be the key in NEP 2020 in place of the current teacher focused teaching model. Evaluation model will be revamped from Choice based to Competency based. Evaluation and assessment model is also going to change from End semester examination system to continuous assessment system. All HEIs will have to focus on skill education. They also need to have provision for counseling centers with counselors to take care of mental well-being of students. Conventional education is going for massive transformation as it will be market driven hence forth. Indian government has aimed to establish world class educational institutions and attract lot of international students. Further, the courses completed in foreign universities by a student will be given weightage and considered equivalent in India. This will provide students flexibility to start a degree abroad and later on complete in India(National Education Policy 2020).

Some Targets in NEP:

1. All the provisions of the policy will be implemented by 2040.
2. 100% Gross Enrolment Ratio from Pre-School to Secondary level will be achieved by 2030.

3. Teachers to be prepared for assessment reforms by 2030.
4. There will be common standard for learning in private and government school
5. Foundational numeracy and basic literacy to be achieved by Grade 3.
6. Universalizing early childhood care and education by 2030
7. Vocational training for at least 50% learners by 2025 (B.Venkateshwarlu, A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPORTUNITIES AND CRITICISM).

Challenges in Implementation of NEP 2020

National Education Policy (2020) is reformatory step toward changing the education system of India for the better. A lot of effort has been put in framing the policy, it is the result of indepth research, deliberations and discussion that we have arrived at something as comprehensive as NEP. But, there exist few changes in the successful implementation of these reforms which are as follows:

- * There is a lack of infrastructure and funding to incorporate such massive changes into the system. The national education policy 2020 focuses on making India a global destination for education by stressing upon quality and dynamism. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. But figures gives a very contracting picture. It is not for the first time that there are talks about increasing the investment in education. The economic survey 2019-20 says India spends only 3.1 % of its GDP on education sector even after continuous talks on spending patterns. So the first thing is to priorities education as a top priority and channelize the investment towards this goal (Soni).
- * From the policy documents it seems quite obvious that there will be more stress on privatization of education. In a country like India where affordability of education is still the biggest issue, privatization seems like a major hurdle in implementation of the policy. Although NEP does mention about the need of transparency in fee structure but there is no mention about how they will curtail the growing fees of private institutions and make them function in a manner where utilitarianism will be the focus not profit maximization.
- * There is no mention in the NEP 2020 about how it will be ensured that the benefits of education reaches the marginalized section of society. The explicitness about the inclusion of every section of the society is missing in the policy document. The roadmap for any such action is missing.
- * Ensuring the accountability of each stakeholder is a huge task. The comprehensiveness of the policy require many stakeholders working together in a close knitted and well-coordinated relationship. The kind of changes the implementation of this policy will bring to the system is massive in terms of impact and outreach. Thereby expecting cooperation and acceptability of each stakeholder is a tedious task in such a large setup.
- * The policy document talks about top foreign colleges setting up their institutions in India. However to what extent it will solve the problem for India is debatable as setting up institutions in India will Cost them hefty amount of money which they will be recovering from the fees and related charges which will ultimately increase the burden on the student making it difficult to enroll themselves in such institutions.
- * NEP advocated that mother tongue will also be a medium of instruction till class 5, preferably till class 8 and beyond it wherever possible. But it has a negative side attached to it also as it will further intensify the gaps between students who knows English or Hindi and who doesn't know these. Secondly, it will be difficult to standardize the reading material in absence of any script making it a tedious task. It will require large investments and positives coming out of this investment seems less likely and there are chances that it might create a bigger gulf in the education system.
- * NEP 2020 talks about experimentation in the pedagogy since the foundational years of study has brought about a Paradigm shift in the way of learning which a welcome change is. But this will require well trained teachers to ensure that this experimentation, flexibly goes well with the students, only then the strategical advancements in the curriculum can be achieved for the betterment of students. So, the taring of teachers to adapt to such flexible ways is a must which is lacking at the moment (Soni).
- * Inter-disciplinarity in higher education demands a paradigm Shift, many have appreciated the step towards portioning inter-disciplinary learning. As it will create amongst learner a wide range of experience and perspectives about all the different things those exist around. But to bring such thing into action is a task which requires drastic changes. Indian system of education has been compartmentalized for decades now and to adapt to this idea of multi-disciplinarity there will be need to cultural and behavioral shift. The professors and the learners both should develop respect and

curiosity to learn new things from multiple disciplines not keeping themselves in an air bubble .This will require 20-30 good years to create a positive atmosphere for such change (Viswanathan).

Findings:

Looking at the prospects and the challenges related to Education in the National Education Policy (NEP) 2020 one can make out that it appears as if it will change the overall gamut of education within the country .But some of the recommendation made in the NEP seems less practical and more ambitious . Taking nothing away from the Policy Makers one can say that it is distinct dream that can change the system of learning in India and make India an educational hub. But, we need to realize that we need to fix some of the basic things first then only we can move to the higher goals .For say more focus should be given to teacher training, penetration of technology in education, training students to be learner, increasing our investment in education, ensuring that our dropout rates are within safe limits. Once all these things are taken care of then we can aim for higher goals. However, it is also a truth that if we as a country will not manifest for these changes and will keep our focus limited to basic issues .We will be left behind many of the countries which are already working on new advancements in the field of education and continuously striving to achieve greater heights in the educational field. Some of the Suggestion that can add to the effective implementation of NEP are:

- Adequate awareness should be created amongst all the stakeholders involved in the successful implantation of the Policy
- The coordination between the Centre government, States and the Local bodies should ne worked upon in order to make this policy a success
- Timely feedback from parents, Students, industry will also help in successful implementation of the policy.
- More focus should be given on training of teachers and inculcate the required skill in them .Same goes for the students.
- More investment should be directed towards education in order to make this policy a clear winner for improving the overall educational scenario in India.

Conclusion:

NEP 2020 is a document that has been perceived with a lot of hope and optimism in bringing about a paradigm changes in the overall education system of the country. Change is the law of nature and it is important to adapt with the changing environment .The old education system and practices are no longer holding any relevance in the modern times .For example we have seen during the COVID- 19 that how important it is to make ICT an active part of teaching learning process, And how we as a country need to train our students and teachers to learn this skill to make the overall process of learning more enriching and satisfying. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP 2020 would be a great challenge. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. The policy seems like a well thought and genuine attempt to reshape Indian Educational System. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly then it has got everything to make India global hub in education by 2030. (Kumar).The future of the nation depends heavily on the kind of education imparted within that state .NEP 2020 is a ray of hope in that direction .But India as a country need to ensure that the promise made under this should not remain on papers and become a reality and that will only be possible with effective implementation of its provision with proper coordination from all the stakeholders.

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Professional Education

Amit Sharma

Assistant Professor,
Shri.Aatm Vallabh Jain Girls PG College,
Sri Ganganagar (Raj.)

Sangita Lata

Assistant Professor,
Seth G.L. Bihani TT College,
Sri Ganganagar (Raj.)

Abstract

Education is a never-ending learning loop. It will continue after graduation and the commencement of a profession. Continuing education allows career-minded people to develop their abilities and become more professional at what they do. Professionalism is important because it can lead to better company standards and higher success rate for employees and can help to create better relationships with clients and coworkers. Professionalism is important to have at any level of the corporate ladder.

. People who exhibit professionalism at any level have higher rates of success and contentment in their careers. They are able to have longer lasting relationships with clients and often have greater relationships with their coworkers. Professionalism is not simply focused around dressing for the job or having the right degree, it is in the way a person acts when he or she is around others who are present in the workplace.

Professionalism is important for people who wish to advance their career. Most professional people maintain a professional attitude whether they are at home or at work. They are able to uphold the standards and morals of their professionalism in all facets of their life. A professional will not only be interested in their own success, but also in the success of others with whom they are working. They will be interested in uplifting coworkers and advancing the company while working to do everything they can to help the clients they serve.

Importance of Professional Education in India

Professional education is a formalized approach to specialized training in a professional school through which participants acquire content knowledge and learn to apply techniques. Although content is what the participant is expected to learn by attending professional school, such an education also helps the participant acquire the competencies needed for proper practice and behavior. Some common goals of professional education include incorporating the knowledge and values basic to a professional discipline; understanding the central concepts, principles, and techniques applied in practice; attaining a level of competence necessary for responsible entry into professional practice; and accepting responsibility for the continued development of competence. It is designed to produce responsible professionals and then to ensure their continuing competence in the profession by helping them recognize and understand the significance of advancing professional knowledge and improving standards of practice. It involves the translation of learning to practice and is intended to prevent occupations and professionals from becoming obsolete.

Technical education will help a person to become self employed even if he does not get a job. This can help to reduce the number of unemployed persons and will also help in the economic development of the country.

Education for Self Supporting

The aim of education is not only to literate a person, education should be self supporting. In the view of Mahatma Gandhi, 'Literacy in itself is no education'. Only becoming able to read and write books does not fulfil the aim of education. Education should help a person to become self dependent. For this, the importance of technical and professional education has taken place. The country which is strong in technical education, becomes economically sound and developed. Technical and professional education helps a person to become self dependent or getting employed in any related sector instead of depending on government to provide him employment.

Necessity of Technical Education in India

In India, many people get education with higher degrees but stay unemployed after completing the education. Because they run after the government or private jobs and wait until they get a suitable job.

Sometimes they don't get employment or get a job which doesn't match their qualification. This leads to frustration and harassment in the youth of our country. So, now a days the importance is given to technical or professional education. When a person is trained technically in a particular field, he does not depend on the jobs, he can become self employed by

Starting his own work.

There are different fields of technical education like Agriculture, Veterinary, Engineering, Medical field etc. There are also short courses like tailoring, weaving, plumbing, typewriting, and in many other fields which helps people to be self employed. A person gets training and knowledge in a particular field which he can use as a path of earning to live his life and to

Support his family.

Now a days, many institutes are providing technical and professional courses in our country. State wise technical education board has been set up to look after the necessity and importance of technical education and to implement it properly. After independence of India, the technical education is given importance in the five year plans. Technical education has to be developed for the economic development of our country. In the field of agriculture, if a technically qualified person starts his own agriculture work, he will be able to use his knowledge to increase his production. This example is applied to other fields also. Technical and professional education will help to solve the unemployment problem in our country and will also provide financial stability to the people.

Role of Professional Education

The essence of professionalism is the delivery of a service in response to a social need. Professional education is a response to society's demands for expert help provided by competent people. The growth and development of a profession is a function of specific needs, and the role of the professional changes because of changes in society. Professional education both responds to changing demands and provides impetus to changing the field itself, balancing a forward look with the realities of the present. Professional education is thus both reactive and initiating. Most problem solving on the job is reactive because decisions need to be made and little time is available for research or consultation with peers.

Special knowledge and skills were once passed on from one professional to others through apprenticeships, were experiential, and came from nonacademic sources. This method became inadequate for preparing competent professionals. Schools were established with the purpose of supplying financial resources and human resources beneficial to society and training the next generation of people. The curriculum attempts to develop discipline and self-awareness in the professional. These schools are charged with planning and delivering a full range of educational services that allow knowledge-based learning through the integration of instruction, research, and technology.

Ongoing and Lifelong Learning

Professional education determines the quality of services provided. As changes in both practice and theory occur, knowledge increases and beginning levels of competence become insufficient for effective practice. It is not enough merely to collaborate or work closely with peers to find ways to develop new practices and new talents. One way to improve practices and talents is through formal learning opportunities that allow reflection about what is learned with peers. No profession can effectively deal with the pressing changes of standards and ethics surrounding practice without discussing changes and modifying tasks. Pursuing additional education to satisfy the need for additional information is called lifelong learning.

Lifelong learning is a continuous, seamless effort of training for professionals. Learning occurs through efforts on the part of workers in conjunction with professional schools. It builds on one's current knowledge and understanding and is tailored to reflect interests and goals. Continuing development results in strengthening practices and the development of professionals who assume responsibility for maintaining high standards. Many professionals are self-motivated to learn new competencies required on the job because it enables them to

acquire higher degrees of skill and commitment. Training and development creates confident, expert professionals who are motivated to learn and committed to fostering personal growth.

The Integration of Professional Education

Society has witnessed an explosion in knowledge and technological ability. Changes in job responsibilities and new technologies require specialization in both the profession and the technology. The Internet has changed the nature of professional education by offering an alternative to traditional classroom instruction that delivers the same services as a regular classroom environment.

The Internet is an asset to professional development because of the diversity of resources and ideas it has to offer. In addition, it is readily accessible to most people and user-friendly. The Internet offers a variety of Web-based instructional options, including e-mail, listservs, mailing lists, newsgroups, Web pages, and course management systems.

Professional development courses on the Internet offer new challenges and new opportunities for professional education. The Internet addresses most professional development needs of the twenty-first century. Other innovative opportunities continue to develop that will offer more services to help with research and keep us informed about topics of special interest. By making use of this technology, instruction is extended beyond the physical limitations of traditional classrooms. Internet technology offers an unlimited database of new knowledge that is available at little or no cost. Attention is directed to professional development at all levels. This new vision of professional development requires a new vision of preparation that includes the ability to relate technology to particular professions and to related fields. It is essential that programs access and integrate technology to facilitate participant learning. This type of cooperation continues to build a new educational system that is based on the traditional concept of lifelong learning.

Summary

Professional education educates the new generation of professionals, expanding the frontiers of knowledge and reaching out in service to society. Professional education is increasingly being called upon to play a significant role in the administration of new programs within continuing and new structures. The rapidly changing society in which professionals exist demands that they attempt to maximize work performance. There is no single model that serves as a prototype program. There are many programs that serve the diverse needs of professionals who are assuming different roles and greater responsibilities. Professional education is a lifelong process and continues to improve, tailoring programs to help shape competent workers for the twenty-first century.

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Introduction to Rashtriya Shiksha Niti- 2020

Dr. Ganesh

Assistant Professor,
Department of Business finance and Economics,
Government College Bali, Pali, Rajasthan

Dr. Hemant Kumar Singh

Associate Professor (A.B.S.T.)
Rajesh Pilot Government (P.G.) College,
Lalsot (Dausa)

Abstract

Different countries adopt different education system because a well-defined and futuristic education policy is essential for every country at school as well as at college level due to the reason that education leads to economic and social progress of the economy. Recently Government of India announced its new NEP which is recommended by an expert committee headed by Dr. KASTURIRANGAN former chairman of ISRO. India has been growing as a liberal, progressing country in various aspects one among those aspects is educational reforms. Currently there are 54 central universities, 443 state universities, 126 deemed universities, 403 private universities. So in total 1026 universities approximately 50,000 higher education institutions (HEI) reflecting the overall high fragmentation and small sized HEI in the country which are affiliated with these universities. This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education focusing specialization in both rural and urban. This paper highlights on different aspect as brief discussion of NEP, various innovations and predicted implication of NEP 2020 on higher education system with its objective, and advantage. Finally some suggestions are proposed for its effective implementation towards achieving objective.

KEYWORD: Higher Education, NEP 2020, Objectives & Merits.

Introduction

Education is important for the economy which helps in realizing full human potential, developing an impartial and unbiased society, advancing national development. Providing comprehensive access to quality education is the key for India's continued rise and control over the world in terms of economic growth, social justice & equality, scientific progress, national integration, and cultural aspect. Universal high-quality education is the most effective way for developing and maximizing country's surplus talent and resource for the good of the individual, society, nation and world. India will have the highest population of youth in the world over the next decade, and our ability to provide best educational opportunities to them will determine the destiny for our country.

The rich heritage of ancient and eternal Indian knowledge & thought has been as 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 & 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 & hosted scholars, students from across different 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, many others, who made a great contribution in the world of knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and many more. 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.

This National Education Policy 2020 is the first education policy of the 21st century which aims to address many developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including regulation, governance, to create a new system that is aligned with the aspirational goals of 21st century education. It is based on the principle that education must develop not only cognitive capacities 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.

Objectives of The Study

The primary objective of this research is to study the important features of NEP 2020 in the way it affects to entire education system of the country, merits and for better implementation of this policy some suggestions.

Vision of the Policy

The vision of the Policy is to in-still 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, that support responsible commitment to human rights, sustainable development and living, global well-being, in order to reflect a truly global citizen.

Fundamental Principles of NEP

The fundamental principles which will guide both education system, and the individual institutions are:

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic area;
- to achieve Foundational Literacy and Numeracy by all students by Grade 3;
- flexibility, in order that learners have the ability to choose their learning paths and programmes, so to choose their own paths in life according to their talents and interests;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, different areas of learning
- multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure unity and integrity in knowledge
- emphasis on conceptual understanding rather than rote learning and only learning-for-exams
- creativity and critical thinking to encourage logical decision-making and innovation;
- ethics, human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice
- promoting multilingualism and the power of language in teaching and learning
- life skills such as communication, cooperation, teamwork, and resilience
- focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'.
- extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management.
- respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.
- full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system
- synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions
- 'light but tight' regulatory framework is to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and unique ideas through autonomy, good governance, and empowerment
- outstanding research as a corequisite for outstanding education and development
- continuous review of progress based on sustained research and regular assessment by educational experts
- education is a public service; access to quality education must be considered a basic right of every child
- substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

Important Features of NEP 2020

School Education

Early Childhood Care and Education (ECCE): It is the foundation of Learning ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. The overall aim of ECCE will be to attain optimal outcomes in physical and motor development, cognitive development, socio-emotional-ethical development, artistic development, and development of communication and early language, literacy, and numeracy.

Foundational Literacy and Numeracy: The highest priority of the education system is to achieve universal foundational literacy and numeracy in primary school by 2025. As a result, National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority.

Reducing Dropout Rates and Ensuring Universal Access to Education at all levels: In order to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality and holistic education including vocational education from pre-school to Grade 12.

Curriculum and Pedagogy in Schools: The curricular and pedagogical structure of school education will be restructured in order to make it responsive and relevant as per developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and its framework for school education will be guided by 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

Empower students through flexibility in course choices, reduce curriculum content to enhance essential learning, critical thinking & Experiential learning

Multilingualism and the power of language: The three-language formula will be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and also the need to promote multilingualism as well as promote national unity. However, there will be greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

Approach to Teacher Education: Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to perform outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

Equitable and Inclusive Education, learning for all: Education is the greatest tool for achieving social justice and equality. Inclusive and equitable education are also critical to achieve an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.

Standard-setting and Accreditation for School Education: The goal of the school education regulatory system must be to continue improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All is that, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their best, while ensuring the integrity of the system through complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

Higher Education

Quality Universities and Colleges: A New and forward-looking vision for India's Higher Education System, given that the 21st century requirements are 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 very deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 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.

Institutional Restructuring and Consolidation: The main key area of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters or Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help to build vibrant communities of scholars, which enable students to become well-rounded across disciplines including artistic, creative, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

Optimal Learning Environments and Support for Students: However, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and also to enable all students to succeed.

Internationalization: The various initiatives will help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

Merits of NEP

- **Student Centric Model:** Previously, where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by student centric model in which student gets right to decide the subject he has to study from the institution, SWYAM MOOC, and ODL and he can appear for competency-based evaluation in his own pace.
- **Competency based Continuous Evaluation System:** As against choice-based credit system, competency-based credit system has many advantages of evaluating skill sets of a student along with knowledge and experience. Competency leads to confidence and objective of higher education system irrespective of subjects and areas of study is building confidence to identify new challenges to convert them into opportunities to solve problems in the society.

- Research & Innovation Focused: The objective of higher education is to create a pool of new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally.
- Faculty Productivity based on Research Output: The faculty members who are guiding quality research should have research motives and experience so that they can be role models for their students.
- Merit based Student admissions, Faculty Selection & Promotion : NEP 2020 stresses on the importance of student admission based on merit by giving importance to social justice. It also comments that the quality of higher education and research can be improved only if all faculty selections and promotions are merit based. All kinds of reservations and lobbies should be curbed at individual institution level by means of appointing highly qualified leaders as members of the Board of Governors.

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Rashtriya Shiksha Niti 2020 Challenges in Implementation

Priyanka Rathi

Research Scholar,
Department of Business finance and economics,
Faculty of Commerce & Management studies
Jai Narain Vyas University, Jodhpur

Dr. Antaryami Kaushik

Principal,
Govt. College Lunkarnsar,
District Bikaner (Raj.)

Abstract

The new National Education Policy (NEP) 2020 brings in ambitious changes that could transform the education system. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come. Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world.

We are entering the 75th year of independence. In a way, the implementation of the new education policy has become a major event related to this occasion. This policy is going to play a big role in building a new India and preparing the youth for the future. Overall, NEP 2020 is really a revolutionary document in every respect. It is designed to make education comprehensive and accessible, keeping in mind the needs of India in the 21st century, and to prepare students for future demands. Along with this, the NEP also has a difficult challenge to deal with many problems of the education world. Certainly India wants to take advantage of its young population. At the same time, we also want to use the opportunities arising in the rapidly growing knowledge-based economy to our advantage.

Keywords: NEP 2020, achievements, challenges and some suggestions.

Introduction

The world is undergoing many changes in the aspect of education sector with various scientific and technological advancements such as artificial intelligence, machine learning, data science, are increasing in greater demands. With the increase in pollution, climate change, depleting natural resources so there is a shift towards energy, water, food, sanitation, health needs which results in need for new skilled labors specially in agriculture, climate science, social science etc. so education must move towards less content oriented, more towards learning aspect which should deal in thinking critically, solving problems, creative, innovative, multidisciplinary, adaptive in this changing scenario.

In ancient times, India was very well known for education system across globe. The gurukul system of imparting education is well known to all of us. According to the changing scenario with aspect to time there are several changes made in the Indian education system which was observed after post-independence. The first education policy in India was formed in 1968, then later in 1986 and again with small amendments in 1992 since then we are following the same education pattern for the last 34 years. The changes were made in education policy as education system plays an important base for the country in its success. Many of the western countries are successful because of their education system and also due to brain drain from the various countries specially India, many of our intelligent brains are working in different organizations across the globe. India will be the country with the largest population in the world with different cultures, traditions, language so Indian education system is one of the world's largest education platforms which is going to change, shape our India's future bright.

NEP 2020 focuses on all major areas i.e. school education (which includes pre-school education), higher education and other key areas. It also implements and establish new bodies to regulate the entire education sector in the country.

Objectives of The Study

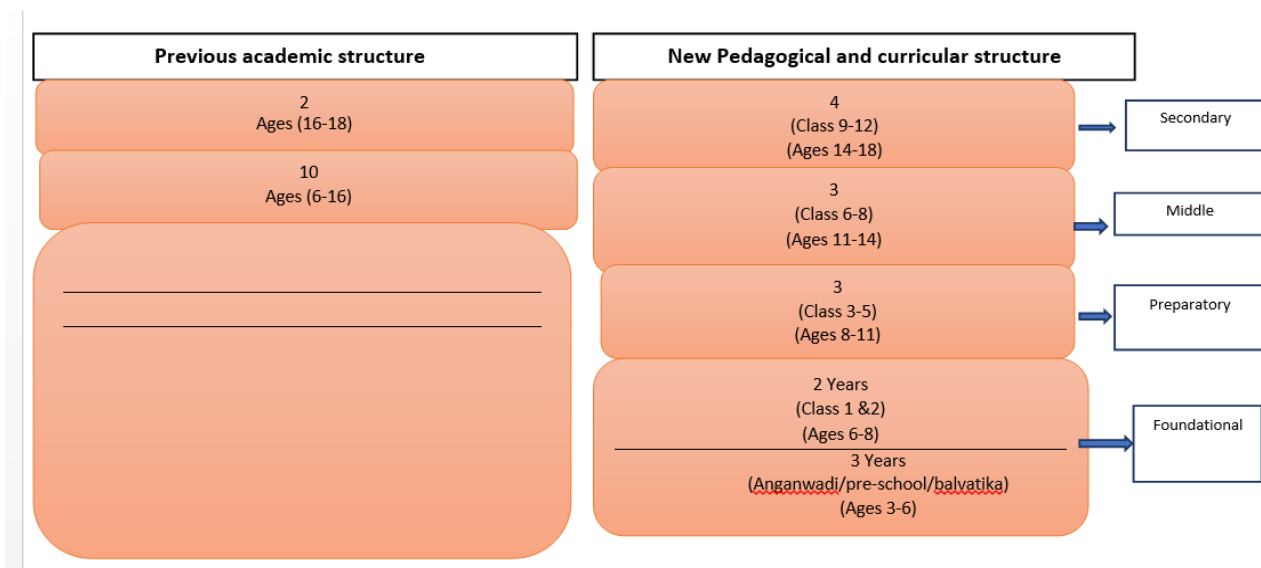
Although NEP 2020 aims to bring many positive changes in the entire education system in India but still there are substantial challenges both in terms of quantitative and qualitative aspect while implementing this policy reforms.

HIGHLIGHTS OF NEP 2020

The objective of this policy is to provide multidisciplinary and interdisciplinary, liberal education to each and every aspirant in order to raise the current gross enrollment ratio (GER) in higher education to 50% by 2035 and GER to 100% in pre-school to secondary level by 2030. These various educational lifecycle stages which are announced in this policy which are as follows:-

1. School Education:-

As this policy will replace 10+2 structure in school education with a new pedagogical and curricular restructure 5+3+3+4 covering ages 3-18 which is shown in the below figure.



2. Higher Education:-

- Quality universities and colleges
- Institutional restructure and consolidation
- Towards holistic and multidisciplinary education
- Optimal learning environment support system for students
- Equity and inclusion in higher education
- Teacher education
- Vocational education

3. Other Key Areas Of Focus

- Professional education
- Adult education and lifelong learning
- Promotion of Indian languages arts and culture
- Technology use and its integration
- Online and digital education

Challenges in Implementation of Policy

NEP 2020 which aims at transforming Indian education system into modern, progressive, equitable one. It focuses on improving literacy and numeracy outcomes which are related with primary schools reducing dropout levels in middle and secondary schools and also to introduce multidisciplinary approach in higher education system, it also emphasis on early childhood education, restructuring curriculum and pedagogy reforming the examination process teacher training.

Although NEP 2020 aims to bring many holistic changes in the education system in India but still there are many substantial challenges both in terms of qualitative and quantitative aspects while implementing the reforms.

- **Opening universities every week is a very difficult task:** Currently in India there are more than thousands of universities all over the country. Doubling the gross enrollment ratio in higher education by the year 2035 which is one of the difficult goals of this policy which means that the government and private individuals must open one new university every week for the next upcoming years. Opening one university every week is undoubtedly massive challenge for the country.
- **Teacher availability and their training:** In order to deliver the curriculum effectively school and higher education need to train the teachers and also to understand the pedagogical needs to smoothen the new education policy. A study suggests that more than 350 million students are estimated to enroll themselves in schools in 2030 that means we need nearly more than 7 million teachers to handle the education process effective in a very efficient way.
- **Technology:** this policy focuses on improving technology in order to make the youth more competitive, skilled, efficient in rural and urban areas. In rural areas of our country where the internet connectivity is still a problem so digital learning overall the country is not possible. Hence the government should work on improving the basic infrastructure facility that should support the whole country. Digital infrastructure is also a great challenge for the government because majority of schools do not have proper set-up to support these tools and also cost associated problems, which cannot be affordable by all schools across the country.
- **Funding is a big challenge after pandemic:** As NEP 2020 aims to increase the investment from 4.6% to 6% of GDP in education sector which amounts to 2.5 lakh crore per year. This money will be used in building schools, colleges, universities across the country. Training will be imparted to teachers and professors and there are several more expenses.
- **Cooperation between states and center:** As education is a concurrent subject; many states have their own school boards so the school governments have to come forward for the actual implementation of this policy. The idea of bringing the national higher education regulatory council as the apex body which may be opposed by the states so this a challenging task to implement NEP effectively so the cooperation is must between state and center government.
- **Equitable and inclusive education:** schools in India are not aware of inclusive education and even not have basic infrastructures for the learners. Broad and clear policy should be set so that anyone can access basic right to education. In addition to this Divyang students who have suffered psychological traumas, need support which help them to rebuilt their confidence, specially designed activities which can help them in their mental needs to be designed through group discussion among teachers, counsellors, educators and parents as well.
- **Teaching in the mother tongue will be challenging task:** teaching the fundamental subject in the mother tongue will be a hassle as India has 22 scheduled languages and innumerable dialects. The course material will need to be converted in to these languages first and then, the requirement of skilled teachers to implement this.
- **Widening the gap between the learners:** as the mother tongue is going to be the preferred medium instruction till class 5, the introduction of English after fifth standard in government schools will widen the gap with the private schools that have been providing education in English since the beginning.
- **Challenge of digital divide:** the digital divide present in India is even more extreme in rural areas where everyone cannot afford the smartphones. The problem is further complex by the poor IT infrastructure of government-run schools which will create implementation issues in the digitization of the education.

Suggestions

- **Ph.D. as a compulsory qualification for teaching position in Colleges & Universities:** Like Integrated B.Ed. is compulsory qualification to Foundation, preparatory, middle, and in secondary school teaching, Ph.D. research should be made as a compulsory degree for College and University teaching. This is due to the reason that, research is going to be an integral part of bachelor's and master's degrees as per NEP 2020.
- **Compulsory Faculty Annual Publication leading to IPR:** for sustainable quality and also to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be compulsory. So, the college faculties should publish at least two open access scholarly research papers with copyright certificates from Govt. of India or at least two proofs of patent submissions annually, failed to which the annual increment should be suspended.
- **Use of Services of Retired Professors as Research Guides:** Due to changes in policies of NEP2020, the demand for research guides is increasing. The optimum solution for this shortage is the utilization of services of retired professors with good research experience. It is also suggested that the universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors irrespective of their age to guide the research scholars for their Ph.D. Such an idea will eliminate the scarcity of research guides.
- **A proper definition of Multidisciplinary College:** A multidisciplinary Institution should have minimum of Five disciplines (not five Courses) belonging to different faculty areas. The real essence of the objective of studying in a Multidisciplinary campus is to provide multidisciplinary choice and experience of campus comes only if the number of subject disciplines in operations are at least five in number.
- **Vocational Training based Earn while Learn Encouragement:** To encourage self-dependency after 18 years of age, students should be encouraged to develop skills in their interested area and involve in some productive activities in order to reduce dependency on parents. This is possible through vocational training and building their confidence to earn while learning some programmes. The vocational training based earning while learning can be strengthened at HE level through offering additional credits to Academic Bank of Credits (ABC).
- **Strengthening Integrated National Digital Library (INDL):** National Digital Library should be strengthened to add every book published in the country through strict instructions to the National ISBN granting agency and a digital copy of all Journals which have ISSN. Library grants to all other libraries of any sectors should be stopped and their libraries should be converted into Digital libraries through the membership of the Integrated National Digital Library. All HEIs should be the compulsory member of the INDL to have access to books, periodicals, Journals, Patents, and every other database from a single place. With this model, multiple subscriptions of library resources can be eliminated. This will decrease Government expenditure on Library resources and eliminates huge amounts of money from foreign exchange.

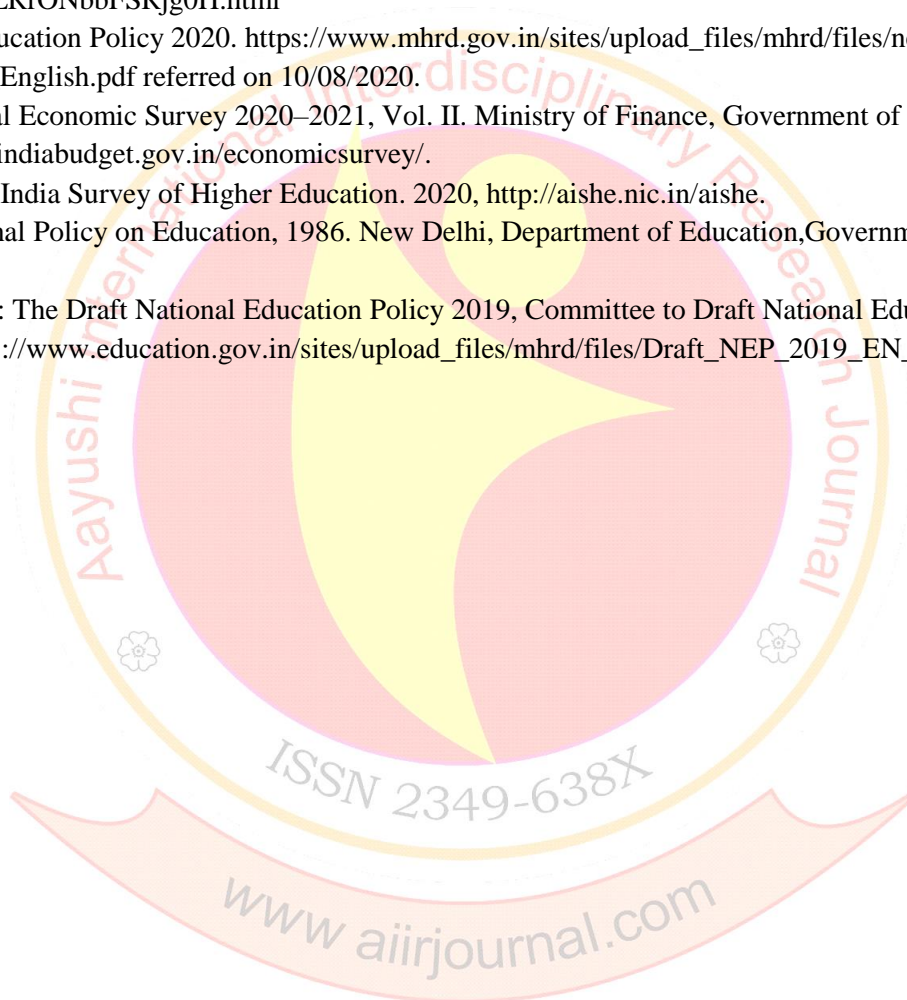
Conclusions

Effectiveness of any policy depends on its implementation. Such implementation shall require multiple initiatives and actions, which shall have to be taken by multiple bodies in a synchronized and systematic manner.

Overall, the NEP 2020 addresses the need to develop many professionals in a variety of fields ranging from Agriculture to Artificial Intelligence in such a way that needs of India in future should be ready. And also, it paves the way ahead for many young aspiring students to be equipped with the right skillset. The education system shall constantly reform itself, instead of expecting a new education policy every decade for a shift in curriculum. This will result in a remarkable achievement. Thus NEP 2020 is a defining moment for higher education. Effective and time-bound implementation will make it truly path-breaking.

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Holistic Learning A Way towards Holistic Development

Nikky Sharma

Assistant Professor, MBA
AVJ Girls PG College, Sri Ganganagar

With the advent of NEP 2020 holistic view in education and related fields gained momentum in the recent times. The holistic approach to education means focusing on all aspects of a person's growth be it social, emotional, physical, mental, and intellectual.

Today's world totally focusses about holistic growth and overall development of a person and not only about the academic achievements and success. Most significantly, it ensures the overall wellbeing of a learner.

It is not about spending all your energy on one segment rather it involves the development of a learner's emotional being, identity, independence, cooperation and interaction skills which focuses on the basis of other learning. It is all about the philosophy of educating a person in all sense beyond subject expertise.

Learning is an ongoing process defined by the phases of observation, action, and cognitive reflection. This dynamic could be described as circular development. It involves referring to previous experiences as well as anticipating outcomes. Learning is in that sense a spiral– reflecting, moving on, turning into a new loop with new experiences and qualitatively Holistic learning is not only defined by the range of learning opportunities that facilitators use to create a complex and deep learning experience. Another aspect of holistic learning is that it addresses and involves the learner's whole personality.

→ Cognitive – learning facts, theory, logical relations

→ Emotional – playfulness, feeling connected to others, experiencing positive and negative emotions by being challenged, emotions regarding values and intellectual concepts

→ Practical – turning ideas into decisions and actions, practicing skills and experiential learning.

According to "Report to UNESCO of the International Commission on Education for the Twenty-first Century" (2) (2012), learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education. It meets the challenges posed by a rapidly changing world.

As Wenden (1985) re-stated, there was an old proverb that says: "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime". If applied to the language teaching and learning field, this proverb might mean that once students are provided with answers, the immediate problem is solved. Yet, if they are taught the strategies to work out the answers for themselves, they are enabled to manage their own learning.

Four Pillars of Learning in Holistic Development

UNESCO in 2004 has indicated four pillars of learning, these are:-

1. Learning to learn
2. Learning to do
3. Learning to be
4. Learning to live together

Learning to learn

This starts with learning to ask. The inquisitiveness to know more and gain more knowledge. To ask is a natural act of consciousness in its search for knowledge. Its real purpose is not so much for the question to be answered as to be explored. It helps in empowering the attributes of consciousness to exercise skills such as concentration, listening, perceiving, and developing curiosity, intuitiveness, and creativity. Learning to learn means having the ability to direct and take responsibility for one's own learning, for keeping oneself up-to-date, for knowing where to look for knowledge. It is particularly to scientific awareness or rather creating a scientific temper. (Nava, 2001).

Learning to Do

In the contemporary system, this means learning to change society through logical, intellectual, and responsible action. Learning to do is learning a skill and become productive. It also implies learning to adapt to the requirements of work and ability to work in a team, along with the strategically using facts to resolve problems and to make rational decisions in generating quality products and services. In also make us understand how to take risks as well as take the initiative.

Learning to be

Learning to be means the voyage to find the essence of oneself which goes beyond the thoughts and action. The universal dimensions of human values rather than individual values are discovered. Holistic education nurtures this learning in a special way, by recognizing the human being as a basically spiritual being in search of meaning (Nava, 2001).

Learning to be" may therefore be interpreted in one way as learning to be human, through acquisition of knowledge, skills, and values conducive to the development of personality in its intellectual, moral, cultural, and physical dimensions. This implies a curriculum aiming at cultivating and refining qualities of imagination and creativity, acquiring universally shared human values, and developing potentials. It enhances aspects of a person's memory, reasoning, aesthetic sense, physical capacity and

Learning to live together

With the whole thought of holistic learning, we can have an enriched life to lead in a holistic way which is also mutually fulfilling to the rest.

All round development through value-based education

Albert Einstein once says "Try not to become a person of success, but rather try to become a person of value"

Value based education promotes a thought provoking and interactive environment for the students through the values incorporated in their curriculum. It promotes quality education and holistic development of each child for a brighter tomorrow. In 21st century it is vital to indulge the value-based education in the curriculum so that it helps to attain multifaceted development of a human being in terms of intellectual, physical, spiritual and ethical development. The values which should be incorporated in every being must include social responsibility, unity and oneness, love, respect tolerance, integrity, freedom, and co-operation. But it is a greatest challenge in education to teach how to imbibe these values as it is different from imparting knowledge of maths and science in day to day lives.

Today's world is aware of the importance and relevance of value-based education at the grassroot level as values are the essential building blocks on which an education for a humanistic and value-based society must be built upon. It will boost and enhance your self-esteem promotes respect and love for all the fellow beings, Today the most important factor which contributes to becoming a complete human being is not the degree we collect on our way to becoming sought after professionals with the highest packages the corporate can offer us but the values that we carry with us to our schools, colleges and various work places and the most important in our daily relationships where the emotional quotient or EQ is much needed than IQ.

Our traditional society has undergone a tremendous transformation in the last one century or so and the outcomes of the developed society has left behind the values that we used to follow in a Gurukul system where not only science and maths were taught to the students but also moral values like ethics integrity and respect for each other dignity of labour and every individual and hard work was inculcated in the students. In today's world many of us do not know the difference between right and wrong, this dilemma and delusion has led every one of us in a big problem. We don't know where we are devoting our immense potential and energy.

Swami Vivekananda also emphasized that "the idea of all education, all training should be man making, Education is not the amount of information that is put into one's brain and runs riot there, undigested throughout. Education must have life building, man making, character making and assimilation of ideas"

The world over the societies is witnessing, widening economic disparities among and within the countries, mounting debt burden, rapid population growth, widespread environmental degradation, armed conflict, political turmoil poverty, and what is worst is total value deterioration.

Indian philosophy states that the man who gives way to anger or hatred or any other passion cannot work. It is the calm, forgiving, equable and well-balanced mind that does the greatest amount of work. The value of the calm and peaceful mind and the practice of worship and meditation cannot be undermined. In fact, the Western societies are increasingly looking towards India for spiritual solace and mental peace. Apparently, there is distortion of values, lowering of standards, widespread escapism, a good deal of mass hysteria. People are collapsing in frustration, hopelessness, despair, and fear of being betrayed. They have become the SADIST ONE, THE SELFISH ONE.

The GOD- MEN and THE GOOD MEN are becoming extinct species. The idea of nonviolence by Mahatma Gandhi promotes sacrifice. According to him simplicity, truth, honesty, contentment, forgiveness is needed to maintain harmony in the society. His idea of trusteeship also says Arth must be pursued for Dharma and moksha. Various thinkers like Swami Vivekananda, Aurobindo Ghosh and Mahatma Gandhi effected well for the growth and development of human civilization based upon values and holistic orientation towards humanity. To achieve self-knowledge, the soul or THE ATMA is a constant force behind the changing body and mind complex of human being, hence education must inculcate among people self-control, self-respect, self-effort, self-dependence and help build character which has positive habits, integrated contemplative and active lifestyle, desire to learn, excel, prosper, progress and practice the wisdom.

All civilizations of the world are witnessing that most valuable human possessions are health, harmony, happiness, wisdom and above all character reflecting ethical and human values.

A noble person is the one of whom these values are manifested in thought, speech and action. Human and ethical values constitute the wealth of character, these express 'Dharma' or divine nature in a person.

Famous management Guru Peter F. Drucker aptly said "The final proof of sincerity and seriousness on job is an uncompromising emphasis on the integrity of character as it is character through which leadership is increased. It is the character that sets an example. It is not something which can be acquired or manipulated although it may be difficult to define but it is sure that if he lacks in skills, judgement and ability he would do little damage to the organisation but if he lacks in character and integrity no matter how knowledgeable how brilliant how successful he is, it destroys people's spirit and performance."

There is an excellent example by Matsushita Electric Company, who was one of the Pioneer companies in Japan to have a code of values. The basic business principle of the company was that it had an inescapable responsibility of relating the organisation's development to that of the society and the individual by insisting that management served as trainers and developers of characters and not just as exploiters of human resource. They follow seven spiritual values in the company: national service through industry, fairness, harmony and cooperation, struggle for betterment, courtesy and humility, adjustment and assimilation and the most prominent value we human should possess: gratitude.

To conclude, no nation can become great or achieve prosperity without its people developing a sense of self, social responsibility, capacity and willingness to do hard work.

Hence value-based education is the key to prosperity, happiness, and effectiveness in all walks of life - be it individual, family, state, business industry, profession, or administration in all part of universe. The need for human values become even more enhanced all over the world.

Finally, a quote from Aristotle "Educating the mind without educating the heart is no education at all".

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Introduction to National Education Policy 2020

ISHITA DEVGAN

Research Scholar,

Shri Khushal Das University, Hanumanagarh (Raj.)

DR. PANKAJKANT DIXIT

Research Supervisor,

Shri Khushal Das University, Hanumanagarh (Raj.)

Abstract

The National Policy on Education (NPE) 2020 replaces the thirty-four year old NEP of 1986. It is the first education policy of the 21st century. The foundational pillars of NEP 2020 are Access, Equity, Quality, Affordability and Accountability. The policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower. NEP 2020 aims at making both school and college education more holistic, flexible, multidisciplinary and suited to 21st century needs that brings out the unique capabilities of each student. With efficient resource allocation and a strong public and political will the targets set by NEP 2020 can be achieved.

Keywords: National education policy 2020, NEP 2020, T S R Subramanian, K. Kasturirangan, Ministry of education

Introduction

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The NPE of 1968 laid emphasis on compulsory education for children up to the age of 14 years. Major focus of the second NPE of 1986 was to overcome the disparity between diverse social groups. The NEP 1986 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 UPA government.

India's first Minister of Education, Maulana Abul Kalam Azad envisioned a uniform educational system with strong central government control over education throughout the country. The evolution of policies and the reforms in the field of education since independence is as follows:

1. University Education Commission (1948-1949).
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9. Dr. K. Kasturirangan Committee Report (2019)
10. National Policy on Education (2020)

The National Education Policy 2020

The National Education Policy 2020 is based on two committee reports and extensive nationwide consultations. Recommendations made by the Committee for Evolution of the NEP Chaired by T S R Subramanian (2016) and a panel headed by K. Kasturirangan (2018) have been incorporated in the NEP. With an aim of making India a global knowledge superpower, the Union Cabinet has approved the new National Education Policy 2020. The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education.

Principles of NEP 2020: Emphasizing on the development of the creative potential of each student, the principles of NEP2020 as mentioned by the government are:

- Flexibility
- No hard separations between subjects
- Curricular and extra-curricular activities, multi-disciplinary education
- Conceptual understanding and critical thinking
- Ethical values
- Teachers at the heart of the learning process
- Strong public education system

The intention of NEP 2020: The policy seeks to provide reforms at all levels of education from school to higher education. It aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education. NEP 2020 seeks to address the following challenges facing the existing education system:

- Quality
- Affordability
- Equity
- Access
- Accountability

Other intentions of the NEP are: increasing public investment in education, setting up National Education Commission (NEC), increasing focus on vocational and adult education and strengthening the use of technology in education.

Key highlights of the NEP 2020:

Replacement of the 10+2 structure of school curricula with a 5+3+3+4 format

- The 10+2 system will be divided into 5+3+3+4 format: five years of the foundation stage; three years of preparatory stage from classes 3 to 5; three years of middle stage (classes 6 to 8); four years of secondary stage (classes 9 to 12).
- Schools will not have any rigid format of the streams of arts, commerce, science, etc.
- Pre-school and Anganwadi years will be included in a new formulated curricular.
- By 2025, a National Mission on Foundational Literacy and Numeracy will ensure basic skills at the Class 3 level.
- Students will begin classes on coding as well as vocational activities from Class 6 onwards.
- Indian knowledge systems, including tribal and indigenous knowledge will be incorporated into the curriculum in an accurate and scientific manner.

School Exam Reforms

Reforms in the school exam recommended by the NEP include tracking the progress of the students throughout their school experience. It includes State Census Exams in class 3, 5 and 8. Another important recommendation was the restructuring of the 10th board exam that would mainly focus and test only the skills, core concepts and higher-order thinking & capacities.

Three Language Formula

No language will be imposed on any state; the three languages learned by children will be the choices of states, regions, and the students. Sanskrit language will be offered as an option at all levels of school and higher education. Other classical languages will also be available, possibly as online modules, while foreign languages will be offered at the secondary level. The medium of instruction till grade 5 and preferably till grade 8 and beyond will be in home language/mother tongue/regional language.

Encouraging Inclusive Education

- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- Private Higher Educational Institutions (HEI) will be encouraged to offer larger numbers of scholarships to their students.
- The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships.
- Regions such as aspirational districts, which have large numbers of students facing economic, social or caste barriers will be designated as 'Special Educational Zones'.
- Special funds have been earmarked for special education. The NEP emphasizes universal access to schools, and aims to bring two crore out-of-school children back into the educational mainstream. It also aims to double the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% in 2018 to 50% by 2035.

Establishment of Gender Inclusion Fund

The centre will set up a 'Gender-Inclusion Fund' to build the country's capacity to provide equitable quality education to all girls and transgender students. This fund will be available to states to implement priorities determined by the central government critical for assisting female and transgender children in gaining access to education.

Adopting a multi-disciplinary approach of education

Standalone HEI and professional education institutes will be evolved into multi-disciplinary institutes. By 2049, all HEIs should aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. By 2030, the aim is to set up at least one large multidisciplinary HEI in or near every district.

Multiple exit options in degree courses

- The three to four year undergraduate degree will have multiple exit options: if a student decides to drop out after completion of one year, s/he will get a certificate in a discipline or field including vocational and professional areas. On dropping out after two and three years respectively, students will get a diploma and a bachelor's degree. The four-year multidisciplinary bachelor's program, however, will be the preferred option and will give a degree with research if a student has pursued a project along with it.
- M.Phil. degree will be abolished.

Regulatory Structure and Accreditation of Higher Educational Institutions

- The NEP recommended setting up NHERA (National Higher Education Regulatory Authority) and separating National Assessment and Accreditation Council (NAAC) from UGC into an autonomous and independent body.
- With the creation of a Higher Education Commission of India, the NEP 2020 proposes a single regulatory body with four verticals for standards-setting, funding, accreditation and regulation. This would provide for "light but tight" oversight. This will also free the schools, colleges and universities from periodic "inspections" and place them on the path of self-assessment and voluntary declaration.

National Research Foundation

In order to improve the quality of research in India, the NEP recommended the establishment of a National Research Foundation which will be an autonomous body that will administer the mentoring, funding and capacity building for quality research in India.

Education Governance

- The NEP recommended establishing an apex body for education headed by the Prime Minister under the name Rashtriya Shiksha Aayog or National Education Commission.
- It also suggested changing the name of the Ministry of Human Resources & Development to the Ministry of Education.

Financing Education

Doubling the public investment for education was one of the important recommendations of the NEP 2020. NEP 2020 insisted on the expenditure of 6% of the GDP on education; doubling the current 10% of total public expenditure to 20% in the next decade was recommended.

Establishment of Academic Bank of Credit (ABC)

The ABC will digitally store the academic credits of the students that they have earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. Currently, a similar programme is being run where a student can opt for a course related to their degree on SWAYAM – an online portal by the government. The credits associated with that course will be given to the student. It will help in their assessment for their degree course also.

Emphasis on teacher education

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

National Mission on Education through Information and Communication Technology

The NEP suggested setting up an autonomous body that would facilitate decision making on the deployment, induction and use of technology. This would be achieved by implementing the following measures

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

Vocational Courses

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

Merits of NEP 2020

- **Comprehensive**: NEP seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.
- **Early Childhood Education**: By adopting a 5+3+3+4 model for school education starting at age 3, the new education policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future.
- **Easy on Regulations**: NEP 2020 makes a bold prescription to free our schools, colleges and universities from periodic “inspections” and place them on the path of self-assessment and voluntary declaration.
- **Holistic**: The policy, inter alia, aims to eliminate problems of pedagogy, structural inequities, access asymmetries and rampant commercialization.
- **Promote Inclusion**: The Policy proposes the creation of ‘inclusion funds’ to help socially and educationally disadvantaged children pursue education.

Demerits of the NEP 2020

- The report fails to address and incorporate ideas based on contemporary global thinking like the emphasis on creativity and critical thinking and the need for learning in a non-competitive and non-hierarchical ecosystem and discovering one's true passion without any sense of fear.
- Delivering the changes proposed related to Anganwadis may be difficult despite the focus given to early childhood care and schooling.
- The propositions of volunteer teachers, peer tutoring, rationalization of the system of schools and sharing of resources do not seem like long-term solutions.
- Lack of clarity in government strategies regarding the public sector like municipal schools, state-run institutions, Kendra Vidyalaya, etc.

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

Challenges in implementing NEP 2020

- **Resource allocation:** The ambitious target of public spending for the educational sector at 6% of GDP though necessary, will be difficult to ensure, given the current tax-to-GDP ratio and competing claims on the national exchequer of healthcare, national security and other key sectors.
- **Language policy:** The provision for education in mother tongue till class 5 could pose challenges to the mobility of students in a large and diverse country like India. The option to study in a language like English or Hindi that enables a transfer nationally needs adequate attention.
- **Resentment by states:** The idea of a National Higher Education Regulatory Council as an apex control organization and a national body for aptitude tests is bound to be resented by States. In a federal system, any educational reform can be implemented only with support from the States, and the Centre has the task of building a consensus on the ambitious plans.
- **Other challenges:**
 - The lack of popularity of vocational training and the 'blue collarization' of vocations in the society can act as obstacles in the introduction of vocational training in school.
 - Shift to a four-year undergraduate college degree system may lead to a situation where overzealous parents may stream their children into professions at the earliest thus burdening the students further.

Way Forward: Proper allocation of resources with private investment complementing the public expenditure is necessary for the implementation of the NEP 2020. Also, a strong public and political will is needed to ensure that the set by the NEP, 2020 are achieved.

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Impact of New Education Policy 2020 on Higher Education

KETAN JAIN

Research Scholar (Geography)
Tantia University, Sri Ganganagar

Abstract

The announcement of the New Education Policy of India 2020 was welcomed by many. It was also unexpected, as it came amidst the global concerns about the Covid-19 pandemic. The changes that the policy proposed were something that most educationists had not expected. This article aims to analyze the NEP's impact on higher education. It also explores the various features of the policy and how they can affect the current education system.

Keywords: New Education Policy, Higher Education, Covid-19

Introduction

The NPE was established by the Indian government to promote education in the country. It covers the teaching of elementary and higher education in both urban and rural areas. The first national education policy was introduced by Prime Minister Jawaharlal Nehru in 1968.

The NEP 2020 was approved by the Indian Cabinet on July 29, 2020. It aims to establish a new framework for education in the country. It replaces the previous policy, which was issued in 1986. The new policy also provides a comprehensive look at various vocational and elementary education options. The goal of the NEP 2020 is to transform the education system in the country by 2021. It provides a broad advisory and guideline system that's up to the states, schools, and educational institutions to implement. The new policy also aims to increase the state's education budget to 6% of the country's GDP from 4%.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts werereceived." 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 sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

The goal of higher education is to provide a quality education that will allow individuals to develop their character, intellectual curiosity, and creativity. It should also enable them to study a wide range of subjects in order to improve their skills and knowledge. The new education policy aims to transform the way universities and colleges are run. It includes establishing a multidisciplinary university system and providing more support for the academic experience of students.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

The goal of institutional consolidation and restructuring is to end the fragmented nature of higher education. It aims to create a large multidisciplinary university system that can transform the educational experience of students and the economies of countries.

The goal of comprehensive education is to improve the mental, physical, emotional, and social capacities of students. This method should be used in the long-term for undergraduate programs in various disciplines. In addition to providing a variety of educational tools and resources, such as interactive pedagogy, the environment should also support students' learning.

Objectives of the study

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

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

SALIENT FEATURES OF NEP RELATED TO HIGHER EDUCATION

The new NEP aims to standardize the changes that happen in the education system from elementary to university levels. It will also focus on key concepts, applications, and problem-solving abilities. This is expected to have a positive impact on the country's higher education system. The government's decision to allow foreign universities to establish their campuses in India is very significant. It will help students from the country experience the global standard of education. The establishment of multi-disciplinary educational institutions will also help in developing a more holistic approach to learning.

The introduction of single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

Single regulatory body for higher education:

The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

Multiple entry and exit programme:

There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

Tech- based option for adult learning through apps, TV channels:

Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

E-courses to be available in regional languages:

Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

Foreign universities to set-up campuses in India:

World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."

Common entrance exam for all colleges:

The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:

- (a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.
- (b) National Accreditation Council (NAC), a "meta-accrediting body".
- (c) Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

- (d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

DETAILED ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy:

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalisation at home:

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education:

The NEP 2020 claims that, 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. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life- skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

Conclusion

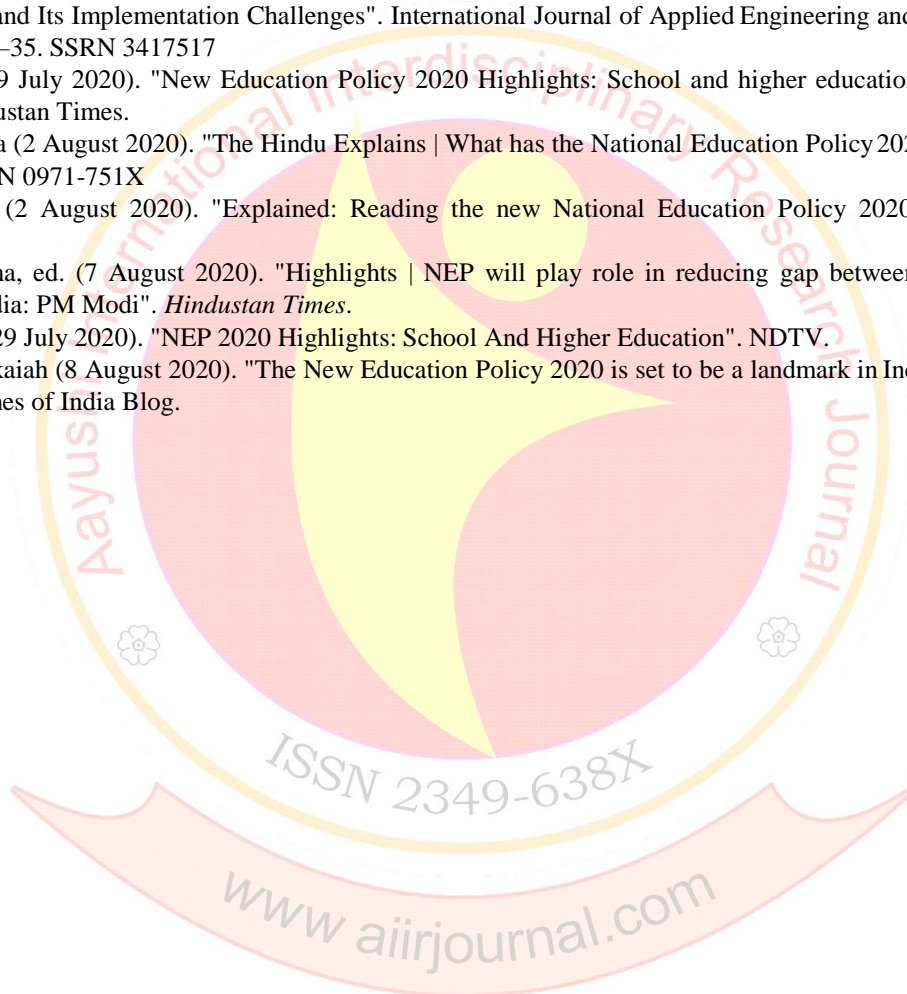
The policy is full of progressive ideas and is geared toward addressing the various changes that are happening in the world's socio-economy. For instance, education has to prepare its students for the future by continuously adapting to the changes brought about by the digital age. The rapid emergence and evolution of the pandemic has highlighted the need for more skilled and dedicated professionals in various fields, such as artificial intelligence and agriculture. The NEP 2020 aims to provide India with the necessary tools and

resources to prepare for the future. The New Education Policy of 2020 provides promising young students with the necessary tools and resources to succeed.

The new education policy aims to provide a comprehensive view of the country's education system, but it will be very important that it is able to integrate with other government initiatives such as Digital India and Skill India. Through policy linkages, education policymakers can learn from the experiences of Skill India in addressing the various challenges faced by the corporate sector in shaping the curriculum for vocational education. They can also use the lessons learned to make informed decisions in response to the rapid changes in the field. The NEP has been designed to provide a robust monitoring and evaluation framework that will allow the education system to continuously improve its performance. This will enable it to avoid the usual cycle of shifting curriculums and implementing new policies every decade. The New Education Policy 2020 is a significant event for higher education. It will be important that the implementation of the program is carried out in a time-efficient manner.

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National Education Policy 2020: Serves all in one Platter!!!

Paridhi Galhotra

Assistant Professor

Guru Nanak College of Education, GGSIPU, Delhi, India

“Small acts, when multiplied by millions of people, can transform the world.”

-Howard Zinn

Abstract

The National Education Policy 2020 is the roadmap for all the people in India to contribute towards various steps that are major concerns in our education system. It calls all the people to join hand in hands to initiate actions towards a Better India. This policy is approved on 29th of July, 2020, being the first education policy of 21st Century. It proposes revision and revamping of all the aspects of the education structure. It is aligned towards Fourth Sustainable Development Goal(SDG 4) which focuses on 4 major parameters namely, Inclusive and Equitable Education; to promote Lifelong Learning opportunities; to ensure all girls and boys to complete free primary and Secondary schooling by 2030; Education 2030 framework for action.

Keywords: Roadmap, Revamping, Sustainable Development, Inclusive and Equitable Education; Lifelong Learning; Gross Enrolment; Education System framework.

Introduction

The vision and mission of the policy is completely aligned towards providing high quality education for all to make India outstand others as global knowledge super power representing the nation as intellectual people who can speak with their minds and heart altogether; to modify and eliminate, wherever required the Curriculum and Pedagogy as to start with scratch in view to develop deep respect and values in every citizen to not only know regarding their fundamental duties and Constitutional values but also to practice them as well in their day to day life; to instill the feeling of pride in being an Indian.

In Nutshell, not every developed country born to be developed but it become developed by its people. We as a responsible citizen should respect this policy and contribute our bit to make it a better place to live. The changes will not be seen abruptly but gradually the flower of success will unfold its petals to spread the beauty of unity, dedication and hard work.

Review of Literature

Aithal et al. presented an analysis of the goals, the implementation of NEP 2020 in higher education systems, and a detailed review of the achievement of the 4th SDG.

Tilak et al. has presented a critique of the NEP 2019 draft and scrutinized the policy gaps and unpromising facts regarding long term education methodology and impact on each stage.

Kalyani et al. has presented the effect of four challenges of NEP 2020 namely quality, equity, affordability, accountability and access on the associated stakeholders (students, teachers and parents). According to NEP 2020, minimum eligibility for recruitment of government teachers will be four-year B.Ed. degree and Teachers Eligibility Test (TET) certificate. This will allow placement of high-quality staff for modifying efficacy of preschool learning program.

Pianta et al. showcased the role of public policies and evidence-based approaches on the effect of preschool education. The evidence studies were initiated from head start, public school and child care programs by using various research and experimental methods reported on young children's social and cognitive development both experimentally and research study.

Devi et al. has presented the awareness of the stakeholders of commerce and management discipline on NEP 2020 and have appreciated the fact that practical methodology of training skills is stressed upon in current NEP 2020 policy rather than theoretical study approach followed in the previous policies. Further, the study concluded about the need to reframe the curriculum of commerce and management.

Sawant et al. reported that the primary education, numeracy outcomes and poor literacy as concern areas of NEP 2020 due to evidence based reports of lacking basic numeracy skills among 50 % children even after 5 years learning in school in the current education system.

Statement of Problem

The problem lies where people don't appreciate rather criticize over the recommendations made in the policy and waste their time as well as others energies to put forth their efforts. The policy in itself is a hard work of many experts, knowledgeable people and education institutions therefore, one must try their best of their positions be it a Principal, Teacher, School Administrator, Parents and Society as whole at large to justify their actions in light of this policy. This study will help to bring a positive attitude after going through the major recommendations made by the policy to strengthen our nation.

Methodology

The main focus of qualitative research method is to provide an overall picture to have a better understanding and correlation with reality. The study is primarily based upon the secondary data that is the National Education Policy 2020 issued by Ministry of Human Resource Development, Government of India and key takeaways are been taken while writing the final draft from the website of the MHRD (www.mhrd.gov.in). The English version of the document was used for analysis, without any empirical work being done.

Major Recommendations

The National Education Policy, 2020 take into account School Education, Higher Education, Professional Education, Adult Education, Online and Digital Education and further provides for successful implementation to make it happen. The major recommendations are as follow:

1. **Holistic Development** is being stressed upon to make future of India that are youths not only excel in academics but also in other aspects by discouraging the culture of rote learning and giving them freedom to have real understanding in order to construct their knowledge on their own.
2. The curriculum content should be reduced to focus on **Essential learning and Critical thinking** capabilities of the students to make them more curious to know, discover, inquire, discuss and analyse concepts.
3. The classroom session should be made livelier, happening, fun and creative to make students enjoy the benefits of **Interactive learning**.
4. The students should be given opportunities to gain hand on experience, insights by making them do the activities on their own through **Experiential learning**.
5. To eradicate the gap between what is been expected/taught in context of learning outcomes and what is actually needed should be bridged through **Competency based learning** to make students competent enough to face the realities of practical life by themselves.
6. The subjects should be integrated well with the art and culture of India for making students learn through **Art based learning**.
7. As the mental activities are increasing day by day, it becomes the necessity to stress on the physical health of the students as well. So, wherever possible **sports integration** should be done to make students understand the values of self-initiative, self-direction, self-discipline, teamwork etc. in line with Fit India Movement.
8. There is need to correlate the subjects and curriculum with **Indian Context** through stories, art, games, sports, examples, prevailing problems and issues to make students realise the need of the hour.
9. Educational Institutions must ensure the set up various **clubs and circles** of activities related to science, poetry, language, drama, debate, fashion, dance, singing, animations etc. to give students a platform where they can boost their morale and confidence to perform in front of others and to showcase their talents.
10. In no time, we all will be witnessing **Digital pedagogy** wherein students are asked to **BYOD** i.e., Bring your own Device or made available the facilities of Information and Communication Technology (**ICT**) at their study place only like smartphones, Tablets, Cameras etc. to give learning instructions.
11. NEP 2020 talks about **flexibility and provision of choice** in selection of subjects by stating that there must be no hard separation between curricular/extra-curricular/co-curricular activities and between humanities, arts and science.

12. The **medium of instruction** should be mother tongue/ local language/ regional language upto grade 5 and the books shall be published in maximum number of **languages** in order to bridge the gap between language spoken and medium of teaching.
13. The concern is shown for **teaching of mathematics** that for upcoming fields and professions that demands skills relating to artificial intelligence, Machine learning, Data Science, Computational Thinking, Coding, decoding etc., mathematical thinking is very important to be developed in students.
14. **Vocational crafts and courses** should be introduced while framing the curriculum to inculcate various livelihood skills with the vision of Self-reliant India.
15. **10 days bag-less period** shall be scheduled to make student orient with **experts, various resource persons** of their respective fields to share their experiences in particular occupation and how they reached so far to enrich student's knowledge regarding various fields and career options available. Moreover, Schools and educational institutions shall plan for excursion, trips and visits to monuments, historical places to meet local artist to develop **aesthetical values**.
16. **Knowledge of India** and its contribution to modern India i.e., how it evolved, the journey of all the highs and lows should be told through education system to make vibrant aspirants of success in India.
17. **Tribal Knowledge** is been focused by the policy as many researchers have realised the importance of traditional ways of doing the things in various fields such as philosophy, yoga, architecture, life skills, medicine, agriculture, engineering, linguistics, sports and games etc.
18. **Specific courses** such as ethno-medicinal practices, forest management, organic crop cultivation, natural farming, waste management, human values shall be given importance as these fields are the need of the hour in context of India's situation.
19. **Ethical Education** must be integrated with every course and in school curriculum to make people understand the value of doing what's right that is not only going to help them take effective decisions but also it will help in developing skills in them to know how to conduct smooth life and provide a logical framework for making ethical decision.
20. **Health education** is given due limelight to give basic knowledge regarding how to keep a healthy lifestyle maintaining physical as well as mental health by intake of good nutrition, yoga, exercise, meditation, personal hygiene as well as basic awareness regarding disaster management, first-aid, AIDS etc.
21. **Indian Sign language and Local Sign languages** should be taught to make more inclusive and equitable environment.
22. **Inclusive Education** to better support the gifted students by believing in every child that they do have their unique and innate talents that need to be discovered, nurtured, fostered and developed in every individual by respecting their differences.
23. **Study of International Pedagogic Approaches** for teaching particular subjects will be studied by NCERT to recommend what all can be gained from applying these approaches in teaching-learning approaches.
24. **Technology use and its Integration** is emphasized by the policy by using as well as contributing towards upgradation of platforms like DIKSHA, SWAYAM, HEIs etc. and motivating the employees for augmented learning, artificial intelligence, setting up of skill labs and virtual labs.
25. **Sharing of resources** among the schools like teachers, ICT tools, auditorium and any other help that they can give to each other to support their smooth functioning is encouraged.

Conclusion

NEP 2020 will give learners the flexibility to choose and learn the subjects and courses based upon their abilities, passion and focus. No hard separation between the school curricula and extracurricular activities, science and arts, academic and professional pursuits to ensure that the contributions of knowledge are integrated. A particular focus on early childhood care programs for children in appropriate age groups (ages 3 to 6) could prove to be a viable tool for student outreach. There is a nature. Developing personal hygiene skills for preschool children is essential training needed in the current pandemic scenario to avoid future mock infections and illnesses. Better infrastructure for preschool children will be ensured. Recruiting quality personnel to create structure and train learners will ensure that preschool

children have the necessary social, cognitive and life skills, equity and inclusion, constitutional, moral values, and other necessary skills can be developed appropriately. Appropriate government supervisions and regulatory systems is going to help in improving the effectiveness of children's initiation phases during the first five years. Training using new teaching demonstration techniques and implementation of step-by-step modules from time to time to ensure the success of preschool program projects is encouraged. Further, teaching will be correlated with Indian context, art and culture, local languages to make the education system more meaningful and relevant.

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Early Childhood Care and Education: A Comparative Study of Private and Government Schools of Rajasthan

Geeta Rani

Assistant Professo,
Govt. Girls College, Sadulshahar,
District Sri Ganganagar

Tajender Pal Singh

Assistant Professor,
Ryan College for Higher Education, Jandawali,
Hanumangarh

Introduction

The term early childhood is used to refer to children who have not reached school age. It is the most rapid period of development in human life and the period when the brain develops almost to its fullest. This period provides the foundation for later living and learning. The term early childhood education refers to group setting deliberately intended to effect developmental changes in children from birth to the age of entering first grade (Gordon & Brown, 2004). The most recent definition includes the elementary years as well so we should define early childhood as from infancy through third grade (birth to eight years). The period from birth to eight years old is one of remarkable brain development for children and represents a crucial window of opportunity for education. UNESCO believes early childhood care and education (ECCE) that is truly inclusive is much more than just preparation for primary school. It can be the foundation for emotional wellbeing and learning throughout life and one of the best investments a country can make as it promotes holistic development, gender equality and social cohesion.

Rajasthan government is drafting the early childhood education policy to be introduced in both government and private pre-schools. Taking a cue from the central government's policy on the early childhood, UNICEF sponsored studies and National Advisory Council reports, state has initiated a process to formulate a holistic policy for the development of a child and to check the mushrooming pre-schools in the state. Pre-school education in rajasthan is primarily provided through Anganwadi Centres (AWCs) running under the Integrated Child Development Scheme (ICDS), and private-run pre-schools. Studies suggest that participation in pre-school component of ICDS is correlated to improved cognitive outcomes, school readiness, and health, in relation to nonusers (Pandey, 1991; Kaul, Bhattacharjea, Chaudhary, Ramanujan, Banerji, & Nanda, 2017).

Objectives of The Study

1. To survey the various ECCE programs, both private and government school, operating in Rajasthan.
2. To study the physical facilities prevailing at the early childhood care and education centers (ECCE) in private and government schools of Rajasthan.
3. To find out the views and perspectives of parents and teachers towards various aspects of early childhood care and education in Rajasthan.
4. To compare the overall development of children who were participating in various pre-primary school programmes in private and government schools of Rajasthan.

Review of Related Literature

Early childhood care and education is defined as activities related to reflection, planning, preparation and implementation for the upbringing and education of children below school-age. "Education" is a word usually associated with school and the whole educational system. We would like to broaden this concept and focus more on planning and reflection on upbringing, instruction and education, especially concerning children under 10 (Fagerli, Lillemyr and Sobstad 2000). Siegal and Rebecca (1981) compared conception of moral and social rules among two groups of 20 pre-schoolers. One group that had attended day care for at least 18 months and second that had just been enrolled. In first study, the newly enrolled children judged social rule transgression as naughtier and more worthy of punishment than did the veterans. In the second study, as compared to veterans, the newly enrolled regarded social transgression as naughtier and worse, wrong even if there was no punishment, more worthy of adult intervention and anger. Simons and Brewer (1985) reported that opinions of parents in their study and specified that some parents had misconceptions about the goals of kindergarten programme which cause them to focus on cursory academic skills like counting and reciting the

alphabets. Many people feel more comfortable about such learning because it is easily measured. Yasodhara (1991) reported that the opinions of parents and teachers regarding the purpose of pre-school education revealed their overall ignorance of the same and of their actual role in the child's life. Parents and teachers were found to be more in favour of teaching English than the mother tongue. Parents and teachers were found to be unaware of the values of gardening, pet-keeping, playing with mud and clay-modeling. Manju Vani (1986) while analysing the effect of play material on performance of pre-school children argued that copying geometric forms significantly improved in the children after they had exposure to play materials. Enrichment lowered the time taken for and the errors in naming the colours verbally. There was significant and favourable difference in the perceptual discrimination task of colours and forms following enriched experience. Enrichment through play materials favoured the perceptual discrimination based on touch. A number of studies have highlighted that the quality of early childhood care and education could be improved by providing better physical infrastructure and facilities, required equipment and learning materials, trained teaching staff, developing relevant curricula, ensuring more active involvement by children in group activities and by addressing to issues of safety, cleanliness and quality of food.

Methodology

The present study entitled "Early Childhood Care and Education: A Comparative Study of private and government schools in rajasthan" falls mainly within the purview of survey/research - studied through documentary analysis, survey method . The study was conducted through historical-cumdescriptive method of research Descriptive method helps in explaining the phenomenon in terms of the condition or relationships that exist, process that are ongoing, effects that are evident or trends that are developing. It also involves in a measurement, classification, interpretation and evaluation. This method requires data collection to conduct the study. Historical method was used to trace out the history of early childhood care and education (ECCE) in the globe including India after the formation of UNO. Government documents, reports and the administrative Annual reports of the government as well as of institutes and census reports were the primary sources of data. Descriptive method of research was used to explain the existing infrastructural facilities – both human and non-human – existing in private schools for providing early childhood care and education and views and perceptions of teachers and parents with respect to quality concerns.

Selection of Sample

The first step in investigating the Early Childhood Care and Education programmes in Rajasthan involved conducting a surveys of various schools and community based Early Childhood Care and Education (ECCE) programmes. A detailed list of private and government schools in Rajasthan was obtained from the Education Office in order to identify the preschools from rural, semi-urban and urban area of Rajasthan. Eighteen schools were selected from urban, semi-urban and rural area using the purposive sampling technique. Only those schools which were running pre-primary classes were included in the sample. Among eighteen schools, nine were government schools and nine were private schools. Of the groups of nine, three were from rural, three from semi-urban and three from urban areas. From each school eight children, four girls and four boys aged 48-50 months were selected using purposive sampling method. The selection was done with the help of the class teachers and principals.

Finding

The survey of the environment of the ECCE centres in the rural and semi-urban areas of Rajasthan brings to light the fact that ECCE centres lack the essentials for optimal child development such as good or appropriate buildings and class rooms, safe outdoor play environment, separate rooms for activities and play rooms, toys other resources which help teach colour recognition, size shapes, puzzles for creative development, toys and games requiring refined movements, at least 10 children's book, real or toy musical instruments, display of child's art work, and toys that teach the name of animals and birds. Most important of all, trained and qualified pre-school teachers in government schools do not follow the technique they have learned and although they are trained their teaching methods are still not child centred but teacher oriented.

The problems faced by the ECCE programs of urban, semi-urban and rural areas are, inadequate infrastructure due to minimal funds, unqualified and poorly skilled staff such as teachers and Aya didis, lack of services for the children in ECCE centres, lack of knowledge and skill in caring the children by workers.

In my research work 18 schools were observed. In the physical set up domain only 2 private schools were excellent and other 9 were good. Of these nine schools, 4 were private schools and 5 were government schools. Quality of school buildings, class rooms and indoor outdoor space of government schools was good compared to private schools running in rented buildings. But in sanitary facilities, class room arrangement, and in indoor equipment private schools were good as compared to government schools. Compared to government schools private schools had neat and clean surroundings though space was not enough for the children. In health and hygiene practices and facilities only 1 private school was excellent and other 3 schools were good. Among three one was a government school and 2 were private schools. Other 14 were poor in health and hygiene domain. There was no lunch or Tiffin program in almost all sampled schools. Only in two private schools there was a lunch program in the school and it was well managed. The school management was aware of the importance of nutrition and neatness and cleanliness in the feeding program. In one private school which has only pre-primary classes, school-provided Tiffin was quite expensive and it was compulsory. In another school also it was compulsory but not so expensive and quality of food also good. In conceptual /curricular content, private schools were excellent in different activities compared to government schools. Though government schools have enough spaces for the children to play, the teacher does not follow the daily time schedule and they do not give much time for physical activities. But in private schools teachers give ample time to the children for physical and other activities. Compared to rural schools, urban school teachers were more active and give much more attention to children in both government and private school. This was due to urban parents being much more aware and demanding than rural parents. These results explicitly demonstrate that the school environment was not favorable and in accordance with the requirements. Government is spending a lot of money to improve the quality of buildings, library, science laboratories, toilets, and other physical facilities but money is not used properly.

Government Schools of Rajasthan

In some semi-urban and urban government schools there are lots of learning and playing materials in the class room and classrooms are also arranged according to ECCE curriculum but trained teacher still followed traditional primary school teaching methods. In the traditional method, the teacher commonly uses teacher directed teaching styles which focus on text book and examination. While schools especially Government schools are expected to meet the needs of National Curriculum, teachers often spend significant amount of time on tasks other than teaching. Most of the teachers use traditional method of teaching in spite of the fact that they had received a short training (2 to 3 weeks) for primary classes or early childhood development. In most of the rural government schools pre-primary classes teaching materials and toys are scarce and stationery condition is extremely poor. In the government schools most of the children are from low income family, so the parents are not in a position to provide essential stationery for the children.

In the class rooms children's activities are either unstructured or very controlled. There is no respectful behaviour towards children. In general teachers ignore children's desires, wishes and needs. They are only concerned about teaching 3Rs and giving homework to the children. In most of the Government schools, ECCE training is provided to permanent primary school teachers who already have a lot of experience, in a traditional environment and is, as such, reluctant to adopt new teaching practice. Thus, even after receiving training, the teacher does not follow the techniques learned during the training period. According to various studies ninety percent of primary school buildings of Rajasthan are not suitable for students from the standpoint of learning environment.

Private Schools of Rajasthan

A private school is generally seen as an institution that provides education of better quality and parents have to spend lots of money for their child's education. Private schools have been established on a massive scale, not only in towns but also in remote villages. In the absence of a clear policy these private schools choose their own management system and set their own policies for student fees and teacher salaries. Their costs seem to be decided without a clear basis and appear to be motivated by profitability. The Education is focused on the successful achievement of Tenth Standard, (SLC) examination results.

More than 80 percent of children from private schools pass the SLC (School Leaving Certificate) examination while the results of government school children are very poor. Very few government schools have adequate facilities for different subjects such as science and computer, etc. Private schools use English as a language of instruction whereas government schools teach in Hindi. The rise of English as a prerequisite for social and economic inclusion is a major phenomenon in Rajasthan today. English language has become a necessary qualification in every field so the private schools have moved forward quickly to meet this need and government school have been left behind.

In private schools teacher teaches and speaks in English with the children and parents love to hear their children speak English.. Some private schools in rural areas charge a monthly fee not much higher than government schools- which charge all the money on admission but quality of education is much better than government school so parents are attracted to such type of private schools in rural areas.

Conclusion

The conclusion from this is not that one should be content with programs of lesser quality but it does suggest that outcomes can be obtained in less than high quality programs. Also where budgets are extremely limited but inequities are great promoting high quality programs available to only a few can only increase inequities. In brief, it would be unfortunate to put all our emphasis on quality defined in terms of outcomes, however measured. Many factors and numerous environments influence outcomes and it is hard to know how much to accredit to programmes and how much to family and community environments. A child lives in the present and should be entitled to positive and enjoyable experiences in the immediate environments in which she or he learns and develops. To give priority and importance to the ECCE programme and to recognize the importance of the child the government must make both policy and budgetary allocations to this sector and demand more accountability. Trained teachers and caregivers must be paid well and greater accountability demanded of them. Regular and fair monitoring must be done to promote and evaluate the quality of ECCE programmes. Parental awareness programmes must be conducted before starting any ECCE programme especially in the remote and rural areas of Rajasthan. When parents, caregivers, teachers and other adults understand the value of ECCE programmes for their children then and only then can they be sustained and run well.

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Impact of NEP-2020 on higher Education

Naween Kumar Pareek

Assistant Prof. (English)

Govt. Girls College, Sardarshahar

District – Churu

Dr. Mrityunjay Kumar Pareek

Principal

Mittal Girls College, Sardarshahar

District – Churu

The National education policy 2020 (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning. It has been crafted consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. Thus, providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP 2020. The new policy replaces the previous National Policy on Education, 1986 and forms a comprehensive framework to transform both elementary and higher education in India by 2040.

The NEP 2020 calls for key reforms in both school and higher education that prepare the next generation to thrive and compete in the new digital age. Thus, there is much emphasis upon multidisciplinary, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure in the document.

Higher Education in NEP 2020

The NEP 2020 was conceived to raise the Gross Enrolment Ratio (GER) from the current 26 percent to 50 percent by 2030 in the higher education space. It aims at building the overall personality of students by strengthening infrastructure for open and distance learning, online education and increasing the use of technology in education.

Moreover, the National Research Foundation (NRF) will be set up to boost research work in the country. A National Accreditation Council (NAC) envisaged as a single regulator for higher education institutions across the country will be established. The Higher Education Council of India (HECI) will have multiple verticals to fulfill various roles. Efforts will be undertaken to set up a National Recruitment Agency for all government recruitment exams, and a Common Eligibility Test (CET) for various recruitment exams of the same level.

Moreover, the courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards.

Accreditation in Higher Education

Regulatory mechanisms of higher education would have “accreditation” conducted by an independent body amongst other key functions. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning.

The accreditation scheme for improving credibility of Learning Service Provider (LSP) has been developed by National Accreditation Board for Education and Training (NABET), Quality Council of India (QCI) under Department of Industrial Promotion and Internal Trade (DPIIT), Ministry of Commerce and Industries, Government of India. Accreditation ensures Quality Assurance of Trainer/Faculty, Infrastructure; Program Design (Development and Delivery); Training Management System (3 Dimensions: Hardware, Software, Humanware / Skinware).

Research and Innovation in Higher Education

One of the key thrust areas of NEP 2020 is to encourage high R&D investments from government and private sectors. This will encourage innovation and innovative mindsets. To facilitate the same, there is a need for a strong industry commitment and close intervention with academia for industry led skilling / upskilling/ reskilling.

Further, it becomes pertinent to inculcate the skill sets for driving knowledge about “Intellectual Property Rights (IPR)” and its protection for delivering benefits from it.

The National Education Technology Forum (NETF)

The NETF envisaged to be established under NEP 2020 is a step in the right direction. The hosting of Quality Ed-Tech tools in all the dimensions of teaching-learning delivery would enable institutions of learning

to adapt quickly. The emphasis needs to be towards hosting indigenous Ed-Tech tools on “open-source development platforms” with built-in cyber security resilience to ensure ‘privacy & security’ besides adherence to cyber security standards, adoption of firewalls and Intrusion Detection System (IDS) from external threats and vulnerabilities. This will secure the ‘personal privacy of individual students.’

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National Education Policy (NEP) 2020: Roadmap to a New India in the 21st Century

Dr. Mahendra Thory

Assistant Professor (Sociology)

Govt. Dungar College, Bikaner (Rajasthan)

Abstract:

The New National Education Policy (NEP) 2020, heralded as a landmark reform, holds significant potential to transform India's educational landscape in the 21st century. This paper critically examines the policy, its goals, and the transformative changes it aims to bring, particularly in the context of India's commitment to the Sustainable Development Goals (SDGs). NEP 2020 aligns closely with several SDGs, particularly SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action). However, despite its transformative potential, NEP 2020 has faced criticisms, including concerns about centralization, language policy, implementation challenges, financing, and equity. Addressing these criticisms requires a nuanced understanding of India's educational landscape, a commitment to dialogue, and effective implementation strategies. With careful planning, NEP 2020 can serve as a roadmap to a new India, fostering an inclusive, equitable, and quality education system that contributes to sustainable development in the 21st century. The success of NEP 2020 will largely depend on how effectively the challenges are addressed in the implementation phase, ultimately ensuring that education serves its fundamental purpose: to provide equitable access to quality learning for all. The present article attempts a critical evaluation of this new education policy with making a strong case for its effective implementation if it is to be a transformative force in the educational landscape of India.

Introduction

The NEP 2020 was conceived in the backdrop of a rapidly changing global landscape, marked by advancements in technology, increasing globalization, and the urgent need for sustainable development. Recognizing these shifts, the policy sought to overhaul India's education system, shifting away from rote learning towards a more holistic, flexible, and multidisciplinary approach that emphasizes critical thinking, creativity, and ethical and constitutional values.

The policy offers a comprehensive vision for the transformation of India's education system, encompassing all levels of education from early childhood to higher education. Its vision is anchored in the principles of Access, Equity, Quality, Affordability, and Accountability. It aims to ensure that quality education reaches students across the social and economic spectrum, fostering an inclusive and equitable education system.

Moreover, the NEP 2020 recognizes the importance of leveraging education to achieve sustainable development. It aligns closely with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), reflecting a global commitment to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

This paper aims to critically examine the NEP 2020, its goals, and the transformative changes it aims to bring about. It will explore the policy's potential to contribute to the SDGs and address the criticisms it faces. It will delve into the implications of the policy for various dimensions of India's education system, including human capital, demographic dividend, national unity and integration, and the knowledge economy. The paper will also explore the policy's alignment with national missions like Skill India, Digital India, and Make in India.

As we navigate the complexities of the 21st century, the NEP 2020 has the potential to serve as a roadmap to a new India - an India where every individual has access to quality education, where education fosters sustainable and inclusive development, and where India emerges as a global knowledge superpower. This paper is a step towards understanding this potential and the challenges that lie ahead, offering insights into the journey of transforming India's education system in the 21st century.

Making sense of NEP 2020: Spotlighting the key highlights

Making sense of India's New Education Policy (NEP) 2020 requires a deep dive into its key provisions and implications. One of the major objectives of this policy is to address the five critical pillars of education: Access, Equity, Quality, Affordability, and Accountability. Here are some key highlights:

School Education under NEP 2020: Landmark Changes

The New Education Policy (NEP) 2020, a significant educational reform in India, provides an overarching vision for transforming the education sector to meet the challenges of the 21st century. While it covers all aspects of education, this section focuses on the key highlights of NEP 2020 in the field of school education.

Early Childhood Care and Education (ECCE)

The NEP 2020 recognizes the crucial role of early childhood care and education in shaping a child's future. The policy introduces a new structure for school education, referred to as 5+3+3+4, which includes five years of foundational stage (3 years of pre-primary school and grades 1 and 2), three years of preparatory stage (grades 3 to 5), three years of middle stage (grades 6 to 8), and four years of secondary stage (grades 9 to 12). This structure recognizes the significance of the formative first eight years of a child's life for cognitive development.

Universal Access and Retention

The policy emphasizes the importance of universal access to education, aiming to bring back dropouts into the mainstream by offering alternative and innovative education centers. It focuses on minimizing the gaps in the attainment levels of students coming from different socio-economic backgrounds.

Foundational Literacy and Numeracy

NEP 2020 prioritizes the achievement of foundational literacy and numeracy by all students by grade 3. A National Mission on Foundational Literacy and Numeracy will be set up to achieve this goal, recognizing the role of foundational literacy and numeracy in enhancing learning outcomes.

Curriculum and Pedagogy

The NEP 2020 proposes a transformation in the curriculum and pedagogy to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, importantly, enjoyable. The curriculum will include a strong emphasis on critical thinking, creativity, and ethics.

Multilingualism

The policy promotes multilingualism and the power of language in teaching and learning. The medium of instruction until at least grade 5, and preferably till grade 8 and beyond, will be home language/mother-tongue/local language/regional language.

Assessment Reforms

NEP 2020 proposes a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

Teacher Education and Professional Development

NEP 2020 emphasizes the need for highly qualified, professionally trained, well-supported, and motivated teachers. It proposes a new and comprehensive teacher preparation and development program, including stringent requirements for attaining a teacher's position.

Inclusive Education

The policy reaffirms the commitment to the inclusion and full participation of all students, including children with disabilities. Special emphasis has been given to Socially and Economically Disadvantaged Groups (SEDGs) to prevent discrimination and to promote their inclusion in the mainstream.

School Governance

NEP 2020 proposes changes in the governance of schools, aiming at a more decentralized model. Schools will be organized into school complexes, ensuring resource sharing and promoting community participation.

Integration of Technology

Recognizing the role of technology in enhancing learning outcomes, NEP 2020 emphasizes its integration in education. This includes the use of technology for teaching, learning, assessment, teacher training, and for the management of the educational system.

Vocational Education

The policy introduces vocational education starting from the middle school level, with a focus on 'learning by doing' and internships, to help students acquire practical skills that can promote sustainable livelihoods.

Art and Sports Integration

NEP 2020 recommends the integration of art and sports in the curriculum to enhance students' creativity, health, well-being, character, and holistic development. It aims to minimize the rote learning method that is prevalent in the current system.

Higher Education under NEP 2020: Landmark Changes

This section explores the key changes introduced by NEP 2020 in the field of higher education in India.

Holistic and Multidisciplinary Education

One of the most significant changes proposed by NEP 2020 is the shift towards a more holistic and multidisciplinary approach to higher education. The policy aims to break down the rigid separation of disciplines and offers a more comprehensive education with a flexible curriculum. Students will have the flexibility to choose subjects across disciplines, promoting a broader understanding of the world and fostering the ability to think critically and creatively.

Revamping the Undergraduate Program

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period. A certificate after completing 1 year, a diploma after 2 years, a Bachelor's degree after a 3-year program and Bachelor's with Research after a 4-year program. This provides a certain degree of flexibility and autonomy to the students.

Creation of Multidisciplinary Education and Research Universities (MERUs)

The policy envisions setting up MERUs, at par with IITs, IIMs, to attain the highest global standards in quality education. These universities will aim to become the centers of multidisciplinary teaching and research, setting the highest standards for multidisciplinary education across India.

Phasing out Affiliation System

The policy aims to end the affiliation system in the next 15 years and provide graded autonomy to colleges. This is expected to grant more freedom to colleges to innovate and improve academic and institutional quality.

Research-Intensive and Teaching-Intensive Universities

Higher education institutions will be clearly categorized into three types: Research-intensive Universities, Teaching-intensive Universities, and Autonomous degree-granting Colleges. Each will operate on the principles of autonomy, transparency, and good governance.

National Research Foundation (NRF)

The policy proposes to establish NRF, an apex body for fostering and strengthening a culture of research in the country. The NRF will fund competitive, peer-reviewed grant proposals of all types and across all disciplines.

Academic Bank of Credits

The Academic Bank of Credits is an innovative concept introduced in the policy. This digital bank will store the academic credits earned from various recognized higher education institutions so that the degrees can be awarded taking into account the credits earned by students. This will allow students to take sabbaticals for internships or competitive exams without worrying about getting delayed for a degree.

Teacher Education

NEP 2020 emphasizes improving the quality of teacher education by moving teacher preparation programs into multidisciplinary colleges and universities. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Regulation of Higher Education

The regulatory system of higher education will be distinct for regulation, accreditation, funding, and academic standard setting, and will be performed by independent bodies to eliminate conflicts of interest. The National Higher Education Regulatory Council (NHERC) will function as the single overarching regulatory body for higher education, excluding medical and legal education. The National Accreditation Council (NAC) will be responsible for accreditation, while the Higher Education Grants Council (HEGC) will carry out funding and financing of universities and colleges.

Internationalization of Education

NEP 2020 emphasizes on internationalization of education. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

Inclusion and Social Justice

NEP 2020 ensures that no one is denied the opportunity to acquire education. Financial support, scholarships, and other opportunities will be provided to the socio-economically disadvantaged groups for their access to higher education.

NEP 2020: Unpacking the potentials of the policy

Let's examine its potential in the context of human capital, demographic dividend, human values, cultural unity and integration, the realization of Sustainable Development Goals (SDGs), national missions like Skill India, Digital India, and Make in India, knowledge economy, etc.

Human Capital

Human capital refers to the skills, knowledge, and experience possessed by an individual or population, viewed in terms of their value or cost to an organization or country. NEP 2020, with its focus on holistic and multidisciplinary education, aims to develop well-rounded individuals with a broad set of skills and competencies. The policy's emphasis on foundational literacy and numeracy, critical thinking, problem-solving abilities, and digital literacy can significantly enhance India's human capital. Moreover, the focus on vocational education and skill development aligns education with the evolving needs of the job market, thus preparing students for the future of work.

Demographic Dividend

India is currently experiencing a demographic dividend, a period when the proportion of the working-age population is larger than the non-working-age population. This demographic advantage can translate into economic growth only if this young population is equipped with the necessary skills and knowledge. NEP 2020, with its learner-centric approach and emphasis on skill development and employability, holds the potential to capitalize on this demographic dividend.

Human Values and Cultural Unity

The policy underscores the importance of ethical and moral values, constitutional values, respect for diversity and the environment, and the promotion of a sense of social responsibility. It envisions developing enlightened citizenship in a multicultural country for a global digital age. The focus on multilingualism and the celebration of the unity of India in its diversity can foster cultural unity and national integration.

Realization of SDGs

NEP 2020 aligns well with several of the United Nations' Sustainable Development Goals (SDGs), especially SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The policy's emphasis on inclusivity, equity, quality, and lifelong learning resonate with this global commitment. It also contributes to other SDGs like SDG 5 (Gender Equality), through measures to ensure gender parity in education, and SDG 8 (Decent Work and Economic Growth), through its focus on vocational education and skill development.

Skill India

Skill India aims to empower Indian youth with employable skills. NEP 2020 complements this mission by integrating vocational education into the mainstream curriculum, starting from the middle school level. It promotes experiential learning and encourages internships to provide students with practical industry exposure. By focusing on foundational literacy and numeracy, the policy also ensures that students acquire essential skills from a young age.

Digital India

Digital India's goal is to transform India into a digitally empowered society. NEP 2020 aligns with this mission by advocating for the extensive use of technology in education. It emphasizes digital literacy as a crucial skill for the 21st century and proposes the creation of a National Educational Technology Forum to facilitate the integration of technology into teaching and learning.

Make in India

Make in India aims to make India a global manufacturing hub. NEP 2020 supports this mission by promoting a culture of research and innovation in educational institutions. It proposes the establishment of a National Research Foundation to fund research and innovation, which can drive technological advancement and industrial growth.

Knowledge Economy

A knowledge economy is characterized by the effective use of knowledge (information, skills, and expertise) to drive economic growth, innovation, and social development. The NEP 2020, with its emphasis on holistic learning, critical thinking, and digital literacy, is well-positioned to foster the growth of a knowledge economy in India.

NEP 2020- New or No Education Policy: Scrutinizing the New Education Policy 2020- Key Points of Criticism

The New Education Policy (NEP) 2020, with its sweeping reforms aimed at overhauling India's education system, has been hailed by many as a game changer. However, it has also drawn a fair amount of criticism. Critics have even dubbed it as "No Education Policy" arguing that it falls short in addressing some of the key issues plaguing the sector. This section seeks to unpack some of the major points of criticism.

Centralization and Autonomy

One of the most significant criticisms of NEP 2020 is its perceived tendency towards centralization. Critics argue that the policy vests a significant amount of control in the hands of the central government, potentially undermining the autonomy of educational institutions. They assert that the proposed regulatory bodies, such as the National Education Commission, could lead to excessive centralization, which may not be suitable for a diverse country like India with its unique regional educational needs.

Language Policy

NEP 2020's three-language formula has also sparked controversy. Critics argue that the policy's emphasis on the mother tongue as the medium of instruction until at least Grade 5 could disadvantage students when they transition to English or any other language later. There are also concerns about imposing Hindi on non-Hindi speaking states, although the policy does state that no language will be imposed on any state.

Implementation Challenges

The implementation of the NEP 2020 poses significant challenges. Critics argue that the policy, while ambitious, lacks clarity on how its various provisions will be implemented. For instance, the shift to a 5+3+3+4 structure from the existing 10+2 model requires massive restructuring at every level, from teacher training to curriculum development. Critics question whether there are sufficient resources and capacities to manage this transition effectively.

Financing Education

NEP 2020 proposes to increase public expenditure on education to 6% of GDP. However, critics point out that this goal was first proposed in 1968 and has never been achieved. They argue that without a substantial increase in investment, many of the policy's ambitious goals will remain unfulfilled.

Equity Concerns

The policy does not provide a concrete plan to address the lack of access to quality education for disadvantaged groups or to mitigate the digital divide that has been exacerbated by the COVID-19 pandemic.

While NEP 2020 presents a promising blueprint for transforming India's education system, these criticisms highlight the challenges that lie ahead. The success of the policy will depend largely on how effectively these challenges are addressed in the implementation phase. It is important to ensure that in its pursuit of excellence, the policy does not overlook the fundamental goal of education: to provide equitable access to quality learning for all.

The Way Forward: Addressing the Criticisms of New Education Policy 2020

The New Education Policy (NEP) 2020, with its vision of transforming India's education system, has been met with both praise and criticism. While the policy presents an ambitious blueprint, critics have raised concerns about potential pitfalls. Addressing these criticisms requires careful planning, open dialogue, and effective implementation strategies.

Balancing Centralization and Autonomy

One of the key criticisms of NEP 2020 is the perceived centralization of control. To address this, it's important to strike a balance between central oversight and institutional autonomy. While a degree of centralization can ensure standardization and quality control, excessive centralization can stifle innovation and fail to cater to regional needs.

In this regard, the proposed National Education Commission could play an important role in

Refining the Language Policy

The controversy surrounding the three-language formula and the emphasis on mother tongue instruction needs careful handling. The government could emphasize that the three-language formula is flexible and that no language will be imposed on any state.

Addressing Implementation Challenges

The significant structural changes proposed by NEP 2020 pose considerable implementation challenges. To address this, it would be beneficial to have a detailed implementation plan outlining the steps, timelines, and resources required for each change.

Securing Adequate Financing

While the goal of increasing public expenditure on education to 6% of GDP is commendable, it is crucial to ensure that this commitment is followed through. Adequate financing is key to realizing the ambitious goals set out in the policy. To this end, the government could explore various financing options, including increasing public expenditure, fostering public-private partnerships, and encouraging corporate social responsibility (CSR) contributions to education.

Promoting Equity

The policy's commitment to equity and inclusiveness should be backed by concrete measures to address educational disparities. This could include targeted programs for disadvantaged groups, initiatives to bridge the digital divide, and measures to ensure that quality education is accessible to all, irrespective of socio-economic status.

Concluding Remarks: NEP 2020: Roadmap to a New India in the 21st Century

The New Education Policy 2020 marks a significant step in the evolution of India's education system. It presents a transformative vision for India's educational future, with the potential to reshape the country's socio-economic fabric.

However, the success of this ambitious policy hinges on its effective implementation. Achieving the policy's objectives will require substantial investment, robust institutional infrastructure, well-trained educators, and a commitment to continuous evaluation and improvement. The NEP 2020 holds the promise of a brighter, knowledge-driven future for India, but realizing this vision will require sustained effort, time, and collective action. Indeed, if implemented effectively, the NEP 2020 could provide the roadmap to a new India in the 21st century, marking the dawn of an era of innovation, inclusivity, and prosperity.

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A Brief Introduction of N.E.P. 2020: Special Reference to Indian Language, Art and Culture.

Anurag Jhanwar

Assistant Professor (EAFM)

Govt. Bangur P.G. College,

Didwana (Raj.)

Abstract

Education leads to an overall development of a country. It is fundamental for achieving technological, social – economical, political potential. To seek the benefit of education the Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education as a fundamental right. Indian government has introduced education policy time to time to cope with global changes. Education policy are introduced as a bunch of guidelines or rules that motivated to improving the quality and access of education for everyone and foster the performance of teachers from primary to higher education.

Every country has their own education system which reflects their ideology, tradition and culture. India is a treasure house of culture, developed over the period of time, contributed and reflected in the form of arts, works of literature, linguistic expressions, customs, traditions, heritage sites, and more. To reap the benefit of its unique strength, India has taken various steps in new education policy 2020. In this paper efforts have been made to highlight key provision made in NEP 2020 which Promote Indian Languages, Arts, and Culture.

Key Words: - NEP 2020, Sustainable Development, Art & Culture, Education System

Introduction

"Education is the most powerful weapon which you can use to change the world". - Nelson Mandela

The National Education Policy (NEP) 2020 was released on July 30, 2020 to replace erstwhile Education Policy 1986. The Ministry of Human Resource Development (Now Education Ministry) had constituted a Committee for drafting the National Education Policy under the aegis of Dr. K. Kasturirangan (former chief of ISRO) in June 2017. The Committee submitted a draft NEP for public consultation in May 2019. India in 2015 adopted (SDG4) 2030 Agenda for Sustainable Development- seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such big task requires an education system which supports foster learning. The National Education Policy 2020 proposes action points/activities in school education, higher education to promote Indian language, art and culture. As we know world is undergoing rapid changes in every field of life especially in knowledge landscape. Provisions are made in this policy to make student adapt accordingly. Focus on our old age tradition is truly important for the nation’s identity as well as for its economy. India which has the highest young population in the world require new skilled labour, particularly in town planning ,biology, agriculture, chemistry, physic, climate science, and social science. To meet ever changing global demand and this is our responsibility to provide them high-quality educational with ethics.

Objectives of The Study

The National Education policy 2020 has taken several steps to improve the quality of the education system in India. The objective of present paper is to understand the NEP 2020 provision and analyze the policy document related to promotion of language, art & literature which pay attention on importance of Indian culture in education.

HIGHLIGHT OF POLICIES OF NEP 2020 TO PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE

1. Tourism identified as a thrust area for Indian economy. Every year Millions of people from around the world explore India to experiencing Indian hospitality, purchase Indian handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by

Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India", as per India's tourism slogan.

2. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would include touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their National Education Policy 2020. 55 history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.
3. High priority given to preservation and promotion of India's cultural wealth. Considered for the country, as it is truly important for the nation's identity as well as for its economy.
4. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.
5. A platform will be set up to store videos, dictionaries, recordings telling stories, reciting poetry, in all languages of India. People from across the country will be invited to contribute their talent in their local language and art. To motivate regular use of Indian languages in teaching and learning, Provision of scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established.
6. To ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages prizes will be given. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.
7. This policy emphasized on Indian arts of all kinds because arts form a major medium for imparting culture to enhance cognitive and creative abilities in individuals and increase individual happiness. So it must be offered to students at all levels of education, starting from primary education to higher education.
8. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'apnapan' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.
9. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and National

Education Policy 2020 54 translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

10. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.
11. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.
12. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

HEIs are encouraged to use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be motivated and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

13. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.
14. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with

suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

15. India will also urgently expand its translation and interpretation efforts in order to make high quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows
16. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy.
17. Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.
18. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.
19. Use of technology to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new spirit. Crowd sourcing, with extensive participation of the people, will play a crucial role in these efforts.
20. This policy recognizes importance of language academies for each of the languages mentioned in the Eighth Schedule of the Constitution of India. Academies will be established consisting of some of the greatest scholars and native speakers to National Education Policy 2020. Release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible.

These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

Conclusion:

Education is necessary aspect of human life it enable human to empower themselves to keep pace with ever changing situation. Indian government bring NEP 2020 after consultation of various stakeholders to cope themselves with new skills by focusing on its core values, it aims at making education system inclusive, holistic, flexible, multidisciplinary in line with 2030 sustainable development goal. Teachers play a central role in education from primary to higher education so teacher is given freedom with sense of responsibility to empower their student. Success on any policy is depending on how it's implemented. In India education is subject of concurrent list hence better cooperation is required between center and state government to achieve objective of new education policy in true sense.

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राष्ट्रीय शिक्षा नीति : आवश्यकता उद्देश्य एवं चुनौतियां

प्रो. एम.पी. काला

प्राचार्य,
एसएनडीबी राजकीय महाविद्यालय,
नोहर, जिला - हनुमानगढ़ (राज.)

डॉ. राजकुमार राठी,

सह-आचार्य (भूगोल)
राजकीय कला महाविद्यालय, चिमनपुरा

डॉ. संजीव कुमार बंसल

सह-आचार्य एवं विभागाध्यक्ष (एबीएसटी)
एसएनडीबी राजकीय महाविद्यालय, नोहर,
जिला - हनुमानगढ़ (राज.)

शिक्षा का शाब्दिक अर्थ है सीखने और सिखाने की क्रिया इस प्रकार हम कह सकते हैं कि किसी भी समाज में चलने वाली वह निरंतर प्रक्रिया जिसका उद्देश्य मानव की आन्तरिक शक्तियों का विकास करना और उसके व्यवहार में परिवर्तन लाना है।

गौरतलब है कि आजादी के बाद भारत में पहली शिक्षा नीति सन् १९६८ में पूर्व प्रधानमंत्री इन्दिरा गांधी के समय शुरू की गई थी, इसके बाद अगली (दूसरी) शिक्षा नीति राजीव गांधी की सरकार ने १९८६ में बनाई गई जिसमें नरसिम्हा राव सरकार ने १९९२ में कुछ बदलाव किये थे।

नई शिक्षा नीति २०२०, ३४ साल बाद देश में लागू की जा रही है। नई शिक्षा नीति का मसौदा तैयार करने के लिए इसरो के पूर्व प्रमुख के. कस्तूरीरंगन की अध्यक्षता में विशेषज्ञों की एक समिति गठित की गई जिसमें स्कूली शिक्षा लेकर उच्च शिक्षा तक कई बड़े बदलाव किये गये हैं। नई शिक्षा नीति के तहत देश की कुल जीडीपी का ६ प्रतिशत हिस्सा शिक्षा पर खर्च किया जायेगा।

राष्ट्रीय शिक्षा नीति में बदलाव की आवश्यकता-

- बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिए मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी।
- शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिए नई शिक्षा नीति की आवश्यकता थी।
- भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुंच सुनिश्चित करने के लिए शिक्षा के वैश्विक मानकों को अपनाने के लिए शिक्षा नीति में परिवर्तन की आवश्यकता थी।

राष्ट्रीय शिक्षा नीति-२०२० के प्रमुख उद्देश्य निम्नलिखित हैं -

१. **स्कूली शिक्षा में सुधार** - नई शिक्षा नीति में वर्तमान में सक्रिय १०+२ के शैक्षिक मॉडल के स्थान पर शैक्षिक पाठ्यक्रम को ५+३+३+४ प्रणाली के आधार पर विभाजित किया गया है।

नया फॉर्मेट	चरण	आयु	कक्षा स्तर
५	फाउण्डेशन स्टेज	३ से ६ वर्ष	आंगनबाड़ी
	फाउण्डेशन स्टेज	६ से ८ वर्ष	नर्सरी (प्री-प्राइमरी)
३	प्राथमिक शिक्षा	८ से १२ वर्ष	कक्षा ३ से ५
३	मध्यम स्तर	११ से १४ वर्ष	कक्षा ६ से ८
४	अंतिम स्तर	१४ से १८ वर्ष	कक्षा ९ से १२

२. **मूल्यों की शिक्षा** - सार्वभौतिक प्रकृति के मूल्यों की शिक्षा जो व्यक्तियों की समानता एवं एकता पर बल देकर अन्धकार, धर्मान्धता, हिंसा, अंधविश्वास और भाग्यवादिता के निराकरण पर बल देती है।

३. **विकलांगों की शिक्षा** - शारीरिक और मानसिक रूप से विकलांग व्यक्तियों को सामान्य समुदाय के साथ सहभागी बनाने में बल देना। विकलांगों के लिए व्यावसायिक प्रशिक्षक, अधिक विकलांगों के लिए जिला स्तर पर छात्रावास तथा स्वैच्छिक पर्यटनों पर विशेष जोर दिया जाएगा।

४. **अल्पसंख्यकों की शिक्षा** - अल्पसंख्यक समुदायों की शिक्षा का गुणात्मक और सामाजिक न्याय की दृष्टि से सर्वसाधारण योजना तैयार की जाएगी।
५. **अनुसूचित जातियों व जनजातियों की शिक्षा** - अनुसूचित जातियों के शैक्षिक विकास द्वारा गरीब परिवारों के बच्चों को स्कूल भेजने के लिए प्रलोभन, अनौपचारिक शिक्षा तथा छात्रवृत्ति योजना, निदानात्मक शिक्षण, शिक्षकों की नियुक्ति, छात्रावास सुविधा आदि उपलब्ध कराई जाएगी।
६. **शिक्षण प्रणाली में सुधार** - उच्चतर शिक्षा संस्थानों की उच्च गुणवत्तापूर्ण शिक्षण, अनुसंधान एवं सामुदायिक भागीदारी उपलब्ध करवाने के लिए उच्च साधन सम्पन्न एवं बहु विषयक संस्थानों में रूपांतरित किया जाएगा। पहले सरकारी स्कूलों में प्री-स्कूलिंग नहीं थी, बच्चा ६ वर्ष की आयु से बढ़ना प्रारम्भ करता था लेकिन अब ३ वर्ष से ही शिक्षा ECCE (Early Childhood Care and Education) द्वारा प्रारम्भ (आंगनबाड़ी के माध्यम से) है। पहले जहाँ कक्षा ११ से विषय चुन सकते थे अब छात्रों का कक्षा ९ से विषय चुनने की आजादी रहेगी। इसके साथ ही १०वीं एवं १२वीं बोर्ड परीक्षाओं में बदलाव कर अब वर्ष में दो बार (सेमेस्टर प्रणाली द्वारा) ऑब्जेक्टिव और सब्जेक्टिव फॉर्मेट में परीक्षा आयोजित की जाएगी।

६. **उच्च शिक्षा व्यवस्था में सुधार** - इस शिक्षा नीति से पहले की नीति के अन्तर्गत ३ या ४ वर्ष के डिग्री कोर्स में यदि कोई विद्यार्थी किसी कारणवश बीच में पढ़ाई छोड़ देता है तो उसे डिग्री नहीं मिलती थी जिससे पढ़ने का कोई महत्व नहीं होता था। नई शिक्षा नीति में निम्न परिवर्तन किये गये हैं -

- एक वर्ष की पढ़ाई पर - सर्टिफिकेट
- दो वर्ष की पढ़ाई पर - डिप्लोमा
- तीन या चार वर्ष पर - डिग्री

इसके अलावा जो छात्र हायर एजुकेशन नहीं चाहते हैं उनके लिए ग्रेजुएशन डिग्री ३ वर्ष की है किन्तु शोध अध्ययन करने वालों के लिए ग्रेजुएशन डिग्री ४ वर्ष की रहेगी। पोस्ट ग्रेजुएशन कोर्स में एक वर्ष बाद पढ़ाई छोड़ने का विकल्प रहेगा तथा इसमें ५ साल का संयुक्त ग्रेजुएट मास्टर कोर्स लाया जा रहा है।

७. **शिक्षकों से सम्बन्धित सुधार** - शिक्षकों को प्रभावकारी एवं पारदर्शी प्रक्रियाओं के जरिए भर्ती किया जाएगा तथा पदोन्नति भी अब योग्यता (शैक्षणिक प्रशासन व समय-समय पर कार्य प्रदर्शन का आंकलन) आधारित होगी। शिक्षकों के लिए राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष २०२२ तक राष्ट्रीय प्रोफेशनल मानक (NPST) तैयार किया जाएगा। नई शिक्षा नीति में यह व्यवस्था की गई है कि प्रत्येक स्कूल में शिक्षक-छात्रों का अनुपात ३०:१ से कम हो तथा सामाजिक-आर्थिक रूप से वंचित बच्चों की अधिकता वाले क्षेत्रों के स्कूलों में यह अनुपात २५:१ से कम हो।

प्रत्येक शिक्षक से अपेक्षित होगी कि वह स्वयं व्यावसायिक विकास के लिए स्वेच्छा से प्रत्येक वर्ष ५० घण्टों का सतत व्यावसायिक विकास (CPD) कार्यक्रम में हिस्सा ले साथ ही शिक्षकों को गैर-शिक्षण गतिविधियों से सम्बन्धित कार्यों में शामिल न करने का सुझाव भी दिया गया है। राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा NCERT के परामर्श के आधार पर 'अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा (NCFTE-२०२१) का निर्माण किया गया है।

८. **त्रिभाषा सूत्र क्रियान्वयन सम्बन्धी सुधार** - राष्ट्रीय शिक्षा नीति-२०२० में त्रिभाषा सूत्र यानि कि हिन्दी, अंग्रेजी और स्थानीय भाषाओं में पढ़ाई करवाई जाएगी इसके तहत कक्षा ५ तक की पढ़ाई मातृभाषा/स्थानीय या क्षेत्रीय भाषा में करवाई जाएगी जिसमें अंग्रेजी भाषा की अनिवार्यता (मैक्याले पद्धति) समाप्त होगी। स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परन्तु किसी भी छात्र पर भाषा के चुनाव को थोपा नहीं जायेगा। ई-पाठ्यक्रम क्षेत्रीय भाषाओं में विकसित किए जाएंगे। बधिर छात्रों के लिये राष्ट्रीय और राज्य स्तर पर पाठ्यक्रम सामग्री विकसित की जाएगी तथा भारतीय संकेत भाषा को पूरे देश में मानकीकृत किया जाएगा। ९वीं कक्षा से विद्यार्थी को विदेशी भाषाओं को भी सीखने का विकल्प मिलेगा।

९. **उच्च शिक्षा एवं खुला विश्वविद्यालय** - उच्च शिक्षा कार्यक्रमों को विशेषज्ञता की मांग को ध्यान में रखते हुए पुनर्गठित किया जायेगा। विश्वविद्यालय में शोध के लिए अधिक सहायता उपलब्ध कराई जाएगी। वर्ष २०३० तक प्रत्येक जिले में या उसके समीप कम से कम एक बड़ा बहु-विषयक उच्चतर शिक्षा संस्थान स्थापित किया जायेगा।

Higher Education Commission of India (HECI) के कार्यों के प्रभावी और प्रदर्शितापूर्ण निष्पादन के लिये चार संस्थानों/निकायों का निर्धारण किया गया है।

- विनियम हेतु - राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद (NHERC)
- मानक निर्धारण हेतु - सामान्य शिक्षा परिषद (GEC)
- वित्त पोषण हेतु - उच्चतर शिक्षा अनुदान परिषद (HEGC)
- प्रत्यायन हेतु - राष्ट्रीय प्रत्यायन परिषद् (NAC)

१९८५ में स्थापित इन्दिरा गांधी राष्ट्रीय खुला विश्वविद्यालय को समृद्ध किया जाएगा। देश के जो युवा किसी संस्था में नियमित रूप से अध्ययन नहीं कर सकते उन्हें छट्टे (National Institute of Open Schooling) और राज्यों के ओपन स्कूलों द्वारा चलाए जा रहे ODL (Open and Distance Learning) कार्यक्रम से जोड़कर पढ़ाया जाएगा। कक्षा ३, ५ व ८ के लिए राष्ट्रीय खुला विद्यालय संस्थान (NIOS) के द्वारा ओपन लर्निंग की व्यवस्था की जायेगी।

राष्ट्रीय शिक्षा नीति - २०२० से सम्बन्धित प्रमुख चुनौतियां निम्नलिखित है -

१. **महंगी शिक्षा** - नई शिक्षा नीति में विदेशी विश्वविद्यालयों के प्रवेश का मार्ग प्रशस्त किया गया है। विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों के प्रवेश से भारतीय शिक्षण व्यवस्था महंगी होने की संभावना है। परिणामस्वरूप निम्न वर्ग के छात्रों के लिए उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो जाएगा।
२. **शिक्षा का संस्कृतिकरण** - दक्षिण भारतीय राज्यों का यह आरोप है कि त्रि-भाषा सूत्र से सरकार शिक्षा का संस्कृतिकरण करने का प्रयास कर रही है। इस सिलसिले में तमिलनाडु सरकार का ताजा कदम चिंता बढ़ाने वाला है। तमिलनाडु सरकार ने राज्य में छम्ह लागू नहीं करने का फैसला किया है। इसके बाद विपक्षी पार्टियों की हुकूमत वाले दूसरे राज्यों में भी ऐसे ही फैसले लिए जाने की आशंका बढ़ गई है। जाहिर है छम्ह को जमीन पर उतारने के लिए केन्द्र और राज्यों के बीच के आंकड़े ठीक करना निहायत जरूरी है।
३. **उच्च अध्ययन में ड्रॉप आउट्स बढ़ने की सम्भावना** - राष्ट्रीय शिक्षा नीति २०२० के अनुसार, स्नातक की पढ़ाई पूरी करने के इच्छुक छात्रों को चार साल की पढ़ाई करनी होती है, जबकि कोई भी आसानी से दो साल में अपनी डिप्लोमा की डिग्री पूरी कर सकता है। यह छात्र को पाठ्यक्रम को बीच में छोड़ने के लिए प्रोत्साहित कर सकता है।
४. **फण्डिंग सम्बन्धी जांच का अपर्याप्त होना** - कुछ राज्यों में अभी भी शुल्क सम्बन्धी विनियमन मौजूद है, लेकिन ये नियामक, प्रक्रियाएं असीमित दान के रूप में मुनाफाखोरी पर अंकुश लगाने में असमर्थ है।
५. **वित्तपोषण** - वित्तपोषण का सुनिश्चित होना इस बात पर निर्भर करेगा कि शिक्षा पर सार्वजनिक व्यय के रूप में GDP के प्रस्तावित ६ प्रतिशत खर्च करने की इच्छाशक्ति कितनी सशक्त है। ये अजीब विडंबना है कि जिस साल NEP का आगाज हुआ उसी साल केन्द्रीय बजट में शिक्षा क्षेत्र के आवंटन में कमी आ गई। २०२०-२१ में केन्द्र का शिक्षा बजट ९९३११ करोड़ रु. था जिसे २०२१-२२ में ६ प्रतिशत घटाकर ९३२२४ करोड़ रु. कर दिया गया।
६. **संसद की अवहेलना** - विपक्ष का आरोप है कि भारतीय शिक्षा की दिशा तय करने वाली इस नीति को अनुमति देने में संसद की प्रक्रिया का उल्लंघन किया गया। पूर्व में राष्ट्रीय शिक्षा नीति १९८६ थी संसद के द्वारा लागू की गई थी।
७. **मानव संसाधन की कमी** - वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति २०२० के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएं भी है।

निष्कर्ष

निष्कर्ष की दृष्टि से कहे तो NEP २०२० सचमुच हर लिहाज से एक क्रांतिकारी दस्तावेज है इस नीति के तहत तमाम दूसरे मसलों के साथ-साथ शैक्षणिक मुद्दों और ढांचागत विषमताओं के निपटारे पर जोर दिया गया है इसमें २१वीं सदी में भारत की जरूरतों के मद्देनजर शिक्षा को व्यापक और सुलभ बनाने और छात्रों को भावी मांग के हिसाब से तैयार करने का खांका खींचा गया है इसके साथ ही NEP के सामने शिक्षा जगत की अनेक समस्याओं से निपटने की कठिन

चुनौती भी है। निश्चित रूप से भारत अपनी युवा आबादी का लाभ उठाना चाहता है। साथ ही तेज गति से बढ़ती ज्ञान-आधारित अर्थव्यवस्था में पैदा होने वाले अवसरों को भी हम अपने फायदे के लिए इस्तेमाल करना चाहते हैं। ऐसे में नई शिक्षा नीति का प्रभावी रूप से अमल करना निहायत जरूरी हो जाता है छम्ह देश का कायापलट करने की क्षमता रखती है। यही वजह है कि महामारी से जुड़ी तमाम चुनौतियों के बावजूद केन्द्र सरकार ने इसकी गंभीरता और मकसद को समझते हुए तत्काल कई कदम उठाए हैं हालांकि अभी NEP को एक लम्बा रास्ता तय करना है राज्य, जिला और निजी क्षेत्र समेत विभिन्न सम्बन्धित पक्षों के बीच तालमेल और सहयोग कायम करने की जरूरत होगी इसके साथ ही राज्यसत्ता की कमजोर क्षमता और वित्तीय संसाधनों की उपलब्धता से जुड़ी समस्याओं से भी पार पाना होगा भारत का शैक्षणिक तंत्र नए विचारों और नवाचारों को आसानी से स्वीकार नहीं करता। इस लिहाजे से ठोस कदम की जरूरत होगी।

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श्रीमती वीणा

विभागाध्यक्ष एवं सह आचार्य (रसायन शास्त्र)

श्रीमती नर्बदा देवी बिहानी

राजकीय स्नातकोत्तर महाविद्यालय, नोहर (हनुमानगढ़)

सारांश

नई शिक्षा नीति—२०२०, २१वीं शताब्दी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए अनिवार्य आवश्यकताओं को पूरा करना है। यह शिक्षा नीति प्रत्येक व्यक्ति में निहित रचनात्मक क्षमताओं के विकास पर विशेष जोर देती है। हमारे देश में ज्ञान, प्रज्ञा और सत्य की खोज को भारतीय विचार परम्परा और दर्शन में सदा सर्वोच्च मानवीय लक्ष्य माना जाता रहा है। इतिहास बताता है कि तक्षशिला, नालंदा, विक्रमशिला और वल्लभी जैसे प्राचीन भारत के विश्वस्तरीय संस्थानों ने अध्ययन के विविध क्षेत्रों में शिक्षण एवं शोध के ऊँचे प्रतिमान स्थापित किए थे तथा ना केवल भारत बल्कि अन्य देशों से आने वाले विद्यार्थियों और विद्वानों को लाभान्वित किया था। यह नीति उच्च शिक्षा व्यवस्था में बदलाव करने तथा नवाचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है। प्रारम्भिक शिक्षा से लेकर ऐसी उच्च शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु विषयक विश्वविद्यालय एवं महाविद्यालय हों तथा इसमें मुख्य आकर्षण बहु विषयक विश्वविद्यालय एवं महाविद्यालय हैं जिसमें प्रत्येक जिले में अथवा उसके आसपास कम से कम एक विद्यार्थी पाठ्यक्रम, शिक्षाशास्त्र, बेहतर छात्र अनुभव के लिए मूल्यांकन और समर्थन, एक महत्वपूर्ण भाग है। उच्च शिक्षा के विखण्डन को समाप्त करना, छात्रों के सीखने के लिए विद्वानों तथा साथियों के समुदाय का निर्माण, विषयों के बीच की खाइयों को पाटना, छात्रों में मानसिक, कलात्मक, रचनात्मक, विश्लेषणात्मक और खेल जैसे चहुमुखी विकास करना साथ ही बहुविषयक शिक्षा व्यवस्था मनुष्य की सभी क्षमताओं जैसे बौद्धिक, सौन्दर्यात्मक, सामाजिक, शारीरिक, भावनात्मक तथा नैतिक को एकीकृत तरीके से विकसित करना, नई शिक्षा नीति—२०२० का प्रमुख लक्ष्य है।

मुख्य शब्द: रचनात्मक, सर्वोच्च, चुनौतियाँ, बहु विषयक, चहुमुखी

परिचय

नई शिक्षा नीति—२०२० (एनईपी २०२०), २९ जुलाई २०२० को भारत सरकार के केंद्रीय मंत्रिमंडल द्वारा अनुमोदित किया गया है। भारत की नई शिक्षा प्रणाली के दृष्टिकोण को रेखांकित करती है। नई शिक्षा नीति प्राथमिक शिक्षा से उच्च शिक्षा के साथ-साथ ग्रामीण और शहरी भारत दोनों में व्यावसायिक प्रशिक्षण के लिए एक विस्तृत रूपरेखा तैयार करती है। इस शिक्षा नीति का उद्देश्य भारत की शिक्षा प्रणाली को बहुआयामी बनाना तथा नवाचार करना है तथा धर्म, लिंग, जाति या पंथ के किसी भी भेदभाव के बिना, सभी को बढ़ने और विकसित होने के लिए एक समान मंच प्रदान करना और सभी को उच्च गुणवत्ता वाली शिक्षा प्रदान करके वर्तमान संप्राण ज्ञान समाज को बनाए रखना और उसकी देखरेख करना है। यह शिक्षा नीति भारतवर्ष को वैश्विक ज्ञान महाशक्ति बनाने की दिशा में भी एक कदम है। नई नीति में यह विचार किया गया है कि हमारे संस्थानों के समान पाठ्यक्रम और शिक्षाशास्त्र को छात्रों में मौलिक कर्तव्यों के प्रति सम्मान की भावना पैदा करनी चाहिए और संवैधानिक मूल्यों, अपने देश और एकबदलती दुनिया के साथ एक संबंध पैदा करना चाहिए। इस नीति का नजरिया शिक्षार्थियों के बीच ज्ञान, कौशल, आत्मविश्वास, बुद्धि और कर्म के साथ न केवल विचार बल्कि मूल्यों और दृष्टिकोणों में भी विकास करना है, जो मानव अधिकारों,

निरन्तर विकास और जीवन का समर्थन करते हैं और विश्व कल्याण के लिए एक उत्तरदायी प्रतिबद्धता, जिससे वास्तव में एक वैश्विक नागरिक प्रतिबिम्बित होता है।

स्वामी विवेकानन्द जी का कहना है कि “जिस अभ्यास से मनुष्य की इच्छा शक्ति और प्रकाश संयमित होकर फलदायी बने उसी का नाम है शिक्षा। विद्यार्थी की आवश्यकता के अनुसार शिक्षा में परिवर्तन होना चाहिए। हमें ऐसी शिक्षा चाहिए जिससे चरित्र बने, मानसिक विकास हो, बुद्धि का विकास हो और मनुष्य अपने पैरों पर खड़ा हो सके।”

उच्च शिक्षा मनुष्य तथा समाज के विकास में अतिआवश्यक भूमिका निभाती है। हमारे संविधान में भारत देश को एक ऐसे राष्ट्र के रूप में विकसित करने की परिकल्पना की गई है जहां सभी के लिए न्याय, स्वतन्त्रता, समानता एवं भाई-चारे का भाव हो। एक राष्ट्र के आर्थिक विकास और आजीविकाओं को स्थायित्व देने में उच्च शिक्षा महत्वपूर्ण योगदान देती है। इस शोध पत्र का मुख्य उद्देश्य उच्च शिक्षा के क्षेत्र में नई शिक्षा नीति २०२० में किए गए मुख्य नवाचारों पर प्रकाश डालना है। यह नीति स्कूल व उच्च शिक्षा दोनों में महत्वपूर्ण सुधारों की मांग करती है जो नई पीढ़ियों को आगे बढ़ने तथा नए युग की प्रतिस्पर्धा का डटकर सामना कर सकने के लिए तैयार करती है।

राष्ट्रीय शिक्षा नीति २०२० कहती है कि ज्ञान के परिदृश्य में पूरा विश्व में तेजी से परिवर्तन के दौर से गुजर रहा है। बिग डाटा, मशीन लर्निंग और आर्टिफिशियल इंटेलिजेंस जैसे क्षेत्रों में हो रहे बहुत से वैज्ञानिक और तकनीकी विकास के चलते एक और विश्वभर में एक कुशल कामगारों की जगह मशीनें काम करने लगेंगी और दूसरी ओर डाटा साइंस कंप्यूटर साइंस और गणित के क्षेत्रों में ऐसे कुशल कामगारों की जरूरत और मांग बढ़ेगी जो विज्ञान समाज विज्ञान और मानविकी के विविध विश्व में योग्यता रखते हों। जलवायु परिवर्तन, बढ़ते प्रदूषण और घटते प्राकृतिक संसाधनों की वजह से हमें ऊर्जा, भोजन, पानी, स्वच्छता आदि की आवश्यकता को पूरा करने के नए रास्ते खोजने होंगे और इस कारण भी जीव विज्ञान, रसायन विज्ञान, भौतिक विज्ञान, कृषि, जलवायु विज्ञान और समाज विज्ञान के क्षेत्रों में नए कुशल कामगारों की जरूरत होगी। महामारी और महामारी के बढ़ते उद्भव संक्रामक रोग प्रबंधन और टिकों के विकास में सहयोगी अनुसंधान और प्रणामी सामाजिक मुद्दे बहु विषय का अधिगम की आवश्यकता को बढ़ाते हैं।

नई शिक्षा नीति— २०२० (एनईपी २०२०) में भारतीय उच्च शिक्षा के क्षेत्र को बहुआयामी बनाने के लिए सुझाए गए नवाचार इस प्रकार हैं—

- ❖ श्रेष्ठता के भाव से विश्व स्तरीय शिक्षा : इसमें पूरी दृढ़ता से विश्व स्तरीय उच्च शिक्षा प्रणाली के निर्माण की अभिलाषा की गई है और माना गया है कि यह भारत के भविष्य के लिए और ज्ञान परक समाज के निर्माण के लिए बेमिसाल है।
- ❖ बहु-विषयक और सर्वांगीण शिक्षा : नई शिक्षा नीति में विज्ञान, तकनीकी, अभियांत्रिकी और चिकित्सा में अध्ययन के साथ-साथ कला, मानविकी और सामाजिक विज्ञान पर जोर देने के साथ एक सर्वांगीण विकास, बहु-विषयक तथा अंतर-अनुशासनात्मक शिक्षा के सिस्टम के निर्माण की परिकल्पना की गई है।
- ❖ नियामक प्रणाली में नवाचार: भारतीय उच्चतर शिक्षा आयोग (भूष) का गठन किया जाना जिसे चार स्वतन्त्र व्यवस्थाओं के रूप में स्थापित

१. पहला अंग : राष्ट्रीय उच्चतर शिक्षा विनियामक परिषद् (NHERC)

२. दूसरा अंग : राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद् (NAAC)

३. तीसरा अंग : उच्चतर शिक्षा अनुदान परिषद् (HEGC)

४. चौथा अंग : सामान्य शिक्षा परिषद् (GEC)

इन सभी संस्थाओं का मुख्य उद्देश्य स्वतन्त्र रूप से अपना काम करने के साथ साथ साझा उद्देश्यों की प्राप्ति के लिए तारतम्यता स्थापित करना है।

- ❖ अनुसंधान में सम्भावनाओं पर जोर : इसमें अनुसंधान और नवाचार की संस्कृति पर जोर दिया गया है, जो भविष्य में उच्च शिक्षा की कल्पना के लिए केंद्र बिंदु है तथा राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना के माध्यम से अनुसंधान के लिए महत्वपूर्ण धन प्रोत्साहन और अनुदान बनाने का प्रयास किया गया है।
- ❖ श्रेष्ठ संकाय का चयन : संकाय सदस्य उच्च शिक्षा प्रणाली का सबसे महत्वपूर्ण केन्द्र हैं। इसमें मेंटरिंग, रिटेंशन, प्रोत्साहन, उपलब्धियों और संकाय विकास कार्यक्रमों पर विशेष ध्यान के साथ श्रेष्ठसंकाय की भर्ती के लिए मार्ग प्रशस्त किया गया है।
- ❖ शैक्षणिक स्वतंत्रता तथा लचीला पाठ्यक्रम: इसमें आज की कठोर अनुशासनात्मक सीमाओं को हटाकर तथा आजीवन सीखने की संभावनाओं को बढ़ाने के लिए पर्याप्त शैक्षणिक स्वतन्त्रता प्रदान करना तथा पाठ्यक्रम को लचीला बनाया गया है।
- ❖ समग्र एवं बहुविषयक शिक्षा : इस नीति में समग्र एवं बहुविषयक शिक्षा के लिए आई.आई. टी., आई. आई. एम. आदि की तर्ज पर बहुविषयक शिक्षा और शोध विश्वविद्यालय नामक मॉडल सार्वजनिक विश्वविद्यालय की स्थापना की परिकल्पना की गई है। जिसका उद्देश्य गुणवत्तापूर्ण शिक्षा में उच्चतम वैश्विक मानकों को स्थापित करना है।
- ❖ मूल्य आधारित शिक्षा : इस नीति में बहुविषयक शिक्षा के विचार को धरातल पर लाने के लिए उच्च शिक्षण संस्थानों में लचीले और नवीन पाठ्यक्रम में क्रेडिट आधारित पाठ्यक्रम, सामुदायिक जुड़ाव और सेवा, पर्यावरण शिक्षा जैसी मूल्य आधारित शिक्षा की परिकल्पना की गई है, जिसमें जलवायु परिवर्तन, प्रदूषण, अपशिष्ट प्रबन्धन, स्वच्छता, जैविक विविधता का संरक्षण एवं प्रबन्धन, वन्य जीव संरक्षण आदि इसके अभिन्न अंग होंगे।
- ❖ राजकीय अनुदान और निजी सहयोग का समन्वय: इसने उच्च शिक्षा में जीडीपी निवेश में वृद्धि के साथ वित्त पोषण की रूपरेखा को मजबूत किया है और निजी सहयोग पर जोर देते हुए राजकीय और निजी दोनों क्षेत्रों की भूमिका को नीति में प्रमुख स्थान दिया गया है।
- ❖ अंतर्राष्ट्रीयकरण और डिजिटलीकरण : इसमें दुनिया भर के प्रमुख विश्वविद्यालयों के साथ वैश्विक भागीदारी को बढ़ावा देने के लिए अंतर्राष्ट्रीयकरण को प्रमुखता से रखा है। इसमें विश्वविद्यालयों की मान्यता और विश्व स्तर पर रैंकिंग भी शामिल है। इसमें उच्च शिक्षा के डिजिटलीकरण के लिए महत्वपूर्ण समर्थन और ऑनलाइन शिक्षा को बढ़ावा देने और मौजूदा डिजिटल बुनियादी ढांचे के उन्नयन की आवश्यकता की परिकल्पना की गई है। कोरोना काल के समय आनलाईन शिक्षा को न केवल उच्च शिक्षा बल्कि स्कूली शिक्षा में भी महत्व को समझा तथा इसी माध्यम से पाठ्यक्रम पूर्ण करवाया व परिक्षाओं का संचालन किया गया।
- ❖ सार्वजनिक शिक्षा के अधिक अवसर : वंचित और निर्धन छात्रों के लिए निजी/परोपकारी विश्वविद्यालयों द्वारा छात्रवृत्ति में पर्याप्त वृद्धि, ऑपन स्कूल, ऑनलाईन शिक्षा और मुक्त दुरस्त शिक्षा के पर्याप्त अवसर देना साथ ही द्विवांग छात्रों के लिए बुनियादी ढांचों में बदलाव व शिक्षण सामग्री की उपलब्धता तथा उन तक पहुंच को प्राथमिकता देना।

- ❖ व्यावसायिक कौशल का विकास : स्कूल, कॉलेज, विश्वविद्यालय चरणबद्ध तरीके से व्यावसायिक शिक्षा के कार्यक्रमों को मुख्यधारा की शिक्षा में एकीकृत कर यह सुनिश्चित करना कि प्रत्येक बच्चा कम से कम एक व्यवसाय से जुड़े कौशल को सीखें तथा श्रम की महत्ता और भारतीय कलाओं और कारीगरी सहित अन्य व्यवसायों के महत्व से परिचित होना।
- ❖ शिक्षा के व्यवसायीकरण को रोकना : सभी सार्वजनिक व निजी उच्चतर शिक्षण संस्थानों को नियामक व्यवस्था में बराबर माना जाना तथा एक पारदर्शी तन्त्र विकसित करना इस नई शिक्षा नीति के मुख्य उद्देश्यों में से एक है।
- ❖ उत्कृष्ट नेतृत्व : बोर्ड ऑफ गवर्नर्स (BOG) द्वारा एक कठोर, निष्पक्ष, योग्यता आधारित, क्षमता आधारित प्रक्रिया के माध्यम से संस्थानों के सभी नेतृत्वपदों और संस्थान प्रमुखों का चयन करना तथा बदलाव व नवाचार की प्रक्रिया निरन्तर चलती रहे ऐसा नई नीति का मुख्य ध्येय है।
- ❖ भारतीय कला और संस्कृति का संवर्धन : संस्कृति का प्रसार करने का प्रमुख माध्यम कला है। भारतीय कला और संस्कृति के संवर्धन के लिए स्थानीय संगीत, कला, हस्त शिल्प को प्रोत्साहित करने के लिए स्थानीय कलाकारों एवं हस्तशिल्प के कुशल व्यक्तित्वों को अतिथि शिक्षक के रूप में नियुक्त किया जाएगा और लुप्तप्राय हो रही हमारे देश की लोक कला व संस्कृति को पुनर्जीवित किया जाएगा।
- ❖ देश की समृद्ध विविधता का ज्ञान : यह नीति भारत की समृद्ध विविधता का प्रत्यक्ष ज्ञान शिक्षार्थियों को प्राप्त करने का अवसर देती है। इसके लिए “एक भारत श्रेष्ठ भारत” के तहत विभिन्न पर्यटन स्थलों को पहचान कर इन क्षेत्रों के बारे में ज्ञानवर्धन करने के लिए और उनका इतिहास, वैज्ञानिक योगदान, परम्पराओं को जानने के लिए देश के विभिन्न हिस्सों का भ्रमण करवाने का नवाचार किया गया है।
- ❖ भारतीय भाषाओं का प्रचार और प्रसार : उच्चतर शिक्षा व्यवस्था में भारतीय भाषाओं के व्यापक प्रचार एवं प्रसार के लिए विषय विशेषज्ञ तथा अनुवाद एवं व्याख्या के विशेषज्ञों को नियुक्त किया जाएगा। इस नीति में मातृभाषा/स्थानीय भाषा के महत्व पर ध्यान दिया गया है तथा उनके प्रचार और प्रसार के लिए शिक्षा व्यवस्थाओं में भाषाओं से जुड़े कार्यक्रमों का संचालन किया जाएगा तथा भाषाओं के ज्ञानवर्धन के लिए सॉफ्टवेयर तथा ई-कॉन्टेंट उपलब्ध करवाए जाएंगे।

नई शिक्षा नीति—२०२० प्राचीन भारत की शैक्षणिक व्यवस्था पर प्रकाश डालती है कि भारत में समग्र एवं बहु विषयक तरीके से सीखने की एक प्राचीन परंपरा है। तक्षशिला और नालंदा जैसे विश्वविद्यालयों से लेकर ऐसे कई व्यापक साहित्य हैं जो विभिन्न क्षेत्रों में विषयों के संयोजन को प्रकट करते हैं। प्राचीन भारतीय साहित्य जैसे बाणभट्ट की कादंबरी शिक्षा को ६४ कलाओं के ज्ञान के रूप में परिभाषित या वर्णित करती है और इन ६४ कलाओं में न केवल गायन और चित्रकला जैसे विषय शामिल हैं बल्कि वैज्ञानिक क्षेत्र जैसे रसायन शास्त्र और गणित व्यवसाय क्षेत्र जैसे बढ़ई का काम और कपड़े सिलने का कार्य, व्यावसायिक कार्य जैसे औषधि तथा अभियांत्रिकी और साथ ही साथ सप्रेषण चर्चा और वाद संवाद करने के व्यावहारिक कौशल भी शामिल हैं।

२१वीं सदी की आवश्यकताओं को देखते हुए गुणवत्तापूर्ण शिक्षा का जरूरी उद्देश्य अच्छे, चिंतनशील, बहुमुखी प्रतिभा वाले रचनात्मक व्यक्तियों का विकास करना है। यह नीति एक व्यक्ति

को एक या एक से अधिक विशिष्ट क्षेत्रों में गहन स्तर पर अध्ययन करने में सक्षम बनाती है और साथ ही चरित्र, नैतिक और संविधानिक मूल्यों, बौद्धिक, जिज्ञासा, वैज्ञानिक स्वभाव, रचनात्मकता, सेवा की भावना और विज्ञान, सामाजिक, विज्ञान, कला, मानवीय की भाषा साथ ही व्यवसायिक तकनीकी और व्यवसायिक विषयों सहित विभिन्न विषयों में २१वीं सदी की क्षमताओं को विकसित करती है।

निष्कर्ष

शिक्षा जीवनपर्यन्त चलने वाली प्रक्रिया है। यह समाज के विकास हेतु भावी नागरिकों का निर्माण करती है तथा मनुष्य की अभिक्षमताओं को विकसित करके उसके कौशल को बाहर निकालने का कार्य करती है। यह मनुष्य के जन्म से मृत्यु तक चलती रहती है क्योंकि वह अपनी किसी भी उम्र में कुछ न कुछ सीखता रहता है। नई शिक्षा नीति—२०२० में मनुष्य की अन्तर्निहित क्षमताओं को विकसित करने, चाहे वह स्कूली शिक्षा हो अथवा उच्च शिक्षा पर प्रमुखता से विचार किया गया है और उच्च शिक्षा प्रणाली को बहुआयामी बनाने व आमूलचूल बदलाव लाने के लिए नवाचार किए गए हैं।

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राष्ट्रीय शिक्षा नीति २०२० : समता और समावेश

डॉ. सरोज कुमारी

विभागाध्यक्ष एवं सह आचार्य (राजनीति विज्ञान)

श्रीमती नर्बदा देवी बिहानी

राजकीय स्नातकोत्तर महाविद्यालय, नोहर

सारांश

ज्ञान आधारित अर्थव्यवस्था और तकनीकी दक्षता वाले २१वीं सदी के भारत की अस्मिता और उसके विश्व गुरु बनने की प्रक्रिया एक सतत् एवं समावेशी शिक्षा के माध्यम से संभव हो सकेगी। इस सन्दर्भ में भारत की राष्ट्रीय शिक्षा नीति २०२० एक महत्वपूर्ण कदम साबित होगा। शिक्षा के माध्यम से एक समावेशी एवं न्यायसंगत समाज का निर्माण करके राष्ट्र का सतत्, सन्तुलित और सम्पोषणीय विकास सुनिश्चित किया जाता है। भारतीय सामाजिक परिदृश्य में राष्ट्रीय शिक्षा नीति २०२० का पदार्पण किसी शैक्षिक क्रान्ति से कम नहीं है क्योंकि नई शिक्षा नीति देश में स्कूल और उच्च शिक्षा में परिवर्तनकारी सुधारों के साथ-साथ रोजगारपरक एवं सार्वभौमिकता पर आधारित व्यवस्था है। इस नीति का समतावादी एवं समावेशी दृष्टिकोण समाज के वंचित, पिछड़े, दिव्यांग, अल्पसंख्यक, आदिवासी एवं महिलाओं के शिक्षा प्राप्ति के मार्ग को प्रशस्त करता है।

मुख्य शब्द— तकनीकी दक्षता, सम्पोषणीय विकास, समावेशी दृष्टिकोण, सार्वभौमिकता

शिक्षा के सम्बन्ध में गाँधीजी का तात्पर्य बालक और मनुष्य के शरीर, मन और आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है। इसी प्रकार स्वामी विवेकानन्द का कहना था कि मनुष्य की अर्न्तनिहित पूर्णता को अभिव्यक्त करना ही शिक्षा है। शिक्षा मानवीय क्षमताओं के विकास का प्रमुख साधन है। शिक्षा के माध्यम से एक समावेशी एवं न्यायसंगत समाज का निर्माण करके राष्ट्र का सतत् सन्तुलित और सम्पोषणीय विकास सुनिश्चित किया जाता है। सुशिक्षित व्यक्ति, समाज और राष्ट्र की प्रगति का संवाहक होता है, जबकि अशिक्षित या अर्ध-शिक्षित व्यक्ति राष्ट्रीय विकास में बाधक। भारत की प्राचीन ज्ञान परम्परा और आधुनिक अन्तर्राष्ट्रीय शिक्षा प्रणाली (प्रतीची एवं प्राची) के संगत के साथ नई शिक्षा नीति २०२० वैश्विक पटल पर भारत की मजबूत उपस्थिति दर्ज कराने में सफल साबित होगी। एक समय था, जब भारतवर्ष की समग्र शिक्षा प्रणाली का डंका पूरे विश्व में बजता था। भारत में ज्ञानार्जन हेतु दूर-दूर से लोग आया करते थे। उत्तर में तक्षशिला, पूर्व में नालंदा और विक्रमशिला, सौराष्ट्र में वल्लभी तथा दक्षिण में कांथालूरसाला ऐसे संस्थान रहे हैं, जिनमें डिग्रीधारी नहीं, बल्कि ज्ञानवान, विवेकी, साहसी, संतोषी उद्यमी और आत्मनिर्भरवादी पथ तैयार किये जाते थे और विभिन्न विषयों पर गहन अनुसन्धान होते रहे हैं।

आजादी के पिचहत्तर वर्षों बाद भी हम शैक्षणिक रूप से औपनिवेशिक शिक्षा पद्धति के गुलाम ही बने हुये हैं। भारतीय मस्तिष्क का विउपनिवेशीकरण किया जाना वर्तमान समय की आवश्यकता है और नई शिक्षा नीति २०२० इस कार्य को प्रभावी तरीके से सम्पादित करती है। हमारी वर्तमान शिक्षा पद्धति खोजी-वृत्ति और जिज्ञासु-प्रवृत्ति को विकसित नहीं करती बल्कि रेडीमेड ओर रटत विद्या को प्रोत्साहन देती है। इसको बदलने की आवश्यकता है, जिससे मौलिक चिंतन और लीक से हटकर सोचने की प्रवृत्ति विकसित हो सके, क्योंकि कार्य-कारण श्रृंखला की खोज से ही ज्ञान-सृजन और नवाचार अनुसंधान संभव है। इसका कहीं न कहीं यही कारण रहा है कि अपने

आसपास के गृह उद्योगों तथा हस्तशिल्प कला को छोड़, हम पाश्चात्य ब्राण्डों के जाल में फंसे चले गये। परन्तु आज जब आत्मनिर्भर और स्वावलम्बी भारत की बात हो रही है, तब हाल ही में जारी की गई नई शिक्षा नीति २०२० में वर्तमान शिक्षा प्रणाली में बड़े परिवर्तन कर पुनः भारत को विश्व गुरु बनाने के प्रयास का बिगुल बजा दिया है।

भारतीय ज्ञान परम्परा को दृष्टिगत रखते हुये नई शिक्षा नीति २०२० के द्वारा अपनायी गयी ५+३+३+४ की प्रणाली मानवीय और धरातलीय स्तर पर सामाजिक समावेशन कर सकारात्मक विकास का प्रतिपादन करती है, जो व्यक्ति ओर समाज के साथ ही राष्ट्र निर्माण में भी सहायक सिद्ध होगी। नई शिक्षा नीति में मातृभाषा के साथ—साथ अन्य भाषाओं का ज्ञान विद्यार्थियों के ज्ञान में क्षैतिज एवं ऊर्ध्वाधर विकास में सहायक है। इस शिक्षा नीति के माध्यम से तकनीकी ज्ञान के विकेन्द्रीयकरण का प्रयास किया गया है, जो तकनीकी रूप से सशक्त एवं समावेशी समाज का निर्माण कर अपने नागरिकों को ज्ञान आधारित अर्थव्यवस्था में योगदान देने योग्य बनायेगा। आज सम्पूर्ण विश्व भारतीय परम्परा व संस्कृति का अनुसरण करके भारतीय मूल्यों से तादात्म्य स्थापित कर रहा है। योग और आयुर्वेद इसके प्रमुख उदाहरण हैं। नई शिक्षा नीति २०२० में इन भारतीय मूल्यों को पुनर्जीवित करने, विकसित करने एवं उन्हें अन्तरराष्ट्रीय मान्यता दिलाने का सराहनीय कदम उठाया गया है।

भारतीय सामाजिक परिदृश्य में नई शिक्षा नीति २०२० का पदार्पण किसी शैक्षिक क्रान्ति से कम नहीं है, क्योंकि नई शिक्षा नीति देश में स्कूल और उच्च शिक्षा में परिवर्तनकारी सुधारों के साथ—साथ रोजगारपरक एवं सार्वभौमिकता पर आधारित व्यवस्था है। इस नीति का समतावादी एवं समावेशी दृष्टिकोण समाज के वंचित, पिछड़े, दिव्यांग, अल्पसंख्यक, आदिवासी एवं महिलाओं के शिक्षा प्राप्ति के मार्ग को प्रशस्त करता है। नई शिक्षा नीति २०२० का लक्ष्य भारत को वैश्विक ज्ञान महाशक्ति के रूप में स्थापित करना है। नई शिक्षा नीति के माध्यम से वर्तमान सरकार ने दृढ़ संकल्पित होकर भारतीय परम्परा को पुनर्जीवित करने और भारत को ज्ञान—हब बनाने का प्रयास किया है। इस राष्ट्रीय शिक्षा नीति २०२० के द्वारा शिक्षा का एक ऐसा रोडमैप तैयार किया है, जिसमें भारतीयता का पूट परिलक्षित होने के साथ—साथ आत्मनिर्भर और स्वावलम्बी समाज की संरचना साकार हो सके।

सतत् विकास के संबंध में संयुक्त राष्ट्र ने २०३० तक जिन १७ लक्ष्यों को प्राप्त करने का उद्देश्य रखा है, उसमें गुणवत्तापूर्ण शिक्षा भी एक है। नई शिक्षा नीति संयुक्त राष्ट्र संघ के इस उद्देश्य की पूर्ति में एक साधन बनने के लिये भी अभिलाषी है। नई शिक्षा नीति तथा संयुक्त राष्ट्र संघ के इस लक्ष्य का यह मानना है कि आज विश्व में ज्ञान तथा सूचना का अतुल भंडार है, लेकिन प्रत्येक व्यक्ति उस ज्ञान का लाभ तभी उठा सकता है, जब यह सभी स्तरों पर सुलभ हो और स्कूलों में भर्ती दरों में वृद्धि हो। राष्ट्रीय सैम्पल सर्वे संगठन २०१७—१८ के अनुसार भारत में अभी भी लगभग ३.२२ करोड़ बच्चे स्कूली शिक्षा से वंचित हैं। राष्ट्रीय शिक्षा नीति २०२० के अनुसार यू—डीआईएसई २०१६—१७ के आंकड़ों के अनुसार, प्राथमिक स्तर पर लगभग १९.६ प्रतिशत छात्र अनुसूचित जाति के हैं, जबकि उच्चतर माध्यमिक स्तर यह प्रतिशत कम होकर १७.३ प्रतिशत हो जाता है। नामांकनों में भी ये गिरावट अनुसूचित जनजाति के छात्रों (१०.६ प्रतिशत से ६.८ प्रतिशत) और दिव्यांगों बच्चों (१.१ प्रतिशत से ०.२५ प्रतिशत) के लिए अत्यन्त गंभीर विषय है। इसमें से प्रत्येक श्रेणी में महिला छात्रों के नामांकनों में और भी अधिक गिरावट आई है तथा महिला छात्रों की उच्चतर शिक्षा के नामांकन में गिरावट तो और भी अधिक है।

गुणवतापरक शिक्षा ही सत् विकास की बुनियाद है। देशीय शिक्षा के द्वारा ही कोई भी राष्ट्र स्वावलम्बी और आत्मनिर्भर हो सकता है तथा जीवन स्तर को उन्नत कर सकता है। इसलिये नई शिक्षा नीति २०२० के माध्यम से २०३० तक लड़कियों और लड़कों के बीच की विषमता को पूरी तरह समाप्त करने तथा समाज के सभी तबकों को शिक्षा एवं व्यावसायिक प्रशिक्षण प्राप्त कराने का लक्ष्य रखा गया है। भारत में युवाओं की सर्वाधिक जनसंख्या है तथा २०२२ तक भारत विश्व का सबसे नौजनवान राष्ट्र होगा, लेकिन भारत में आज भी २७ प्रतिशत जनसंख्या निरक्षर है। अभी तक भारत जीडीपी का लगभग ३.८ प्रतिशत ही शिक्षा पर व्यय करता आ रहा है, लेकिन नई शिक्षा नीति में इसका लक्ष्य ६ प्रतिशत तक रखा गया है। इस प्रकार भारत की बदलती हुयी सामाजिक, आर्थिक स्थिति और संयुक्त राष्ट्र संध द्वारा निर्धारित किये गये सतत् विकास संबंधी लक्ष्य के साथ तारतम्य स्थापित करते हुये नई शिक्षा नीति २०२० के लक्ष्य निर्धारित किये गये हैं। नई शिक्षा नीति २०२० का लक्ष्य भारत में गुणवतापूर्ण शिक्षा उपलब्ध, कराने, सर्जनात्मक और नवाचारों पर आधारित शोध संस्कृति को प्रोत्साहित करने के साथ ही समावेशी शिक्षा प्रणाली अपना कर भारत को ज्ञान परम्परा की सर्वोच्च शक्ति बनाने में है। नई शिक्षा नीति २०२० व्यावसायिक शिक्षा पर बल देते हुये, उसे मुख्य पाठ्यक्रम का भी हिस्सा बनाती है, जिससे शिक्षा ग्रहण करते समय विद्यार्थियों को कौशल विकास के अवसर प्राप्त होंगे। इस नीति के अनुसार स्कूल में शिक्षा ग्रहण करते हुये कुछ ऐसा समय निर्धारित होगा, जिसमें विद्यार्थी स्थानीय आधार पर उपलब्ध व्यावसायिक विशेषज्ञ जैसे माली, बढ़ई, कलाकार, कुम्हार आदि के सम्पर्क में आकर उनके कौशल का भी ज्ञान प्राप्त कर सकेंगे। शिक्षण संस्थानों को लाभरहित संस्थाओं की श्रेणी में रखा गया है। सभी शिक्षण संस्थानों से यह अपेक्षा की गई है कि वे अपने शुल्क सम्बन्धी नीतियों में पारदर्शिता रखेंगे। नई शिक्षा नीति को समावेशी बनाने के लिये नौकरशाही से मुक्त करने का भी प्रयास किया गया है। शिक्षण संस्थाओं को अधिक स्वायत्ता दी गई है। शिक्षण मण्डल के द्वारा, जिसमें शिक्षाविद् अधिक होंगे, शिक्षण संस्थाओं को स्वायत्तता देने का प्रावधान रखा गया है। इससे शिक्षण संस्थाओं का गैर राजनीतिकरण होगा।

संयुक्त राष्ट्र संघ के सत् विकास का लक्ष्य लड़कों और लड़कियों के साथ सुदूर क्षेत्रों में रहने वाले आदिवासी समुदाय को समान रूप से शिक्षा के अवसर उपलब्ध कराना है। इसके लिये जिले स्तर पर विशेष रूप से सामाजिक, आर्थिक रूप से पिछड़े क्षेत्रों को विशेष वरीयता देना का प्रावधान रखा गया है। इसलिये नई शिक्षा नीति २०२० में स्थानीय भाषाओं में शिक्षा देने तथा राष्ट्रीय पाठ्यक्रम का स्वरूप निर्मित करने, शिक्षण संस्थानों में गुणवतापूर्ण शिक्षण के लिये वातावरण निर्मित करने, दिव्यांग, महिला, अनुसूचित जाति एवं जनजाति, पिछड़ी जाति, आदिवासी समुदाय, ट्रांसजेंडर तथा आर्थिक रूप से कमजोर वर्गों आदि का विकास करने, राष्ट्रीय शोध संस्थान की स्थापना के द्वारा शोध एवं नवाचारों पर बल दिया गया है। नई शिक्षा नीति देश के सामाजिक, आर्थिक ढांचे को गहनता से प्रभावित करती हैं और देश को विश्व में एक महाशक्ति बनाने की आधारशिला भी स्थापित करती है।

इस प्रकार नई शिक्षा नीति में आत्मनिर्भरवादी ओर समावेशी स्वरूप को संजोकर भारतीय परम्परा को आत्मसात करने का पुनीत कार्य किया गया है। इस नीति में भविष्य के एक ऐसे भारत की कल्पना की गई गयी है, जो आत्मनिर्भर, स्वावलम्बी तथा वैश्विक ज्ञान क्रान्ति के अग्रदूत की भूमिका का निर्वहन कर सकेगा। यह बात सत्य है कि आर्थिक—सामाजिक कारणों की वजह से अनुसूचित जाति एवं जनजाति, पिछड़े वर्ग, महिला, अल्पसंख्यक और दिव्यांगों का प्रतिशत

प्राथमिक शिक्षा से क्रमशः उच्च शिक्षा तक पहुंचते-पहुंचते कम हो जाता है। तब यह सुनिश्चित करना आवश्यक है कि समाज के हर तबके, हर व्यक्ति को इस नई शिक्षा नीति का लाभ मिल सके। इसी दृष्टि से नई शिक्षा नीति २०२० के खण्ड ६ में दिव्यांगों, महिलाओं, आदिवासी समुदायों, अल्पसंख्यक, पिछड़ा वर्ग और ट्रांसजेंडर विद्यार्थियों के साथ-साथ आर्थिक रूप से कमजोर परिवारों के बच्चों के लिए भी अनेकों प्रकार की सुविधाओं और छात्रवृत्तियों के प्रावधानों और व्यवस्थाओं का उल्लेख निश्चित ही इस नीति को समावेशी बनाता है।

यह नीति बहुआयामी तथा समग्र होने के साथ ही व्यवसायिक भी हैं और लचीली भी। यह शिक्षा नीति किताबी ज्ञान की बजाय कौशल विकास पर अधिक ध्यान केन्द्रित करती है। इसका यह स्वरूप समाज में व्याप्त आर्थिक विषमता को समाप्त कर समावेशी समाज के निर्माण के लिये महत्वपूर्ण कदम सिद्ध होगा। इस नीति का महत्वपूर्ण पहलू यह है कि यह भारतीय मूल्यों को गठजोड़ कर उच्च तकनीक के साथ ऐसी प्रणाली हमारे सम्मुख रख रही है, जिसके माध्यम से हम अपने गौरवशाली अतीत से जुड़े हुये आधुनिक युवा तैयार कर पायेंगे। इस प्रकार आत्मनिर्भर भारत एवं समावेशी, समतापरक समाज के सपने को साकार करने में यह निश्चित ही एक सकारात्मक कदम साबित होगा।

उपसंहार

अन्त में यह कहा जा सकता है कि राष्ट्रीय शिक्षा नीति २०२० के अनुसार शिक्षा का वास्तविक अर्थ ज्ञान, कौशल, मूल्यों को प्राप्त करना और उस क्षेत्र में निरन्तर कार्य करना और प्रगति करना है। समाज के सभी वर्गों के विकास को ध्यान में रखते हुए एक समावेशी समाज का निर्माण करना है। इसमें कोई संदेह नहीं कि राष्ट्रीय शिक्षा नीति २०२० को सही तरीके से लागू किया जाए तो यह भारतीय शिक्षा को नई ऊँचाइयों पर ले जा सकती है।

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राष्ट्रीय शिक्षा नीति २०२०: एक परिचय

हरकेश मीणा

सह-आचार्य (राजनीति विज्ञान)

श्रीमती नर्बदा देवी बिहानी

राजकीय स्नातकोत्तर महाविद्यालय नोहर,

जिला-हनुमानगढ़, राजस्थान

किसी भी देश के विकास में शिक्षा महत्वपूर्ण भूमिका निभाती है इसलिए समय-समय पर राष्ट्रीय शिक्षा नीति बनाई जाती है। भारत में सर्वप्रथम १९६८ में शिक्षा आयोग बना जिसमें कृषि शिक्षा व व्यावसायिक शिक्षा पर बल दिया गया। प्रथम शिक्षा नीति डी एस कोठारी की अध्यक्षता में बनी। १९८६ में दूसरी शिक्षा नीति बनी। इस शिक्षा नीति में १९९४ में आवश्यकता अनुसार संशोधन भी किये गये। इसमें सामाजिक दक्षता, राष्ट्रीय एकता एवं समाजवादी समाज की स्थापना पर बल दिया गया। इसमें १०+२+३ शिक्षा पद्धति का विकास किया गया। पहले की शिक्षा नीति मूलरूप से परिणाम देने पर केन्द्रित थी। मतलब विद्यार्थी की योग्यता का आकलन उनके द्वारा अर्जित अंको के आधार पर किया जाता था। शिक्षा का शाब्दिक अर्थ होता है सीखने व सिखाने की कला। मगर केन्द्र सरकार के द्वारा १९८६ की शिक्षा नीति लागू की गई उसमें इस व्यवस्था पर ध्यान नहीं दिया गया। बच्चों ने रटने पर ध्यान दिया। इस नीति का उद्देश्य असमानताओं के दूर करने, विशेषरूप से भारतीय महिलाओं, अनुसूचित जनजातियों और अनुसूचित जाति के समुदायों के लिए शैक्षिक अवसर की बराबरी करने पर विशेष जोर दिया। इस नीति में प्राथमिक स्कूलों को बेहतर बनाने के लिए ऑपरेशन ब्लैक बोर्ड लांच किया। इन्दिरा गांधी मुक्त विश्वविद्यालय के साथ ओपन विश्वविद्यालय की प्रणाली का विस्तार किया।

शिक्षा के शाब्दिक अर्थ को सार्थक करते हुए बच्चों के सर्वांगीण विकास के लिए नई शिक्षा नीति २०२० लागू की गई। जो कि बहुल दिशा दृष्टि कोण पर केन्द्रित है जिसके द्वारा बच्चों का सर्वांगीण विकास होगा। नई शिक्षा नीति में छात्र किताबी ज्ञान के अलावा भौगोलिक व बाहरी ज्ञान को अच्छे से समझ व सीख सकेगा। बच्चों को कुशल बनाने के साथ-साथ वह जिस क्षेत्र में रुचि रखता है उसे उसी क्षेत्र में प्रशिक्षित किया जायेगा। ३४ वर्ष बाद राष्ट्रीय शिक्षा नीति २०२० बनाई गई है। जिसे २९ जुलाई २०२० को घोषित किया गया। यह नीति के कस्तुरीरंगन कि अध्यक्षता वाली समिति की रिपोर्ट के आधार पर बनाई गई। इस नीति के तहत ३ से १८ साल तक के बच्चों को शिक्षा का अधिकार कानून २००९ के अर्न्तगत रखा गया है तथा इस नीति के द्वारा सभी छात्रों को उच्च शिक्षा प्रदान करने पर बल दिया गया है। इस नीति में २०३० तक सकल नामकन अनुपात को १०० प्रतिशत लाना तथा केन्द्र राज्य के सहयोग से जीडीपी को ६ प्रतिशत हिस्सा व्यय करने का लक्ष्य रखा गया है। इस नीति में हर बच्चों की क्षमताओं की पहचान कर उनके विकास के लिए प्रयास किये जाने पर बल दिया है तथा कहा है कि बुनियादी साक्षरता को प्राथमिकता दी जायेगी, समग्र शिक्षा का विकास किया जायेगा। नैतिकता मानवीय और संवैधानिक मूल्यों को बढ़ावा देने के साथ-साथ जीवन कौशल सिखाया जायेगा। सीखने के लिए सतत मूल्यांकन पर जोर दिया गया है। गुणवत्ता पूर्ण शिक्षा और विकास के लिए उत्कृष्ट स्तर पर शोध को प्राथमिकता दी गई है।

स्कूल शिक्षा में ५+३+३+४ की नई व्यवस्था लागू की गई है अर्थात् स्कूल के पहले ५ साल में प्री प्राइमरी स्कूल के तीन साल और कक्षा १ व २, फाउंडेशन स्टेज में शामिल किया गया है। अगले तीन साल में कक्षा ३ से ५ की तैयारी के लिए रखे गये हैं। इसके बाद तीन साल मध्य चरण में अर्थात् कक्षा ६ से ८ और माध्यमिक अवस्था के चार वर्ष अर्थात् कक्षा ९ से कक्षा १२ तक का पाठ्यक्रम रखा गया है। इसके अलावा स्कूलों में कला,

वाणिज्य, विज्ञान स्ट्रीम का कोई कठोर पालन नहीं किया जायेगा। पाठ्यक्रम लचीलेपन पर आधारित होगा ताकि विद्यार्थी को अपनी इच्छा अनुसार कार्यक्रम चुनने का अवसर प्राप्त हो। तीन से पांच वर्ष तक के बच्चों की जरूरतों को आगनबाड़ी कार्यकताओं के द्वारा पूर्ण किया जायेगा। प्रारम्भिक बाल्यावस्था शिक्षा की योजना और उसका कार्यावन्तर्न, मानव संसाधन विकास, महिला एवं बाल विकास, स्वास्थ्य और परिवार कल्याण तथा जनजातिय मामलों के मंत्रालयों द्वारा संयुक्त रूप से किया जायेगा। इन विभिन्न हिस्सों के लिए तीन से आठ, आठ से ग्यारह, ग्यारह से चौदह और चौदह से अठारह की उम्र के विभिन्न पड़ाव निर्धारित किये गये हैं। इस नीति में शिक्षा का माध्यम मात्र भाषा, स्थानीय भाषा तथा क्षेत्रिय भाषा का होगा। उच्चगुणवत्ता वाली पाठ्यपुस्तकों को हिन्दी भाषा में उपलब्ध करवाया जायेगा। फाउंडेशन स्टेज की शुरुआत में बच्चों को विभिन्न भाषाओं में एक्सपोजर दिये जायेंगे। सभी भाषाओं को एक मनोरंजक शैली से पढ़ाया जायेगा। राष्ट्रीय एकता को बढ़ावा देने की जरूरत को ध्यान में रखते हुए त्रिभाषा फार्मुले को लागू किया जायेगा। हालांकि इसमें काफी लचीलापन रखा गया है। किसी राज्य पर कोई भाषा थोपी नहीं जायेगी। प्रत्येक विद्यार्थी को राज्यों और स्थानीय आवश्यकताओं द्वारा मैपिंग के अनुसार तय किये गये आनन्दमयी कोर्स करवाया जायेगा।

कक्षा ६ से ८ में पढ़ने के दौरान सभी विद्यार्थी बस्ता रहित १० दिन की समयावधि में स्थानीय व्यवसाय जैसे बढई, माली, कुम्हार, कलाकार आदि के साथ काम करेंगे। इसी तर्ज पर कक्षा ६ से १२ तक छुट्टियों के दौरान विभिन्न व्यवसायों को समझने के लिए छात्रों को अवसर उपलब्ध करवाये जायेंगे। इतना ही नहीं इन पाठ्यक्रमों के अतिरिक्त बच्चों को कोडिंग भी सिखाया जायेगा। जिससे भारतीय बच्चे भी चीनी बच्चों की तरह छोटी उम्र में साफ्टवेयर और ऐप बनाना सीख पायेंगे। कक्षा ११ व १२ में स्ट्रीम सिस्टम खतम किया जायेगा। बच्चे अपने पसंद के विषय एक साथ पढ़ सकेंगे तथा छात्र यदि किसी विषय का प्रायोगिक ज्ञान लेना चाहता है तो उसे इंटरनशिप में उसे मौका दिया जायेगा। इंटरनशिप कार्य वह स्कूल के दौरान ही कर सकेगा। कक्षा ३ से ५ तक के छात्रों को २ घंटे का गृह कार्य दिया जायेगा। कक्षा ६ से ८ तक के छात्रों को १ घंटे का गृह कार्य दिया जायेगा। कक्षा ९ से १२ तक के छात्रों को २ घंटे का गृह कार्य दिया जायेगा। छात्रों के बैग का वजन उनके वजन से १० प्रतिशत से अधिक नहीं होना चाहिए। जो छात्र एलकेजी व यूकेजी में पढ़ते हैं उन्हें कोई होम वर्क नहीं दिया जायेगा। छात्रों के लिए पुस्तकों का जब चयन किया जायेगा तब किताबों के वजन का भी ध्यान रखा जायेगा। छात्रों के लिए स्कूलों में बाथरूम व पानी की सही सुविधा पर ध्यान दिया जायेगा। बच्चों की अंकतालिका में उसका व्यवहार, मानसिक क्षमता और एक्सट्रा केरिकुलर एक्टिविटी भी दर्ज की जायेगी अर्थात् बच्चों को पढ़ाई के साथ-साथ अन्य गतिविधियों में भी रुचि लेने के लिए प्रेरित किया जायेगा। नई शिक्षा नीति में स्नातक पाठ्यक्रम को ३ और ४ साल में बांट दिया गया है। यदि कोई छात्र स्नातक में एक वर्ष पढ़ाई करके छोड़ देता है तो उसको सर्टीफिकेट दिया जायेगा और दो वर्ष बाद डिप्लोमा तथा तीन साल व चार साल के कार्यक्रम के बाद स्नातक की डिग्री दी जायेगी। जो छात्र चार वर्ष की डिग्री लेगा वो एक वर्ष में स्नातकोत्तर करेगा। एमफिल की अनिवार्यता को खत्म कर दिया गया है। यदि कोई अपने कोर्स के बीच में से दूसरे कोर्स में जाना चाहता है तो वह सीमित समय के लिए ब्रेक लेकर अपना कोर्स बदल सकता है। पीएचडी के लिए या तो स्नातकोत्तर डिग्री या चार वर्षों के शोध के साथ प्राप्त स्नातक डिग्री अनिवार्य होगी। आई आई टी व आई आई एम आदि की तर्ज पर मेरू (बहुविषयक शिक्षा और शोध विश्वविद्यालय) नामक मॉडल सार्वजनिक विश्वविद्यालयों की स्थापना की जायेगी।

नई शिक्षा नीति में शारीरिक शिक्षा पर भी ध्यान दिया गया है। विद्यालयों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेलकुद, योग, नृत्य, मार्शल आर्ट का अभ्यास करवाया जायेगा। इस नीति में कक्षा ६ से ही शैक्षिक पाठ्यक्रम में व्यवसायिक शिक्षा को शामिल किया जायेगा तथा इंटरनशिप की भी व्यवस्था की जायेगी।

एनसीआरटी के द्वारा राष्ट्रीय पाठ्यक्रम की रूपरेखा तैयार की जायेगी। छात्रों की प्रगति के मूल्यांकन के लिए मानक निर्धारक निकाय के रूप में परख (PARAKH) नामक एक नये राष्ट्रीय आकलन केन्द्र की स्थापना की जायेगी। छात्रों की प्रगति का मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिए कृत्रिम बुद्धिमत्ता आधारित साफ्टवेयर का प्रयोग किया जायेगा।

कक्षा ९ से १२ तक की परीक्षाएँ सेमेस्टर वाईज ली जायेगी। जिसके अनुसार साल में दो बार परीक्षा होगी और दोनों सेमेस्ट्रो के अंक जोड़कर अंतिम परिणाम तैयार किया जायेगा। इस व्यवस्था के कारण बच्चों को पूरी साल पढ़ाई करनी पड़ेगी। क्योंकि ज्यादातर बच्चे जिनका पढ़ाई में मन नहीं लगता था वे परीक्षा में पास होने के लिए सिर्फ फाइनल परीक्षा के लिए कुछ दिन पहले तैयारी करते थे तथा रट्टा मार कर उत्तीर्ण होने लायक अंक ले आते थे। अब बच्चों को परीक्षा में पास होने के लिए नहीं बल्कि समझ कर पढ़ना होगा। इसके साथ ही बच्चों को किसी विशेष विषय में रुचि है और वह उसका प्रायोगिक ज्ञान लेना चाहता है ता वह इंटरनशिप भी प्राप्त कर पायेगा। यह कार्य वह स्कूल के दौरान ही कर सकता है। बच्चे अपनी मनपसंद की भाषा में परीक्षा दे पायेंगे।

स्कूली बच्चों की तरह अब कॉलेज के बच्चे भी अपने मनपसंद के अनुसार विषय का चयन कर पायेंगे। यही नहीं जो बच्चे १२ वीं में कम अंक लाने के कारण अच्छे कॉलेज में एडमिशन नहीं ले पाते थे उनको एक और मौका दिया जायेगा। वे कोमन एपटीट्यूड टेस्ट दे सकते हैं फिर इस टेस्ट में जो मार्क लाया जायेगा उसमें उनके १२वीं कक्षा में अंकों को जोड़कर रिजल्ट तैयार किया जायेगा और इसके अनुसार वो अपने मनपसंद कॉलेज में प्रवेश ले पायेगा। नई शिक्षा नीति से स्कूल व कॉलेज के पाठ्यक्रम में बदलाव के साथ-साथ ऐसी व्यवस्था की गई है कि कोई भी शिक्षण संस्थान मनमाने ढंग से बच्चों से फीस वसूलने का काम नहीं कर पायेगा। बच्चों की फीस के लिए एक निश्चित राशि निर्धारित की जायेगी। उस राशि से ज्यादा कोई भी स्कूल या कॉलेज बच्चों से फीस नहीं लेगा। नई शिक्षा नीति २०२० के तहत उच्च शिक्षण संस्थानों में सकल नामांकन अनुपात को ५० प्रतिशत तक करने का लक्ष्य रखा गया है। इसके साथ ही देश के उच्च शिक्षण संस्थानों में ३.५ करोड़ नई सीटों को जोड़ा जायेगा। नई शिक्षा नीति में स्नातक पाठ्यक्रम में मल्टीपल एन्ट्री एण्ड एक्जिट की व्यवस्था की गई है। इसके तहत ३ या ४ वर्ष के स्नातक कार्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम छोड़ सकेंगे तथा उन्हें उसी के अनुरूप में डिग्री या प्रमाण पत्र दिया जायेगा। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों को डिजिटल रूप से सुरक्षित रखने के लिए एक एकेडमिक बैंक ऑफ क्रेडिट दिया जायेगा। अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जायेगी। नई शिक्षा नीति में देशभर में उच्च शिक्षण संस्थानों के लिए भारतीय उच्च शिक्षा परिषद का गठन किया जायेगा। ये चिकित्सा एवं कानूनी शिक्षा को छोड़कर सम्पूर्ण उच्च शिक्षा क्षेत्र के लिए एक एकल निकाय के रूप में कार्य करेगा। इसके कार्य को प्रभावी रूप से सम्पादन करने के लिए चार निकाय होंगे।

१. राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद-यह शिक्षक शिक्षा सहित उच्च शिक्षा के क्षेत्र में एक नियामक का कार्य करेगा।
२. सामान्य शिक्षा परिषद-यह उच्च शिक्षा कार्यक्रमों के लिए अपेक्षित सीखने के परिणामों का ढाँचा तैयार करेगा।
३. राष्ट्रीय प्रत्यायन परिषद-यह संस्थानों के प्रत्यायन का कार्य करेगा जो मुख्य रूप से बुनियादी मानदण्डों, सार्वजनिक प्रकटीकरण, सुशासन और परिणामों पर आधारित होगा।
४. उच्चतर शिक्षा अनुदान परिषद- यह निकाय कॉलेजों और विश्वविद्यालयों के लिए वित्त पोषण का कार्य करेगा।

नई शिक्षा नीति के अनुसार बीएड को २०३० तक चार साल का कर दिया जायेगा। जिन विश्वविद्यालयों द्वारा इन नियमों पालना नहीं की जायेगी। सरकार के द्वारा उनके खिलाफ कार्यवाही की जायेगी तथा ऐसे विश्वविद्यालयों से कोर्स करने वाले छात्रों की डिग्री भी मान्य नहीं होगी। २०२५ तक देश के ५० प्रतिशत छात्रों को वोकेशनल स्टडी करवाई जायेगी। जिसमें ज्यादा ध्यान कक्षा ६ से ८ तक के छात्रों का रखा जायेगा। शिक्षकों की ज्यादा से ज्यादा भर्ती के लिए शिक्षा नीति के द्वारा बदलाव किया गया है जिसमें अलग-अलग भाषा के शिक्षकों के लिए भर्ती करवाई जायेगी। जिन शिक्षकों का रिटायरमेंट हो चुका है उन शिक्षकों को पुनः पढ़ाने का मौका प्रदान किया जायेगा। जिससे शिक्षा के क्षेत्र का बढ़ावा मिलेगा और अधिक से अधिक लोगों को रोजगार प्राप्त होगा।

नई शिक्षा नीति में छात्रों को विभिन्न उपायों के माध्यम से वित्तीय सहायता उपलब्ध करवाई जायेगी। राष्ट्रीय छात्रवृत्ति पोर्टल का विस्तार किया जायेगा। निजी उच्चतर शिक्षण संस्थानों को अपने छात्रों को बड़ी संख्या में छात्रवृत्ति प्रदान करने के लिए प्रोत्साहित किया जायेगा। इनमें अनुसूचित जाति, जनजाति, अन्य पिछड़ा वर्ग व आर्थिक रूप कमजोर वर्ग के छात्रों की योग्यता को प्रोत्साहित करने का प्रयास किया जायेगा। सभी उच्च शिक्षण संस्थानों में स्वच्छ पेयजल, स्वच्छ शौचालय, ब्लैक बोर्ड, पुस्तकालय तथा प्रयोगशाला के साथ सुखद कक्षा वातावरण आदि सुविधाओं से युक्त किया जायेगा। प्रत्येक शिक्षक की नियुक्ति एकल संस्थान में की जायेगी। पदोन्नति की पर्याप्त व्यवस्था की जायेगी। उच्च शिक्षण संस्थानों में प्रवेश प्रक्रियाओं और पाठ्यक्रम को ओर अधिक समावेशी बनाया जायेगा। उच्चतर शिक्षा के कार्यक्रमों को अधिक रोजगार परक बनाया जायेगा। वंचित शैक्षिक पृष्ठभूमि से आने वाले विद्यार्थियों के लिए ब्रिज कोर्स बनाया जायेगा तथा भेदभाव और उत्पीड़न के खिलाफ बने सभी नियमों को सख्ती से लागू किया जायेगा। प्रौढ़ शिक्षा का नाम बदल कर सभी के लिए शिक्षा किया जायेगा। प्रौढ़ शिक्षा के लिए एक ऐसे स्कूल कॉम्प्लेक्स का निर्माण किया जायेगा जिसमें तमाम जरूरी सुविधाएँ होंगी। ऐसे कॉम्प्लेक्सों को स्कूल के समय के बाद युवाओं व व्यस्कों के लिए उपलब्ध करवाया जायेगा। मौजूदा पुस्तकालयों को विकसित करने के साथ ग्रामीण इलाकों में पुस्तकालय स्थापित किये जायेंगे। बच्चों के लिए मोबाइल पुस्तकालय खोले जायेंगे। प्रौढ़ शिक्षा के लिए ५ प्रकार के कार्यक्रम शामिल होंगे। मुलभूत साक्षरता और अंक ज्ञान, महत्वपूर्ण जीवन कौशल, व्यवसायिक कौशल विकास, बुनियादी शिक्षा व सतत शिक्षा तथा व्यस्क की शिक्षा के लिए शिक्षकों को विशेषरूप से प्रशिक्षित किया जायेगा। इस प्रकार नई राष्ट्रीय शिक्षा नीति में कई महत्वपूर्ण बातें कही गई हैं।

सन्दर्भ सूची-

१. राष्ट्रीय शिक्षा नीति १९८६- मानव संसाधन विकास मन्त्रालय, भारत सरकार, नई दिल्ली
२. राष्ट्रीय शिक्षा नीति २०२०- मानव संसाधन विकास मन्त्रालय, भारत सरकार, नई दिल्ली
३. समाचार पत्र-दैनिक भास्कर, राजस्थान पत्रिका।

नई शिक्षा नीति में शोध की बहुआयामी व्यवस्था

एकता देवी

सहायक आचार्य (हिन्दी)

श्रीमती नर्बदा देवी बिहाणी राजकीय

स्नातकोत्तर महाविद्यालय, नोहर

जिला — हनुमानगढ़ (राज.)

रमेश कुमार

सहायक आचार्य (भौतिक शास्त्र)

श्रीमती नर्बदा देवी बिहाणी राजकीय

स्नातकोत्तर महाविद्यालय, नोहर

जिला — हनुमानगढ़ (राज.)

भारत सरकार ने गत कई दशकों से लंबित शिक्षा नीति को अंतिम रूप दे दिया है। वस्तुतः पिछले कई सालों में राष्ट्र निर्माण की दिशा में जो महत्वपूर्ण कार्य हो रहे हैं, उनमें नई शिक्षा नीति एक अत्याधिक महत्वपूर्ण कार्य है। यह कार्य आगामी वर्षों में विश्व में सबसे युवा देश को सही दिशा प्रदान करने वाला एवं नई वैश्विक चुनौतियों पर विजय प्राप्त करने में सहायक सिद्ध होगा। वस्तुतः यह राष्ट्र निर्माण की दिशा में क्रांतिकारी एवं सराहनीय कदम है।

आज दुनिया बड़ी तेजी से बदल रहा है। भूमंडलीकरण, ज्ञान, विज्ञान, और तकनीकी में नए प्रयोगों तथा नवोन्मेषी शोधों एवं खोज ने ज्ञान की दिशा ही बदल दी है। आज मनुष्य अत्यंत महत्वाकांक्षी हो गया है और अपने लक्ष्य को प्राप्त करने के लिए बेतहाशा दौड़ रहा है। वैश्विक परिस्थितियां भूखे शेर की तरह उसका पीछा कर रही हैं। यदि वह पीछे रह जायेगा तो मृत्यु निश्चित है। अतः जीवित रहने के लिये उसे ज्ञान, विज्ञान और प्रौद्योगिकी में विश्वस्तरीय होना होगा अन्यथा वह अपना अस्तित्व नहीं बचा पाएगा। नई शिक्षा नीति ने इस मुद्दे को आधार बना कर यह नीति तैयार की है। आने वाले वर्षों में हमारे सम्मुख आने वाली चुनौतियों को ध्यान में रख कर तैयार की गई यह शिक्षा नीति राष्ट्र के विकास में महत्वपूर्ण भूमिका निभाएगी।

नई जानकारी, विज्ञान, सूचना, प्रौद्योगिकी व नवोन्मेषी तकनीकी के साथ-साथ नई शिक्षा नीति के निर्माण में हमारे भारतवर्ष की प्राचीन संस्कृति के महान् ज्ञान— विज्ञान तथा उसके विभिन्न दर्शनों को सहेजने व उस पर गहन अध्ययन एवं शोध को भी महत्व दिया गया है। इसलिये चिंतन एवं मनन के धरातल पर भी नई शिक्षा नीति सर्वथा नई है। इसमें प्राचीन और नवीन का सन्तुलन बनाया गया है। अपनी महान संस्कृति एवं सभ्यता की जड़ों से जुड़े रहकर ज्ञान के उच्च शिखर पर पहुंचने का यह प्रभावी मंत्र है, जिसे पढ़कर, समझकर एवं आत्मसात करके हमारा देश एक बार फिर से विश्व गुरु बन सकता है। इस तरह से इसमें प्राचीन एवं नवीन ज्ञान, विज्ञान और विश्वस्तरीय प्रौद्योगिकी का अद्भुत समन्वय है।

नई शिक्षा नीति में शोध की बहुआयामी व्यवस्था की गई है। यह शोध करने वाले शोधार्थियों के लिए एक नया मार्ग प्रशस्त करती हुई नजर आती है। इसमें लघु परियोजनाओं पर जोर देने के साथ-साथ शोध का सरलीकरण भी किया गया है। नई शिक्षा नीति में एमफिल को समाप्त कर दिया गया है। इस पर कुछ विश्वविद्यालयों के पूर्व कुलपतियों और शिक्षा तथा शोध से जुड़े विद्वानों का कहना है कि यह फैसला उचित है, इससे विद्यार्थियों का काफी वक्त बर्बाद होता था। मगर कुछ विद्यार्थी समूह और शिक्षाविद इसे हटाए जाने के खिलाफ हैं। काफी लंबे समय से मांग की जा रही थी कि शिक्षा को रोजगारपरक बनाया जाए, ताकि बारहवीं तक की पढ़ाई के बाद जो बच्चे जिस क्षेत्र में अपना कैरियर बनाना चाहते हैं या जिस रोजगार को अपनाना चाहते हैं, अपना सकें। जिन्हें उच्च शिक्षा के क्षेत्र में जाना है, शोध, अनुसंधान आदि करना है, उनके लिए लंबी अवधि की शिक्षा

रखी जा सकती है। बहुत सारे देशों में यही व्यवस्था है। बच्चे स्कूल से निकलने के बाद ही अपना रोजगार चुन लेते हैं। इसी को ध्यान में रखते हुए नई शिक्षा नीति में विभिन्न पाठ्यक्रमों की अवधि तय की गई है। स्नातक और परास्नातक स्तर पर बच्चों की सुविधा और कौशल विकास को ध्यान में रखते हुए पढ़ाई—लिखाई का डिप्लोमा और डिग्री के रूप में विभाजन किया गया है। उसी क्रम में एम.फिल. की अनिवार्यता भी हटाई गई है।

दरअसल, एम.फिल. पाठ्यक्रम लागू करने के पीछे मकसद था कि विद्यार्थियों को पहले शोध की सही प्रविधि सिखाई जाए। इससे उनमें वैज्ञानिक तरीके से शोध करने का कौशल विकसित होगा। इस पाठ्यक्रम की अवधि दो साल रखी गई थी। उसके बाद तीन साल शोध के लिए। हालांकि कुछ साल पहले तक सभी विश्वविद्यालय एमफिल पाठ्यक्रम नहीं चलाते थे, परन्तु विश्वविद्यालय अनुदान आयोग ने इसे अनिवार्य करने को कहा तो लगभग सभी जगह यह लागू हो गया। एम.फिल में विद्यार्थी को शोध प्रविधि की पढ़ाई करने के बाद एक लघु शोध प्रबंध जमा करना होता है।

एम.फिल. को शोध अभ्यास का प्रथम चरण माना जाता रहा है। आगे जाकर जो बच्चे विश्वविद्यालयों या शोध संस्थानों में विभिन्न विषयों पर शोध या अनुसंधान करना चाहते हैं, वो इससे शोध की वैज्ञानिक पद्धति सीख सकें एवं अपने शोध कार्य में वैज्ञानिकता ला सकें, पर विश्वविद्यालयों में शोध की जो स्थिति निकल कर सामने आई है उसे देखकर एम.फिल का मकसद कहीं पर भी पूरा होता नहीं दिख रहा है, इसलिए नई शिक्षा नीति में एम.फिल. का प्रावधान खत्म कर दिया गया है।

नई शिक्षा नीति में गुणवत्ता पूर्ण शिक्षा को महत्व दिया गया है। यह अपने आप में भारतीय संस्कृति, इतिहास और नैतिकता की पृष्ठभूमि को समेटे हुए है। यह नवीन युग की नई शिक्षा का नवसूत्र होने के साथ— साथ लचीली, संवेदनशील एवं न्याय सम्मत है। नई शिक्षा नीति की यही नवीनता शोध के क्षेत्र में भी देखने को मिलती है। नई शिक्षा नीति के लागू होने से पहले तक दुनिया भर के विश्वविद्यालयों में पढ़ाई—लिखाई के स्तर के सालाना मूल्यांकन का अध्ययन करने पर पता चलता रहा है कि शोध और अनुसंधान के मामले में भारत लगभग फिसड्डी है। ऐसे में विश्वविद्यालय अनुदान आयोग और विज्ञान, कला और मानविकी आदि के क्षेत्रों में अनुसंधान को प्रोत्साहन देने वाले संस्थानों की तरफ से खर्च होने वाले धन पर सवाल उठते रहे हैं। शोध प्रबंधों में चोरी और नकल की प्रवृत्ति आम बात है। नई शिक्षा नीति में इन सब बातों से बचने के लिए अनुसंधान एवं शोध के क्षेत्र में गुणवत्ता लाने की बात कही गई है। इसके लिए चाहिए कि प्रत्येक विश्वविद्यालय अपने आसपास की समस्याओं को चिन्हित करे फिर उनके समाधान के लिए शोध करे। समस्या के समाधान के लिए शोध हो तभी उसका महत्व है। आप जितना शोध और नवाचार को महत्व देंगे उतना ही विकास होगा। चाहे किसी भी विषय का छात्र हो उसका विचार भारत केन्द्रित होना चाहिए। हमारे देश में गरीबी के कारण घर बनाना एक समस्या है तो हमारे आर्किटेक्ट का उद्देश्य होना चाहिए कि कम मूल्य में घर कैसे बनाया जाए।

केंद्रीय शिक्षा सचिव अमित खरे के अनुसार नई शिक्षा नीति में इस बात का प्रावधान किया है कि अमेरिका की नेशनल साइंस फाउंडेशन की तर्ज पर भारत में नेशनल रिसर्च फाउंडेशन लाया जाएगा। इसमें विज्ञान के साथ सामाजिक विज्ञान भी शामिल होगा और शोध के बड़े प्रोजेक्ट्स की फाइनेंसिंग करेगा। ये शिक्षा के साथ रिसर्च में हमें आगे आने में मदद करेगा। शोध तथा अनुसंधान की गुणवत्ता के मामले में नई शिक्षा नीति पुरानी शिक्षा नीति से कई बिंदुओं में बेहतर एवं अलग

जान पड़ती है, जिनके दूरगामी प्रभावों का पता तो शोध के क्षेत्र में नई शिक्षा नीति के पूरी तरह से क्रियान्वयन के बाद ही चलेगा।

नई शिक्षा नीति में शोध बदलाव के १० प्रमुख बिंदु —

१. लघु प्रोजेक्ट दिए जाने पर जोर।
२. शोध का सरलीकरण।
३. लघु शोध में विषय चयन की सुविधा आसान।
४. छात्रों में शोध की प्रवृत्ति उत्पन्न व विकसित करने के पर्याप्त अवसर।
५. शोध में एमओयू के माध्यम से अलग-अलग संस्थानों को जोड़ा गया।
६. शोध क्षेत्र में एक दूसरे के संसाधन का समुचित इस्तेमाल करने की सुविधा।
७. शोध के लिए आर्थिक सहायता का प्रावधान।
८. शोध के लिए राष्ट्रीय व अंतरराष्ट्रीय स्तर पर समन्वय की व्यवस्था।
९. शोध के लिए विशेषज्ञों के चयन की सुविधा।
१०. शोध के लिए ऑनलाइन सुविधाएं उपलब्ध।

नई शिक्षा नीति में शोध एवं अनुसंधान के क्षेत्र में नवाचारों एवं बदलावों के प्रमुख बिंदुओं का अध्ययन करने से यह स्पष्ट हो जाता है कि यह शिक्षा नीति भारत में अनुसंधान एवं शोध के संदर्भ में समय की माँग को पूरा करने व विश्व स्तर पर भारतीय ज्ञान, विज्ञान और कला—संस्कृति को पहुंचाने की एक महत्वाकांक्षी नीति है। यह नीति रोजगार सृजन व नए विषयों तथा नए ज्ञान के क्षेत्रों में शिक्षा के द्वार खोलेगी जिससे भारत शिक्षा के क्षेत्र में भी विश्व में अग्रणी हो जाएगा। राष्ट्र हित में युवा शक्ति का समुचित उपयोग ही इस शिक्षा नीति का अंतिम लक्ष्य है। इस शिक्षा नीति में नवाचार और चिंतन के नए आयामों व विचार वैविध्य को प्रोत्साहित करने तथा भारतीयता से जुड़े रह कर गुणवत्तापूर्ण शिक्षा, अनुसंधान और शोध को महत्वपूर्ण स्थान दिया गया है।

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राष्ट्रीय शिक्षा नीति और उच्च शिक्षा का परिवर्तन

ज्योति

सहायक आचार्य (हिंदी)

सेठ बिहारी लाल छाबड़ा राजकीय

महाविद्यालय अनुपगढ़

डॉ. बलदेवा राम

सहायक आचार्य (हिंदी)

श्रीमती नर्बदा देवी बिहाणी राजकीय

महाविद्यालय, नोहर

जिला — हनुमानगढ़

सारांश

किसी देश में शिक्षा का परिदृश्य यह सिद्ध करता है कि वहां उस देश में शिक्षा का क्या स्थान है? केंद्र सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० को मंजूरी दे दी गई है जो कि हमारे देश की तीसरी राष्ट्रीय शिक्षा नीति होगी। इस नीति में केंद्र व राज्य सरकार के संयुक्त रूप से जीडीपी के ६: हिस्से को शिक्षा के क्षेत्र में निवेश का लक्ष्य रखा गया है। इस शिक्षा नीति से ३४ वर्ष बाद उच्च शिक्षा क्षेत्र में सकारात्मक प्रभाव के साथ कुछ चुनौतियां भी रहेंगी।

उच्च शिक्षा के क्षेत्र में राष्ट्रीय शिक्षा नीति २०२० के माध्यम से महत्वपूर्ण परिवर्तन का लक्ष्य रखा गया है। जैसे कि—बहुस्तरीय प्रवेश एवं निकासी, एकेडमिक बैंक ऑफ क्रेडिट, कॉमन एडमिशन टेस्ट, भारत के सर्वश्रेष्ठ विश्वविद्यालयों को अपने परिसर को अन्य देशों में स्थापित करने के लिए प्रोत्साहित करना, शिक्षकों से संबंधित सुधार जैसे नेशनल मेंटरिंग प्लान, नियमित शिक्षक भर्ती, शोध कार्यों को बढ़ावा, एआईसीटीई, एनसीटीई, यूजीसी, की जगह उच्च शिक्षा में एक ही नियामक होगा, जो संस्थानों को निर्देश देगा, महाविद्यालयों को स्वायत्त बनाकर १५ वर्षों के भीतर विश्वविद्यालय से सम्बंधता प्रक्रिया को समाप्त करना आदि। नई शिक्षा नीति को उच्च शिक्षा के क्षेत्र में लागू करना और लक्ष्य को प्राप्त करना। यह भविष्य के गर्भ में है परंतु आशा यही है की इस नीति को सही अर्थों में लागू करने की कोशिश की जाएगी।

प्रस्तावना

किसी भी देश की संपन्नता का आधार वहां की युवा पीढ़ी होती है जिसकी आधारशिला शिक्षा रुपी नींव पर टिकी होती है। वर्तमान में भारत सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० को लागू किया गया है। इससे पूर्व दो राष्ट्रीय शिक्षा नीतियों द्वारा शिक्षा के क्षेत्र में बदलाव किए गए थे। यह शिक्षा नीति २१वीं सदी की पहली शिक्षा नीति है जो की ३४ वर्ष पुरानी राष्ट्रीय शिक्षा नीति १९८६ का स्थान लेगी। जिसका प्रमुख उद्देश्य २१वीं सदी के अनुरूप शिक्षा के स्तर को स्थापित करना है। भविष्य की नींव को मजबूत करना है। इस शिक्षा नीति में महत्वपूर्ण निर्णय लिए गए हैं जो कि पूर्व शिक्षा नीतियों की अपेक्षाकृत एक युग परिवर्तनकारी निर्णय रहेंगे। इन निर्णयों को शिक्षा के क्षेत्र में वास्तविक रूप में लक्ष्य के रूप में प्राप्त करने हेतु कुछ चुनौतियां भी रहेंगी। इस शिक्षा नीति में भारत को विश्व गुरु के रूप में स्थापित करना, विद्यार्थियों की अद्वितीय क्षमताओं को सबके समक्ष रखना, शिक्षक जिसे भारतीय संस्कृति में परब्रह्म के समान माना गया है से संबंधित है समस्याओं का निदान करना है, शिक्षा को सभी के लिए उपलब्ध करवाना, ज्ञान एवं न्याय संगत समाज की स्थापना करना पर बल दिया गया है। इस शिक्षा नीति के माध्यम से स्कूली और उच्च शिक्षा दोनों क्षेत्रों में बड़े स्तर पर सुधार के रास्ते खुल गए हैं।

शोध पत्र अध्ययन के प्रमुख उद्देश्य निम्नलिखित हैं

१. राष्ट्रीय शिक्षा नीति २०२० के शिक्षा क्षेत्र में प्रमुख लक्ष्यों का अध्ययन करना
२. राष्ट्रीय शिक्षा नीति २०२० का उच्च शिक्षा क्षेत्र में विद्यार्थी वर्ग पर प्रभाव का अध्ययन करना
३. राष्ट्रीय शिक्षा नीति २०२० का उच्च शिक्षा क्षेत्र में शिक्षक पर प्रभाव का अध्ययन करना
४. राष्ट्रीय शिक्षा नीति २०२० का समग्र रूप से उच्च शिक्षा पर पड़ने वाले प्रभाव का अध्ययन करना
५. राष्ट्रीय शिक्षा नीति २०२० को उच्च शिक्षा क्षेत्र में लागू करने में आने वाली चुनौतियों का अध्ययन करना

राष्ट्रीय शिक्षा नीति २०२० के शिक्षा क्षेत्र में प्रमुख लक्ष्य

डॉ. के.कस्तूरीरंगन की अध्यक्षता वाली राष्ट्रीय शिक्षा नीति २०२० संबंधी समिति ने ने केंद्र सरकार को इस नीति संबंधी अपनी रिपोर्ट ३१ मई २०१९ को सौंपी जिस पर कैबिनेट ने विचार करते हुए नई शिक्षा नीति को २९ जुलाई २०२० को अपनी मंजूरी दी। इस कमेटी द्वारा लगभग ४८० पृष्ठों में रिपोर्ट प्रस्तुत की गई जिसमें भारतीय शिक्षा व्यवस्था से संबंधित अनेक विषयों एवं मुद्दों पर विचार किए गए।

राष्ट्रीय शिक्षा नीति २०२० का मुख्य उद्देश्य पूर्व की राष्ट्रीय शिक्षा नीति की भांति शिक्षा के क्षेत्र में सुधार करना है इसी लक्ष्य को प्राप्त करने के लिए यह शिक्षा नीति नए युग की के अनुरूप तथा अपने से पूर्व की शिक्षा नीतियों से ज्यादा प्रभावी नजर आती है यह शिक्षा नीति ५+ ३ + ३+ ४ संरचना पर आधारित है परिवर्तन की इस नीति में मानव संसाधन मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है इस शिक्षा नीति में अपनी भाषा में शिक्षा प्राप्त करने की स्वतंत्रता के साथ सह-शैक्षणिक गतिविधियों को बढ़ावा देकर विद्यार्थी के चहुँमुखी विकास पर बल दिया गया है।

राष्ट्रीय शिक्षा नीति २०२० का उच्च शिक्षा क्षेत्र में विद्यार्थी वर्ग पर प्रभाव का अध्ययन करना

इस नई शिक्षा नीति में विद्यार्थी वर्ग को विशेष प्रावधान किए गए हैं। मल्टीपल एंट्री एवं एग्जिट बिंदुओं के साथ स्नातक शिक्षा की परिकल्पना की गई है। जैसा कि पूर्व नीतियों में विद्यार्थी अगर बीए अर्थात् स्नातक पाठ्यक्रम को एक या दो साल बाद छोड़ देते थे तो उन्हें डिग्री नहीं मिलती थी वही इस नई शिक्षा नीति में विद्यार्थी वर्ग हेतु नवीन प्रावधान शामिल किए गए हैं जैसा कि स्नातक में ४ साल का पाठ्यक्रम लागू किया जाएगा इसमें भी विकल्प दिया गया है अर्थात् जो विद्यार्थी स्नातक के बाद नौकरी करना चाहते हैं उच्च शिक्षा में नहीं जाना चाहते, उनके लिए ३ साल की स्नातक की डिग्री रखी गई है। जो विद्यार्थी ४ साल की डिग्री के पश्चात स्नातकोत्तर करना चाहते हैं, उनके लिए यह पाठ्यक्रम १ साल का रहेगा। इसी प्रकार से अगर कोई विद्यार्थी ४ साल के डिग्री कोर्स से पहले ही महाविद्यालय छोड़ देते हैं तो उन्हें १ वर्ष पूर्ण करने पर सर्टिफिकेट मिलेगा, दूसरे वार्षिक पूर्ण करने पर डिप्लोमा और तीसरे साल के बाद छोड़ने पर डिग्री मिलेगी। इसी के साथ विद्यार्थियों के सर्वांगीण विकास के लिए शैक्षणिक गतिविधियों के साथ-साथ सहशैक्षणिक गतिविधियों पर भी बल दिया जाएगा इसी के साथ व्यवसायिक शिक्षा, दूरस्थ शिक्षा, ऑनलाइन शिक्षा आदि पर भी इस शिक्षा नीति में फोकस किया गया है। विद्यार्थी वर्ग हेतु विभिन्न प्रकार की छात्रवृत्ति योजनाएं इस शिक्षा नीति में संचालित करने पर बल दिया गया है।

राष्ट्रीय शिक्षा नीति २०२० का उच्च शिक्षा क्षेत्र में शिक्षक पर प्रभाव का अध्ययन करना

उच्च शिक्षा प्रणाली में संकाय सदस्यों की केंद्रीय भूमिका होती है क्योंकि उच्च शिक्षा प्रणाली के समस्त लक्ष्यों को प्राप्त करने में इनके योगदान की अवहेलना नहीं की जा सकती। इसलिए इस नीति में संकाय सदस्यों को ध्यान में रखते हुए महत्वपूर्ण निर्णय लिए गए हैं जैसे कि इनके मेंटरिंग, विकास कार्यक्रम, पदोन्नति तथा उत्कृष्ट संकाय सदस्यों की भर्ती इत्यादि।

राष्ट्रीय शिक्षा नीति २०२० का समग्र रूप से उच्च शिक्षा पर पड़ने वाले प्रभाव का अध्ययन करना

नई शिक्षा नीति में स्नातक एवं स्नातकोत्तर संबंधी नवीन प्रावधान किए गए हैं यथा स्नातक ४ वर्षीय, स्नातकोत्तर १ वर्षीय की गई है। नई शिक्षा नीति में एम.फिल. के नियम को खत्म कर दिया गया है साथ ही पीएचडी के लिए ४ साल की डिग्री शोध के साथ अनिवार्य होगी। इस नई शिक्षा नीति में यूजीसी, एनसीटीई और एआईसीटीई को खत्म करके रेगुलेटरी बॉडी स्थापित की जाएगी। कॉलेजों को स्वायत्तता प्रदान करते हुए १५ सालों के भीतर विश्वविद्यालय से संबंधता प्रक्रिया को पूरी तरह खत्म कर दिया जाएगा। शोध हेतु नेशनल रिसर्च फाउंडेशन की स्थापना की जाएगी। नई शिक्षा नीति में विदेशी विश्वविद्यालयों को भारत में अपने संस्थान स्थापित करने की अनुमति दी जाएगी। बदलते परिवेश एवं ऑनलाइन शिक्षा के लिए महाविद्यालयों, शिक्षकों, विद्यार्थियों को डिजिटल संसाधनों से संपन्न किया जाएगा। इस शिक्षा नीति में जीडीपी का ६: हिस्सा शिक्षा पर खर्च करने का लक्ष्य रखा गया है।

राष्ट्रीय शिक्षा नीति २०२० का समग्र रूप से उच्च शिक्षा पर पड़ने वाले प्रभाव का अध्ययन करना

राष्ट्रीय शिक्षा नीति २०२० का समग्र से अगर अध्ययन करें तो उस शिक्षा पर पड़ने वाला प्रभाव इस प्रकार से रहेगा—

- इस शिक्षा नीति में केंद्र व राज्य मिलकर काम करेंगे, जिससे जीडीपी में इसका योगदान लगभग ६: कर सकें।
- इस नीति के तहत छात्रों को भारत की अन्य प्राचीन भाषाओं को पढ़ने का विकल्प दिया जाएगा जिसे राज्य अपने स्तर पर निर्धारित करेंगे।
- नई शिक्षा नीति के तहत अगर कोई विद्यार्थी किसी कोर्स को बीच में छोड़कर दूसरे कोर्स में दाखिला लेना चाहता है तो उसे कुछ समय का अवकाश दिया जाएगा ताकि वह दूसरा कोर्स ज्वाइन कर सके और उसके पश्चात अपना पहला कोर्स भी कर सकें।
- उच्च शिक्षा में २०३३ तक नामांकन अनुपात यानी जीइआर को ५०: तक करने का लक्ष्य रखा गया है एक सर्वे के अनुसार २०१७-१८ में उच्च शिक्षा में जीइआर २७.५४: था जिसे अगले १५ सालों में दोगुना करने का लक्ष्य रखा गया है।
- शिक्षा नीति में उच्च शिक्षा को लचीला बनाने की कोशिश की गई है जिसकी एक प्रमुख विशेषता मल्टीपल एंट्री और एग्जिट सिस्टम है।
- नई शिक्षा नीति में उच्च कोटि के विश्वविद्यालयों के परिसर भारत में स्थापित करने एवं भारत के उच्च कोटि के विश्व विद्यालयों के परिसर विदेशों में स्थापित करने का प्रावधान किया गया है जिससे कि सांस्कृतिक एवं बौद्धिक आदान-प्रदान हो सके।
- उच्च शिक्षा क्षेत्र के संस्थान उच्च कोटि के मानवीय एवं भौतिक संसाधनों से पूर्ण होंगे।
- इस शिक्षा नीति में बहुविषयी एवं अंतर विषयी शिक्षा पर बल दिया गया है।
- इस नीति में नेशनल रिसर्च फाउंडेशन की स्थापना का लक्ष्य रखा गया है।
- उच्च शिक्षा क्षेत्र में शोध एवं नवाचार को बढ़ावा देना।

राष्ट्रीय शिक्षा नीति २०२० को उच्च शिक्षा क्षेत्र में लागू करने में आने वाली चुनौतियों का अध्ययन करना

राष्ट्रीय शिक्षा नीति २०२० के अंतर्गत उच्च शिक्षा क्षेत्र में जो प्रावधान किए गए हैं, उनको प्राप्त करना एक प्रमुख चुनौती रहेगी।

शिक्षा नीति में शिक्षा पर जीडीपी का ६: खर्च करने का लक्ष्य रखा गया है जो कि इससे पूर्व की नीतियों में भी ऐसा ही लक्ष्य रखा गया था परंतु इतने वर्षों बाद भी जीडीपी का ३: हिस्सा ही शिक्षा क्षेत्र को आवंटित हुआ है। जिस साल राष्ट्रीय शिक्षा नीति २०२० का आगाज हुआ उसी वर्ष शिक्षा क्षेत्र में बजट की कटौती की गई व २०१९ की एक रिपोर्ट के अनुसार भारत में ३.७४ करोड़ लोग उच्च शिक्षा प्राप्त कर रहे हैं। भारतवर्ष विभिन्न स्तरों पर विविधताओं से भरा हुआ देश है जहां इस नीति को लागू करना एक प्रमुख चुनौती रहेगा।

उच्च शिक्षा क्षेत्र को चलाने वाले व्यक्तियों कि सोच में क्रांतिकारी परिवर्तन लाने के साथ ही विद्यार्थियों, संकाय सदस्यों एवं अभिभावकों कि सोच में भी परिवर्तन लाना होगा व यूजीसी, एआईसीटीई, राष्ट्रीय शिक्षा परिषद के स्थान पर एक निकाय की स्थापना की जाएगी जिसके लिए इसके संस्थागत ढांचे की स्थापना में भी एक लंबा इंतजार करना पड़ेगा। इस नीति को सही अर्थों में प्राप्त करने हेतु नियमित भर्ती करती होगी।

निष्कर्ष रूप में कह सकते हैं यह नीति सूत्र वाक्य 'नेशन फर्स्ट करैक्टर मस्ट' पर बल देते हुए भारत के एक नए भविष्य की आधारशिला है। इस नीति में जो शिक्षा व्यवस्था संबंधी परिकल्पना की गई है, वह उसे पूर्व की नीतियों से अलग बनाते हैं। दूसरे शब्दों में कहें तो इस शिक्षा नीति में उच्च शिक्षा के ढांचे में परिवर्तन कर उसे एक नए सांचे में डाला जा रहा है। उच्च शिक्षा में एक क्रांतिकारी परिवर्तन में केंद्र राज्य सरकार के साथ-साथ संकाय सदस्यों, विद्यार्थियों, अभिभावकों, स्थानीय जनसहयोग, संस्थाओं, मीडिया इत्यादि की महती भूमिका रहेगी। हालांकि इस नीति के लक्ष्यों को प्राप्त करने में चुनौतियां भी कम नहीं हैं।

सही तरीके से यदि यह राष्ट्रीय शिक्षा नीति लागू होती है तो निश्चित ही भविष्य के स्वर्णिम भारत की आधारशिला साबित होगी और भारत को विश्व गुरु के शिखर तक ले जाएगी।

संदर्भ

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शोध के क्षेत्र में नई शिक्षा नीति २०२० का योगदान

सुभिता कुमारी

सहायक आचार्य (इतिहास)

श्रीमती नर्बदा देवी राजकीय स्नातकोत्तर

महाविद्यालय,

नोहर (हनुमानगढ़) राजस्थान

राजेश लखेर

सहायक आचार्य (रसायन विज्ञान)

श्रीमती नर्बदा देवी राजकीय स्नातकोत्तर

महाविद्यालय,

नोहर (हनुमानगढ़) राजस्थान

शोध सार

यह सर्वविदित तथ्य है कि किसी भी देश का विकास वहाँ के लोगों के विकास से गहरा सम्बन्ध रखता है। कोई भी देश विकास के पथ पर तभी आगे बढ़ा है और बढ़ सकता है जब उसके पास सुपरिभाषित, दूरदर्शी भविष्यवादी शिक्षा नीति हो। एक अच्छी शिक्षा नीति हमेशा देश को अच्छी गुणवत्तापूर्ण शिक्षा की ओर ले जाती है। यह शोधपत्र नई राष्ट्रीय शिक्षा नीति २०२० के लिए संदर्भित है जो मुख्यतः शोध के क्षेत्र में नई शिक्षा नीति २०२० के योगदान का विश्लेषण करता है कि वे मौजूदा शिक्षा प्रणाली को कैसे प्रभावित करते हैं। छम्ह २०२० में शोध की बहुआयामी, बहुउद्देशीय व्यवस्था है।
मूलशब्द :- राष्ट्रीय शिक्षा नीति २०२०, शोध, शोधार्थी, ज्ञान।

प्रस्तावना

भारत की पहली शिक्षा नीति १९६८ में पूर्व प्रधानमंत्री इन्दिरा गांधी की सरकार द्वारा प्रस्तुत की गई थी। दूसरी शिक्षा नीति १९६६ में राजीव गांधी सरकार द्वारा बनाई गई जिसमें नरसिम्हाराव सरकार द्वारा १९९२ में कुछ संशोधन किए गए थे। इसके ३४ साल बाद नरेन्द्र मोदी सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० प्रस्तुत की गई जो स्वतंत्र भारत की तीसरी शिक्षा नीति है। इसमें राष्ट्रीय शिक्षा नीति की समिति के अध्यक्ष डॉ. कस्तुरी रंजन व उसकी टीम के अथक प्रयास भी समाहित है। देश में विश्वस्तरीय शिक्षा प्रदान करने के लिए कई स्तरों पर सुधार व परिवर्तन की आवश्यकता थी। इसे ध्यान में रखते हुए ही नई राष्ट्रीय शिक्षा नीति २०२० में प्राथमिक, माध्यमिक, उच्च शिक्षा में व्यापक परिवर्तन की योजना बनाई गई है।

शोध के उद्देश्य

इस शोध का उद्देश्य नई शिक्षा नीति से सम्बन्धित प्राथमिक और माध्यमिक डेटा का विश्लेषण करना है। इसके मुख्य उद्देश्य निम्न हैं—

१. राष्ट्रीय शिक्षा नीति २०२० को पेश करना
२. इस नीति के लक्ष्य और सिद्धान्तों के बारे में जानना
३. उच्च शिक्षा में सकल नामांकन अनुपात में वृद्धि को बताना
४. शिक्षा में सकल घरेलू उत्पाद को ४ से बढ़ाकर ६ करने की एक झलक दिखाने के लिए।
५. इस नीति में उच्च शिक्षा कि मुख्य विशेषताओं को देखना

शोध विधि

यह लेख द्वितीयक स्रोतों के माध्यम से लिखा गया है। इसमें विभिन्न रिपोर्ट, समाचार पत्र एवं शिक्षा नीति की पुस्तकों से तथ्यों का संकलन किया गया है।

शोध का महत्व

तथ्यों पर आधारित इस शोध के निष्कर्ष समाज के हित में महत्वपूर्ण भूमिका निभाएंगे। शोधकर्ता इस वर्तमान शोध के सभी पहलुओं को समझाने का प्रयास करेगा। वर्तमान शोध शिक्षा नीति नियम एवं शर्तों के अनुसार उच्च शिक्षा के सुधारों को समझने में मदद करेगा। यह शोध नई शिक्षा नीति २०२० के बारे में पाठकों के बीच जागरूकता पैदा करने का प्रयास करेगा।

साहित्य की समीक्षा

राष्ट्रीय शिक्षा नीति २०२० का उद्देश्य विधार्थी केन्द्रित है यह मुख्य रूप में पहुँच, वहनीयता, इक्विटी, गुणवत्ता और जवाबदेही आदि पांच स्तम्भों पर केन्द्रित है जो छात्रों के समग्र विकास को सुनिश्चित करती है। यह नीति बचपन की देखभाल और प्राथमिक शिक्षा से लेकर स्कूल शिक्षा और उच्च शिक्षा स्तरों तक के पाठ्यक्रम में तालमेल करने की परिकल्पना करती है। इसमें महत्वपूर्ण बात यह है कि NEP २०२० में आने वाले दशक में सभी के लिए आजीवन सीखने के अवसर प्रदान करेगी। NEP २०२० सतत् विकास एजेंडा २०३० से जोड़ा गया है। राष्ट्रीय शिक्षा दोनों को अधिक समग्र, लचीला, बहुविषयक २१वीं सदी के अनुकूल बनाकर भारत को एक जीवंत ज्ञान, समाज और वैश्विक ज्ञान महाशक्ति में बदलना है।

NEP २०२० में वैचारिक समझ पर बल दिया गया है इसमें केवल परीक्षा के लिए रटने और सीखने के बजाए रचनात्मकता और आलोचनात्मक सोच तार्किक निर्णय लेने व नवाचार को प्रोत्साहित किया गया है।

NEP २०२० के ग्यारहवें अध्याय में समग्र और बहुविषयक शिक्षा प्रणाली की रूपरेखा प्रस्तुत की गई है यह रूपरेखा नैतिकता, रचनात्मकता, आलोचनात्मक चिंतन, नवाचार, समस्या समाधान, कौशल विकास और संप्रेषण आदि को अपने में समाहित किये हुये। यह शिक्षा नीति प्रत्येक विधार्थी को एक साथ, समाजिक विज्ञान, विज्ञान और मानविकी इनमें से जो उसे रुचिकर लगे, विषय चयन की छूट देगी। इस शिक्षा नीति के माध्यम से उच्चतर शिक्षा अपने सत्य रूप से प्राप्त करने का लक्ष्य पूर्ण कर पायेगी, जो अब तक नहीं हो पाया।

NEP २०२० में पहली बार डिग्री कोर्स में मल्टीपल एंट्री और एग्जिट सिस्टम लागू होगा, जैसे कोई छात्र बीच में ही कोर्स छोड़ देना चाहता है तो उसके साल बर्बाद नहीं होंगे। इससे उन छात्रों को बहुत फायदा होगा जिनकी पढ़ाई बीच में ही किसी वजह से छूट जाती है।

अब नई व्यवस्था के तहत स्नातक की पढ़ाई ३ से ४ वर्ष की होगी। तीन वर्षीय डिग्री प्रोग्राम एक वर्ष का पूरा करने पर प्रमाण पत्र, दो वर्ष पूरा होने पर डिप्लोमा और तीन वर्ष पूरा करने पर डिग्री मिलेगी। जो छात्र शोध के क्षेत्र में जाना चाहते हैं उनके लिए चार वर्ष का डिग्री प्रोग्राम होगा। ऐसे छात्र एक वर्ष के परास्नातक (पी.जी.) के साथ चार वर्ष के प्रोग्राम सीधे चिण्कण में प्रवेश ले सकेंगे। वही जो स्नातक के बाद नौकरी करना चाहते हैं उनकी पढ़ाई तीन वर्ष में पूरी हो जाएगी। NEP २०२० में एम.फिल. पाठ्यक्रम समाप्त कर दिया गया

देश के शिक्षण संस्थानों को दुनिया के सर्वश्रेष्ठ संस्थानों में शामिल करने के लिए इंटरनेशनल रैंकिंग के टॉप १०० संस्थानों के कैम्पस भारत में खोलने की अनुमति दी जायेगी। विदेशी शिक्षकों व छात्रों को भारत से जोड़ा जायेगा, जिससे शिक्षा की गुणवत्ता सुधरेगी।

किसी भी देश की समृद्धि का स्तर इस बात से आंका जाएगा कि वहाँ शिक्षा का स्तर कैसा है। बदलते वैश्विक परिप्रेक्ष्य में दुनिया इस आकलन पर भी गंतव्य रखेगी कि अमुख देशका शोध और अनुसंधान किस स्तर का है।

नई शिक्षा नीति २०२० शोध को सुन्दर व वैज्ञानिक स्वरूप देने हेतु उत्तम है। NEP २०२० में शोध संस्थानों व उच्चतर शिक्षा संस्थानों में इंटरशिप के अवसर उपलब्ध कराये जायेंगे, जैसे—स्थानीय उद्योग, व्यवसाय, कलाकार, शिल्पकार आदि के साथ इंटरशिप और अध्यापकों व शोधार्थियों के साथ शोध इंटरशिप ताकि छात्र सक्रिय रूप से अपने सीखने के व्यावहारिक पक्ष के साथ स्वयं रोजगार की सम्भावनाओं को बढ़ा सकें।

उच्चतर शिक्षण संस्थान स्टार्टअप, रंक्यूवेशन सेंटर, प्रौद्योगिकी विकास केन्द्र, अनुसंधान के प्रमुख क्षेत्रों के केन्द्र की स्थापना करके अनुसंधान और नवाचार पर फोकस इस नई शिक्षा नीति २०२० में किया जायेगा।

देशभर में Ph.D. कार्यक्रमों को बढ़ावा मिलने के साथ हमारे देशमें शोध संस्कृति विकसित होने की उम्मीद जगी है।

इसके लिए लगभग ३ सौ अनुसंधान विश्वविद्यालय २ हजार शिक्षण व अनुसंधान विश्वविद्यालय, १० हजार स्वायत्त डिग्री कॉलेज स्थापित करने का लक्ष्य इसमें रखा गया है। अब अनुसंधान विश्वविद्यालय के अस्तित्व में अपने से युवा गुणवत्तापरक शोध पर अपनी ऊर्जा केन्द्रित करेंगे। नई शिक्षा नीति के वोकेशनल एजुकेशन (व्यावसायिक शिक्षा) को बड़े स्तर पर अपग्रेड करने की योजना है इसमें जिस प्रकार उद्योगों के स्पेशल आर्थिक जोन बानाए गए हैं। नई शिक्षा नीति में उसी तरह शिक्षा के स्पेशल एजुकेशन जोन बनाने का प्रावधान किया गया है।

नई शिक्षा नीति २०२० में शोध व इंटरशिप के माध्यम से छात्रों के समग्र विकास पर लाभ देती है।

भारत में शोध की मात्रा और गुणवत्ता दोनों ही दृष्टि से स्थिति चिंतनीय है। एक ओर भारत शोध व नवाचार पर अपनी जी.डी.पी. का ०.७% ही खर्च करता है, जबकि चीन २.१% और अमेरिका २.८% खर्च करते हैं। दक्षिण कोरिया और इजरायल जैसे देशों में इस मामले में ४% से अधिक खर्च के साथ कहीं अधिक आगे हैं। इन देशों को इसका प्रत्यक्ष लाभ भी मिला है, क्योंकि उनके इन प्रयासों के चलते इन देशों की कई कंपनियों ने पश्चिम की तमाम प्रतिद्वन्द्वियों को प्रतिस्पर्धा में पीछे छोड़ दिया है। हमारे देश में भारतीय प्रौद्योगिकी संस्थान (IIT) की स्थापना तकनीकी शोध को बढ़ावा देने के लिए की गई थी ताकि देश के विकास के लिए जरूरी तकनीकी तैयार हो सके और भारत सही मायने में आत्मनिर्भर बन सके।

शोध के लिए बने इन संस्थानों के अपने मूल उद्देश्य से अलग होने की वजह से ही भारत रिसर्च में पिछड़ता चला गया। अब भारत रिसर्च व डेवलपमेंट के खर्च बढ़ाने जा रहा है तो इसने अपेक्षित परिणाम निश्चित रूप से मिलेंगे।

भारत में शोध की अपार सम्भावनाएं हैं तथा बहुत से क्षेत्र आम लोगों की पहुँच से दूर हैं, साथ ही फंड की कमी के कारण वैज्ञानिक इन क्षेत्रों में शोध करने से बचते हैं। आज भारत में अनेक समस्याएं हैं जिनका समाधान शोध के माध्यम से ही संभव है। उच्चतर शिक्षण संस्थान वैश्विक महामारियों के परिदृश्य को देखते हुए यह महत्वपूर्ण है कि संक्रामक रोगों, महामारी विज्ञान, वैक्सीनोलोजी और अन्य प्रासंगिक क्षेत्रों में अनुसंधान करने की अगुवाई करें। इन नई शिक्षा नीति में शोध को बढ़ावा देने के लिए एन.आर.एफ. के गठन की बात कही गई है।

गौरतलब है कि एक तरफ यहाँ न्ळ ने पीएचडी के लिए मास्टर डिग्री की अनिवार्यता खत्म कर दी है। वहीं दूसरी ओर आयोग ने नौकरी के चलते पीएचडी नहीं कर पाने वाले पेशेवरों को पार्टटाइम पीएचडी करने का विकल्प उपलब्ध कराकर बड़ी राहत दी है। ये दोनों सराहनीय व

स्वागत योग्य है। इसके अलावा पीएचडी की गुणवत्ता बढ़ाने के लिए नल्ल के नकल रोकने पर जोर दे रहा है। इस संदर्भ में आयोग द्वारा वर्ष २०१७ से जुड़े नियम लागू कर १०: से अधिक मिलता—जुलता कंटेंट कार्यवाही के दायरे में रखा गया है। तय नियमों से अधिक कंटेंट मिलने पर शोधार्थियों को अतिरिक्त समय देकर दोबारा थीसिस लिखवाई जाती है। ध्यान देने योग्य बात यह है कि उत्तर भारत के कई राज्यों में प्रोपेफसरों द्वारा शोधार्थी से पैसे लेकर शोधकार्य करवाने के कई मामले सामने आए हैं। यह प्रवृत्ति दुखद और शर्मनाक है। इस प्रवृत्ति से शोध का तो कतई भला नहीं हो सकता है।

भारत के कई बड़े उच्च शैक्षणिक संस्थानों में शोध के लिए आवश्यक अन्वेषण बुनियादी प्रवृत्ति का अभाव दिखाई देते हैं। NEP २०२० भारत का आधार बनेगा। भारत के छात्रों को ग्लोबल सीटीजन बनाएगी और इसी के साथ एक नई शिक्षा नीति उन्हें अपनी सभ्यता से भी जोड़े रखेगी।

नई शिक्षा नीति में शोध बदलाव के १० प्रमुख बिंदु —

१. लघु प्रोजेक्ट दिए जाने पर जोर।
२. शोध का सरलीकरण।
३. लघु शोध में विषय चयन की सुविधा आसान।
४. छात्रों में शोध की प्रवृत्ति उत्पन्न व विकसित करने के पर्याप्त अवसर।
५. शोध में एमओयू के माध्यम से अलग—अलग संस्थानों को जोड़ा गया।
६. शोध क्षेत्रों में एक दूसरे के संसाधनों का समुचित इस्तेमाल करने की सुविधा।
७. शोध के लिए आर्थिक सहायता का प्रावधान।
८. शोध के लिए राष्ट्रीय व अंतरराष्ट्रीय स्तर पर समन्वय की व्यवस्था।
९. शोध के लिए विशेषज्ञों के चयन की सुविधा।
१०. शोध के लिए ऑनलाइन सुविधाएं उपलब्ध।

शोध हेतु सुझाव

NEP २०२० में नेशनल रिसर्च फाउण्डेशन की स्थापना की बात की गई है, जिसके माध्यम से शोध संस्कृति को सक्षम बनाया जायेगा। भारत में शोधकर्ताओं को बढ़ावा दिया जायेगा जिससे नई—नई रिसर्च सामने आएगी जो देश की प्रगति के महत्वपूर्ण साबित होगी।

NEP को लेकर शोध क्षेत्र में एक शीर्ष संरचना के रूप में कार्य करने की आशा की जा रही है। यह वास्तव में स्वायत्त ही रहे तो यह एक बड़ा बदलाव होगा। भारत में अपेक्षित विश्वविद्यालयों और कॉलेज में शोधकर्ताओं को छम्ह जैसी एक नई फंडिंग एजेंसी मिल रही है।

NEP का उद्देश्य भारत में समस्त क्षेत्र के शोधकर्ताओं को फंड देना है। अनुसंधान के और विज्ञान विषयों को अपने दायरे में लाने के लिए NEP चार प्रमुख विषयों में अनुसंधान परियोजनाओं को फंड देगा विज्ञान, प्रौद्योगिकी, सामाजिक विज्ञान, कला व मानविकी।

NEP विश्वविद्यालयों तथा महाविद्यालयों में यहाँ अनुसंधान प्रारम्भिक अवस्था में है ऐसे संस्थानों को परामर्श और सहायता प्रदान करेगा तथा शोधार्थियों और सरकार के संबंधित संस्थाओं तथा उद्योगों के मध्य संपर्क स्थापित कर समन्वय का कार्य करेगा। यह उत्कृष्ट अनुसंधान और प्रगति का मूल्यांकन करने का कार्य करेगा तथा उत्कृष्ट शोध नवाचार के माध्यम से भारत को पुनः विश्वगुरु बनने की प्रविष्ट में सर्वाधिक भूमिका निभाएगा।

वास्तव में शोध को बढ़ावा देने के लिए भारत सरकार द्वारा नई-नई शोधवृत्तियाँ (फैलोशिप) शुरू की गई हैं और न्ळ की जूनियर रिसर्च फैलोशिप और सीनियर रिसर्च फैलोशिप को भी बढ़ाया गया है। शोध का बढ़ावा देने को एक बेहतर तरीका यह भी हो सकता है कि उद्योग जगत और देश के विश्वविद्यालयों के बीच साझा गठजोड़ बने ताकि प्रयोगशाला में हुए शोध को बाजार तक पहुँचाया जा सके।

हमारे देश में अविष्कार और शोध संस्कृति को बढ़ावा मिल सकता है, बशर्ते हम ऐसे ऐसे कार्यों के लिए सकारात्मक परिवेश बनाएं।

राष्ट्रीय शिक्षा नीति २०२० के लक्ष्य भव्य है और इन्हें प्राप्त करने के लिए सभी स्तरों पर समर्पण भाव से कार्य करना होगा। अनुसंधान में बढ़ती भागीदारी को सुनिश्चित करने के लिए NEP स्कूलों में छात्र हितों और प्रतिभाओं की पहचान करने, विश्वविद्यालयों में शोध को बढ़ावा देने, स्नातक पाठ्यक्रम में अनुसंधान व इंटरशिप को शामिल करने, कैरियर प्रबंधन प्रणालियों पर सुझाव देगा जो अनुसंधान को उचित बढ़ावा दे सके। यह सतत कार्यक्रम की सिफारिश करता है जो विज्ञान और तकनीकी में शिक्षण को एकीकृत करता है तथा देश के शिक्षण अनुसंधान के पुनः एकीकरण को बढ़ाता है।

निष्कर्ष

राष्ट्रीय शिक्षा नीति २०२० भारत की शिक्षा प्रणाली को आधुनिक, प्रगतिशील, न्यायसंगत बनाने की और सराहनीय, स्वागत योग्य महत्त्वकांक्षी पुनः कल्पना है।

इस शिक्षा नीति में शोध-संवर्धन पर विशेष बल दिया गया है। भारत के प्रत्येक राज्य में शोध को बढ़ावा देने हेतु उच्च शोध संस्थान का प्रारम्भ करने की योजना भी इस शिक्षा नीति का अहम हिस्सा है। यह नीति शोध के लिए सर्वोत्तम वातावरण निर्माण पर बल देती है और शोध संस्थानों को भी विदेशों में शोध परिसर खोलने की अनुमति प्रदान करती है। इस शिक्षा नीति के अंतर्गत अनुसंधान और नवाचार हेतु नेशनल रिसर्च फाउंडेशन के गठन का उल्लेख किया गया है। नई शिक्षा नीति २०२० शोध के क्षेत्र में भारतीय सांस्कृतिक शोधों के साथ-साथ नवाचार, शोध के रचनात्मक, आलोचनात्मक दृष्टि और सत्य स्वरूप तथ्य के प्राथमिक स्रोत को महत्त्व प्रदान करती है।

नई शिक्षा नीति २०२० के लागू होने से शोध के क्षेत्र में वैज्ञानिकता व वस्तुनिष्ठता का प्रभाव कायम हो सकेगा जो उच्च शोध को सही दिशा प्रदान करने में सहयोगी रहेगा अर्थात् नई शिक्षा नीति २०२० शोध को सुन्दर व वैज्ञानिक स्वरूप देने हेतु उत्तम है।

संदर्भ सूची

१. प्रकाश कुमार, २१वीं सदी की मांग पूरी करेगी नई शिक्षा नीति, आउटलुक हिंदी, २४ अगस्त २०२०
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नई शिक्षा नीति २०२० : चुनौतीपूर्ण राह

डॉ. प्रमोद कुमार,

सहायक आचार्य (इतिहास) (वि.सं.यो.)

श्रीमती नर्बदा देवी बिहानी राजकीय स्नातकोत्तर

महाविद्यालय, नोहर (हनुमानगढ़)

गणपत सिंह

शोधार्थी (इतिहास),

टांटिया विश्वविद्यालय,

श्रीगंगानगर (राज.)

स्वतंत्रता के उपरान्त पहली शिक्षा नीति वर्ष १९६८ में लायी गयी, तत्पश्चात् १९८६ में और उसके ३४ वर्ष बाद नवीन शिक्षा नीति, २०२० के रूप में, हाल ही में मंत्रिमंडल द्वारा मुहर लगाई गई। यह नीति इसरो के वरिष्ठ वैज्ञानिक के कस्तूरिंगन के नेतृत्व में बनाई गई। समय के साथ उस अनुरूप परिवर्तन अत्यावश्यक है, अन्यथा हर बात अपना महत्व खो देती हैं, पिछले ३० वर्षों से, १९८६ की शिक्षा नीति प्रवर्तन में है, निःसन्देह अपने समय की वह बेहतरीन नीति थी, मगर समय के साथ भारत में कई बदलाव हुए चाहे वो वैश्वीकरण हो या तकनीकी शिक्षा की बढ़ती जरूरत हो, ऐसे में नवीन शिक्षा नीति अत्यावश्यक थी, इन्हीं आवश्यकताओं को ध्यान में रखते हुए, यह नवीन नीति लायी गयी, जो २०४० तक पूर्ण रूप से लागू होनी है।

इस नीति में कई सारे अहम प्रावधान किये गये जो कि इस प्रकार है —

- ३ वर्ष से ६ वर्ष की आयु के बच्चों के लिए आंगनवाड़ी अथवा प्री-स्कूल के माध्यम से सुरक्षित व गुणवत्ता युक्त प्रारम्भिक बाल्यावस्था देखभाल और शिक्षा की उपलब्धता सुनिश्चित करना।
- २०२५ तक कक्षा ३ तक के सभी बच्चों में बुनियादी साक्षरता और संख्यात्मक ज्ञान को सुनिश्चित किया जायेगा।
- परख आंकलन के द्वारा विद्यार्थियों का समग्र आंकलन किया जायेगा।
- उच्च शिक्षण संस्थानों में सकल नामांकन अनुपात ५० प्रतिशत किया जायेगा जो कि वर्तमान में लगभग २७ प्रतिशत है।
- स्नातक पाठ्यक्रम में मल्टीपल एंट्री एण्ड एग्जिट व्यवस्था को अपनाया जायेगा ताकि विद्यार्थी अपनी रुचि के अनुसार बदलाव कर सकें।
- अंकों को डिजिटल रूप से सुरक्षित रखने के लिए अकेडमिक बैंक ऑफ क्रेडिट की स्थापना की जायेगी इत्यादि।

कोई भी नीति अपने उद्देश्यों में तब सफल होती है, जब वह प्रभावी रूप से लागू हो, अन्यथा कितने ही महत्वपूर्ण प्रावधान क्यों न हो, नीति अपने उद्देश्यों में पूर्णरूपेण सफल नहीं हो सकती, अतः प्रावधानों से भी ज्यादा महत्वपूर्ण उसका इम्प्लीमेंटेशन है और भारत जैसे देश में जहाँ भ्रष्टाचार, राजनैतिक हस्तक्षेप, दृढ़ राजनीतिक इच्छाशक्ति का अभाव, संसाधनों का अभाव तथा जन जागरूकता की कमी हो, वहाँ पर नीति को प्रभावी रूप से लागू करना किसी बड़ी चुनौती से कम नहीं है। ऐसे में जेहन में यह प्रश्न लाजमी भी है और वाजिब भी की क्या यह नीति भारतीय शिक्षा ढर्रे को बदल पाएगी? इस प्रश्न के उत्तर के लिए जब हम तह में जाते हैं तब कई चुनौतियों को पाते हैं, जिन पर नियंत्रण बेहद जरूरी है।

सर्वप्रथम वर्ष १९६४ में दौलत सिंह कोठारी के नेतृत्व में बने कोठारी आयोग ने सिफारिश दी थी की कुल जीडीपी का ६ प्रतिशत शिक्षा पर व्यय किया जाना चाहिए, मगर आज तक हम कुल जीडीपी के ३ प्रतिशत के आंकड़े को भी छू नहीं पाए। आर्थिक समीक्षा के आंकड़ों पर नजर डालें तो हम पाते हैं कि पिछले कुछ वर्षों से शिक्षा पर व्यय कुल जीडीपी का महज २.७ प्रतिशत है, जो कि ६ प्रतिशत से बहुत कम है, ऐसे में बड़ी चुनौती यह है कि जब सरकार पिछले कुछ वर्षों से शिक्षा पर वास्तविक व्यय निरन्तर घटा रही, कई क्षेत्रों में जीडीपी के कुल व्यय का हिस्सा कम किया जा रहा, तो ऐसी स्थिति में कैसे सम्भव है कि जीडीपी का ६ प्रतिशत भाग शिक्षा पर व्यय किया जाएगा? इस सम्बन्ध में शिक्षा नीति मौन है।

शिक्षा नीति में प्रावधान है कि कक्षा छः से व्यावसायिक शिक्षा, कम्प्यूटर कोडिंग तथा खेल शिक्षा दी जाएगी, साथ ही साथ विद्यालय क्लस्टर भी विकसित जाएंगे। धरातलीय स्तर पर देखा जाए तो भारत भर के अधिकांश विद्यालयों में भौतिक संसाधनों जैसे विद्यालय भवन, खेल मैदान, कम्प्यूटर लैब, फर्नीचर तथा सामान्य प्याऊ एवं शौचालय इत्यादि तथा मानवीय संसाधनों जैसे शिक्षक-शिक्षार्थी का अनुपात, कम्प्यूटर व खेल शिक्षकों की कमी, व्यावसायिक शिक्षा हेतु प्रशिक्षित प्रशिक्षकों इत्यादि, की अत्यंत कमी है, विशेषकर सरकारी विद्यालयों में यह हालत और भी दयनीय है, ऐसे में सरकार के समक्ष बड़ी चुनौती होगी की किस प्रकार इन संसाधनों की पर्याप्तता सुनिश्चित की जाएगी।

नई शिक्षा नीति में शिक्षक भर्ती को लेकर कई नवीन प्रावधान किए गए हैं, जिनमें से एक प्रावधान रखा है की शिक्षकों के चयन में प्रदर्शन कक्षा और साक्षात्कार प्रणाली को शामिल किया जाएगा। हालांकि यह स्पष्ट नहीं है कि डेमो और इंटरव्यू लेने वाली एजेंसी कौनसी होगी ? इनका वेटेज कितना होगा ? यहाँ बड़ी चुनौती यह है कि भारत में प्रारंभ से ही इंटरव्यू में भाई भतीजावाद तथा भ्रष्टाचार के आरोप लगते रहे हैं, ऐसे में पूर्ण निष्पक्षता और पारदर्शिता बनाये रखना बेहद मुश्किल होगा, अगर निष्पक्षता और पारदर्शिता नहीं रहती है तो निश्चित रूप से अयोग्य अभ्यर्थी, योग्य अभ्यर्थियों को बाहर का रास्ता दिखा देंगे, जो कि अन्यायपूर्ण होगा। तर्क यह भी दिया जा रहा है कि जब शिक्षक-प्रशिक्षण के दौरान एक प्रशिक्षु ६० से ९० कक्षाएँ लेता है, ऐसे में दस-पन्द्रह मिनट का इंटरव्यू परीक्षण कहाँ तक उचित है? जबकि कई बार माननीय न्यायालय भी कह चुके हैं कि नीचे के स्तर पर इंटरव्यू उचित नहीं है।

नई शिक्षा नीति में विश्वविद्यालय अनुदान आयोग, तकनीकी परिषद्, वास्तुकला परिषद्, राष्ट्रीय शिक्षा परिषद् जैसी संस्थाओं को समाप्त करके उसके स्थान पर भारतीय उच्चतर शिक्षा आयोग के गठन का प्रावधान रखा गया है, इससे केन्द्रीकरण बढ़ेगा, साथ ही साथ राज्यों से शिक्षा नियामक सम्बंधित अधिकार भी केंद्र को हस्तांतरित हो जाएंगे। यह अतिशय केंद्रीकरण संघात्मक ढांचे के खिलाफ है। इस कारण राज्य सरकारें इस नीति को समयबद्ध तरीके से लागू नहीं करेगी, ऐसे में बड़ी चुनौती है कि राज्यों को किस तरह शिक्षा नीति लागू करवाने के लिए सहमत करवाया जाएगा।

इस नीति में आठवीं तक की शिक्षा, मातृ भाषा में देने का सुझाव दिया गया है और अंग्रेजी भाषा को विकल्प के रूप में रखे जाने का। यद्यपि निजी विद्यालय शिक्षा के माध्यम के तौर पर अंग्रेजी को पूर्व की तरह ही बनाये रखेंगे, परन्तु सरकारी विद्यालयों में मजबूरीवश मातृभाषा को अपनाया जाएगा, जिसके चलते सरकारी विद्यालयों के विद्यार्थी अंग्रेजी भाषा में पिछड़ जाएंगे। चूंकि अंग्रेजी भाषा आज वैश्विक भाषा के रूप में स्थापित हो चुकी है ऐसे में अंग्रेजी भाषा पर कमजोर

पकड़, सरकारी विद्यालय के विद्यार्थियों को न केवल अंतरराष्ट्रीय कम्पनियों में जाने से रोकेगी बल्कि तकनीकी, मेडिकल, प्रबंधन, विज्ञान तथा अन्य सभी प्रकार की उच्चतर शिक्षा हासिल करने तथा प्रशासनिक सेवाओं में बड़ी बाधा उत्पन्न करेगी। ऐसे में सरकार के समक्ष बड़ी चुनौती है कि इस विभेद को कैसे दूर किया जाएगा?

इस शिक्षा नीति में मल्टीपल एंट्री एवं एग्जिट की व्यवस्था की गई है जो कि एक बेहतरीन नवाचार होगा परन्तु इसे लागू करने हेतु विभिन्न विश्वविद्यालयों, कॉलेजों तथा विभिन्न संस्थाओं के मध्य न एकरूपता है न ही नेटवर्किंग है। इसके अभाव में इस व्यवस्था को प्रभावी रूप से लागू करना नामुमकिन सा प्रतीत होता है। नीति में एकेडमिक बैंक ऑफ क्रेडिट की व्यवस्था की गई है। इसे धरातल पर लागू करने हेतु अभी तक संस्थाओं के पास आधारभूत संरचना का पूर्ण अभाव है। इसके विकास हेतु कोई खाका भी प्रस्तुत नहीं किया गया है। ऐसी स्थिति में इसे मूर्त रूप देना मुश्किल है।

इस शिक्षा नीति में विदेशी विश्वविद्यालयों के भारत में प्रवेश का मार्ग प्रशस्त किया है ताकि भारत में विश्वविद्यालयी शिक्षा का स्तर सुधर सकें। परन्तु इस प्रावधान से भारतीय शिक्षण व्यवस्था अत्यंत महंगी हो जायेगी जिससे निम्न वर्ग के विद्यार्थियों के लिए उच्च शिक्षा प्राप्त करना चुनौतिपूर्ण हो जायेगा। साथ ही साथ भारत के प्रशिक्षित शिक्षक भी भारत से इन विश्वविद्यालयों में पलायन कर सकते हैं।

चूंकि शिक्षा समवर्ती सूची का विषय है इस स्थिति में कई राज्य इस नीति के विरोध में खड़े हो सकते हैं पर सम्भव है कि वो इस नीति को पूर्णरूपेण लागू न करें। साथ ही साथ सम्पूर्ण भारत में कई शिक्षा बोर्ड हैं जिनमें पाठ्यक्रम भिन्न-भिन्न है तथा विषयवस्तु का स्तर भी भिन्न-भिन्न है। इस दशा में एकरूपता के साथ पाठ्यचर्या को लागू करना बेहद कठिन कार्य है।

सम्पूर्ण भारत में लगभग १० मिलियन शिक्षक हैं जिनमें से अधिकांश ग्रामीण पृष्ठभूमि से आते हैं, ऐसे में इन शिक्षकों को नवीन शिक्षा नीति के अनुरूप प्रशिक्षित करना एक चुनौतीपूर्ण कार्य है। इस समय शिक्षकों, अभिभावकों, शिक्षार्थियों तथा समाज के वैचारिक स्तर को परिवर्तित करना कतई आसान कार्य नहीं है। इस स्थिति में इस नीति को धरातल पर लागू करना कठिन है।

अतः सरकार को चाहिए की वो उक्त सभी प्रकार की चुनौतियों पर पूर्ण नियंत्रण स्थापित कर, सभी राज्यों से परामर्श कर, उनके अनुरूप आवश्यक संशोधन करके, इस नीति को जमीनी स्तर पर लागू करें अन्यथा सैद्धांतिक रूप से उत्कृष्ट लगने वाली यह नीति व्यावहारिक रूप में निरर्थक साबित होगी और जब तक व्यावहारिक रूप से इस नीति को लागू नहीं किया जाता है तब तक यह नीति कागजी नीति बनकर रह जाएगी, जो कि इस बदलते दौर और चुनौतीपूर्ण भविष्य के लिए जिस नए भारत की कल्पना की जा रही वो साकार नहीं हो सकती।

संदर्भ :

१. राष्ट्रीय शिक्षा नीति १९६८
२. राष्ट्रीय शिक्षा नीति १९८६
३. राष्ट्रीय शिक्षा नीति २०२०

नजरिया : शिक्षा प्रणाली में बदलाव और चुनौतियां

सलीम खान

सुपरवाइजर, टारगेट इंजीनियरिंग कम्पनी,
आबूधाबी (दुबई), यूएई

डॉ. हरीश कुमार सबलनिया

सहायक आचार्य (भौतिक विज्ञान)
राजकीय महाविद्यालय, भादरा (राज.)

२१वीं सदी के भारत की जरूरतों को पूरा करने के लिये भारतीय शिक्षा प्रणाली में बदलाव हेतु वर्तमान सरकार द्वारा जिस नई शिक्षा नीति को मंजूरी दी गयी है, उसे ही नयी राष्ट्रीय शिक्षा नीति २०२० (NEP २०२०) के नाम से जाना जाता है। वैश्विक पारिस्थितिकी एवं ज्ञान के परिदृश्य में पूरा विश्व परिवर्तन के दौर से गुजर रहा है, ऐसी स्थिति में बच्चे विविध विषयों के बीच अंतर्संबंधों को समझे, जीवन के सभी पक्षों का एवं क्षमताओं का संतुलित विकास कर सके, इसके लिए भारत की परम्परा और सांस्कृतिक मूल्यों पर जोर दिया गया है। ज्ञान, प्रज्ञा और सत्य की खोज को भारतीय दर्शन में सदैव सर्वोच्च मानवीय लक्ष्य माना गया है, प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध परम्परा को ध्यान में रखकर यह नीति तैयार की गई है। दरअसल ये एक पॉलिस्सी डॉक्यूमेंट है, जिसमें सरकार का शिक्षा को लेकर आने वाले दिनों में विजन क्या है, इसकी चर्चा है जो शिक्षा के क्षेत्र में देश की दशा और दिशा तय करती है।

नवीन राष्ट्रीय शिक्षा नीति अंतरिक्ष वैज्ञानिक के। कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है जिसमें वर्ष २०३० तक सकल नामांकन अनुपात (Gross Enrolment Ratio GER) को १०० लाने का लक्ष्य रखा गया है। नई शिक्षा नीति के अंतर्गत केंद्र व राज्य सरकार के सहयोग से शिक्षा के क्षेत्र पर जीडीपी के ६ प्रतिशत हिस्से के सार्वजनिक व्यय का लक्ष्य रखा गया है। नई शिक्षा नीति की घोषणा के साथ ही मानव संसाधन प्रबंधन मंत्रालय का नाम परिवर्तित कर शिक्षा मंत्रालय कर दिया गया है।

स्कूली शिक्षा संबंधी प्रावधान

नई शिक्षा नीति २०२० में ५ + ३ + ३ + ४ डिजाइन वाले शैक्षणिक संरचना का प्रस्ताव किया गया है जो ३ से १८ वर्ष की आयु वाले बच्चों को शामिल करता है। नई शिक्षा नीति में पहले जो १०+२ की परंपरा थी, अब वो खत्म हो जाएगी। अब उसके स्थान पर ५+३+३+४ का प्राविधान किया जा रहा है। ५+३+३+४ में ५ का मतलब है— तीन साल प्री-स्कूल के और क्लास १ और २, उसके बाद के ३ का मतलब है क्लास ३, ४ और ५ उसके बाद के ३ का मतलब है क्लास ६, ७ और ८ और आखिरी के ४ का मतलब है क्लास ९, १०, ११ और १२। यानी अब बच्चे ६ साल की जगह ३ साल की उम्र में फॉर्मल स्कूल में जाने लगेंगे। अब तक बच्चे ६ साल में पहली क्लास में जाते थे। इस नई शिक्षा नीति के लागू होने पर भी ६ साल में बच्चा पहली क्लास में ही होगा, लेकिन पहले के ३ साल भी फॉर्मल एजुकेशन वाले ही होंगे। प्ले-स्कूल के शुरुआती साल भी अब स्कूली शिक्षा में जुड़ेंगे। इसका मतलब ये कि अब राइट टू एजुकेशन का विस्तार होगा। पहले ६ साल से १४ साल के बच्चों के लिए आरटीई लागू किया गया था। अब ३ साल से १८ साल के बच्चों के लिए इसे लागू किया गया है।

NEP २०२० में कक्षा-५ तक की शिक्षा में मातृभाषा, स्थानीय या क्षेत्रीय भाषा को अध्ययन के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही इस नीति में मातृभाषा को कक्षा-८

और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव भी दिया गया है। इसके अलावा स्कूली शिक्षा में एक और महत्वपूर्ण बात है भाषा के स्तर पर। नई शिक्षा नीति में ३ लैंग्वेज फॉर्मूले की बात की गई है, जिसमें कक्षा पाँच तक मातृ भाषा, लोकल भाषा में पढ़ाई की बात की गई है। साथ ही ये भी कहा गया है कि जहाँ संभव हो, वहाँ कक्षा ८ तक इसी प्रक्रिया को अपनाया जाए। संस्कृत भाषा के साथ तमिल, तेलुगू और कन्नड़ जैसी भारतीय भाषाओं में पढ़ाई पर भी जोर दिया गया है। स्कूली और उच्च शिक्षा में छात्रों के लिये संस्कृत और अन्य प्राचीन भारतीय भाषाओं का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।

विद्यालयों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेल—कूद, योग, नृत्य, मार्शल आर्ट को स्थानीय उपलब्धता के अनुसार प्रदान करने की कोशिश की जाएगी ताकि बच्चे शारीरिक गतिविधियों एवं व्यायाम वगैरह में भाग ले सकें। इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्यतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा। कक्षा—६ से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटरशिप (Internship) की व्यवस्था भी की जाएगी। शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन होगा तथा समय—समय पर किये गए कार्य—प्रदर्शन आकलन के आधार पर पदोन्नति का कार्य संपन्न होगा। वर्ष २०३० तक अध्यापन के लिये न्यूनतम डिग्री योग्यता ४—वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

NEP २०२० के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' को २६:३ (वर्ष २०१८) से बढ़ाकर ५० तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में ३.५ करोड़ नई सीटों को जोड़ा जाएगा। नई शिक्षा नीति में अंडर ग्रेजुएट कोर्स में दाखिले के लिए नेशनल टेस्टिंग एजेंसी से परीक्षा कराने की बात कही गई है। NEP—२०२० के तहत स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एक्जिट व्यवस्था को अपनाया गया है, इसके तहत ३ या ४ 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—१ वर्ष के बाद प्रमाण—पत्र, २ वर्षों के बाद डिप्लोमा सर्टिफिकेट, ३ वर्षों के बाद स्नातक की डिग्री तथा ४ वर्षों के बाद शोध के साथ स्नातक। तीन वर्ष का स्नातक कोर्स सेमेस्टर प्रणाली पर आधारित होगा और प्रत्येक वर्ष में दो सेमेस्टर होंगे। उत्तर प्रदेश राज्य उच्च शिक्षा परिषद् द्वारा निर्मित स्नातक स्तर के पाठ्यक्रम के अनुसार प्रत्येक वर्षों में हर विद्यार्थी को कुछ आवश्यक रूप से को—कैलिकुलर कोर्स का अध्ययन करना होगा जैसे कि स्नातक प्रथम वर्ष में हेल्थ एंड हाईजीन, द्वितीय वर्ष में सोशल रिसर्चसिबिलिटी एंड डिजिटल अवेर्नेस, तृतीय वर्ष में आपदा प्रबंधन और डाटा विश्लेषण आदि।

ये विश्वविद्यालय पर निर्भर करेगा की कौन से वर्ष में किस तरह के को—कैरिकुलम कोर्स छात्रों को करने होंगे। इस नयी व्यवस्था में विद्यार्थियों को लगातार तीन वर्ष तक पढ़ते रहने की बाध्यता समाप्त कर दी गयी है। वो अपनी पढ़ाई बीच में छोड़ भी सकते हैं और फिर आवश्यकता के अनुरूप पुनः शुरू भी कर सकते हैं। इस नयी व्यवस्था में विद्यार्थियों को और सहूलियत यह दी गयी है कि वे किसी भी फैकल्टी के कम से कम दो विषय स्नातक स्तर पर ले सकते हैं। जैसे—इतिहास और समाजशास्त्र के साथ भौतिकी या विज्ञान वर्ग का कोई भी एक विषय। उसी तरह भौतिकी और रसायन शास्त्र के साथ राजनीतिशास्त्र या कला संवर्ग का कोई भी विषय। विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंकों या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक 'एकेडमिक बैंक ऑफ क्रेडिट' (Academic Bank of Credit) दिया जाएगा, ताकि अलग—अलग

संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सके। नई शिक्षा नीति के तहत एम.फिल. (M.Phil.) कार्यक्रम को समाप्त कर दिया गया है।

इस प्रकार से स्पष्ट है की नवीन शिक्षा नीति २०२० में उच्च शिक्षा में व्यापक बदलाव करते हुए इसे विद्यार्थियों के हित में लाने का प्रयास किया गया है। अगर इसका क्रियान्वयन सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष ले आएगी। नई शिक्षा नीति, २०२० के तहत ३ साल से १८ साल तक के बच्चों को शिक्षा का अधिकार कानून, २००९ के अंतर्गत रखा गया है। मेरा मानना है कि ३४ वर्षों पश्चात् आई इस नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है जिसका लक्ष्य २०२५ तक पूर्व-प्राथमिक शिक्षा (३-६ वर्ष की आयु सीमा) को सार्वभौमिक बनाना है। मेरी दृष्टि में स्नातक स्तर की शिक्षा में आर्टिफिशियल इंटेलिजेंस, थ्री-डी मशीन, डेटा-विश्लेषण, जैवप्रौद्योगिकी आदि क्षेत्रों के समावेशन से अत्याधुनिक क्षेत्रों में भी कुशल पेशेवर तैयार होंगे और युवाओं की रोजगार क्षमता में वृद्धि होगी। वैसे तो नीतियों को अच्छा बनना ज्यादा महत्वपूर्ण नहीं है, महत्वपूर्ण तो यह है कि इन्हे कब और कैसे लागू करना है, सबसे बड़ा चैलेंज तो इसका सफल क्रियान्वयन है। प्राथमिक शिक्षा को इस नई पॉलिसी में काफी अहमियत दी गई है।

ये अच्छी बात है। क्योंकि पहली में बच्चा सीधे स्कूल में आता था, तो उस वक्त वो दिमागी तौर पर पढ़ने के लिए तैयार नहीं होता था। तीन साल के प्री-स्कूल के बाद अगर अब वो पहली में आएगा, तो मानसिक तौर पर सीखने के लिहाज से पहले के मुकाबले ज्यादा बेहतर तैयार होगा। मेरी दृष्टि में मातृभाषा में पढ़ाना भी अच्छा कदम है। बच्चे की घर की भाषा को स्कूल की भाषा बनाना बहुत लाभदायक होगा लेकिन इसके लिए महिला एवं बाल कल्याण मंत्रालय और शिक्षा विभाग को एक साथ आकर काम करने की जरूरत होगी। नयी शिक्षा नीति क्लास रूम से बाहर शिक्षा को ले जाने की पहल है। नई शिक्षा नीति ने उसे रोजगार से जोड़ा है क्योंकि वोक्शनल एजुकेशन को इस लिहाज से जोड़ा गया है।

अब तक शिक्षा का मतलब फॉर्मल एजुकेशन से हुआ करता था, लेकिन अब अनौपचारिक यानी इन-फॉर्मल एजुकेशन को भी शिक्षा के दायरे में लाया गया है। कोविड-१९ के दौर में जो आर्थिक संकट नजर आ रहा है, उसकी एक वजह है लोगों में स्व-रोजगार की भावना और उसके प्रति सम्मान की कमी। नई शिक्षा नीति इसी तरह की समस्या को दूर करेगी। मातृभाषा को पांचवीं कक्षा तक महत्व देकर ना सिर्फ बच्चों की पढ़ाई आसान की गई है अपितु भारतीय भाषाओं में भी जान फूंकने का प्रयास किया गया है क्योंकि वे औपनिवेशिक भाषा अंग्रेजी के दबाव में दम तोड़ रहे हैं।

हम मानते हैं कि यह एक नयी चुनौती है अतः इसके लिए एक सीढ़ीनुमा रोड मैप भी होना चाहिए। देखा जाये तो नयी शिक्षा नीति एक प्रकार से साँप-सीढ़ी के खेल के समान है, खेलने वालों को साँप का भी अंदाजा होना चाहिए और सीढ़ियों का भी। इस नई नीति में ऊपर जाने के भी रास्ते हैं और लुढ़क कर नीचे आने के रास्ते भी, संभल कर नहीं खेलने के हारने का खतरा भी होगा, इसके लिए सहारा चाहिए होगा।

जैसे हर सिक्के के दो पहलु होते हैं वैसे ही इस नयी शिक्षा नीति के सन्दर्भ में दूसरा पहलु भी है जिसको लेकर शंका व्यक्त की जाती रही है। आलोचकों के अनुसार इस शिक्षा नीति को मूलतः तीन बिंदुओं से देखने की जरूरत है। पहला— इससे शिक्षा में कॉरपोरेटाइजेशन को बढ़ावा मिलेगा, दूसरा इससे उच्च शिक्षा के संस्थानों में अलग-अलग 'जातियाँ' बन जाएँगी, और तीसरा

खतरा है अति-केंद्रीकरण का। उनके मुताबिक मोदी सरकार के पहले कार्यकाल में नीति आयोग ने स्कूलों के लिए परिणाम-आधारित अनुदान देने की नीति लागू करने की बात पहले ही कह दी है। ऐसे में जो स्कूल अच्छे होंगे, वो और अच्छे होते चले जाएंगे और खराब स्कूल और अधिक खराब। वैसे यह आलोचना निराधार नहीं है, सरकार को इस दिशा में विशेष ध्यान देना होगा वरना इसका खामियाजा भारत के ७० प्रतिशत आर्थिक रूप से निर्धन, गरीब, दलित आदि वर्ग के लोगो को भुगतना पड़ सकता है।

सन्दर्भ सूची-

१. राष्ट्रीय शिक्षा नीति १९८६- मानव संसाधन विकास मन्त्रालय, भारत सरकार, नई दिल्ली
२. राष्ट्रीय शिक्षा नीति २०२०- मानव संसाधन विकास मन्त्रालय, भारत सरकार, नई दिल्ली
३. समाचार पत्र-दैनिक भास्कर, राजस्थान पत्रिका।



सुव्यवस्थित मतदाता शिक्षा और निर्वाचन सहभागिता

पूनम दत्ता

शोधार्थी (राजनीति विज्ञान)

टांटिया विश्वविद्यालय, श्रीगंगानगर

डॉ. राजेन्द्र प्रसाद मीणा

प्रोफेसर (राजनीति विज्ञान)

टांटिया विश्वविद्यालय, श्रीगंगानगर

सारांश

किसी भी लोकतांत्रिक देश में चुनाव काफी महत्वपूर्ण स्थान रखते हैं। चुनाव या फिर जिसे निर्वाचन प्रक्रिया के नाम से भी जाना जाता है, लोकतंत्र का एक अहम हिस्सा है और इसके बिना तो लोकतंत्र की परिकल्पना करना भी मुश्किल है क्योंकि चुनाव का यह विशेष अधिकार किसी भी लोकतांत्रिक देश के व्यक्ति को यह शक्ति देता है कि वह नेता को चुन सके और आवश्यकता पड़ने पर सत्ता परिवर्तन भी कर सके। एक देश के विकास के लिए चुनाव बहुत अहम प्रक्रिया है क्योंकि यह देश के राजनेताओं में इस बात का भय पैदा करता है कि यदि वह जनता का दमन या शोषण करेंगे तो चुनाव के समय जनता अपनी वोटों के ताकत द्वारा उन्हें सत्ता से बाहर कर सकती है। और क्योंकि भारत को विश्व के सबसे बड़े लोकतंत्र के रूप में भी जाना जाता है, इसलिए भारत में चुनावों को काफी अहम माना जाता है। आजादी के बाद से भारत में कई बार चुनाव हो चुके और इन्होंने देश के विकास को गति देने का एक महत्वपूर्ण कार्य किया। यह चुनाव प्रक्रिया ही है, जिसके कारण भारत में सुशासन, कानून व्यवस्था तथा पारदर्शिता जैसी चीजों को बढ़ावा मिला है।

देश में हर नागरिक को जो १८ वर्ष की उम्र पूरी का चुका/चुकी है मतदान करने का अधिकार प्राप्त है, जो कि एक ऐसा अधिकार है, जिसके तहत हर व्यक्ति अपने विचारों पर दूसरों से सहमति और असहमति दिखा सकते हैं। इसलिए हर नागरिक को अपने-अपने वोट का इस्तेमाल करना चाहिए, क्योंकि किसी भी देश के मतदाता ही देश के विकास की तस्वीर तय करते हैं। इसलिए, देश के हर नागरिक की जिम्मेदारी है कि वह सरकार बनाने में अपना सहयोग दें। योग्यतापूर्वक और मात्रात्मक रूप से, मतदाता की भागीदारी एक भाग लेने वाले लोकतंत्र के लिए आधारभूत है। इसी प्रकार, मतदाता पंजीकरण और मतदाता शिक्षा चुनाव प्रबंधन प्रक्रिया के लिए केंद्रीय हैं। मतदाताओं को क्या पता होना चाहिए और चुनाव प्रक्रिया के विभिन्न घटकों के संबंध में उन्हें वास्तव में क्या पता है, भारत के बीच एक बड़ा अंतर है। इसके अलावा, यह भी देखा गया है कि अकेले मतदाता जागरूकता मतदाताओं को वास्तव में अपने वोट डालने में परिवर्तित नहीं करती है।

सुव्यवस्थित मतदाता शिक्षा और निर्वाचक सहभागिता कार्यक्रम, जिसे स्वीप नाम से जाना जाता है, भारत में मतदाता शिक्षा, मतदाता जागरूकता फैलाने और मतदाता साक्षरता को बढ़ावा देने के लिए भारत निर्वाचन आयोग का प्रमुख कार्यक्रम है। वर्ष २००९ में, भारत के निर्वाचकों और तैयार करने और उन्हें निर्वाचक प्रक्रिया से संबंधित सामान्य ज्ञान से परिचित करवाने के लिए कार्य कर रहे हैं।

स्वीप का प्रमुख उद्देश्य, निर्वाचनों के दौरान अभी अर्हक नागरिकों को मतदान करने और जागरूक निर्णय लेने के लिए प्रोत्साहित करके भारत में वास्तविक सहभागी लोकतंत्र स्थापित करना है। ये कार्यक्रम अनेक सामान्य और लक्षित कार्यक्रमों पर आधारित हैं, जो राज्य के

सामाजिक—आर्थिक, सांस्कृतिक और जनसांख्यिकीय प्रोफाइल के साथ—साथ निर्वाचनों के पूर्ववर्ती चरणों में निर्वाचकीय भागीदारी के इतिहास और उससे ली गई सीख के अनुसार तैयार किए जाते हैं।

इस कार्यक्रम में, चुनाव प्रक्रिया के हर पहलू को मतदान में बढ़ी मतदाताओं की भागीदारी सुनिश्चित करने के लिए अनुकरण किया जाता है। यह इस कार्यक्रम का असर है कि पिछले कुछ वर्षों के दौरान, मतदाता पंजीकरण लगातार बढ़ रहा है और युवा मतदाताओं और महिलाओं की अधिक भागीदारी के साथ उच्च मतदान संभव हो पाया है।

प्रस्तावना

वर्तमान समय में शासन के विविध रूपों में प्रजातंत्र सबसे अधिक लोकप्रिय है। राज्यों की वृहत् जनसंख्या और क्षेत्र की विशालता के कारण वर्तमान समय में विश्व के लगभग सभी राज्यों में प्रतिनिध्यात्मक प्रजातंत्रीय शासन व्यवस्था ही प्रचलित है। इस शासन व्यवस्था के अन्तर्गत जनता अपने प्रतिनिधियों को चुनती है और इन प्रतिनिधियों द्वारा शासन कार्य किया जाता है। भारत एक महत्वपूर्ण लोकतंत्रात्मक देश है। मानव सभ्यता के ५००० वर्ष से भी पुराने इतिहास में कहीं भी, कभी भी इतने व्यापक पैमाने पर लोकतांत्रिक प्रयोग नहीं चला, जैसा कि भारत में स्वाधीनता के बाद से चल रहा है। जनतंत्र के परिप्रेक्ष्य में भारत की महत्ता का एहसास पश्चिम से अधिक है। टैक्सास विश्वविद्यालय के डॉ. रोस्टोन का यह कथन उल्लेखनीय है कि “दूसरे महायुद्ध के बाद की सबसे आश्चर्यजनक घटना भारत में लोकतंत्र कायम रहना है।” प्रसिद्ध इतिहासकार प्रो. थॉम्पसन के अनुसार “भारत केवल स्वयं की दृष्टि से ही एक महत्वपूर्ण देश नहीं है वरना वह समस्त विश्व में लोकतंत्र के भविष्य की दृष्टि से भी सर्वाधिक महत्वपूर्ण देश है। ऐसी स्थिति में यदि भारत कभी पुनः निरंकुश पंजों में जकड़ा जाता है तो यह मानव इतिहास की सबसे बड़ी पराजय होगी।”

किसी भी लोकतांत्रिक देश में चुनाव काफी महत्वपूर्ण स्थान रखते हैं। चुनाव या फिर जिसे निर्वाचन प्रक्रिया के नाम से भी जाना जाता है, लोकतंत्र का एक अहम हिस्सा है और इसके बिना तो लोकतंत्र की परिकल्पना करना भी मुश्किल है क्योंकि चुनाव यह विशेष अधिकार किसी भी लोकतांत्रिक देश के व्यक्ति को यह शक्ति देता है कि वह अपने नेता को चुन सके तथा आवश्यकता पड़ने पर सत्ता परिवर्तन भी कर सके। चुनाव वह प्रक्रिया है जिसके द्वारा मतदाता अपने प्रतिनिधियों का चुनाव करते हैं। निर्वाचन के माध्यम से ही संसद और विधानमण्डलों का गठन होता है, सरकार बनती है। चुनाव सरकार के लोकतंत्रीय स्वरूप प्रकट करते हैं। एक देश के विकास के लिए चुनाव बहुत अहम प्रक्रिया है क्योंकि यह देश के राजनेताओं में इस बात का भय पैदा करता है कि यदि वह जनता का दमन या शोषण करेंगे तो चुनाव के समय जनता अपनी वोटों की ताकत के द्वारा उन्हें सत्ता से बाहर कर सकती है। चुनाव में प्रत्येक व्यस्क को सत्ता में से सरकार को हटाने का तथा किसी अन्य को प्रतिनिधि चुनने का पूरा अधिकार प्राप्त करता है। चुनाव, क्योंकि लोकतंत्र की अनिवार्य शर्त और सफलता की कसौटी भी है, अतः प्रत्येक नागरिक का कर्तव्य हो जाता है कि वह उसके प्रति सावधान रहे। सजग, सावधान और जागरूक मतदाता ही चुनावों को सार्थक बनाने की भूमिका निभा सकता है। चुनाव राजनीतिक भागीदारी प्रदान करते हैं और भारत की विशाल जनता के लिए राजनीति में हिस्सा लेने का एकमात्र साधन कहे जा सकते हैं।

भारत को विश्व के सबसे बड़े लोकतंत्र के रूप में जाना जाता है, इसलिए भारत में चुनावों को काफी अहम माना जाता है। आजादी के बाद से भारत में कई बार चुनाव हो चुके हैं और इन्होंने

देश के विकास को गति देने का एक महत्वपूर्ण कार्य किया। यह चुनाव प्रक्रिया ही है, जिसके कारण भारत में सुशासन, कानून व्यवस्था तथा पारदर्शिता जैसी चीजों को बढ़ावा मिला है। क्योंकि भारतीय संविधान संसदीय ढांचे के लोकतंत्र की स्थापना करता है। सच्चा लोकतंत्र संसदीय लोकतंत्र ही हो सकता है जिसमें बिना हिंसात्मक क्रांति के सरकार को बदला जा सकता है, किन्तु ऐसा प्रतीत होता है कि विगत कुछ वर्षों से देश में लोकतंत्र की जड़े हिल रही हैं। हमारी वर्तमान चुनाव प्रणाली हमारे संविधान निर्माताओं की इच्छानुसार वास्तविक लोकतंत्र अर्थात् बहुमत का शासन स्थापित करने में सफल सिद्ध नहीं हुई। चुनाव महज औपचारिक बनते जा रहे हैं। आज के समय में देश में आधे से ज्यादा आबादी प्रतिशत युवाओं की है। अधिकतर युवा वर्ग के व्यक्ति राजनीति में अधिक रुचि नहीं लेते हैं। इसके साथ ही अधिकतर लोगों में चुनाव को लेकर भी अधिक सक्रियता नहीं रहती। अधिकतर व्यक्ति मतदान के महत्व के विषय में उचित रूप से नहीं जानते, जिसके कारण आज मतदाताओं की संख्या निरंतर घटती नजर आती है लेकिन लोकतंत्र को मजबूत एवं शक्तिशाली बनाने के लिए चुनावों में मतदाताओं की वृद्धि आवश्यक है। मतदाताओं में मतदान के प्रति जागरूकता बढ़ाने के लिए वर्ष २०११ से २५ जनवरी को प्रतिवर्ष राष्ट्रीय मतदाता दिवस मनाया जाता है।

भारत में अब तक १७ लोकसभा चुनाव तथा अन्य विधानसभा चुनाव सम्पन्न हो चुके हैं। ये सभी चुनाव सामान्यतः शांतिपूर्ण ढंग से सम्पन्न हुये हैं, लेकिन चुनाव पद्धति और चुनावों में कुछ ऐसी बातें देखने में आई हैं जिन्होंने जनता की चुनावों में आस्था को कम किया है। यदि उन्हें समय रहते नियंत्रित नहीं किया जाता, तो वे कालांतर में चुनावों के प्रति आस्था को आघात पहुंचा सकते हैं। डॉ. लक्ष्मीमल्ल सिंघवी के अनुसार “हमारे संविधान ने आधुनिक उदारवादी दर्शन के सार तत्व सारभौम व्यस्क मताधिकार को अपनाया है, परंतु इसके पूरे अर्थ का अभी उद्घाटन होना है अभी इसे न्याय, स्वतंत्रता तथा समता के उद्दान्त लक्ष्यों की सिद्धि का शासन बनाना शेष है। यदि हमें इस महत् तथा भव्य आदर्श को यथार्थ के धरातल पर लाना है, तो हमारे लिए यह आवश्यक है कि हम अपने निर्वाचन-प्रक्रमों के वास्तविक स्वरूप तथा त्रुटियों एवं विकृतियों का परिचय प्राप्त करें और उनकी शुद्धता रक्षा के लिए पृथक प्रयास करें।”

चुनावों से सम्बन्धित व्याधियों की विवेचना और चुनाव सुधार का विषय पिछले कुछ वर्षों से संसद और देश के प्रबुद्ध वर्ग का ध्यान आकर्षित करता रहा है। योग्यतापूर्वक और मात्रात्मक रूप से, मतदाता की भागीदारी एक भाग लेने वाले लोकतंत्र के लिए आधारभूत है। इसी प्रकार, मतदाता पंजीकरण और मतदाता शिक्षा चुनाव प्रबंधन प्रक्रिया के लिए केन्द्रीय है। मतदाताओं को क्या पता होना चाहिए और चुनाव प्रक्रिया के विभिन्न घटकों के संबंध में उन्हें वास्तव में क्या पता है, भारत के बीच एक बड़ा अंतर है। सजग और जागरूक मतदाता ही चुनावों को सार्थक बनाने की भूमिका निभा सकता है। मतदान एकमात्र ऐसा साधन है जिससे देश की जनता स्वयं अपने देश का विकास निर्धारित कर सकती है। मतदान मनोवैज्ञानिक तत्वों से प्रेरित एक गूढ़ राजनीतिक प्रक्रिया है जो अनेक आंतरिक और बाहरी तत्वों से प्रभावित होती है। मतदान में भाग लेने वाले लोगों का अनुपात जन संख्यात्मक लक्षणों और सामाजिक, आर्थिक पद के अनुसार बदलता रहता है। मतदान में भाग न लेने की प्रवृत्ति स्त्रियों में पुरुषों से अधिक, निरक्षरों में साक्षरों से अधिक, कम आय समूह में ज्यादा आय समूह से अधिक तथा सामाजिक दृष्टि से उन्नत वर्गों की तुलना में अधिक होती है। मतदान में भाग न लेने की प्रवृत्ति उनमें भी अधिक होती है जिन्हें कम राजनीतिक सूचना प्राप्त है अथवा जिन पर संचार के साधनों और अन्य दबावों का प्रभाव कम है। अतः भारत का चुनाव

आयोग जिसके द्वारा भारत में चुनाव सम्पन्न का महत्वपूर्ण कार्य चुनाव संबंधी कार्य सम्पन्न करवाने के साथ-साथ मतदाताओं को शिक्षित करना भी है। यह अत्यन्त महत्वपूर्ण है कि देश के मतदाता अपने अधिकारों के साथ-साथ उन जिम्मेदारियों को भी जाने जो किसी भी लोकतंत्र के सार को परिभाषित करते हैं। इसे ध्यान में रखते हुए भारत के चुनाव आयोग ने व्यवस्थित मतदाता शिक्षा और चुनावी भागीदारी शुरू की है, जिसे 'स्वीप' के रूप में जाना जाता है।

भारत के निर्वाचन आयोग के व्यवस्थित मतदाता शिक्षा और चुनावी भागीदारी कार्यक्रम मतदाताओं को सूचित, शिक्षित, प्रेरित और सुविधाजनक बनाने के लिए एक ऐतिहासिक कार्यक्रम है। सुव्यवस्थित मतदाता शिक्षा और निर्वाचक सहभागिता कार्यक्रम, भारत में मतदाता शिक्षा, मतदाता जागरूकता फैलाने और मतदाता साक्षरता को बढ़ावा देने के लिए भारत निर्वाचन आयोग का प्रमुख कार्यक्रम है। इस कार्यक्रम की शुरुआत चुनाव आयोग द्वारा वर्ष २००९ में की गई थी। 'स्वीप' का प्रमुख लक्ष्य निर्वाचन के दौरान सभी पात्र नागरिकों को मत देने और जागरूक निर्णय लेने के लिए प्रोत्साहित करके भारत में सहभागी लोकतंत्र का निर्माण करना है।

स्वीप का प्रमुख उद्देश्य, निर्वाचन के दौरान सभी अर्हक नागरिकों को मतदान करने और जागरूक निर्णय लेने के लिए प्रोत्साहित करके, भारत में वास्तविक सहभागी लोकतंत्र स्थापित करना है। ये कार्यक्रम अनेक सामान्य और लक्षित कार्यक्रमों पर आधारित है, जो राज्य के सामाजिक, आर्थिक और सांस्कृतिक परिवेश के अनुसार तैयार किए जाते हैं। इस कार्यक्रम के माध्यम से लोकतंत्र में मतदान के महत्व तथा मतदाता की भूमिका के संबंध मतदाता जागरूकता पैदा की जाती है तथा मतदान के दिन अधिकतम मतदाताओं को मतदान के लिए प्रोत्साहित किया जाता है। यह मतदाताओं और देश के विभिन्न जनसांख्यिकी की सामाजिक समानता का निर्माण करने का भी प्रयास करता है।

स्वीप की संरचना —

स्वीप की संरचना बहुआयामी है। स्वीप अपने उद्देश्यों को प्राप्त करने के लिए स्थानीय स्तर से लेकर राष्ट्रीय स्तर तक काम करता है।

१. बूथ स्तर — भारत के चुनाव आयोग ने २००६ में बूथ स्तर के अधिकारियों की स्थापना की घोषणा की, जिन्हें बीएलओ के रूप में जाना जाता है। ये अधिकारी आम तौर पर एक या दो मतदान केन्द्र के प्रभारी होते हैं और इन केन्द्रों के समग्र मतदाता सूची का रख रखाव करते हैं।
२. जिला स्तर — इस स्तर पर, जिला प्रशासनिक प्रमुख द्वारा चुनाव के प्रबंधन में महत्वपूर्ण भूमिका निभायी जाती है। इस स्तर पर स्वीप की समिति का गठन और अध्यक्षता जिला परिषद् के मुख्य कार्यकारी अधिकारी/मुख्य विकास अधिकारी द्वारा की जाती है।
३. राज्य स्तर — राज्य सीईओ कार्यालय के एक अधिकारी को संबंधित राज्य में स्वीप कार्यक्रम का प्रभारी नियुक्त किया जाता है। इस व्यक्ति को राज्य स्तर पर एक कोर समूह बनाने की शक्ति दी जाती है जिससे स्वैच्छिक आधार पर विश्व विद्यालयों, शैक्षणिक संस्थानों, युवा संगठनों, नागरिक समाज समूहों आदि के प्रतिनिधि शामिल हो सकते हैं।
४. राष्ट्रीय स्तर — मंत्रालय का स्वीप विंग नीतियों को तैयार करने ढांचा तैयार करने, उद्देश्यों और कार्यक्रम के क्रियान्वयन के लिए जिम्मेदार है। यह नागरिक समाज समूहों, मीडिया और मतदान वर्ग के साथ निरंतर बातचीत भी सुनिश्चित करता है।

संक्षेप में भारत के निर्वाचन आयोग के व्यवस्थित मतदाता शिक्षा और चुनावी भागीदारी कार्यक्रम मतदाताओं को सूचित शिक्षित, प्रेरित और सुविधाजनक बनाने के लिए एक ऐतिहासिक कार्यक्रम है। इस कार्यक्रम में, चुनाव प्रक्रिया के हर पहलू को मतदान में बढ़ी मतदाताओं की भागीदारी सुनिश्चित करने के लिए अनुकरण किया जाता है। यह इस कार्यक्रम का असर है कि पिछले कुछ वर्षों के दौरान, मतदाता पंजीकरण लगातार बढ़ रहा है और युवा मतदाताओं और महिलाओं से अधिक भागीदारी के साथ उच्च मतदाता मतदान संभव हो गया है। स्वीप का प्राथमिक लक्ष्य सभी पात्र नागरिकों को मतदान के लिए प्रोत्साहित करने और चुनाव के दौरान एवं सूचित निर्णय लेने के लिए भारत में वास्तव में सहभागी लोकतंत्र का निर्माण करना है।

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नई राष्ट्रीय शिक्षा नीति — २०२० : महत्वपूर्ण प्रावधान एवं चुनौतियाँ

डॉ. सिद्धार्थ राव

सहायक आचार्य (राजनीति
विज्ञान)

राजकीय नेहरू मैमोरियल
स्नातकोत्तर महाविद्यालय,
हनुमानगढ़ (राज.)

डॉ. अशोक आर्य

आचार्य एवं विभागाध्यक्ष
(राजनीति विज्ञान)

बाबू शोभा राम राजकीय
कला महाविद्यालय, अलवर

कीर्ति बंसल

शोधार्थी (अंग्रेजी)
महाराजा गंगासिंह

विश्वविद्यालय, बीकानेर
(राज.)

शिक्षा नीति-२०२०, भारत की नई राष्ट्रीय शिक्षा नीति है जिसे भारत सरकार द्वारा २९ जुलाई २०२० को घोषित किया गया। इसे नरेन्द्र मोदी के प्रधानमन्त्रीत्व में जारी किया गया है। अब स्टूडेंट्स को नई शिक्षा नीति के आधार पर प्रवेश मिलेगा। सन १९८६ में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है।

इस राष्ट्रीय शिक्षा नीति का मुख्य उद्देश्य भारत को वैश्विक स्तर पर शैक्षिक रूप से महाशक्ति बनाना तथा भारत में शिक्षा का सार्वभौमिकरण कर शिक्षा की गुणवत्ता को उच्च करना है। यह नई नीति देश में स्कूल और उच्च शिक्षा में परिवर्तनकारी सुधारों का मार्ग प्रशस्त करेगी। नई शिक्षा नीति एक नए पाठ्यक्रम और शिक्षा की संरचना के गठन की कल्पना करती है, जो छात्रों को सीखने के विभिन्न चरणों में मदद करेगी। शिक्षा को शहरी से लेकर ग्रामीण क्षेत्रों में सभी तक पहुंचाने के लिए मौजूदा शिक्षा प्रणाली में बदलाव किया जाना चाहिए। इस नीति द्वारा देश में स्कूल एवं उच्च शिक्षा में परिवर्तनकारी सुधारों की अपेक्षा की गई है।

उद्देश्य

१. नई शिक्षा नीति की घोषणा के साथ ही मानव संसाधन प्रबंधन मंत्रालय का नाम परिवर्तित कर शिक्षा मंत्रालय कर दिया गया है।
२. देश भर के उच्च शिक्षा संस्थानों के लिये “भारतीय उच्च शिक्षा परिषद” नामक एक एकल नियामक की परिकल्पना की गई है।
३. पाँचवीं कक्षा तक की शिक्षा में मातृभाषा/स्थानीय या क्षेत्रीय भाषा को शिक्षा के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही मातृभाषा को कक्षा-८ और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।
४. नई शिक्षा नीति के अंतर्गत केंद्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर जीडीपी के ६: हिस्से के सार्वजनिक व्यय का लक्ष्य रखा गया है।
५. नई राष्ट्रीय शिक्षा नीति, २०२० के तहत वर्ष २०३० तक स्कूली शिक्षा में १००: सकल नामांकन अनुपात (Gross Enrolment Ratio-GER) के साथ-साथ पूर्व-विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमिकरण का लक्ष्य रखा गया है।

उच्च शिक्षा हेतु प्रावधान

नई शिक्षा नीति-२०२० के तहत उच्च शिक्षण संस्थानों में “सकल नामांकन अनुपात” (Gross Enrolment Ratio) को २६.३: (वर्ष २०१८) से बढ़ाकर ५०: तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में ३.५ करोड़ नई सीटों को जोड़ा जाएगा। इसके तहत स्नातक पाठ्यक्रम में “मल्टीपल एंट्री एंड एक्जिट” व्यवस्था को अपनाया जायेगा। इसके तहत

३ या ४ 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 (१ वर्ष के बाद प्रमाण.पत्र, २ वर्षों के बाद एडवांस डिप्लोमा, ३ वर्षों के बाद स्नातक की डिग्री तथा ४ वर्षों के बाद शोध के साथ स्नातक)। पांच साल का ठा.ठैब और MA-MSc इंटीग्रेटेड कोर्स शुरू होगा, १२वीं के बाद इंटीग्रेटेड ठण्म्कण कोर्स की अवधि ४ वर्ष की होगी। नई शिक्षा नीति के तहत एमफिल् (M.Phil) कार्यक्रम को समाप्त कर दिया गया।

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

भारतीय उच्च शिक्षा आयोग

वर्तमान में उच्च शिक्षा निकायों का विनियमन विश्वविद्यालय अनुदान आयोग (यूजीसी), अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) और राष्ट्रीय अध्यापक शिक्षा परिषद (एनसीटीई) जैसे निकायों के माध्यम से किया जाता है।

नई शिक्षा नीति-२०२० में देश भर के उच्च शिक्षा संस्थानों के लिये एक एकल नियामक “भारतीय उच्च शिक्षा आयोग” (Higher Education Commission of India-HECI) की परिकल्पना की गई है जिसमें विभिन्न भूमिकाओं को पूरा करने हेतु कई कार्यक्षेत्र होंगे। भारतीय उच्च शिक्षा आयोग चिकित्सा एवं कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा क्षेत्र के लिये एक एकल निकाय (Single Umbrella Body) के रूप में कार्य करेगा।

HECI के कार्यों के प्रभावी निष्पादन हेतु चार निकाय.—

- १ राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद (National Higher Education Regulatory Council-NHERC) यह शिक्षक, शिक्षा सहित उच्च शिक्षा क्षेत्र के लिये एक नियामक का कार्य करेगा।
- २ सामान्य शिक्षा परिषद (General Education Council - GEC) : यह उच्च शिक्षा कार्यक्रमों के लिये अपेक्षित सीखने के परिणामों का ढाँचा तैयार करेगा अर्थात् उनके मानक निर्धारण का कार्य करेगा।
- ३ राष्ट्रीय प्रत्यायन परिषद (National Accreditation Council - NAC) : यह संस्थानों के प्रत्यायन का कार्य करेगा जो मुख्य रूप से बुनियादी मानदंडों, सार्वजनिक स्व-प्रकटीकरण, सुशासन और परिणामों पर आधारित होगा।
- ४ उच्चतर शिक्षा अनुदान परिषद (Higher Education Grants Council - HEGC) : यह निकाय कॉलेजों एवं विश्वविद्यालयों के लिये वित्तपोषण का कार्य करेगा।

देश में आईआईटी (IIT) और आईआईएम (IIM) के समकक्ष वैश्विक मानकों के “बहुविषयक शिक्षा एवं अनुसंधान विश्वविद्यालय” (Multidisciplinary Education and Research Universities - MERU) की स्थापना की जाएगी।

पाठ्यक्रम और मूल्यांकन संबंधी सुधार . इस नीति में पाठ्यक्रम के चार मुख्य आधार होंगे—

- सामाजिक शक्तियां
- स्वीकृत सिद्धांतों द्वारा प्राप्त मानव विकास का ज्ञान अधिगम का स्वरूप तथा

ज्ञान और संज्ञान का स्वरूप इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्यतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।

- कक्षा—६ से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटरशिप (Internship) की व्यवस्था भी की जाएगी।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (National Council of Educational Research and Training- NCERT) द्वारा स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा (National Curricular Framework for School Education) तैयार की जाएगी। गौरतलब है कि ८ वर्ष की आयु के बच्चों के लिये प्रारंभिक बचपन देखभाल और शिक्षा हेतु एक राष्ट्रीय पाठ्यक्रम और शैक्षणिक ढाँचे का निर्माण एनसीईआरटी द्वारा किया जाएगा।
- छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा—१० और कक्षा—१२ की परीक्षाओं में बदलाव किया जाएगा। इसमें भविष्य में समेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है।
- छात्रों की प्रगति के मूल्यांकन के लिये मानक—निर्धारक निकाय के रूप में “परख” (PARAKH) नामक एक नए राष्ट्रीय आकलन केंद्र (National Assessment Centre) की स्थापना की जाएगी।
- छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये कृत्रिम बुद्धिमत्ता (Artificial Intelligence- AI) आधारित सॉफ्टवेयर का प्रयोग।

शिक्षण व्यवस्था से संबंधित सुधार

- शिक्षकों की नियुक्ति में प्रभावी और पारदर्शी प्रक्रिया का पालन तथा समय-समय पर किये गए कार्य प्रदर्शन आकलन के आधार पर पदोन्नति होगी।
- राष्ट्रीय अध्यापक शिक्षा परिषद (NCTE) द्वारा वर्ष २०२२ तक “शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक” (National Professional Standards for Teachers- NPST) का विकास किया जाएगा।
- राष्ट्रीय अध्यापक शिक्षा परिषद (NCTE) द्वारा NCERT के परामर्श के आधार पर “अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा” [National Curriculum Framework for Teacher Education-NCFTE) का विकास किया जाएगा।
- वर्ष २०३० तक अध्यापन के लिये न्यूनतम डिग्री योग्यता ४—वर्षीय एकीकृत बी.एड. डिग्री का होना अनिवार्य किया जाएगा।

विशेष बिंदु

भाषायी विविधता का संरक्षण

नई शिक्षा नीति—२०२० में कक्षा—५ तक की शिक्षा में मातृभाषा/स्थानीय क्षेत्रीय भाषा को अध्ययन के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही इस नीति में मातृभाषा को कक्षा—८ और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।

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

शारीरिक शिक्षा

विद्यालयों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेल—कूद, योग, नृत्य, मार्शल आर्ट को स्थानीय उपलब्धता के अनुसार प्रदान करने की कोशिश की जाएगी ताकि बच्चे शारीरिक गतिविधियों एवं व्यायाम वगैरह में भाग ले सकें।

विकलांग बच्चों हेतु प्रावधान

इस नई नीति में विकलांग बच्चों के लिये क्रास विकलांगता प्रशिक्षण, संसाधन केंद्र, आवास, सहायक उपकरण, उपर्युक्त प्रौद्योगिकी आधारित उपकरण, शिक्षकों का पूर्ण समर्थन एवं प्रारंभिक से लेकर उच्च शिक्षा तक नियमित रूप से स्कूली शिक्षा प्रक्रिया में भागीदारी सुनिश्चित करना आदि प्रक्रियाओं को सक्षम बनाया जाएगा।

डिजिटल शिक्षा से संबंधित प्रावधान

एक स्वायत्त निकाय के रूप में “राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच” (National Educational Technology Forum) का गठन किया जाएगा जिसके द्वारा शिक्षण, मूल्यांकन योजना एवं प्रशासन में अभिवृद्धि हेतु विचारों का आदान—प्रदान किया जा सकेगा।

डिजिटल शिक्षा संसाधनों को विकसित करने के लिये अलग प्रौद्योगिकी इकाई का विकास किया जाएगा जो डिजिटल बुनियादी ढाँचे, सामग्री और क्षमता निर्माण हेतु समन्वयन का कार्य करेगी।

पारंपरिक ज्ञान संबंधी प्रावधान

भारतीय ज्ञान प्रणालियाँ, जिनमें जनजातीय एवं स्वदेशी ज्ञान शामिल होंगे, इन्हें पाठ्यक्रम में सटीक एवं वैज्ञानिक तरीके से शामिल किया जाएगा।

वित्तीय सहायता

एससी, एसटी, ओबीसी और अन्य सामाजिक और आर्थिक रूप से वंचित समूहों से संबंधित मेधावी छात्रों को प्रोत्साहन के रूप में वित्तीय सहायता प्रदान की जाएगी।

विशेष शैक्षिक क्षेत्र

पिछड़े जिले (Aspirational districts) जैसे क्षेत्र जहाँ बड़ी संख्या में आर्थिक, सामाजिक या जातिगत बाधाओं का सामना करने वाले छात्र पाए जाते हैं, उन्हें “विशेष शैक्षिक क्षेत्र” (Special Educational Zone) के रूप में नामित किया जाएगा।

जेंडर इंकलूजन फंड

देश में क्षमता निर्माण हेतु केंद्र सभी लड़कियों और ट्रांसजेंडर छात्रों को समान गुणवत्ता प्रदान करने की दिशा में एक जेंडर इंकलूजन फंड (Gender Inclusion Fund) की स्थापना करेगा।

महत्वपूर्ण चुनौतियाँ

नई शिक्षा नीति—२०२० के माध्यम से शैक्षिक ढाँचे को बेहतर बनाने का सरकार का प्रयास अपने आप में एक सराहनीय कार्य है, लेकिन इसके समक्ष कई चुनौतियाँ हैं, जिन्हें निम्नलिखित बिंदुओं के तहत वर्णित किया जा सकता है।

१. **शिक्षा का संस्कृतिकरण:** दक्षिण भारतीय राज्यों का यह आरोप है कि “त्रिभाषा” सूत्र से सरकार शिक्षा का संस्कृतिकरण करने का प्रयास कर रही है। “त्रिभाषी नीति” भी नई शिक्षा नीति.२०२० के सामने एक चुनौती पेश कर रही है, जिसमें गैर—हिंदी भाषा क्षेत्रों में मातृभाषा और अंग्रेजी भाषा के अलावा हिंदी को तीसरी भाषा बनाने की सिफारिश की गई है। तीन

भाषा सूत्र नया नहीं है, पिछली शिक्षा नीतियों १९६८ और १९८६ में भी इसकी पहले से ही सिफारिश की गई थी।

२. शिक्षा क्षेत्र में सुधार के लिए सरकार द्वारा किए गए प्रयासों के विफल होने का खतरा है। इसका कारण शिक्षा नीति में बदलाव करते समय रोडमैप का पालन नहीं करना और नीतियों को बनाते समय सभी हितधारकों को ध्यान में नहीं रखना है।
३. बुनियादी ढांचे का अभाव — एक महत्वपूर्ण चुनौती बुनियादी ढांचे की कमी से संबंधित है। यह आमतौर पर देखा गया है कि स्कूलों और विश्वविद्यालयों में बिजली, पानी, शौचालय, चारदीवारी, पुस्तकालय, कंप्यूटर आदि की कमी है, जिसके परिणामस्वरूप शिक्षा प्रणाली प्रभावित होती है। विश्व बैंक की विश्व विकास रिपोर्ट २०१८ “दी लर्निंग टू रियलाइज़ एजुकेशन प्रॉमिस” के अनुसार, भारत की शिक्षा प्रणाली बदतर स्थिति में है।
४. **राज्यों का सहयोग:** शिक्षा एक समवर्ती विषय होने के कारण अधिकांश राज्यों के अपने स्कूल बोर्ड हैं इसलिये इस फैसले के वास्तविक कार्यान्वयन हेतु राज्य सरकारों को सामने आना होगा। साथ ही शीर्ष नियंत्रण संगठन के तौर पर एक “राष्ट्रीय उच्चतर शिक्षा” नियामक परिषद को लाने संबंधी विचार का राज्यों द्वारा विरोध हो सकता है।
५. **महँगी शिक्षा:** नई शिक्षा नीति में विदेशी विश्वविद्यालयों में प्रवेश का मार्ग प्रशस्त किया गया है। विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों में प्रवेश से भारतीय शिक्षण व्यवस्था के महँगी होने की आशंका है। इसके फलस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो सकता है।
६. **फंडिंग संबंधी जाँच का अपर्याप्त होना:** कुछ राज्यों में अभी भी शुल्क संबंधी विनियमन मौजूद है, लेकिन ये नियामक प्रक्रियाएँ असीमित दान के रूप में मुनाफाखोरी पर अंकुश लगाने में असमर्थ हैं।
७. **वित्तपोषण:** वित्तपोषण का सुनिश्चित होना इस बात पर निर्भर करेगा कि शिक्षा पर सार्वजनिक व्यय के रूप में जीडीपी के प्रस्तावित ६: खर्च करने की इच्छाशक्ति कितनी सशक्त है।
८. भारत में लगभग एक तिहाई बच्चे प्राथमिक शिक्षा पूरी करने से पहले स्कूल छोड़ देते हैं। यह उल्लेखनीय है कि अधिकांश बच्चे, जो स्कूल जाने में असमर्थ हैं, अनुसूचित जाति और अनुसूचित जनजाति, धार्मिक अल्पसंख्यकों और दिव्यांग समूहों से संबंधित हैं।
९. शिक्षा नीति के समक्ष एक महत्वपूर्ण चुनौती विश्वविद्यालयों और कॉलेजों में प्रोफेसर्स की जवाबदेही और प्रदर्शन को लागू करना भी है। आज, दुनिया के कई विश्वविद्यालयों में, अपने साथियों और छात्रों के प्रदर्शन के आधार पर शिक्षकों के प्रदर्शन का मूल्यांकन किया जाता है
१०. **ASER (ANNUAL STATUS OF EDUCATION REPORT)** के अनुसार, जो कि एक गैर सरकारी संगठन है, जिसका मुख्यालय नई दिल्ली में है। पूरे भारत में ग्रामीण और शहरी मलिन बस्तियों में बच्चों के साथ काम करता है। सरकार ने ग्रामीण क्षेत्रों में शिक्षा क्षेत्र के बुनियादी ढांचे में निवेश किया हो, ऐसा हो सकता है, लेकिन यह अपेक्षाकृत सफल नहीं रहा है।
११. **मानव संसाधन का अभाव:** वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, ऐसे में राष्ट्रीय शिक्षा नीति-२०२० के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ भी हैं। नई शिक्षा प्रणाली के सामने एक चुनौती शिक्षकों की कमी को दूर करना भी है। नियंत्रक और महालेखा परीक्षक ;बाल्लद्ध की २०१७ की रिपोर्ट

के अनुसार, एकल शिक्षक के भरोसे बड़ी संख्या में स्कूल चल रहे हैं, जो शिक्षा की गुणवत्ता को प्रभावित करता है। हाल ही में यूजीसी के एक सर्वेक्षण के अनुसार, कुल स्वीकृत शिक्षण पदों में से प्रोफेसर के ३५:ए एसोसिएट प्रोफेसर के ४६: पद और सहायक प्रोफेसर के २६: पद भारतीय उच्च शिक्षा संस्थानों में रिक्त हैं।

१२. एक अन्य चुनौती उच्च शिक्षा की गुणवत्ता को बढ़ाना है। यह उल्लेखनीय है कि बहुत कम भारतीय शिक्षण संस्थानों को शीर्ष २०० विश्व रैंकिंग में जगह मिलती है।

निष्कर्ष

केंद्रीय मंत्रिमंडल ने २१वीं सदी के भारत की जरूरतों को पूरा करने के लिये भारतीय शिक्षा प्रणाली में बदलाव हेतु जिस नई राष्ट्रीय शिक्षा नीति—२०२० को मंजूरी दी है अगर उसका क्रियान्वयन सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष ले आएगी। नई शिक्षा नीति, २०२० के तहत ३ साल से १८ साल तक के बच्चों को शिक्षा का अधिकार कानून, २००९ के अंतर्गत रखा गया है। ३४ वर्षों पश्चात् आई इस नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है, जिसका लक्ष्य २०२५ तक पूर्व—प्राथमिक शिक्षा (३.६ वर्ष की आयु सीमा) को सार्वभूमिक बनाना और वर्ष २०३० तक स्कूली शिक्षा में १००: सकल नामांकन अनुपात (Gross Enrolment Ratio-GER) के साथ—साथ पूर्व—विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमिकरण का लक्ष्य रखा गया है।

यह शिक्षा नीति सरकार द्वारा शिक्षा प्रणाली में एक बड़े बदलाव का संकेत दे रही है, लेकिन इसमें कई चुनौतियाँ भी हैं। उल्लेखनीय है कि इन चुनौतियों से निपटने का प्रयास पूर्व में भी किया जा चुका है, लेकिन उपलब्धियाँ सराहनीय नहीं रही हैं। इस संदर्भ में, कुछ सुझावों को यहां लागू करने की आवश्यकता है।

१. शैक्षिक संस्थान, कार्यान्वयन एजेंसियों, छात्रों और औद्योगिक क्षेत्रों के बीच एक सहजीवी संबंध स्थापित किया जाना चाहिए। जिससे नवाचार के माध्यम से रोजगार के बड़े अवसर पैदा हो सकते हैं। इसके लिए यह आवश्यक है कि उद्योग, शिक्षण संस्थानों से जुड़े हो।
२. इसके अलावा, कॉर्पोरेट प्रतिष्ठानों को विशेष महत्व के क्षेत्रों की पहचान करनी चाहिए और देश के अनुसंधान कार्यक्रमों के लिए वित्त प्रदान करना चाहिए।
३. इस नीति के तहत, शिक्षा अभियान को सफल बनाने के लिए सरकार, नागरिकों, सामाजिक संस्थाओं, विशेषज्ञों, अभिभावकों, समुदाय के सदस्यों को अपने स्तर पर काम करना चाहिए।
४. स्कूली शिक्षा में सुधार के अलावा, शिक्षण और प्रशिक्षण विधियों में भी सुधार किया जाना चाहिए।
५. क्रेडिट रेटिंग एजेंसियों, प्रतिष्ठित उद्योग संगठनों, मीडिया हाउस और पेशेवर निकायों को भारतीय विश्वविद्यालयों और संस्थानों को रेटिंग देने के लिए प्रोत्साहित किया जाना चाहिए। एक मजबूत रेटिंग प्रणाली विश्वविद्यालयों के बीच स्वस्थ प्रतिस्पर्धा को बढ़ाएगी और उनके प्रदर्शन में सुधार करेगी।

भारतीय विश्वविद्यालय अभी भी दुनिया के शीर्ष २०० रैंक वाले विश्वविद्यालयों में शामिल नहीं हैं। इस संबंध में, विश्वविद्यालयों और शिक्षाविदों को संबंधित मानकों में आत्मनिरीक्षण और सुधार करना चाहिए।

जहां एक ओर, संस्थान की स्वायत्तता की वकालत की जाती है, वहीं दूसरी ओर, मौजूदा व्यवस्था में, यदि आप विश्वविद्यालय के भीतर एक संगोष्ठी तक आयोजित करना चाहते हैं, तो आपको कुलपति से अनुमति लेनी पड़ती है। एक और उदाहरण में, एक तरफ वैज्ञानिक दृष्टिकोण की वकालत की जाती है और दूसरी तरफ देश की सरकार के मंत्री ऐसे भाषण देते हैं जो अंधविश्वास को बढ़ावा देते हैं। इसी तरह, इस नई राष्ट्रीय शिक्षा नीति—२०२० का मसौदा बहुत अच्छा है, बशर्ते यह वास्तव में लागू हो। यदि सरकार इसे क्रियान्वयन में लाये और इसके आधार पर, मूल ढांचे को बदलने के इरादे से पूरी शैक्षिक संरचना पर काम करे तभी कुछ संभव है। सिर्फ अच्छे शब्दों से काम नहीं चलेगा। इसके क्रियान्वयन पर सावधानीपूर्वक ध्यान दिया जाना चाहिए। हमें आने वाले दशकों में यह भी देखना होगा कि सरकारें नई राष्ट्रीय शिक्षा नीति—२०२० के अनुसार कानूनों को बदलने के बाद आवश्यक अतिरिक्त बजट प्रदान करने और उसे खर्च करने में सक्षम है या नहीं।

सन्दर्भ

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व्यवसायिक शिक्षा : युवाओं का भविष्य

डॉ. अर्चना गोदारा

भावना

सहायक आचार्य (समाजशास्त्र)

सहायक आचार्य (इतिहास)

राजकीय एन. एम. महाविद्यालय, हनुमानगढ़

राजकीय एन. एम. महाविद्यालय, हनुमानगढ़

विश्व के युवा देशों में शामिल भारत देश की एक बहुत बड़ी समस्या यह है कि यहां कि शिक्षा प्रणाली एवं रोजगार में कोई तालमेल नहीं है। सिर्फ २९ साल की औसत उम्र वाले भारत देश में १५ से २९ साल के युवा न तो कोई पढ़ाई कर रहे हैं और ना ही किसी प्रकार का कोई कार्य कर रहे हैं जिससे धन उपार्जन हो सके और वह अपनी जिविका चला सके। इसका एक कारण यह भी है कि बचपन से जो शिक्षा भारत में दी जाती है भविष्य में उसके आधार पर नौकरी मिलेगी यह तय नहीं होता है। व्यवसायिक शिक्षा कौशल प्रशिक्षण की वह शिक्षा है जिसके द्वारा किसी विषय क्षेत्र में महारत हासिल की जाती है। ऐसा माना जाता है कि बिना व्यावहारिक ज्ञान के केवल किताबी ज्ञान से किसी मुकाम को हासिल करना बहुत ही कठिन होता है। व्यवसायिक शिक्षा में भिन्न-भिन्न पाठ्यक्रम जैसे बैंकिंग, जर्नलिज्म, एनेमेशन, फैशन डिजाइनिंग, फोटोग्राफी तथा कम्प्यूटर आदि क्षेत्रों में प्रशिक्षित एवं कुशल बनाने का प्रयास किया जाता है। बढ़ती जनसंख्या और घटते रोजगार के वातावरण में व्यवसायिक शिक्षा एक उम्मीद की किरण की तरह है, जो पारम्परिक शिक्षा प्रणाली से बेहतर परिणाम दे रही है।

सूचक शब्द— रोजगार, परम्परागत शिक्षा, भविष्य, हुनर, प्रशिक्षण

प्रस्तावना—

“किसमें कितना है दम” यह केवल मात्र एक डायलोग ही नहीं है बल्कि वर्तमान में युवा वर्ग रोजगार के क्षेत्र में इसे साबित भी करने में लगा हुआ है। बढ़ती आबादी और रोजगार की कमी के कारण बाजार भी यह देखता है कि किससे कितना फायदा उठाया जा सकता है वो भी बहुत कम लागत में। आज की दुनिया में हुनरमंद व्यक्ति ही अपने पांव जमा सकता है, क्योंकि प्रतियोगिता के क्षेत्र में कठिनाइयां दिन-प्रतिदिन बढ़ रही है। भारत में परम्परागत शिक्षा पद्धति को बहुत अधिक महत्व दिया जाता है क्योंकि इस शिक्षा पद्धति से सभी परिचित है। इस शिक्षा पद्धति की तरफ रुझाव होने का एक बहुत बड़ा कारण यह भी है कि यह बड़े स्तर पर संचालित होती है तथा सरलता से इससे संबंधित संस्थाएं उपलब्ध हो जाती है। माता-पिता को इससे संबंधित जानकारी भी सरलता से उपलब्ध हो जाती है। अपने बच्चे को इसके भीतर शिक्षा उपलब्ध करवाना इन्हें कठिन प्रतीत होता है क्योंकि उससे संबंधित अधिक जानकारी उपलब्ध नहीं हो पाती है।

व्यवसायिक शिक्षा वह है जो व्यक्ति की कुशलता में वृद्धि करती है, किसी क्षेत्र विशेष का उसे विशेषज्ञ बनाती है। इस शिक्षा में प्रशिक्षण पर जोर दिया जाता है तथा नवीन तकनीकों से परिचित करवाया जाता है, जो आधुनिक खोज से सम्बंधित होती है। इसे सीखने के पश्चात व्यक्ति को सरकारी व गैर-सरकारी संस्थाओं में सरलता से रोजगार प्राप्त हो जाता है। यदि वह चाहे तो स्वयं का भी कोई व्यवसाय शुरू कर सकता है। इसके अन्तर्गत अप्रेन्टिस तथा पॉली-टेक्नीक जैसे तकनीकी पाठ्यक्रम भी आते हैं। यह शिक्षा उन विद्यार्थियों के लिए सुनहरा अवसर होता है जिन्होंने किसी कारणवश अपनी पढ़ाई को बीच में ही छोड़ दिया हो या आर्थिक साधन उपलब्ध नहीं होने के कारण अपनी पढ़ाई को आगे जारी नहीं रख पाये हो। व्यवसायिक शिक्षा के संदर्भ में यह माना

जाता है कि इस शिक्षा का उद्देश्य केवल पुरुषों को शिक्षा देना है, परंतु ऐसा नहीं है। यह शिक्षा स्त्रियों को भी आत्मनिर्भर बनाने के दृष्टिकोण से बहुत महत्वपूर्ण है।

परम्परागत शिक्षा जो कि भारत में बड़े स्तर पर उपलब्ध करवायी जाती है वह वर्तमान में बहुत महंगी हो चुकी है अतः इसे गरीब एवं साधारण स्थिति वाले परिवारों के बच्चों को उपलब्ध करवाना कठिन हो गया है। व्यवसायिक शिक्षा में किताबी ज्ञान के स्थान पर व्यवहारिक ज्ञान को महत्व दिया जाता है इसमें किसी विशेष विषय या क्षेत्र में कुशलता प्राप्त की जाती है। समाज एवं देश में समय के अनुसार परिवर्तन होते रहते हैं। इसलिए शिक्षा के उद्देश्यों में भी समय के साथ-साथ परिवर्तन होता रहता है। सामान्य शिक्षा को व्यवसाय से जोड़ना व्यवसायिक शिक्षा का उद्देश्य होता है। व्यवसायिक शिक्षा की शुरुआत राष्ट्रीय शिक्षा आयोग १९४६-६६ के सुझावों से हुई। शिक्षा के क्षेत्र में व्यवसायिक शिक्षा को जोड़ने का प्रथम प्रयास कोठारी आयोग १९६४ ने किया। इस आयोग ने सरकार को माध्यमिक शिक्षा के व्यवसायीकरण का सुझाव दिया। इस आधार पर राष्ट्रीय शिक्षा नीति-१९८६ ने अपनी मंजूरी प्रदान की। इसके बाद यह शिक्षा प्रदान करने का एक और माध्यम हो गया। राष्ट्रीय शिक्षा नीति-१९८६ ने १९९५ तक १०+२ की कक्षाओं के २५ प्रतिशत विद्यार्थियों व्यवसायिक शिक्षा से जोड़ने का लक्ष्य निर्धारित किया। इसके माध्यम से किसी भी दिलचस्पी वाले क्षेत्र में प्रवेश प्राप्त कर उसका प्रशिक्षण प्राप्त किया सकता है तथा अपनी कुशलता को बढ़ाकर स्वयं का रोजगार प्रारम्भ किया जा सकता है।

वर्तमान में उच्च शिक्षा को गुणवत्तापूर्ण स्थान दिया जाता है जो विद्यार्थी को जीविका उपार्जन हेतु योग्य बनाए। बी.ए., बी.कॉम, बी.एससी तथा इंजीनियरिंग जैसे पाठ्यक्रम पारम्परिक शिक्षा के अन्तर्गत आते हैं जिसमें किताबी ज्ञान पर अधिक जोर दिया जाता है। पहले के समय में माता-पिता अपने बच्चों को अध्यापक चिकित्सक तथा इंजीनियर ही बनाना पसंद करते थे क्योंकि इस क्षेत्र में रोजगार के अवसर सुनिश्चित माने जाते रहें हैं, परन्तु वर्तमान में पढ़े लिखे युवाओं की संख्या में बहुत अधिक वृद्धि हो गई है, ऐसे में सभी को रोजगार उपलब्ध करवाना अब संभव नहीं है। अतः ऐसी स्थिति में रोजगार पाने का एकमात्र साधन व्यवसायिक शिक्षा ही है।

भारत में व्यवसायिक शिक्षा की स्थिति :-

बी.ए., बी.कॉम., बी.एससी तथा बी.टेक जैसे परम्परागत पाठ्यक्रम को युवा अधिक प्राथमिकता देता है क्योंकि इन पाठ्यक्रमों से सम्बन्धित संस्थाओं की भरमार है तथा ये बहुत ही सरलता से उपलब्ध भी हो जाते हैं। ये अधिकांश पाठ्यक्रम कक्षा-कक्षा में ही पढ़ाये जाते हैं तथा इनमें किताबी ज्ञान को अधिक महत्व दिया जाता है। प्रशिक्षण की जानकारी इसमें बहुत कम होती है। परम्परागत पाठ्यक्रम को महत्व देने का एक मुख्य कारण यह भी है कि विद्यार्थी यह सोचते हैं कि परम्परागत पाठ्यक्रम का अध्ययन करने के बाद उन्हें रोजगार सरलता से प्राप्त हो जायेगा जबकि भारत में केवल २५ प्रतिशत स्नातकों को ही रोजगार मिल पाता है क्योंकि ७५ प्रतिशत शिक्षित नागरिक प्रशिक्षित नहीं होते हैं। किसी पद विशेष जितनी योग्यता एवं कुशलता का उनके पास अभाव होता है। उचित शिक्षा के अभाव में मनुष्य कभी कार्यकुशल नहीं बन पाता तथा कार्यकुशलता के अभाव में व्यवसायिक एवं आर्थिक सफलता प्राप्त नहीं की जा सकती है। अतः भारत में रोजगार के अवसर बढ़ाने के लिए व्यवसायिक शिक्षा को महत्व देना होगा जिससे युवाओं को रोजगार उन्मुख कौशल प्रदान किया जा सके।

“जहां चाह वहां रह” जैसे वाक्य को सार्थक करने वाली व्यवसायिक शिक्षा कार्य करने के इच्छुक एवं नवीन तकनीक को सीखने वाले के लिए एक उचित एवं महत्वपूर्ण साधन है। जो नागरिकों में उम्मीद की किरण को जगाती है। वर्तमान समय में दुनिया कुशलबद्ध और योग्य लोगों की मांग बढ़ रही है। व्यवसायिक शिक्षा के द्वारा इस योग्यता को प्राप्त किया जा सकता है। भारत का आई-टी सेक्टर अपने कौशल के आधार पर विश्व में प्रसिद्ध है। हमारा देश युवाओं का देश है और उनकी वर्तमान में सबसे बड़ी समस्या रोजगार की कमी है। यह समस्या एक बहुत बड़ी सामाजिक समस्या बन चुकी है, इसका निस्तारण केवल सरकार के द्वारा ही किया जाना संभव नहीं है बल्कि देश के प्रत्येक नागरिक को सहभागी बनना पड़ेगा तथा उन्हें अपने कौशल के आधार पर नये रोजगार सृजित करने होंगे, तभी इस समस्या को कम किया जा सकता है नये रोजगार तभी सृजित होंगे जब व्यक्ति हुनरमंद होंगे तथा अपने कौशल को बढ़ाने के लिए प्रेरित होंगे।

व्यवसायिक शिक्षा का महत्व एवं विशेषताएं

बढ़ती जनसंख्या और घटती संसाधनों के कारण निर्धनता बढ़ रही है। निर्धन व्यक्ति के लिए मंहगी शिक्षा प्राप्त करना संभव नहीं हो पाता। गरीब व्यक्ति के लिए रोजगार बहुत महत्वपूर्ण हो जाता है क्योंकि उसके पास पर्याप्त संसाधन एवं धन नहीं होता है। इस अभावग्रस्त जीवन में उनके लिए स्वयं की शिक्षा को पूरा करना अत्यंत कठिन हो जाता है। ऐसी स्थिति में उन्हें उनके गुणों के अनुरूप रोजगार मिलना कठिन हो जाता है। व्यवसायिक शिक्षा ऐसी स्थिति में कारगर साबित हुई है। आर्थिक स्थिति कमजोर होने पर रोजगार पाने का सरल साधन व्यवसायिक शिक्षा ही है। यह बहुत कम खर्चे में व्यक्ति को प्रशिक्षित कर रोजगार दिलाने में सहायक होती है।

वर्तमान दौर में प्रत्येक व्यक्ति आगे बढ़ने के लिए आतुर है। अधिकांश व्यक्ति आधुनिकता से प्रभावित होकर सफलता हेतु दौड़ रहा है। आज के दौर में व्यक्ति भीड़ का हिस्सा नहीं बनना चाहता। वह अपना और अपने परिवार का विकास चाहता है। इस स्थिति को देखते हुए बहुत सी कंपनियां भी ऐसे प्रशिक्षित लोगों को ढूंढ रही हैं जो नवीनतम तकनीक से परिचित हो तथा उनके पास कोई न कोई ऐसा नया अलग तरह का हुनर हो। इस हेतु जॉब वेबसाइट पर आवेदन भी मांगे जाते हैं। बहुत सी ऐसी संस्थाएं हैं जो ऑनलाइन कोर्स भी करवा रही हैं। दुर्गम स्थानों पर रहने वाले लोगों के लिए यह सुविधा एक चमकते हीरे के समान है। यह शिक्षा बहुत ही कम समय एवं कम खर्चे में विद्यार्थियों को दी जाती है।

एक सत्य यह भी है कि जिस देश में जितने ज्यादा कुशल युवा होंगे, वह देश उतनी ही तिब्रता से प्रगति करेगा। जापान इसका एक उन्नत उदाहरण है जहां पर ९७ प्रतिशत लोग कौशल युक्त हैं। यही कारण है कि जापान तकनीक के मामले में विश्व प्रसिद्ध है।

व्यवसायिक शिक्षा के फायदे :-

- व्यवसायिक शिक्षा व्यक्ति को रोजगार हेतु तैयार करती है। उन्हें प्रशिक्षण प्रदान कर प्रशिक्षित करती है।
- व्यवसायिक शिक्षा से प्रशिक्षण प्राप्त कर व्यक्ति अपने आवश्यकता को पूर्ण कर सकता है।
- सरकारी तथा गैर सरकारी दोनों ही प्रकार की संस्थाएं बहुत कम शुल्क पर विद्यार्थियों को यह शिक्षा उपलब्ध करवा रहे हैं।

- वे व्यक्ति जो रोजगार में लगे हुए हैं और अपनी कुशलता में सुधार करना चाहते हैं। कुछ नया करना चाहते हैं जिससे उनके करियर में चढ़ाव आये। ऐसे इच्छुक लोगों के लिए यह शिक्षा एक वरदान है।
- वर्तमान में बड़े बड़े उद्योग, कलाकारों और हुनरमंद लोगों की तलाश में रहते हैं। उद्योग कम लागत में अधिक प्रशिक्षित लोगों की तलाशी में रहते हैं जिससे अधिक से अधिक लाभ उठाया जा सके। ऐसी स्थिति में व्यवसायिक शिक्षा प्राप्त व्यक्ति के रोजगार प्राप्ति की संभावनाएं अन्य लोगों की तुलना में बढ़ जाती हैं।
- आधुनिकता के इस दौर में रोज नए अनुसंधान में शोध हो रहे हैं। इन्हीं को ध्यान में रख कर बहुत ही कंपनिया अत्यधिक प्रशिक्षित लोगों की मांग करती हैं जो उनकी आवश्यकताओं की पूर्ति कर सके। ऐसी स्थिति में व्यवसायिक शिक्षा प्राप्त गुणी व्यक्ति के संदर्भ में सोने पर सुहागा साबित होते हैं।
- व्यवसायिक शिक्षा प्राप्त करने वाला विद्यार्थी वैश्विक बाजार में प्रचलित प्रवृत्तियों के प्रति सचेत रहता है।
- विशेष योग्यता प्राप्त व्यक्तियों उद्योगों की वास्तविक आवश्यकताओं को पूर्ण करता है।
- व्यवसायिक शिक्षा का इसलिए भी महत्व है क्योंकि यह केवल व्यक्ति की ही उन्नति में सहायक नहीं होती बल्कि समाज व राष्ट्र की उन्नति में भी सहायक होती है।

व्यवसायिक शिक्षा हेतु योग्यता एवं संस्थाएं :-

वर्तमान समय की मांग को देखते हुए भारत में विद्यार्थियों की सुविधा को ध्यान में रखते हुए कई व्यवसायिक प्रशिक्षण फुल टाइम और पार्ट टाइम दोनों प्रकार के मुहैया करवाये जा रहे हैं।

फुल टाइम पाठ्यक्रम के अंतर्गत डिप्लोमा तथा सर्टिफिकेट दोनों प्रकार की शिक्षा ग्रहण की जा सकती है, जिन्हें विभिन्न आईआईटी और पॉलिटेक्नीक संस्थाएं (सरकारी तथा गैर सरकारी) करवाती हैं, जबकि पार्ट — टाइम विभिन्न राज्य स्तरीय तकनीकी शिक्षा के अंतर्गत संचालित की जाती हैं। पॉलिटेक्निक महाविद्यालय इस प्रकार के पाठ्यक्रम के लिए उपयुक्त साधन होते हैं।

व्यवसायिक शिक्षा हेतु कोई भी मान्यता प्राप्त बोर्ड से १०+२ की परीक्षा उत्तीर्ण करना आवश्यक है। परीक्षा उत्तीर्ण करने के पश्चात विद्यार्थी सर्टिफिकेट, डिप्लोमा तथा बैचलर आदि पाठ्यक्रम का अध्ययन कर सकता है। यदि विद्यार्थी किसी मान्यता प्राप्त विश्वविद्यालय से स्नातक की उपाधि लेता है तो वह स्नातकोत्तर की शिक्षा व्यवसाय शिक्षा देने वाली संस्थाओं से प्राप्त कर सकता है।

भारत में विभिन्न संस्थाएं हैं जहाँ व्यवसाय शिक्षा प्रदान की जाती है —

- जामिया मिलिया इस्लामिया विश्वविद्यालय, दिल्ली
- अब्दुल कलाम इंस्टिट्यूट ऑफ टेक्नोलॉजी साइंस (AKITS), कोठानगुडम
- सिल्वर ऑफ यूनिवर्सिटी, अहमदाबाद
- श्री विश्वकर्मा स्किल यूनिवर्सिटी, गुरुग्राम
- के ११ स्कूल ऑफ फिटनेस साइंस, मुंबई
- श्री वाल्मीकि, इंडस्ट्रियल ट्रेनिंग इंस्टिट्यूट (SVITI), तुमकुर

- डॉक्टर भीमराव अंबेडकर कॉलेज(BRC), दिल्ली
- के. एम. पी. एस. वोक्शनल कॉलेज, जमशेदपुर
- आगाशे सेंट्रल आईआईआईटी, रायपुर
- जगन्नाथ विश्वविद्यालय, झज्जर
- दा आईसीएफएआई यूनिवर्सिटी, देहरादून
- इंस्टिट्यूट ऑफ टेक्नोलॉजी, मैनेजमेंट (ITM), देहरादून
- रुस्तमोजी, अकादमी फॉर ग्लोबल कैरियर (RAGC), बेंगलुरु
- गुरु गोबिंद सिंह इंद्रप्रस्थ विश्वविद्यालय, दिल्ली
- एमेटी विश्वविद्यालय, मुंबई
- एस. एन. डी. टी. कॉलेज, मुंबई
- सरदार पटेल विश्वविद्यालय, गुजरात

भारत के इन प्रमुख शैक्षणिक संस्थाओं के अलावा विश्व भर में और भी संस्थाएं हैं जो दुनिया भर के विद्यार्थियों को व्यवसाय शिक्षा प्रदान करती है। मैनहटन इंस्टिट्यूट ऑफ मैनेजमेंट, ट्रेट यूनिवर्सिटी, मेलबॉर्न, पॉलिटेक्निक, किंगस्टन कॉलेज तथा बॉन्ड यूनिवर्सिटी आदि संस्थाएं व्यवसाय शिक्षा प्रदान करने के लिए विश्व प्रसिद्ध हैं।

व्यवसायिक शिक्षा के प्रकार :-

व्यवसायिक शिक्षा के पश्चात बहुत से रोजगार के रास्ते खुल जाते हैं। सरकारी तथा गैर सरकारी संस्थाओं में बहुत सारे रोजगार को प्राप्त किया जा सकता है। यदि रोजगार प्राप्त नहीं होता तो ऐसी स्थिति में व्यक्ति स्वयं का कोई व्यवसाय शुरू कर सकता है।

फैशन डिजाइनिंग

आज के दौर में फैशन डिजाइनिंग बहुत से विद्यार्थियों का पसंदीदा कोर्स हो गया है। इसे १२वीं पास करने के बाद किया जा सकता है। इस पाठ्यक्रम में डिप्लोमा, सर्टिफिकेट कोर्स, बीएससी, पीजी इन फैशन डिजाइन आदि कोर्स किये जा सकते हैं।

वेब डिजाइनिंग

वेब डिजाइन में वेबसाइट्स के उत्पादन में रख-रखाव के अलग-अलग कौशल सीखाए जाते हैं। वेब की घोषणा ६ अगस्त १९९१ में की गई थी। नवंबर १९९२ में ब्लू वर्ड वाइड वेब पर लाइव होने वाली पहली वेबसाइट थी। इसमें ३ से ६ माह का डिप्लोमा तथा ३ वर्ष का डिग्री पाठ्यक्रम होता है।

फोटोग्राफी

एक तस्वीर कभी बोलती नहीं है, फिर भी बहुत कुछ कह जाती है। अब फोटोग्राफी शौक से ऊपर उठकर एक करियर विकल्प बन गया। फोटोग्राफी लगभग २५ प्रकार की होती है, जिसमें करियर बनाया जा सकता है। इसमें १२वीं पास के पश्चात् किया जा सकता है। कुछ महाविद्यालयों में फोटोग्राफी में ३ साल के बीए कोर्स भी करवाए जाते हैं। इसमें डिप्लोमा और सर्टिफिकेट कोर्सेज भी होते हैं जो ३ माह से १ साल की अवधि तक के हो सकते हैं।

मीडिया प्रोग्रामिंग

मीडिया में कैरियर बनाने के लिए पहले के समय में मास कम्युनिकेशन और पत्रकारिता में बहुत कम कोर्स होते थे। परंतु वर्तमान युवाओं में इस क्षेत्र में बहुत दिलचस्पी है। उनकी मांग को

देखते हुए बहुत ही संस्थाएं इससे संबंधित कोर्स करवा रही हैं। इसे १२वीं पास के बाद किया जा सकता है। इसमें ३ साल का अंडर ग्रेजुएशन कोर्स था। २ साल का पीजी कोर्स तथा १ साल का डिप्लोमा किया जा सकता है।

जर्नलिज्म

पत्रकार बनने के लिए जर्नलिज्म कोर्स को किया जाना आवश्यक है। इसके लिए १२वीं कक्षा पास होना अनावश्यक है। इसमें डिप्लोमा तथा बैचलर डिग्री कोर्स, पीजी डिप्लोमा या मास्टर्स डिग्री कोर्स किया जा सकता है।

कंप्यूटर एप्लीकेशन

वर्तमान में कंप्यूटर प्रत्येक कार्य के लिए आवश्यक साधन बन गया है। कोई भी संस्था या व्यवसाय जो किसी ना किसी कार्य में समाज का सहयोग कर रहे हैं। उनके कार्य करने तथा रिपोर्ट को संभालने के लिए कंप्यूटर आवश्यक हो गया है। इसमें डिप्लोमा कोर्स किए जा सकते हैं, जिसकी अवधि ६ माह से १ वर्ष तक की होती है तथा बीसीए, एमसीए कोर्स भी किए जा सकते हैं।

काउंसलिंग साइकोलॉजी

इसमें अंडर ग्रेजुएट पाठ्यक्रम में विद्यार्थियों को मनोविज्ञान में बुनियादी जानकारी प्रदान की जाती है। इस में डिप्लोमा तथा डिग्री कोर्स किए जा सकते हैं इस शिक्षा को प्राप्त कर व्यक्ति अस्पताल, प्राइवेट उद्योग में रोजगार प्राप्त कर सकता है तथा स्वयं का परामर्श केंद्र भी खोल सकता है।

एनिमेशन

इसमें सर्टिफिकेट कोर्स से लेकर मास्टर डिग्री तक अध्ययन किया जा सकता है। इसको करने के लिए १२वीं कक्षा पास होना आवश्यक है। इस में करियर बनाने के इच्छुक व्यक्ति को क्रिएटिविटी एवं कल्पनाशीलता के गुणों से भरा होना चाहिए।

फॉरेन लैंग्वेज

विभिन्न देशों की भाषाओं का ज्ञान प्राप्त करने के पश्चात ट्रांसलेटर का कार्य सरलता से प्राप्त किया जा सकता है। इसमें सर्टिफिकेट, डिप्लोमा तथा डिग्री कोर्स किए जा सकते हैं। इसको सीखने के लिए कम्युनिकेशन स्किल का होना बहुत आवश्यक है।

टेलीकम्युनिकेशन

इस पाठ्यक्रम को करने के लिए पीसीएम ग्रुप से १२वीं पास होना आवश्यक है। इसके बाद टेलीकॉम में बीटेक तथा बी. ई. कोर्स किये जा सकते हैं।

ऑडियो इंजीनियरिंग

साउंड इंजीनियरिंग पाठ्यक्रम में विद्यार्थियों का आवाज रिकॉर्ड, एडिटिंग तथा मिक्सिंग आदि तकनीक तथा व्यावहारिक जानकारी दी जाती है। इसमें डिप्लोमा, पीजी, डिप्लोमा, बीटेक, एमएससी तथा एमटेक की डिग्री प्राप्त की जा सकती है।

गेम डिजाइनर

यह एक डिप्लोमा कोर्स है। इसे पूरा करने के ३ वर्ष का समय लगता है। इसके लिए विद्यार्थी की कंप्यूटर में रुचि होना आवश्यक है।

इन सबके अलावा टाइपिंग, पर्यटन, ब्यूटीशियन, बेकरी, खेल, इंटीरियर डिजाइनर, बुटीक, डाइट एंड न्यूट्रिशन, अभिनय, ज्वेलरी डिजाइनर आदि बहुत से पाठ्यक्रम उपलब्ध हैं जिन्हें पूरा करने के पश्चात आवश्यक रूप से रोजगार प्राप्त किया जा सकता है।

सरकार द्वारा संचालित योजनाएं

भारत सरकार ने निर्धन तथा आर्थिक रूप से पिछड़े हुए लोगों को व्यवसायिक प्रशिक्षण देने के लिए कई योजनाएं चला रखी हैं। ये योजनाएं भिन्न भिन्न रूप में संघर्षरत नागरिक को लाभ पहुंचा रही हैं। कुछ परिचित योजनाएं निम्न प्रकार हैं:—

एन. आर. एल. एम (राष्ट्रीय ग्रामीण आजीविका मिशन)

इस योजना को जून २०११ में लागू किया गया। एनआरएलएम योजना को विशेष तौर पर गरीबी रेखा के नीचे (ठप्स) समूह के लिए चलाया गया है। इस योजना के अंतर्गत गरीबी रेखा के नीचे जीवन यापन करने वाले लोग विशेषकर महिलाओं को भिन्न-भिन्न व्यवसाय प्रशिक्षण प्रदान किया जाता है जिससे वह स्वयं को रोजगारपरक एवं आत्मनिर्भर बना सके तथा अपने और अपने परिवार का जीवन चला सके।

पॉलिटेक्निक

यह भारत देश के लगभग सभी राज्यों में चलने वाला उद्योग प्रशिक्षण संस्था है। इन संस्थाओं में विभिन्न विषयों में ३ वर्षीय डिप्लोमा (पाठ्यक्रम) संचालित किया जाता है। वर्तमान में यह गांव व शहर दोनों में समान रूप से प्रचलित है। बहुत से युवा इस शिक्षा का लाभ उठा रोजगार में रत हैं।

उड़ान

यह योजना विशेष रूप से जम्मू और कश्मीर राज्य के लिए शुरू की गई है। यह ५ वर्ष का कार्यक्रम है। इसके द्वारा सूचना प्रौद्योगिकी बीपीओ और खुदरा क्षेत्र में व्यवसायिक शिक्षा प्रशिक्षण दिया जाता है तथा इसके पश्चात लाभान्वित को रोजगार उपलब्ध करवाया जाता है।

शिल्पकार प्रशिक्षण योजना

इस योजना के अंतर्गत इंजीनियरिंग के पाठ्यक्रम का अध्ययन करवाया जाता है तथा इसके साथ-साथ ही पैरामेडिकल, वाणिज्य तथा कृषि आदि के क्षेत्र में भी व्यवसायिक प्रशिक्षण दिया जाता है। इस योजना को व्यवसायिक शिक्षा और प्रशिक्षण निदेशालय द्वारा नियंत्रित किया जाता है।

औद्योगिक प्रशिक्षण संस्थान

औद्योगिक प्रशिक्षण संस्थानों द्वारा विभिन्न प्रकार के इंजीनियरिंग तथा गैर इंजीनियरिंग विषयों में व्यवसायिक प्रशिक्षण दिए जाते हैं। इस योजना को भारत सरकार के कौशल एवं उद्यमिता द्वारा निर्देशित एवं कार्यान्वित किया जाता है।

निष्कर्ष

व्यवसायिक शिक्षा का मूल उद्देश्य सामान्य व्यक्ति के हाथों में हुनर देकर या हुनरमंद व्यक्ति के हुनर को और तराश कर उसके योगदान द्वारा देश की प्रगति करना है। भारत की जनसंख्या जितनी तीव्र गति से बढ़ रही है, उसकी तुलना में रोजगार उतनी तेजी से नहीं बढ़ रहे हैं। ऐसी स्थिति में एक ही उपाय बचता है कि नवीन तकनीक तथा रोजगार की खोज की जाए। व्यवसायिक शिक्षा ही एकमात्र साधन है। उद्देश्य की पूर्ति कर सकती है। वर्तमान युवा पीढ़ी के लिए व्यवसायिक शिक्षा एक चमकते सूरज के समान है जिसकी रोशनी में भी अपने उद्देश्यों को पूरा कर अपना

भविष्य निर्माण कर सकते हैं। जो विद्यार्थी प्रोफेशनल कोर्स नहीं कर सकते हैं, उनके लिए व्यवसायिक शिक्षा एक अवसर है जो उनके हाथों में हुनर देती है तथा रोजगार प्राप्त करने या नवीन सृजन के अवसर मुहैया करवाती है। ग्रामीण लड़कियां जो बहुत कम आयु में स्कूल छोड़ देती हैं, वे गृह विज्ञान शिल्प कला, सिलाई कढ़ाई तथा बुनियादी घरेलू उद्योगों से संबंधित पूर्णकालिक अंशकालीन पाठ्यक्रम का अध्ययन कर आत्मनिर्भर हो सकती हैं।

पिछले कुछ वर्षों में भारत तेजी से प्रगति की ओर अग्रसर है। वैश्विक मंदी का भी इस पर प्रतिकूल प्रभाव नहीं पड़ा है। इसका एक बहुत बड़ा कारण व्यवसायिक शिक्षा है। जल्द ही रोजगार प्राप्त करने के लिए विद्यार्थी अब परंपरागत शिक्षा के स्थान पर व्यवसायिक शिक्षा को महत्व दे रहे हैं। इसलिए सरकार को व्यवसायिक शिक्षा को बढ़ाने के साथ-साथ व्यवसायिक संस्थानों में भिन्न-भिन्न रोजगार उन्मुख पाठ्यक्रमों की संख्या में बढ़ोतरी करनी होगी।

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नई शिक्षा नीति और उच्च शिक्षा

डॉ. सन्तोष राजपुरोहित

प्राचार्य,

रयान कॉलेज फॉर हायर एजुकेशन, जण्डावाली
जिला हनुमानगढ़ (राज.)

34 साल बाद देश में नई शिक्षा नीति की घोषणा की गई है। इस शिक्षा नीति को अत्यधिक उत्साहवर्धक, प्रगतिशील, समृद्ध, सृजनशील और नैतिक मूल्यों से परिपूर्ण बताया जा रहा है। इस नीति के तहत अब मानव संसाधन विकास मंत्रालय शिक्षा मंत्रालय होगा। अभी तक चल रही शिक्षा नीति 1986 में लागू हुई और 1992 में संशोधित हुई, लेकिन 21वीं सदी की चुनौतियों के लिए लगातार असक्षम साबित हो रही है। इसलिए रटकर ज्ञान अर्जन करने की जगह नई शिक्षा नीति में सीखने पर जोर दिया गया है। शिक्षाविदों की मानें तो आज के जमाने में सबको शिक्षा, सस्ती शिक्षा, कौशल विकास वाली शिक्षा मुहैया कराने वाली नई राष्ट्रीय शिक्षा नीति में तमाम खूबियां हैं, लेकिन एकमत में सब यह मानते हैं कि इसका क्रियान्वयन बड़ी चुनौती होगा। हालांकि सरकार पूरी नीति को समान रूप से लागू किए जाने की अवधि 2040 तक लेकर चल रही है, लेकिन कुछ बातों की अस्पष्टता जल्द दूर करने की दरकार होगी जैसे पाठ्यक्रम कैसे बदलेंगे? उनका आधार क्या होगा?, उच्च शिक्षा में नामांकन बढ़ाने का लक्ष्य है इसे बिना निजी भागीदारी के कैसे पूरा किया जा सकेगा?

किसी देश की शिक्षा प्रणाली की बुनियाद वहां के शिक्षक होते हैं। देश में कुशल शिक्षकों की अत्यंत कमी है। उनको प्रशिक्षित करना, उच्च शिक्षा के नए मानदंड तय करना, गैरजरूरी वैरियर्स की हटाना महत्वपूर्ण चुनौती होगी।

दुनिया में सबसे युवा मानव संसाधन हमारे पास हैं। दुनिया के कई देशों की जितनी कुल आबादी है, उतने हमारे यहां हर साल ग्रेजुएट पैदा होते हैं। अगर हम अपनी नई शिक्षा नीति को बलबूते पर इस अपार संपदा को सहेजने और संवारने में कामयाब हो जाते हैं तो यह एक बहुत बड़ी उपलब्धि होगी। किसी भी प्रकार की शिक्षा पाने वाले नौजवान को पहले व्यक्ति बनना आवश्यक है। चरित्रवान, स्वस्थ मस्तिष्क वाला नागरिक बनना अधिक आवश्यक है। देश के समक्ष वर्तमान में हमारे युवाओं में 'क्राइसिस ऑफ करैक्टर' सबसे बड़ी समस्या है। प्रस्तावित शिक्षा नीति में इसका कोई स्पष्ट जिक्र नहीं है। आज भी भारत का नौजवान दुनिया भर में अच्छे इंजीनियर के रूप में डॉक्टर के रूप में प्रशासक के रूप में पहचाना जाता है, लेकिन अपनी चारित्रिक कमियों के कारण वह देश के बहुत कम काम आता है।

भारी निवेश के बगैर शिक्षा में बदलाव संभव नहीं है। मौजूदा समय में शिक्षा का बजट एक लाख करोड़ रुपए के आसपास है। नई शिक्षा नीति के जरिए जिन बड़े बदलावों और सुधारों का प्रस्ताव किया गया है उसे जमीन पर उतारने के लिए शिक्षा के बजट को कम-से-कम दुगुना करना होगा। हालांकि सरकार के लिए यह कठिन है, बावजूद इसके नीति-निर्माताओं ने जो प्रस्ताव दिया है। उसके तहत नीति को लागू करने के लिए शिक्षा पर होने वाले सरकारी खर्च को बढ़ाकर 20 फीसदी करना होगा। मौजूदा समय में यह 10 फीसदी है। नई शिक्षा नीति तैयार करने वाली कस्तूरीरंगन समिति ने नीति मसौदे के साथ ही इसे धरातल पर उतारने के लिए होने वाले खर्च को लेकर भी रिपोर्ट दी है। साथ ही बताया है कि इससे पहले वर्ष 1968 और 1986 में लाई गई शिक्षा नीति इसलिए पूरी तरह क्रियान्वित नहीं हो पाई और ना ही उसका लाभ मिल पाया, क्योंकि इसके लिए बजट में उतनी राशि ही उपलब्ध नहीं करवाई गई। समिति ने नीति को लेकर अपनी बजट रिपोर्ट में इस बात पर भी अफसोस जताया कि शिक्षा पर

जीडीपी का 6 फीसदी खर्च करने की बात वर्ष 1968 में पहली शिक्षा नीति के समय कही गई थी जो 1986 व 1992 में भी दोहराई गई लेकिन कभी उस लक्ष्य के पास नहीं पहुंची। वर्तमान में शिक्षा पर कुल जीडीपी का 4 फीसदी के करीब खर्च होता है जबकि विकसित देशों में यह 6 फीसदी या इससे अधिक है। ऐसे में शिक्षा के क्षेत्र में विकसित देशों के मुकाबले खड़े होने के लिए शिक्षा पर मूलभूत ढांचे को सुधारने के लिए अतिरिक्त राशि की आवश्यकता है। शिक्षा नीति के क्रियान्वयन पर काम कर रहे अधिकारियों का मानना है कि इसके अमल में सबसे बड़ी रुकावट बजट ही है। खासकर जब सभी जिलों में सभी विषयों की पढ़ाई वाले उच्च शिक्षण संस्थान स्थापित करने का लक्ष्य हो।

यूनिफाइड डिस्ट्रिक्ट इनफॉर्मेशन सिस्टम फॉर एजुकेशन रिपोर्ट के अनुसार केंद्र सरकार ने 2014 में प्रति छात्र सालाना रु. 12,500 खर्च किए जो की जीडीपी का करीब 3 फीसदी से 4 फीसदी है। राष्ट्रीय शिक्षा नीति 2020 चाहती है कि केंद्र व राज्य सरकारें अपना खर्च बढ़ाकर जीडीपी के करीब 6 फीसदी तक लायें। 1960 के दशक से यह वांछित लक्ष्य रहा है, लेकिन अब जाकर सरकार ने इसे वास्तविक लक्ष्य बनाया है। राष्ट्रीय शिक्षा नीति में वर्ष 2035 तक उच्च शिक्षा में कुल पंजीकरण का अनुपात 50 फीसदी बढ़ाने का लक्ष्य रखा गया है। राष्ट्रीय शिक्षा नीति 2020 में शिक्षकों के प्रशिक्षण पाठ्यक्रमों में बदलाव के साथ ढेरों संस्थागत सुधार शामिल हैं। शिक्षकों से अब हर साल करीब 50 घंटे के नियमित प्रोफेशनल डवलपमेंट के कोर्स में शामिल होने की अपेक्षा होगी। शिक्षकों के लिए गाइडलाइंस के रूप में राष्ट्रीय व्यावसायिक मानक बनाए जाएंगे और अंत में कार्यकाल, पदोन्नति तथा वेतन संरचना के लिए एक योग्यता आधारित ढांचा विकसित किया जाएगा।

राष्ट्रीय शिक्षा नीति 2020 में विज्ञान व कला और शैक्षणिक व व्यावसायिक प्रशिक्षण के बीच कठोर बटवारे को खत्म कर दिया है। देश में अब मल्टी डिसिप्लिनरी यूनिवर्सिटीज होगी जहां छात्र अपनी रुचि के अनुसार फिजिक्स के साथ म्यूजिक भी पढ़ सकेगा। इंजीनियरिंग के साथ समाजशास्त्र का अध्ययन भी कर सकेगा। ऐसी व्यवस्था दुनिया के बहुत सारे देशों में हैं। हमारे यहाँ जेएनयू में यह सुविधा है कि छात्र अपनी मर्जी से बहुत सारे कोर्स भी ले सकते हैं। हालांकि मुख्य और गौण विषयों की व्यवस्था रहेगी। गुणवत्तापूर्ण उच्च शिक्षा के लिए 2030 तक लगभग हर जिले में कम से कम एक बहुविषयक उच्च शिक्षा संस्थान होगा। देश में युवाओं की बड़ी तादाद के रचनात्मक उपयोग करने के लिए उच्च शिक्षा में 2035 तक 3.5 करोड़ नई सीटें जोड़ी जाएंगी। इसके अतिरिक्त अकैडमिक बैंक ऑफ क्रेडिट्स क्रेडिट बैंक की स्थापना अहम बिन्दु है, जिसके द्वारा किसी एक प्रोग्राम या संस्थान से प्राप्त क्रेडिट (अंक) को दूसरी जगह स्थानांतरित किया जा सकेगा। सन्देह यह है कि देश के सारे संस्थानों को मल्टी डिसिप्लिनरी बनाने पर गुणवत्ता में गिरावट आएगी, विशेषज्ञता का ह्रास होगा। देश भर के सिग्नेचर इंस्टीट्यूट को धक्का लगेगा। अधिकांश उच्च शिक्षण संस्थानों से अभी भी बेरोजगार युवाओं की भीड़ ही निकल रही है, उनकी डिग्री में वैल्यू एडिशन से भी उन्हें उत्पादक बनाने में मदद नहीं मिली है, क्योंकि तमाम दमदार नीतियों ने लचर क्रियान्वयन के कारण दम तोड़ दिया।

2017 में लागू विकल्प आधारित क्रेडिट सिस्टम के प्रति छात्रों के असन्तोष के कारण कई राज्यों ने सेमेस्टर प्रणाली के स्थान पर वही पुरानी वार्षिक परिपाटी वाली परम्परा ही अपना लीं। इसका एक कारण तो यह था कि यह सीधा ऊपर से थोपा गया और दूसरा कारण नई प्रणाली के लिए ढांचा ही तैयार नहीं हुआ। भारत में एक समान शैक्षणिक प्रणाली लागू करना बहुत ही कठिन काम है। इसके लिए सबसे महत्वपूर्ण कदम यह होगा कि क्या सोचना है? कि बजाय कैसे सोचना है? वाला बदलाव आकार ले। शीर्ष से संचालित होने वाली शिक्षा व्यवस्था मुख्य रूप से नौकरशाही वाली ही है, वह निगरानी और नियंत्रण के लिए ठीक है, परन्तु शिक्षा और शोध में अंतर की खाई को पाटने में मददगार नहीं है।

उच्च शिक्षा के क्षेत्र में एक बड़ा बदलाव शिक्षा को नियंत्रित करने वाली संस्थाओं को लेकर है। अब तक विश्वविद्यालय अनुदान आयोग, एआईसीटीई जैसी संस्थाएं उच्च शिक्षा पर निगरानी रखती थी जिसमें एक जैसे मामलों में उनके अलग-अलग निर्णयों की वजह से काफी दिक्कत आ रही थी। अब ऐसी संस्थाओं को समाप्त कर केवल एक राष्ट्रीय उच्च शिक्षा आयोग होगा। सबसे सुखद पहलू यह है कि इस आयोग में देश भर से 30 शिक्षाविदों को शामिल किया जाएगा और इस आयोग का अध्यक्ष केंद्रीय शिक्षा मंत्री होगा। दूसरे बड़े बदलाव के तहत देशभर के विश्वविद्यालयों को ब्रिटेन की तर्ज पर शोध केंद्रित और शिक्षण केंद्रित विश्वविद्यालय में विभाजित किया जाएगा। साथ ही तमाम डिग्री कॉलेजों को भी स्वायत्तता दी जाएगी। पुराने डिग्री कॉलेजों को स्वायत्तता मिलती है तो वहां भी शिक्षा की गुणवत्ता में सुधार होगा। सभी डिग्री कॉलेजों पर विश्वविद्यालय की निगरानी रखने की नीति का परिणाम यह हुआ कि अच्छे खासे चल रहे पुराने डिग्री कॉलेज भी नए-नए खुले विश्वविद्यालयों की प्रशासनिक निगरानी में आ गए। नए विश्वविद्यालय खुद भी ठीक से खड़े नहीं हो पाए और उन्होंने पुराने डिग्री कॉलेजों को भी डुबा दिया। सरकार अब जाकर इस समस्या को पहचान पाई है।

उच्च शिक्षा में तीसरे बदलाव के तहत ग्रेजुएशन प्रोग्राम की एक नई विशेषता मल्टी-एंट्री और मल्टी-एग्जिट व्यवस्था होगी। अभी तीन साल के ग्रेजुएशन प्रोग्राम में किन्हीं कारणों से छात्र को बीच में पढ़ाई छोड़नी पड़ती है तो पूरी डिग्री बेकार हो जाती है। अब ग्रेजुएशन 4 साल का होगा लेकिन उसमें भी बीच में कोर्स को छोड़ने का प्रावधान होगा। अगर कोई 1 साल में कोर्स छोड़ता है तो उसे सर्टिफिकेट, 2 साल में डिप्लोमा, 3 साल में डिग्री मिलेगी तथा 4 साल बाद रिसर्च ग्रेजुएशन की डिग्री मिलेगी, जिसकी बदौलत छात्र बिना पीजी किए सीधे पीएच.डी. में प्रवेश पा सकेगा। 4 वर्ष के ग्रेजुएशन का मूल उद्देश्य प्रतिभावान विद्यार्थियों को शोध कार्य की तरफ मोड़ना है। ग्रेजुएशन से सीधे पीएच.डी. में प्रवेश की व्यवस्था ब्रिटेन में भी है। लेकिन इसे बहुत अच्छा नहीं माना जाता, क्योंकि ग्रेजुएशन के दौरान बहुत कम छात्र शोध करने लायक पढ़ाई कर पाते हैं। भारत में शिक्षा की स्थिति और भी दयनीय है।

4 वर्षीय कोर्स के विपरीत सरकार को दिल्ली विश्वविद्यालय के पूर्व कुलपति प्रोफेसर दिनेश सिंह द्वारा तैयार 4 वर्षीय ग्रेजुएशन का मॉडल अपनाना चाहिए था जिसमें पहले साल में छात्र को भाषा, कम्युनिकेशन आदि के बारे में पढ़ना होता है और फिर जो कोर्स पसंद आता है उसमें प्रवेश लेता है। हालांकि इस समस्या को सुलझाने के लिए नई शिक्षा नीति में महाविद्यालयों और विश्वविद्यालयों को क्रेडिट आधारित सिस्टम अपनाने को कहा गया है, जिसके तहत छात्र अपनी पसंद का विषय पढ़ सकता है। अगर वह विषय उस विश्वविद्यालय या महाविद्यालय में नहीं है तो दूसरे विश्वविद्यालय से ऑनलाइन पढ़ सकता है जिसे डिग्री कोर्स में अंकित किया जाएगा। इसका फायदा यह होगा कि बड़ी संख्या में छात्रों को प्रतिष्ठित शिक्षण संस्थाओं से कोर्स करने का अवसर मिलेगा। उच्च शिक्षा में एक अन्य महत्वपूर्ण बदलाव एम. फिल. की समाप्ति है।

1968 से ही शिक्षा पर जीडीपी का 6 फीसदी खर्च करने की घोषणा होती रही है, लेकिन वास्तव में 4.3 फीसदी से अधिक कभी खर्च नहीं हुआ है। अतः नीति की प्रभावशीलता के लिए आवश्यक कोष होना चाहिये। नई शिक्षा नीति में स्किल गैप को कम करने का प्रयास किया गया है। मल्टी-डिसिप्लिन एजुकेशन, इंटरनशिप और व्यावसायिक प्रशिक्षण से उद्योग और शिक्षा में कौशल के अंतर को कम किया जा सकेगा। प्रधानमंत्री कौशल विकास योजना (चड्जटल) से विश्वविद्यालयों और महाविद्यालयों को जोड़कर इसे और प्रभावी बनाया जा सकता है।

उच्च शिक्षा में तकनीक को बढ़ावा देने की बात नई शिक्षा नीति में है। साथ ही जगह-जगह खुले नए राजकीय महाविद्यालयों में अभी इंफ्रास्ट्रक्चर भी पूरी तरह विकसित नहीं हो पाया है। कई नए

विश्वविद्यालयों की हालत नगरपालिका स्कूलों से भी बदतर है। सुझाव है कि पहले आधारभूत ढांचे का विकास भी किया जाए।

उच्च शिक्षा में वर्तमान में शिक्षकों की बहुत कमी है। छात्र-शिक्षक, अनुपात में भारी असंतुलन है। अतः नई शिक्षा नीति की सफलता के लिए जरूरी है कि शिक्षकों के रिक्त पद शीघ्र भरे जाएं। नई शिक्षा नीति में शिक्षकों के प्रशिक्षण पर ध्यान देने का उल्लेख है। आवश्यकता है कि इस प्रकार के प्रशिक्षण की उचित मोनिटरिंग हो, ताकि उसका लाभ मिले। उच्च शिक्षा में छात्र-मूल्यांकन पद्धति में और अधिक सुधार कर पाठ्यक्रम को कौशल और छात्र की रुचि के अनुरूप बनाया जाये। नई शिक्षा नीति में मल्टी-डिसिप्लिनरी प्रोग्राम को बढ़ावा दिया गया है, फिर भी वर्तमान सामाजिक सन्दर्भ में जेंडर, क्रॉस-कल्चरल स्टडीज और नैतिकता संबंधी पाठ्यक्रमों को और बढ़ावा देकर इसे अधिक प्रभावी बनाया जा सकता है। विश्वविद्यालयों और महाविद्यालयों को अधिक स्वायत्तता देने की बात इस शिक्षा नीति में है, इन संस्थानों को वोकल फॉर लोकल और आत्मनिर्भर भारत से जोड़ा जाना श्रेयस्कर रहेगा।

निष्कर्ष

नई शिक्षा नीति में निजी कॉलेजों की निश्चित फीस निर्धारण करना, केंद्रीय विश्वविद्यालय, स्टेट यूनिवर्सिटीज में एक समान शिक्षा होना, अमेरिका की तर्ज पर रिसर्च फाउंडेशन बनाना, कॉलेजों में प्रवेश के लिए कॉमन एंट्रेंस टेस्ट की व्यवस्था करना इत्यादि उच्च शिक्षा में अभिनव प्रयोग सिद्ध हो सकते हैं।

दरअसल शिक्षा नीति का कोई लीगल स्टेटस नहीं होता है, इसलिए यह कहना जटिल होता है कि यह कितने समय में लागू हो जाएगी, पूर्णरूप से लागू होगी या अंशतः। दूसरा शिक्षा समवर्ती सूची का विषय है। राज्य सरकारें इसे कितना लागू करती हैं यह भी विचारणीय बिन्दु है। अभी नई शिक्षा नीति के ड्राफ्ट को मंजूरी मिली है, अभी इसे कई इम्तिहानों से गुजरना होगा।

नई शिक्षा नीति पुरानी शिक्षा नीति से ज्यादा कारगर साबित होने की उम्मीद इसलिए है क्योंकि ज्यादातर राज्यों में भाजपा व उसके सहयोगी दलों की सरकार है जबकि 1986 में शिक्षा नीति के समय केंद्र में अधिकांश राज्यों में विपरीत सरकारें होने से कई राज्यों में उच्च शिक्षा नीति के अच्छे प्रावधानों को लागू करने में मना कर दिया गया था। जैसे- तमिलनाडु में नवोदय विद्यालय का हिंदी थोपने के नाम पर विरोध होना और वहां के लाखों बच्चों का नवोदय विद्यालय की गुणवत्ता पूर्ण शिक्षा पाने से वंचित रहना।

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राष्ट्रीय शिक्षा नीति का महत्व

श्रीमती आशा सुनारीवाल

सह—आचार्य (इतिहास)

राजकीय कन्या महाविद्यालय, चाकसू

जिला — जयपुर (राज.)

प्राचीन काल की शिक्षा नीति और पद्धति —

भारत विश्व गुरु कहलाता है। हमारे देश की आध्यात्मिक और शैक्षिक यात्रा अति प्राचीन है। डॉ. अल्केतर के अनुसार वैदिक युग से लेकर अब तक भारतवासियों के लिए शिक्षा का अभिप्राय यह रहा है, कि शिक्षा प्रकाश का स्रोत है तथा जीवन के विभिन्न कार्यों में यह हमारा मार्ग आलोकित करती है। प्राचीन काल में शिक्षा को अत्यधिक महत्व दिया गया था। आहड़ और पंचमार्क मुद्राओं के चिन्हबद्ध प्रतीक हमारी प्राचीन लिपि को दर्शाते हैं। मानव अपनी विकास यात्रा के साथ अपने ज्ञान को प्रसारित करने हेतु चित्रात्मक लिपि का प्रयोग करने लगा था। इस प्रकार लिपि, वृहद स्तर पर ज्ञान और उन्नति को बांटने और समझने का माध्यम रही। उस काल में हमारे ऋषि—मुनियों ने अपने आध्यात्मिक और प्राकृतिक ज्ञान को विभिन्न ग्रंथों में लिपिबद्ध किया इस दृष्टि वैदिक काल में उपलब्ध शिक्षा से वेद, दर्शन, न्याय, महाकाव्य, भाषा विज्ञान, व्याकरण, ज्योतिष, कल्प, निरुक्त आदि अनेकों कलाएँ, व्यावहारिक विद्या आदि के क्षेत्र में महत्वपूर्ण सफलताएँ प्राप्त हुई।

प्राचीन काल में तक्षशिला, पाटलिपुत्र, काशी, धार, विक्रमशिला, उज्जैन, वल्लभी आदि विभिन्न विश्वविद्यालयों में दूर—दराज से ही नहीं विदेशों से यथा चीन, जापान से भी विद्यार्थी शिक्षा ग्रहण करने आते थे। यहां से निकले विद्यार्थियों के व्यक्तित्व का सम्पूर्ण विकास होता था। उनके सामने जीविकापार्जन की समस्या नहीं होती थी। व्यावहारिक और सैद्धान्तिक ज्ञान के साथ विभिन्न कौशल की उन्हें शिक्षा प्राप्त थी। ये विद्यार्थी अपने जीवन में आने वाली कठिनाईयों को हल करने में सक्षम थे। इसी वजह से उस समय हमारा देश ज्ञान के मामले में विश्व गुरु कहलाता था। सभी वर्गों व बालक—बालिकाओं के लिए सह—शिक्षा की व्यवस्था उपलब्ध थी। प्राचीनकाल की शिक्षा का उद्देश्य जीवन के यथार्थ का दर्शन करना अर्थात् चरित्र का निर्माण कर मोक्ष की प्राप्ति का मार्गदर्शन कराना था, साथ ही अपनी सभ्यता और संस्कृति का हस्तान्तरण करना भी था। इस शिक्षा पद्धति में आचार्य का स्थान बड़ा आदरपूर्ण और सम्मानजनक था। आचार्य अपने विषय में पारंगत होते थे। वे विद्यार्थियों के कल्याण के लिए कटिबद्ध रहते थे। विद्यार्थी अपने गुरु की आज्ञा का पालन करते थे। अतः प्राचीन काल की शिक्षा अपने उद्देश्य की प्राप्ति में पूर्णतया सफल रही। साथ ही उसका स्वरूप देशकाल की परम्पराओं के अनूकूल था।

मध्यकाल में शिक्षा नीति और पद्धति—

मध्यकाल में भारत में मुस्लिम राज्य की स्थापना के साथ देश में एक नवीन संस्कृति का प्रचलन हुआ। जिससे रहन—सहन, भाषा, आचार—विचार के साथ शिक्षा में भी भारी परिवर्तन आया। इस काल की शिक्षा का उद्देश्य इस्लामिक धर्म, रीति—रिवाजों, परम्पराओं, सिद्धान्तों तथा कानूनों को भारत में फैलाना था। जिससे मुस्लिम शासन दृढ़ हो पाये। इस्लामिक राजाओं ने अपनी शिक्षा को संरक्षण दिया। इसमें प्रारम्भिक शिक्षा के केन्द्र मकतब होते थे। मदरसे उच्च शिक्षा के केन्द्र थे। यहां प्रमुख रूप से इस्लामिक धार्मिक शिक्षा दी जाती थी। इसके साथ ही इतिहास, साहित्य,

व्याकरण, तर्कशास्त्र, गणित, कानून इत्यादि की पढ़ाई भी होती थी। हिंदू बालक भी यही पढ़ते थे। उस समय राजकाज की भाषा फारसी और बोल-चाल की भाषा उर्दू थी। अतः फारसी जानने वाले को सरकारी कार्य के योग्य माना जाता था इसलिए हिंदू विद्यार्थी फारसी और अरबी का अध्ययन करते थे। गरीब विद्यार्थियों के लिए भी मदरसे थे। उनके लिए छात्रवृत्ति और निःशुल्क शिक्षा की व्यवस्था भी थी। शासक के पुत्र और पुत्रियों के लिए शिक्षा के अलग से विषय और मापदण्ड थे। उन्हें अन्य विषयों के साथ राजव्यवस्था, सैनिक संगठन, युद्धाभ्यास, युद्ध संचालन, साहित्य, कानून आदि की शिक्षा दी जाती थीं उस समय मुस्लिम शिक्षा के प्रमुख केन्द्र बीदर, जौनपुर, मालवा आदि थे। एक अच्छा परिवर्तन ये देखने को मिला कि मुस्लिम संरक्षण के अभाव के बाद भी हिन्दू पाठशालाओं में संस्कृत काव्य, नाटक, व्याकरण, दर्शन आदि का लेखन पठन-पाठन का कार्य जारी रहा। अतः उस समय की शिक्षा नीति के स्वरूप ने विद्यार्थियों के लिए नये विषयों के ज्ञान और रोजगार के अवसर प्रदान किये।

आधुनिक काल में शिक्षा नीति

भारत में मुस्लिम शासकों से सत्ता हस्तान्तरण ब्रिटिश सरकार के हाथ में आने के बाद शिक्षा नीति में भारी बदलाव आया। प्रारम्भ में यूरोपीय ईसाई व्यापारी और धर्म प्रचारकों ने कई विद्यालय स्थापित किये। प्रारम्भ में उनका कार्यक्षेत्र मद्रास रहा, उसके बाद बंगाल में भी खोले गये। यहां पर ईसाई धर्म की शिक्षा के साथ इतिहास, भूगोल, व्याकरण, गणित, साहित्य आदि विषय पढ़ाये जाते थे। शिक्षक-विद्यार्थियों की अलग-अलग श्रेणियां थी। १७८१ में कम्पनी द्वारा कलकत्ते में 'कलकत्ता मदरसा' और १७९२ ई. में जोनाथन डंकन द्वारा बनारस में 'संस्कृत कॉलेज' स्थापित हुआ। १८१३ ई. में अंग्रेजी सरकार ने पहली बार शिक्षा में धन व्यय करने का निश्चय किया। प्राच्य और पाश्चात्य शिक्षा समर्थकों के साथ विचार-विमर्श के बाद यह निश्चय हुआ कि प्राच्य शिक्षा चलती रहे किंतु कम्पनी अपना धन अंग्रेजी शिक्षा पर ही व्यय करेगी। सर चार्ल्स ई. ट्रेवियिन, टी. बी. मैकॉले तथा लार्ड विलियम बैंटिक (समकालीन गवर्नर जनरल) १८३५ ई. में अंग्रेजी शिक्षा का श्रीगणेश किया। इसमें अंग्रेजी साहित्य, भूगोल, यूरोपीयन इतिहास, विज्ञान आदि विषयों की शिक्षा दी जाती थी। इसके पीछे कारण ब्रिटिश सरकार को अपना शासन चलाने के लिए अंग्रेजी पढ़े लिखे व्यक्तियों कर्मचारियों, चिकित्सकों, इंजीनियरों, वकीलों आवश्यकता थी। इसी दृष्टि को ध्यान में रखकर अंग्रेजी विधालय, मेडीकल और इंजीनियरिंग कॉलेज, लॉ कॉलेजों की स्थापना हुई। महाराष्ट्र में १८४८ ई. में ज्योतिराव फूले ने पहला महिला स्कूल खोला। इसके बाद स्त्रियों के लिए भी विधालयों की संख्या में वृद्धि हुई। इस समय बहुत से भारतीयों का रुझान भी अंग्रेजी शिक्षा के प्रति था। इसे वे अपनी आर्थिक स्थिति सुधारने का माध्यम मानते थे। १८५४ में वुड्स डिस्पेच ने लन्दन विश्वविद्यालय के मॉडल पर भारत के प्रेसीडेंसी नगरों में विश्वविद्यालय के गठन की अनुशंसा की इसके तहत १८५७ में कलकत्ता, मद्रास, बम्बई में विश्वविद्यालय की स्थापना हुई, इसके बाद १८८२ में हण्टर आयोग ने प्राथमिक और माध्यमिक शिक्षा की अनुशंसा की, १८८२ में पंजाब विश्वविद्यालय की स्थापना, १८८७ में इलाहाबाद विश्वविद्यालय की स्थापना हुई। १९१३ की शिक्षा नीति में प्रत्येक प्रान्त में विश्वविद्यालय की स्थापना की अनुशंसा की गई। १९१९ के अधिनियम में शिक्षा को राज्य का विषय बताया गया। १९३७ में गांधीवादी विचारधारा से प्रभावित वर्धा शिक्षा योजना लाई गई। १९४७ में ब्रिटिश पराधीनता से मुक्ति के बाद भारतीय सविधान के चौथे भाग में नीति निदेशक तत्वों में कहा गया है कि प्राथमिक स्तर के सभी बच्चों को अनिवार्य एवं निःशुल्क शिक्षा की व्यवस्था की जाए। १९४८ में डॉ. राधाकृष्णन की अध्यक्षता में

विश्वविद्यालय शिक्षा आयोग के गठन के साथ ही भारत में शिक्षा—प्रणाली को व्यवस्थित करने का काम शुरू हो गया था। इस आयोग ने उच्च शिक्षा के उद्देश्यों, अध्यापक कल्याण, स्नाकोत्तर शिक्षा व अनुसंधान, परीक्षा प्रणाली, धार्मिक शिक्षा, छात्र कल्याण, नारी शिक्षा, ग्रामीण शिक्षा, और अर्थव्यवस्था में सुधार के महत्वपूर्ण सुझाव दिये। १९५२ में लक्ष्मणस्वामी मुदलियार की अध्यक्षता में गठित माध्यमिक शिक्षा आयोग, ने माध्यमिक शिक्षा की समस्याओं का अध्ययन कर सुझाव दिये तथा १९४६ में दौलत सिंह कोठारी की अध्यक्षता में गठित शिक्षा आयोग की अनुशंसाओं के आधार १९६८ में शिक्षा नीति पर एक प्रस्ताव प्रकाशित किया गया जिसमें 'राष्ट्रीय विकास के प्रति वचनबद्ध, चरित्रवान तथा कार्यकुशल' युवक—युवतियों को तैयार करने का लक्ष्य रखा गया। इसे बाद मई १९८६ में नई राष्ट्रीय शिक्षा नीति लागू की गई, इसकी प्रमुख विशेषता सम्पूर्ण देश में एक प्रकार की शिक्षा संरचना लागू की जाये। इसमें शिक्षा का सम्पूर्ण देश में एक समान पाठ्यक्रम की सिफारिश की गई। जो अब तक चल रही है। स्वतंत्रता के बाद २०२० में तीसरी नई शिक्षा नीति भारत सरकार द्वारा २९ जुलाई २०२० घोषित कि गई। सन् १९८६ में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। वर्तमान समय की आवश्यकता को ध्यान में रखकर इसमें शिक्षा की पहुँच, समता, गुणवत्ता, वहनीयता और रोजगार जैसे मुद्दों पर विशेष ध्यान दिया गया है। इसमें सरकारी और निजी विश्वविद्यालयों के लिए शिक्षा मानक समान रहेंगे। इसमें विद्यार्थियों में कौशल क्षमता का विकास करना है। इसमें १०+२ के स्थान पर ५+३+३+४ के तहत शैक्षिक ढांचा तथा पाठ्यक्रम को बांटा गया है। इसमें प्रथम पांच साल का अध्ययन मातृभाषा में होगा। खेल—खेल में शिक्षा की उपलब्धता होगी। उसके बाद छठवीं से आठवीं तक के विद्यार्थी को कला, विज्ञान, गणित की शिक्षा के साथ कौशल की शिक्षा भी दी जायेगी। इसके बाद ९—१२ वीं कक्षा से विषय चयन की स्वतंत्रता उपलब्ध है। स्नातक पाठ्यक्रम चार वर्ष का होगा। इसमें तकनीकी कौशल के साथ मानविकी पाठ्यक्रम की शिक्षा भी उपलब्ध हो सकेगी। नई शिक्षा नीति विद्यार्थियों में रटने की प्रवृत्ति पर रोक लगाने के साथ बुद्धि कौशल के विकास पर जोर देने पर आधारित है, साथ ही इसमें विद्यार्थी को कौशल तकनीक सीखने का अवसर मिल रहा है। अतः अपना अध्ययन पूरा करने के बाद विद्यार्थियों के पास उपलब्ध कौशल से वे अन्य क्षेत्रों में रोजगार प्राप्त करने के अलावा स्वयम् का रोजगार खोलने में सक्षम होंगे। १९८६ की शिक्षा में मानविकी और व्यासायिक शिक्षा अलग—अलग पाठ्यक्रम और वर्षों में उपलब्ध थी। नई शिक्षा नीति २०२०, मानविकी विषयों के साथ—साथ ही व्यावसायिक कौशल तकनीकी उपलब्ध होने से विद्यार्थियों के साल की बचत हो पायेगी। बड़ी संख्या में पढ़े—लिखे बेरोजगार व्यक्तियों की संख्या में कमी आयेगी।

उपसंहार

विभिन्न कालों में उपलब्ध शिक्षा की व्यवस्थाएँ और उनका पाठ्यक्रम के अध्ययन के आधार पर कहा जा सकता है, कि प्रत्येक काल की शिक्षा व्यवस्था, तत्कालीन समाज और देश की परिस्थितियों और आवश्यकताओं की उपलब्धता के आधार पर निर्धारित हुई, जो अध्ययन करने वालों को ज्ञानार्जन के साथ रोजगार के अवसर उपलब्ध करवाती थी। प्राचीन और मध्यकाल के बाद शिक्षा में एक बड़ा परिवर्तन आधुनिक काल की शिक्षा में देखने को मिलता है। यह शिक्षा इस दृष्टि से महत्वपूर्ण है कि इस समय की शिक्षा नीति ने हमें पराधीनता की बेड़ियों से स्वतंत्र कराया। हमने ब्रिटिश पराधीनता से मुक्ति पाई। १९४७ में स्वतंत्रता प्राप्त होने के बाद भारत ने सम्पूर्ण राष्ट्र की आवश्यकता और उपलब्ध संसाधनों और देश के चरित्र के अनुकूल सभी वर्गों के समान विकास का

ध्यान रखते हुए शिक्षा नीति उपलब्ध करवाई। इस शिक्षा नीति में समय समय पर विभिन्न शिक्षाविदों और मनीषियों से प्राप्त सुझावों के आधार पर परिवर्तन भी किए। जिससे शिक्षित वर्ग बड़ी संख्या में उपलब्ध हुआ और हमारे देश ने जल्दी ही विकास के नये पैमाने स्थापित किए। वर्तमान में शिक्षा प्राप्त के लिए बड़ा वर्ग उपलब्ध है। अतः इनमें बौद्धिक कौशल के साथ तकनीकी कौशल का विकास करने में नये परिवर्तनों के साथ महत्वपूर्ण रहेगी ऐसी आशा की जा सकती है।

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राष्ट्रीय शिक्षा नीति २०२०: संभावनाएं और चुनौतियां

एम.एल. दायमा,
सहायक आचार्य (राजनीति विज्ञान)
राजकीय महाविद्यालय, सूरतगढ़

सारांश

राष्ट्रीय शिक्षा नीति-२०२० भारत की शिक्षा नीति का एक ऐसा नवीनतम संस्करण है, जो संपूर्ण शिक्षा प्रणाली को भारतीय ज्ञान पर केंद्रित करती है। जुलाई २०२० में जारी शिक्षा नीति (एनईपी २०२०) देश की तीसरी ऐसी शिक्षा नीति है, जो पुरानी शिक्षा नीतियों के गुण-दोषों की समीक्षा कर अपने साथ एक नया दृष्टिकोण ले कर आई है। ये शिक्षा क्षेत्र के लिए २१ वीं सदी की पहली और सबसे व्यापक नीति है। इसलिए यह कहना गलत नहीं होगा कि इसमें जहां एक ओर भरपूर संभावनाएं हैं, वहीं दूसरी ओर संशय के बादल भी कम नहीं हैं।

बीज शब्द: राष्ट्रीय शिक्षा नीति, शिक्षा मंत्रालय, भारतीय उच्च शिक्षा आयोग, शिक्षा अनुदान, विश्वविद्यालय, विद्यालय, शिक्षा संस्कार, जीवन मूल्य।

केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने एनईपी २०२० को २१ वीं सदी की जरूरतों के हिसाब से एक दूरदर्शी शिक्षा नीति करार दिया है। उनका कहना था कि इस नीति के जरिए भारत में एक-एक छात्र की क्षमताओं का विकास सुनिश्चित हो सकेगा। साथ ही हम शिक्षा को सबके लिए सुलभ बनाते हुए क्षमताओं का निर्माण करने की दियारा में आगे बढ़ेंगे। उनका विचार था कि नई शिक्षा नीति देश में शिक्षा से जुड़े परिदृश्य में आमूलचूल बदलाव लाएगी। उन्होंने जोर देकर कहा कि एनईपी भारत में शिक्षा को समग्र, सस्ता, सुलभ और न्यायपूर्ण बनाएगी। राष्ट्रीय शिक्षा नीति का विजन भारतीय मूल्यों से विकसित शिक्षा प्रणाली है जो सभी को उच्चतर गुणवत्ता से युक्त शिक्षा उपलब्ध करवाकर भारत को वैश्विक ज्ञान महाशक्ति बनाकर भारत को एक जीवंत और न्यायसंगत ज्ञान समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी। अहम बात यह है कि इस नीति में केंद्र व राज्य सरकार के सहयोग से शिक्षा के क्षेत्र पर देश की जीडीपी के ६ प्रतिशत हिस्से के बराबर निवेश का लक्ष्य रखा गया है।^१

आजादी से पूर्व भारत की शिक्षा व्यवस्था: भारत की शैक्षिक एवं सांस्कृतिक परम्परा का लंबा एवं गौरवशाली इतिहास रहा है। डॉ. अल्टेकर के अनुसार, वैदिक युग से लेकर अब तक भारतवासियों के लिये शिक्षा का अभिप्राय यह रहा है कि शिक्षा प्रकाश का स्रोत है, तथा जीवन के विभिन्न कार्यों में यह हमारा मार्ग आलोकित करती है।

प्राचीन भारतीय शिक्षा व्यवस्था का उदय वेदों से माना जाता है। वैदिक काल में शिक्षा का मुख्य उद्देश्य संस्कारों का विकास, आत्मा की पवित्रता तथा व्यक्तित्व के विकास के साथ-साथ मनुष्य को जीविकोपार्जन के लिए तैयार करना था। शिक्षा का प्रारम्भ उपनयन संस्कार से होता था।^२ बौद्धकालिन शिक्षा व्यवस्था का उदय बौद्ध धर्म के प्रचार व प्रसार के लिये हुआ था। इसका प्रारम्भ प्रव्रज्या संस्कार से होता था। बौद्धकाल के बाद भारत में मुसलमानों ने इस्लाम धर्म व संस्कृति के प्रचार-प्रसार में शिक्षा का सहारा लिया। मुस्लिम शिक्षा का मुख्य उद्देश्य भी इस्लाम धर्म व मुस्लिम संस्कृति का प्रचार करना था।

ब्रिटिश कालीन शिक्षा का प्रारम्भ ईसाई धर्म के द्वारा किये गये धर्म प्रचार के प्रयासों के फलस्वरूप हुआ था। सन् १७५७ में ईस्ट इण्डिया कम्पनी ने अपने शासन के स्थायित्व के लिए शिक्षा के प्रसार में रुचि दिखाई। चार्ल्स ग्राण्ट ने सन् १७६२ में एक पंचसूत्रीय योजना प्रस्तुत की थी जिसमें भारत में विद्यालयों की स्थापना, अंग्रेजी

माध्यम से शिक्षा, पाश्चात्य ज्ञान व विज्ञान का प्रसार तथा ईसाई धर्म के प्रचार की आवश्यकता पर पर बल दिया। इसके पश्चात १० जून, १८३४ को लार्ड मैकाले गवर्नर जनरल की काउंसिल का कानूनी सलाकार बन कर भारत आया। मैकाले ने भारत में शिक्षा का उद्देश्य अंग्रेजी माध्यम से यूरोपीय साहित्य तथा विज्ञान का प्रचार करना घोषित किया जिससे पाश्चात्य तथा विज्ञान में रंगे भारतीय तैयार हो सके जो अंग्रेजी शासन में सहायक हो। १६ जुलाई, १८५४ में सर चार्ल्स वुड ने अपना घोषणा-पत्र प्रस्तुत किया। घोषणापत्र में तत्कालीन शिक्षा व्यवस्था के पुनरीक्षण तथा भावी शैक्षणिक पुनर्निर्माण के लिए नया दृष्टिकोण प्रस्तुत किया। इसमें पहली बार छोटी कक्षाओं में प्रान्तीय भाषाओं को शिक्षा का माध्यम बनाने, अध्यापकों का प्रशिक्षण प्रारम्भ करने तथा विश्वविद्यालयों की स्थापना के प्रावधान की बात कही गई थी।

१८८० में लॉर्ड रिपन को भारत का गवर्नर जनरल नियुक्त किया गया। लॉर्ड रिपन ने ३ फरवरी, १८८२ को भारतीय शिक्षा आयोग का गठन किया। इसे हण्टर कमीशन के नाम से भी जाना जाता है। आयोग ने सात माह तक भारत के विभिन्न भागों का भ्रमण किया और ७७० पृष्ठों का एक दस्तावेज मार्च १८८३ में सरकार को प्रेषित किया। इस आयोग के तहत दो विश्वविद्यालयों (पंजाब विश्वविद्यालय, १८८२ तथा इलाहाबाद विश्वविद्यालय, १८८७) की स्थापना की गई।

२० वीं शताब्दी के प्रारंभिक वर्षों में देश में राजनीतिक अस्थिरता का वातावरण था। निजी प्रबंधन के तहत सरकार की धारणा यह थी कि शिक्षा के स्तर में गिरावट आ रही है, तथा शिक्षण संस्थान राजनीतिक क्रांतिकारियों को पैदा करने वाले कारखाने मात्र बनकर रह गये हैं। अतः १९०२ में सर टॉमस रैले की अध्यक्षता में एक आयोग गठित किया गया जिसका उद्देश्य विश्वविद्यालयों की स्थिति का आंकलन करना तथा उनकी कार्यक्षमता एवं उनके संविधान के विषय में सुझाव देना था। इसकी सिफारिशों के आधार पर १९०४ में भारतीय विश्वविद्यालय अधिनियम पारित किया गया। इस अधिनियम में गुणवत्ता एवं दक्षता के नाम पर विश्वविद्यालयों पर अंग्रेजी सरकार का कड़ा नियंत्रण स्थापित हो गया।^३ वर्ष १९१७ में सरकार ने लीड्स विश्वविद्यालय के उप-कुलपति डॉ. एम.ई. सैडलर की अध्यक्षता में एक आयोग गठित किया जिसका कार्य कलकत्ता विश्वविद्यालय की समस्याओं का अध्ययन कर इसकी रिपोर्ट सरकार को देना था। यद्यपि यह आयोग केवल कलकत्ता विश्वविद्यालय से ही संबंध था किंतु इसकी सिफारिशें भारत के अन्य विश्वविद्यालयों के संबंध में भी लागू हो रही थी। आयोग ने सुझाव दिया कि यदि विश्वविद्यालयी शिक्षा में सुधार करना है, तो पहले माध्यमिक शिक्षा के स्तर में सुधार लाना होगा।

आजादी के पश्चात शिक्षा व्यवस्था: आजादी के बाद नवंबर १९४८ में विश्वविद्यालय शिक्षा में सुधार हेतु राधाकृष्णन आयोग का गठन किया गया था। आयोग की सिफारिशों के आधार पर १९५३ में विश्वविद्यालय अनुदान आयोग का गठन किया गया तथा १९५६ में संसद द्वारा कानून बनाकर इसे स्वायत्तशासी निकाय का दर्जा दे दिया गया। आयोग का कार्य विश्वविद्यालय शिक्षा की देखरेख करना, विश्वविद्यालयों में शिक्षा एवं शोध संबंधी सुविधाओं के स्तर की जांच करना तथा उनमें समन्वय स्थापित करना था।

आगे चलकर उच्चशिक्षा के क्षेत्र में गुणात्मक सुधारों हेतु जुलाई १९६४ में डॉ. डी.एस. कोठारी की अध्यक्षता में एक उच्चस्तरीय आयोग का गठन किया गया। इसका कार्य शिक्षा के सभी पक्षों तथा चरणों के विषय में साधारण सिद्धांत, नीतियों एवं राष्ट्रीय नमूने की रूपरेखा तैयार कर उनसे सरकार को अवगत करना था। आयोग को अमेरिका, रूस, इंग्लैंड एवं यूनेस्को के शिक्षा-शास्त्रियों एवं वैज्ञानिकों की सेवाएँ भी उपलब्ध करायी गयी थी।^४ आयोग ने वर्तमान शिक्षा पद्धति की कठोरता की आलोचना की तथा शिक्षा नीति को इस प्रकार लचीला बनाये जाने की आवश्यकता पर बल दिया जो बदलती हुयी परिस्थितियों के अनुकूल हो। आयोग की सिफारिश के

आधार पर १९६८ में देश की पहली राष्ट्रीय शिक्षा नीति की घोषणा की गयी। जिसने भारत के भविष्य की शिक्षा व्यवस्था की नींव रखी। इसके पश्चात १९८६ में भारत सरकार ने नई शिक्षा नीति १९८६ का प्रारूप तैयार किया। देश की दूसरी राष्ट्रीय नीति मई १९८६ में राजीव गांधी सरकार के समय लागू की गई। यह शिक्षा के आधुनिकीकरण पर केंद्रित थी। संस्थानों को आधारभूत संरचना जैसे- कंप्यूटर और पुस्तकालय जैसे संसाधन उपलब्ध कराना था। इस नीति को १९९२ में पीवी नरसिंह राव सरकार ने संशोधित किया। इसके उपरांत २००९ में राष्ट्रीय निशुल्क एवं अनिवार्य शिक्षा कानून पारित हुआ। जिसका मूल उद्देश्य ६ से १४ वर्ष के बच्चों को निशुल्क शिक्षा प्रदान करना था। इसके पश्चात उच्च शिक्षा में यूजीसी ने २०१७ में इंस्टीट्यूट ऑफ़ ऐमिनेंस डीम्ड टू यूनिवर्सिटी नियमन, २०१७ भी जारी किया जो निसंदेह उच्च शिक्षा के क्षेत्र में बड़ा बदलाव था। अब ३४ वर्षों के पश्चात टीएसआर सुब्रमण्यम समिति की रिपोर्ट के बाद कस्तुरीरंगन समिति का गठन किया गया। इस समिति ने अपनी रिपोर्ट ३१ मई, २०१९ में प्रकाशित की, नवीन शिक्षा नीति २०२० काफी हद तक इन्हीं की अनुशंसा पर आधारित है।

हालांकि, नई शिक्षा नीति को लागू हुए दो साल चार माह से अधिक का समय हो गया है। इस कालखंड के दौरान दुनिया ने कोविड-१९ जैसी वैश्विक महामारी का सामना किया। भारत में भी स्वास्थ्य संकट के चलते कई चुनौतियां पैदा हुईं। इन चुनौतियों के बावजूद एनईपी ने कुछ अहम पड़ाव पार किए हैं। आने वाले दशकों में इस व्यापक शिक्षा नीति के सामने बड़ी चुनौतियां क्या-क्या हैं। **प्रस्तुत शोध पत्र में इन्हीं सब बिन्दुओं पर चर्चा किए जाने का प्रयास किया गया है।**

राष्ट्रीय शिक्षा नीति: चुनौतियां और आशंकाएं- हालांकि, नई शिक्षा नीति-२०२० के माध्यम से शैक्षिक ढांचे को बेहतर बनाने का सरकार का प्रयास अपने आप में एक सराहनीय कार्य है, और इसने कुछ हद तक रफ्तार पकड़ी है, लेकिन इसको पूरी तरह से अमल में लाने का रास्ता रूकावटों से भरा हुआ। उदाहरण के लिए एक तिहाई बच्चे प्राथमिक शिक्षा पूरी करने से पहले स्कूल छोड़ देते हैं। यह उल्लेखनीय है कि अधिकांश बच्चे, जो स्कूल जाने में असमर्थ हैं, अनुसूचित जाति और अनुसूचित जनजाति, धार्मिक अल्पसंख्यकों और दिव्यांग समूहों से संबंधित हैं। इसके अतिरिक्त एक अहम चुनौती बुनियादी ढांचे की कमी से संबंधित है। आमतौर पर देखा गया है कि स्कूलों और विश्वविद्यालयों में बिजली, पानी, शौचालय, चारदीवारी, पुस्तकालय, कंप्यूटर आदि की कमी है, जिसके परिणाम स्वरूप शिक्षा प्रणाली के मनचाहे परिणाम प्राप्त नहीं हो पाते हैं। हाल ही में यूजीसी के एक सर्वेक्षण के अनुसार कुल स्वीकृत शिक्षण पदों में से प्रोफेसर के ३५ प्रतिशत, एसोसिएट प्रोफेसर के ४६ प्रतिशत और २६ प्रतिशत सहायक आचार्य के पद भारतीय उच्च शिक्षा संस्थानों में रिक्त हैं।

शिक्षा नीति में त्रिभाषा की नीति भी चुनौती पेश कर रही है, जिसमें गैर-हिंदी को तीसरी भाषा बनाने की सिफारिश की गई है। तीन भाषा सूत्र नया नहीं है। और पिछली शिक्षा नीतियों में १९६८ और १९८६ में इसकी पहले से ही सिफारिश की गई थी बच्चों को मातृ भाषा या स्थानीय भाषा में पढ़ाने को लेकर भी कई तरह की अनिश्चितताएं हैं। उदाहरण के लिए दिल्ली जैसे केन्द्र शासित प्रदेश में देश के अलग अलग राज्य से आए हुए लोग रहते हैं। ऐसे में एक ही स्कूल में अलग-अलग मातृ भाषा को जानने वाले बच्चे होंगे। लिहाजा सवाल यह पैदा होता है कि उन बच्चों का माध्यम क्या होगा। द्वितीय, एक बड़ा सवाल यह भी है कि क्या अंग्रेजी माध्यम वाले स्कूल मातृ भाषा वाले कंसेप्ट को अपनाने के लिए तैयार होंगे। इसी तरह कुछ ओर भी बिंदू हैं जिन पर अभी उद्घोष की स्थिति है। वर्तमान समय में व्यापारीकरण, व्यवसायीकरण तथा नीजीकरण ने शिक्षा क्षेत्र को अपनी जकड़ में ले लिया है, ऐसे में शिक्षा जैसे पवित्र कार्य को पुंजीपतियों व धन सेटों के दुश्चक्र से बाहर निकालने की चुनौती भी सरकार के सामने बनी हुई है।

हालांकि, शिक्षा जगत से ताल्लुक रखने वाले विभिन्न किरदारों के बीच नई शिक्षा नीति के उद्देश्यों और लक्ष्यों के प्रति दिलचस्पी पैदा करने और जागरूकता बढ़ाने में सरकार ने सराहनीय कार्य किया है। 90 दिन चला शिक्षा पर्व इसका सर्वोत्तम उदाहरण है। इस दौरान राष्ट्रीय स्तर पर कई कार्यक्रमों का आयोजन किया गया। इन आयोजनों में प्रधानमंत्री समेत देश के आला अधिकारियों ने भाग लिया। इतना ही नहीं शिक्षा नीति के लक्ष्यों को प्राप्त करने के लिए सरकार ने मानव संसाधन विकास मंत्रालय (एमएचआरडी) का नाम बदलकर शिक्षा मंत्रालय कर दिया है। यद्यपि भारत जैसे विविधता से भरपूर और लंबे-चौड़े क्षेत्रफल और जनसंख्यावाले देश में राष्ट्रीय शिक्षा नीति के निर्धारित लक्ष्यों को शत प्रतिशत पाना मुश्किल तो जरूर लग रहा है, लेकिन असंभव कतई नहीं है।

निष्कर्ष:

संक्षेप में कहा जाए तो एनईपी-२०२० भारतीय ज्ञान पर केंद्रित शिक्षा नीति है। जिसके जरिए हमारा राष्ट्र एक ऐसा समाज बन सकता है, जहां ज्ञान की अविरल धारा में उपलब्धियों का कोष समृद्ध होता रहेगा। हमारी वर्तमान शिक्षा प्रणाली स्नातकों में अनुसंधान के लिए रुचि या उसके लिए उपयुक्त माहौल तैयार करने में सफल रहेगी। एनईपी-२०२० से नए पेटेंट हासिल करने और ज्ञानवर्धक किताबों के प्रकाशनों में हम नए मानक स्थापित कर सकेंगे। कहना गलत नहीं होगा कि राष्ट्रीय शिक्षा नीति-२०२० नए भारत के उदय के लिए सरकार द्वारा उठाया गया एक क्रांतिकारी कदम है।

संदर्भ:

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प्राचीन भारतीय शिक्षा में पर्यावरण संचेतना : एक विश्लेषणात्मक अध्ययन

डॉ. महबूब खान मुगल

सहायक आचार्य (भूगोल)

स्व. श्रीगुरुशरण छाबड़ा

राजकीय महाविद्यालय, सूरतगढ़

Abstract —

मानव अपनी उत्पत्ति के समय से ही प्रकृति का उपभोग अपने आवास, भोजन, वस्त्र जैसी मूलभूत आवश्यकताओं के लिए करता आया है किन्तु मानवीय आवश्यकताओं की प्रकृति, सभ्यता के विकास के साथ-साथ बदलती गई एवं इसी के साथ प्रकृति का अविवेकपूर्ण विदोहन भी प्रारम्भ हुआ। मानवीय जीवन व सभ्यता के विकास के इतिहास का ९० फीसदी भाग मानव-प्रकृति के मध्य संतुलित सम्बन्धों वाला रहा है मात्र १० फीसदी भाग जिसे हम आधुनिक युग के नाम से जानते हैं मानव-प्रकृति के असंतुलित सम्बन्ध का भयावह स्वरूप प्रकट करता है। मानव की वर्तमान आधुनिक क्रियाओं का इतिहास महज २०० से ३०० वर्ष ही प्राचीन है और इन २००—३०० वर्षों की अपनी अंधी विकास की दौड़ में मानव ने प्रकृति व प्राकृतिक संसाधनों का इस हद तक दोहन किया है कि ना केवल मानव जाति अपितु सम्पूर्ण जीव जगत के लिये अस्तित्वमूलक प्रश्न ला खड़ा किया है, अन्य प्राणी जगत बुद्धिहीनता के कारण इस विकट परिस्थिति के समाधान में अपना योगदान भी नहीं दे सकते हैं और इस विकराल समस्या का स्रोत भी मानव है तो निदान भी केवल मात्र बुद्धिशाली मानव के पास ही है।

आधुनिक आर्थिक मानव ने न केवल प्रकृति अपितु सभ्यता और संस्कृति जैसे वाक्यांशों को भी विशुद्ध किया है। सभ्यता का अर्थ जहाँ सभी के प्रति सभ्य व शिष्टाचार व्यवहार का आचरण है वहीं संस्कृति का अर्थ सुधारना या सुन्दर बनाना है किन्तु वर्तमान समय में सभ्यता व संस्कृति को विकास के नजरिये से देखा जाता है और इनके अर्थ भी आर्थिक रूप से विकसित सभ्यता व संस्कृति के रूप में व्यक्त किये जाने लगे हैं। इसी का परिणाम है कि आज के आधुनिक मानव के समक्ष पर्यावरण प्रदूषण, पर्यावरण अवनयन, कार्बन उत्सर्जन, रेडियोधर्मी प्रदूषण, ओजोन विनाश, अति वृष्टि, बाढ़, अकाल, हिमखण्डों का पिघलना, अम्लीय वर्षा, भूमंडलीय ऊष्मन जैसी भयावह पर्यावरणीय आपदाएँ विकराल रूप लिए खड़ी हैं।

आज की पर्यावरणीय परिस्थितियों व समस्याओं का पूर्वाभास हमें हमारी भारतीय संस्कृति के प्राचीन स्वरूप में दिखाई देता है। भारतीय संस्कृति व परम्पराओं में प्रकृति व पर्यावरण के विभिन्न तत्वों को संतुलित रखने व उनका संवर्द्धन करने के अनेक उपचार अपनाए गये हैं। आज की वर्तमान दशाओं में उन प्राचीन परम्पराओं व उपचारों को अपनाने की महती आवश्यकता है ताकि प्राचीन भारतीय परम्परा के मूल सिद्धान्त— “सर्वे भवन्तु सुखिनः” में छिपे उद्देश्य की पूर्ति संभव हो सके।

शोध उद्देश्य—

प्रस्तुत लघु शोध का प्रमुख उद्देश्य वर्तमान पर्यावरणीय समस्याओं एवं उनकी भयाव्यता को उजागर करना है तथा वर्तमान पीढ़ी में पर्यावरण के प्रति संचेतना व जागरूकता का बढ़ाना है। साथ ही भारतीय संस्कृति में पर्यावरण संरक्षण व संवर्द्धन के उपचारों को उजागर कर भारतीय परम्पराओं की समृद्धता को बताना है और उन परम्परागत मूल्यों में आज की प्रकृति की समस्याओं का समाधान ढूँढना भी है। प्रस्तुत शोध का एक उद्देश्य पाश्चात्य सभ्यता के लालुपतापूर्ण व स्वार्थयुक्त धारणाओं व भारतीय संस्कृति की उत्तम धारणाओं व मूल्यों में अंतर स्पष्ट करना है। इस लघु शोध से भावी शोधकर्ताओं एवं अध्ययनकर्ताओं में भारतीय संस्कृति की सुदृढ़ व मूल्यवान धारणाओं की समझ को बढ़ाना है।

मुख्य शब्द—संस्कृति, पर्यावरण, प्रकृति, सौहार्द, यज्ञ, औद्योगिकीकरण, स्वस्वार्थ, विदोहन, भूमण्डलीय ऊष्मण, अम्ल वर्षा, परम्परायें, लालुपतापूर्ण, स्वार्थसिद्धि, तिरोहित, अकाल, अतिवृष्टि, अल्पवृष्टि ।

शोध—प्रविधि— संदर्भ पुस्तकों, लेखों व लघु शोध पत्रों का अध्ययन एवं विश्लेषण, समाचार पत्र—पत्रिकायें, पर्यावरण विशेषज्ञों एवं धार्मिक ज्ञाताओं से मौखिक संवाद आदि।

परिचय— आधुनिक आर्थिक जगत के समक्ष सबसे बड़ी चुनौती है पर्यावरण अवनयन एवं प्राकृतिक संसाधनों की गुणवत्ता में ह्रास। मानव ने अपने आर्थिक विकास के लिये अपने पर्यावरण का अविवेकपूर्ण विदोहन पिछले ३०० वर्षों में इस स्तर तक किया है कि वर्तमान पर्यावरणीय दशाएँ मानव सहित सम्पूर्ण प्राणी जगत के सुखमय जीवन की दृष्टि से उपयुक्त नहीं रही हैं और इस स्थिति का आभास भारतीय ऋषि—मुनियों को पूर्व में ही हो गया था। भारतीय ऋषियों—मुनियों एवं धर्मग्रन्थों में समस्त पृथ्वी व सृष्टि के लिये मंगल कामना की अवधारणा जगह—जगह स्पष्ट की गई है। भारतीय संस्कृति जीव मात्र के कल्याण की धारणा में विश्वास करती है और जीव की इस संकल्पना में जीव—जन्तु, पेड़—पौधे व मानव सभी प्राणी सम्मिलित हैं। भारत की प्राचीन संस्कृति व साहित्य में प्रकृति को सम्बद्ध कर उसे पवित्रता प्रदान की है। धरती को मातृवत् मानकर जल, हवा, पर्वत, वृक्ष, नदियों, जीवों, जलाशयों और नदियों को पूजनीय मानकर उनकी सुरक्षा व संरक्षण की पूर्ण व्यवस्था की गई है।

हमारे पुरातन साहित्य में पर्यावरण की महत्ता को विभिन्न प्रकरणों एवं तरीकों से समझाने का प्रयास हुआ है। ज्ञान व नीतिपरक पंचतंत्र की कहानियों में तथा बौद्ध जातक कथाओं में अनेक प्रसंग वन व वन्य जीवों से संबंधित हैं। वर्तमान भौतिकवाद व अर्थ प्रधान समाज की चकाचौंध में हमारी पुरातन परम्पराएँ इतनी तिरोहित हो गई हैं कि वृक्ष पूजा, जीव पूजा जैसी हमारी प्राचीन प्रकृति उपासक आस्थाएँ एवं भावनाएँ मात्र प्रतीकात्मक रह गई हैं। हमारी सभ्यता भी विकास की इस अंधी दौड़ में पाश्चात्य सभ्यता के रंग में इस हद तक ढल गई है कि प्रकृति व प्रकृति के विभिन्न अंग हमारे लिये उपभोग की वस्तु बनते जा रहे हैं। अगर यही स्थिति आने वाले ५० वर्षों तक ओर बनी रही तो हम अपनी प्राचीन संस्कृति की मर्यादाओं व भावनाओं को सदा के लिये खो चुके हों। आज का स्वार्थी मानव प्रकृति का दोहन केवल अपनी स्वार्थसिद्धि के लिये कर रहा है। वन व आरण्यक भूमि को खेती व अन्य उपयोग के लिये नष्ट किये जा रहा है। गोचर भूमि, बावड़ी, झील, तालाब स्थल, नदियों के बहाव क्षेत्रों पर अतिक्रमण दिन—ब—दिन बढ़ते जा रहे हैं। प्राकृतिक आवासों के नष्ट हो जाने से ना जाने कितने ही वन्य जीवों की जातियाँ विलुप्त हो चुकी हैं। प्रकृति के अतिक्रमण व अतिदोहन से प्रकृति का विकराल रूप विभिन्न आपदाओं के रूप किसी से अज्ञात नहीं है। बाढ़, सूखा, अकाल, अतिवृष्टि, अल्पवृष्टि, अतितप, अति तूफान व आँधियों की आवृत्तियाँ प्रकृति के रोद्र रूप की ओर ही इशारा करती हैं। ये सभी प्राकृतिक आपदाएँ चेतावनी है आज के आर्थिक मानव सभ्यता के विनाश की, यदि समय रहते हमने प्रकृति के इस तिरस्कार को बंद कर प्रकृति अनुकूल जीवन शैली को नहीं अपनाया तो वो दिन दूर नहीं जब आज की विकसित सभ्यता इतिहास के पन्नों में दर्ज हो जायेगी।

पश्चिमी सभ्यता की धारणा, “हम पिया हमारा बैल पिया अब कुँ टूट पड़े” अर्थात् अपना और अपने आश्रितों के भले का सोचकर प्रकृति को विध्वंस कर देना। प्रकृति के विध्वंस में हम भी बराबर के भागीदार तब बन गये जब हम उदासीन रहकर ये सब देख रहे थे। अब हमें अपने पर्यावरण को शुद्ध रखने के लिये कारगर कदम उठाने ही पड़ेंगे, इसके लिये ना केवल सरकारी तंत्र, राजनीतिक तंत्र और मानव समुदायों की जवाबदेही निश्चित करने की नितांत आवश्यकता है, अन्यथा पर्यावरण असन्तुलन सारे राष्ट्र को अस्त—व्यस्त कर देगा और हम अपनी पारम्परिक प्राकृतिक अच्छाईयों को खो देंगे जिस पर हम आज तक गर्व करते आये हैं।

१. पर्यावरण व संस्कृति का अर्थ व परिभाषा :— पर्यावरण शब्द श्परिश् एवं ‘आ’ उपसर्गपूर्वक ‘वृज् धातु से ल्युट(अन्) के योग से निर्मित है जिसका अर्थ है— “परितः आवरणम्” अर्थात् प्राणी जगत को आवरित

किये हुये वे सभी परिस्थितियाँ जिनकी वजह से पृथ्वी पर प्राणी मात्र का जीवन संभव हुआ है। संस्कृति शब्द सम् उपसर्ग कृ धातु तिन् प्रत्यय के योग से बना है जिसका अर्थ है— सुधारना, सुन्दर बनाना, पूर्ण बनाना।

यजुर्वेद में पर्यावरण को निम्न रूप में परिभाषित किया गया है—**परितः आवरणोऽतित पर्यावरणम्** अर्थात् जो चारों ओर से आवृत करता है वही पर्यावरण है।

२. भारतीय संस्कृति में पर्यावरणीय संचेतना — भारतीय संस्कृति में पर्यावरण को दैवतुल्य स्थान प्राप्त है। भारतीय संस्कृति के संस्कृत साहित्य की एक कहावत के अनुसार —**अक्षालानादि पऽस्य दूरादस्पर्शनं वरम्** अर्थात् पैर को कीचड़ में सानकर धोने से अच्छा है कि पैर में कीचड़ लगने ही ना दिया जाए। संस्कृत साहित्य का उक्त वाक्य प्रकृति में प्रदूषण के निषेध की ओर संकेत करता है। प्राचीन भारतीय चिन्तन की दृष्टि से पंचतत्त्वों में असंतुलन की स्थिति को ही पर्यावरण प्रदूषण की संज्ञा दी गई है। तुलसीदास जी लिखते हैं कि — **“क्षिति, जल, पावक, गगन, समीरा। पंचरहित यह अधम शरीर।”** अर्थात् जो ब्रह्माण्ड में है वही शरीर में है, ब्रह्माण्ड बिगड़ेगा तो शरीर भी बिगड़ेगा। वेदों में कहा गया है कि, **“पूर्णभद्रः पूर्णमिन्द्र पूर्णात्पूर्णमुदच्यते। पूर्णस्य पूर्णमादाय पूर्णमेवावशिष्यते॥”** अर्थात् हम प्रकृति से उतना ही ग्रहण करें जितना हमारे लिये आवश्यक हो तथा प्रकृति की पूर्णता को क्षति ना पहुँचे। **“ॐ द्यौः शान्तिरतिरक्षशान्तिः, पृथ्वी शान्तिः रापः शान्तिरोषधयः शान्तिः। वनस्पयः शान्तिर्विश्वदेवाः शान्ति ब्रह्मशान्तिः सर्वशान्तिः शान्तिरेवशान्तिः सा मा शान्तिरेधम्॥ ॐ शान्तिः शान्तिः शान्तिः॥”** यजुर्वेद के उक्त श्लोक में प्रकृति व प्रकृति के सभी तत्वों की शान्ति व संतुलन की कामना भारतीय संस्कृति के प्रकृति प्रेम व संरक्षण की अवधारणा को उजागर करती है।

वेदों में इस बात का उल्लेख मिलता है कि मानव शुद्ध हवा में श्वास ले, शुद्ध जलपान करे, शुद्ध अन्न—फल का भोजन करे, शुद्ध मिट्टि में खेले कूदें और कृषि करे तब ही वेद प्रतिपादित उसकी आयु ष्णतम् जीवेम् शरदः शतम् उसकी विज्ञान के अनुसार प्रकृति सदैव तीन रूपों में विद्यमान रहती है— कण, प्रतिकण और विकरण। वेदों में भी प्रकृति के तीन मूल वर्ग— **त्रयःकृण्यति भूवनस्यरेता** स्वीकार किये गये हैं।

१.१. भारतीय संस्कृति और वायु प्रदूषण व संरक्षण :— प्राचीन भारतीय संस्कृति में वायु को प्रकृति अर्थात् भगवान्(भूमि, गगन, वायु, नीर) के महत्वपूर्ण घटक के रूप में स्वीकार कर वरुण भगवान् के रूप में देवता माना गया है। वायु के जीवनदायी स्वरूप को ऋग्वेद के दसवें मंडल के १८६ वें सूक्त में इस प्रकार वर्णित किया गया है — **“वात आ वातु भेषजम्, स नो जीवात्वे कृधि।”** अर्थात् हे! वायु तुम स्वास्थ्य की औषधि बनकर बहो। तुम्हीं हमारी जीवन—जड़ी हो आदि। **“शं न दूषिपरो अभिवातु वात।”** अर्थात् वायु एक स्थान पर बद्ध न होकर दूषिपर अर्थात् स्वच्छ रूप से दाएँ—बाएँ प्रवाहित होता रहे। **“ना मेध्यं प्रक्षिपेदन्नौ”** अर्थात् आग में किसी अपवित्र वस्तु प्रक्षेपण नहीं करना चाहिए, अन्यथा वह वातारवण को भी दूषित कर देता है। इसलिए कहा गया है कि शुद्ध वायु है तो लम्बी आयु है।

प्राचीन धर्मग्रन्थों एवं साहित्यों में यज्ञ को पर्यावरण व वायु शुद्धि की एक प्रभावी युक्ति के रूप में स्वीकार किया गया है। यजुर्वेद एवं पुराणों में यज्ञ की महत्ता को वेदों से अधिक माना गया है। प्राचीन ग्रन्थों में यज्ञ का तात्पर्य त्याग, समर्पण व शुभ कर्म के रूप में लिया गया है जिसके माध्यम से मूल्यवान् पोष्टिक व सुगंधित द्रव्यों को अग्नि व वायु के माध्यम से समस्त संसार के कल्याण के लिए वितरित किया जाता है। इस धारणा में पोष्टिक व सुगंधित द्रव्यों के माध्यम से वायु को प्रदूषण मुक्त करने का मूल विचार ही समाहित है।

१.२. भारतीय संस्कृति और जल प्रदूषण व संरक्षण :— प्राचीन भारतीय संस्कृति जल में जल को सृष्टि के जीवन रूप में स्वीकार किया गया है। ऋग्वेद में जल को विश्व का जन्म देने वाली श्रेष्ठ माँ कहा गया है— **“मातृतमा विषस्य स्थातुर्जगतो जानित्री।”** वृहदारण्यक उपनिषद् में कहा गया है — **“इमा आपः सर्वेषां**

भूतानां मध्वासामपाँसर्वाणि भूतानि मधु।” जल समस्त प्राणियों के लिए अमृत है। जल में अग्नि का वास होता है अतः नग्न स्नान वर्जित किया गया था। भारतीय धर्म ग्रन्थों में नदियों को पवित्र व देवीतुल्य स्वीकार किया गया है। मनुस्मृति पानी में मल—मूत्र व पीक त्याग को तथा अपवित्र वस्तुओं, रक्त व विष को जल में डालना निषिद्ध किया गया है। गंगाजल को सभी संस्कारों में महत्वपूर्ण स्थान दिया गया है। “कूपपापुष्कारिणी वनानाम् चक्रुः क्रियास्तत्र च धर्मकाना” जैसे —कुआँ, बावड़ी, तालाब, झीलों व झालरों का निर्माण राजा का प्रथम व पुण्य कर्तव्य माना गया है। “जगत्ताय प्रतप्तानां जलराशि च वाच्छतम्” अर्थात् गर्मी व प्यास से व्याकुल जगत के लिये जल अनिवार्य है। जल को अशुद्ध करना धार्मिक व सामाजिक निषिद्ध कृत्य माना गया और इसके लिये दण्ड का प्रावधान भी था। निसंतान दंपतियों के मोक्ष के लिए पेड़ लगाने या कुआँ या बावड़ी बनवाने की मान्यता थी।

१.३. भारतीय संस्कृति और मृदा(पृथ्वी) प्रदूषण व संरक्षण :- भारतीय संस्कृति सभ्यता के उदय काल से ही पृथ्वी को माता का दर्जा देती आई है। यद्यपि वर्तमान आर्थिक विकास की दौड़ में मातृवत् व्यवहार की इस धारणा में कमी अवश्य आई है। ऋग्वेद के पृथ्वी सूक्त में कहा गया है — “माता भूमिः पुत्रोऽहं पृथिव्याः”। प्राचीन भारतीय संस्कृति में भूमि को माँ का दर्जा दिया गया है किन्तु वर्तमान भौतिकवादी युग में भूमि की छाती चिरकर अपशिष्ट व प्रदूषक भरे जा रहे हैं। प्राचीन इतिहास भी इस बात की गवाही देता है कि जिन सभ्यताओं ने भूमि को बंजर होने दिया वे सभी आज इतिहास के पन्नों में दर्ज हैं। अथर्ववेद के पृथ्वी सूक्त के कुल ६३ मंत्रों में पृथ्वी की महत्ता को उजागर करना भूमि के महत्व को उजागर करता है। यजुर्वेद में भूमि की अशुद्धि को निषिद्ध करते हुये उल्लेख है कि — “प्रथिवी मातर्मा मा हिंसीर्मी अहं त्वाम्” — यजुर्वेद १०/२३ अर्थात् हे! माता तुम हमारा पालन पोषण उत्तम रीति से करती हो। हम कभी भी तुम्हारी हिंसा(दुरुपयोग) न करें। प्राचीन धर्मग्रन्थ भूमि को धन्य—धान्य देने वाली माँ के रूप में स्वीकार करने का उल्लेख अनेक जगहों पर करते हुए धरती माँ को नमन किया गया है।

आज के ऐश्वर्य प्रधान भौतिकवादी युग में हमारी प्राचीन मान्यताएँ व परम्पराएँ तिरोहित हो गई हैं। हमारी गौरवमयी संस्कृति परिवर्तन के इस दौर में ना तो पूर्णतः पाश्चात्य हो पाई है और ना ही पूर्ण भारतीय रह पाई है अपितु यह एक ऐसे संक्रमण के दौर में है जिसमें हम हमारी प्राचीन मान्यताएँ व परम्पराओं को खोते जा रहे हैं। हमारी प्राचीन परम्पराएँ वर्तमान भौतिकवादी युग में मात्र प्रतीकात्मक स्वरूप में ही शेष बची हैं जबकि हमारी प्राचीन संस्कृति प्रकृति को प्राणी मात्र के लिये सर्वाधिक फलदायी मानती रही है, इसलिए प्रकृति को सुखदायी जीवन का अभिन्न अंग मानते हुये उसकी पूजा—अर्चना की व्यवस्थाएँ हमारे प्राचीन धर्म शास्त्रों में की गई है।

१.४. भारतीय संस्कृति व वन संरक्षण :- पेड़ों को भारतीय संस्कृति के संरक्षक व पोषक माना गया है। ऋषि—मनीषियों ने अपने आश्रम व गुरुकुलों में एवं उसके आस—पास प्रकृति को पल्लवित—पुष्पित किया है। प्रकृति के विभिन्न अंगों यथा भूमि, जल, वायु, वृक्ष, जीव—जन्तुओं को पूजनीय मानकर उनकी सुरक्षा, संरक्षण व संवर्द्धन की व्यवस्थाएँ की गई है। वृक्ष को भगवान नीलकण्ठ का रूप माना गया है जो वायुमंडल की विषैली गैसों को पीकर अमृतमयी ऑक्सीजन गैस हमारे लिए दान स्वरूप बाहर छोड़ते हैं अतः वृक्षों को सींचना भगवान शिव को जल अर्पण के समान माना गया है। हमें भी वृक्षों के त्याग की भावना से त्याग का गुण अपनाने का संदेश वेदों में जगह—जगह दिया गया है। तुलसी को विष्णु प्रिया, केला को ब्रह्मपति और संतान दाता, पीपल को ब्रह्मा, विष्णु व महेश के वास के रूप में पूजा जाता है। कार्तिक मास की शुक्ल की नवमी को आँवला नवमी भी कहते हैं। हरियाली अमावस्या व बंसत पंचमी आदि पर्वों पर वृत्त उपवास के साथ वनस्पति पूजा होती है। हमारी संस्कृति में भक्त व भगवान को चन्दन के तिलक की परम्परा हमें प्रकृति प्रिय संस्कृति बनाती है। पीपल और बरगद के पेड़ों को ब्राह्मण का दर्जा दिया गया है और इन्हें काटना ब्रह्म हत्या माना गया है।

वैशाख में पीपल पूजा, कार्तिक में आँवला व तुलसी पूजा, मिगसर मास में कदम्ब की वृक्ष को पूजने की परम्परा भारतीय संस्कृति में सदियों से चली आ रही है। विल्व वृक्ष के पत्तियाँ भगवान शिव को

अर्पित की जाती है, कदम्ब के फूलों से भगवान विष्णु की पूजा की जाती है। ब्रह्माण्ड पुराण में लक्ष्मी को कदम्ब वनवासिनी, पद्म पुराण में भगवान विष्णु को पीपल वृक्ष, भगवान शिव को वटवृक्ष और ब्रह्मा जी को पलास वृक्ष के रूप में प्रतिष्ठापित किया गया है। भारतीय प्राचीन धर्मग्रन्थों में पेड़ों के लिये उचित स्थान की भी व्यवस्थाएँ की गई थी जैसे— नीम का पेड़ गाँव की चौपाल पर और पीपल का पेड़ गाँव के बाहर जलाशयों के निकट लगाने की परम्परा सदियों पुरानी है। वृक्षों व जीवों के पूजने की परम्परा भारत में सिन्धु घाटी सभ्यता से ही प्रचलित है। सिन्धु घाटी सभ्यता के अवशेषों में इस बात के स्पष्ट प्रमाण हमें प्राप्त हुये हैं। भारतीय संस्कृति में वृक्षों के संरक्षण की भी उचित व्यवस्था रही है, जैसे— वैसाख महिने में भारतीय नारियों द्वारा पीपल के वृक्ष को सींचना, गोचर भूमि(किसी धार्मिक स्थल से संलग्न पशुचारण भूमि), डोली(किसी मठ या मंदिर के पुजारी को दी गई व्यक्तिगत वन भूमि) और ओरण(देव स्थान से जुड़ा संरक्षित स्थान) आदि की परम्पराएँ वृक्षों के संरक्षण के ही उदाहरण हैं।

वैदिक साहित्य में वनों की महत्ता को उजागर करते हुये लिखा है कि — “ततः शिव कुसुमित बालपादपः छायाफलादयर्थं वृक्षमाश्रयते जनः।” अर्थात् वृक्ष सदासिव होते हैं अतः फल एवं छाया के लिये लोगों द्वारा लगाये जाते हैं। महाभारत के भीष्म पर्व में लिखा है कि — सर्वकाम फलाः वृक्षाः। मत्स्यपुराण में कहा गया है कि—“दसकूपसमावापी दसवापीसमाहृदः दसहृदसमः पुत्रो दसपुत्रोसमो द्रुमः।” अर्थात् दस कुओं के समान पुण्य एक पोखर बनाने में, दस पोखरों का पुण्य एक तालाब बनाने में, दस तालाब बनाने का पुण्य एक पुत्र से और दस पुत्रों के समान पुण्य एक वृक्ष सींचने से होता है। विष्णु पुराण में “एक वृक्ष सींचने का पुण्य सौ पुत्रों से भी अधिक” माना गया है। धार्मिक व सामाजिक सरोकार के स्थलों पर त्रिवेणी(पीपल, बरगद, नीम), पंचवटी(नीम, पीपल, बरगद, जामुन, आँवला) तथा हरिशंकरी(बरगद, पीपल, पाकड़) के वृक्षों को सींचना, शमशान, सराय व धार्मिक महत्व के स्थानों पर छायादार व फलदार पेड़ लगाने की परम्परा भारतीय संस्कृति में प्राचीन काल से रही है।

रामायण में काण्ड, महाभारत में पर्व और श्रीमद्भागवत में स्कन्ध शब्दों का प्रयोग हुआ है जिनका अर्थ क्रमशः तना, पोर और प्रधान शाखा से है। रामायण काल में भगवान श्रीराम का वनवास, लंका में अशोक वाटिका में माता सीता का ठहराव वृक्ष संरक्षण के उदाहरण की हैं। भगवान श्रीराम ने दण्डकारण्य, इन्द्र ने नन्दनवन, कृष्ण ने वृंदावन, सौनाकादि ऋषियों ने नेमिशारण्य वन तथा पाण्डवों ने खाण्डक वनों को सींचित कर समाज में वन संरक्षण व संवर्द्धन का संदेश दिया। भारतीय ज्योतिष शास्त्र में भी राशि के अनुसार भिन्न-भिन्न पेड़ों की पूजा की महत्ता दर्शायी गई है, जैसे — मेष व वृश्चिक राशि के लिये खैर के पेड़, वृषभ व तुला राशि के लिये गुलर का पेड़, कर्क राशि के लिये पलाश, सिंह राशि के लिये आक, धनु व मीन राशि के लिये पीपल, आदि पेड़ों को पूजनीय बताया गया है। भारतीय संस्कृति में विभिन्न उत्सवों, त्योहारों व सांस्कृतिक परम्पराओं में भी विभिन्न पेड़ों की पूजा-अराधना करना हमारी संस्कृति का हिस्सा रहा है।

१.५. भारतीय संस्कृति और वन्य जीव संरक्षण :- वन्य जीव-जन्तु भी प्राचीन भारतीय संस्कृति में शुद्ध व संतुलित पर्यावरण का अभिन्न अंग माने गये हैं। प्रकृति के अन्य पक्षों की तरह जीव-जन्तुओं को भी पूजनीय माने गये हैं। भारतीय संस्कृति में दस अवतारों में से चार अवतार पशुओं व जन्तुओं से संबद्ध हैं जैसे— मत्स्य अवतार, वराह अवतार, कच्छप अवतार तथा नृसिंह अवतार। भारतीय संस्कृति में भगवान गणेश, भगवान हनुमान व नागपूजा तथा हंस, मूसक(चूहा), शेषनाग, नन्दी(बैल) आदि को विभिन्न देवी-देवताओं के साथ संबद्ध कर इनके पूजनीय स्वरूप को उजागर किया गया है। भगवान गणेश गजराज(हाथी), भगवान हनुमान वानर(बंदर) के संरक्षण के प्रतीक हैं। गरूड़ को भगवान विष्णु का वाहन माना गया गरूड़ पक्षी के नाम से गरूड़ पुराण की रचना इसके संरक्षण की व्यवस्था है। रामायण में जटायु पक्षी को अपने योगदान के लिए पूजनीय माना गया है। इस प्रकार भारतीय प्राचीन धर्म ग्रन्थों में विभिन्न पालतू व वन्य जीवों को विभिन्न देवी-देवताओं से सम्बन्ध कर उनके संरक्षण की व्यवस्थाएँ की गई हैं। गोपाष्टमी, बछवारस के पर्व, गोवर्द्धन पूजा की व्यवस्थाएँ गौ वंश की सुरक्षा व संरक्षण के लिए की गई

थी। कृषि फसलों को नुकसान पहुँचाने वाले चूहों का आहार करने वाले साँपों के प्रति श्रद्धा प्रकटीकरण नाग पचमी व गोगानवमी के पर्व मनाये जाने की परम्परा आदिकाल से चली आ रही है। शनिवार के दिन कीड़ी नगरों(चींटियों के आवास) को सींचने की प्रथा उन चींटियों की सुरक्षा की व्यवस्था है जो हानिकारक उदई व बर का नियन्त्रण करती हैं और नई मिट्टी के निर्माण में सहायक होती हैं। मृत जीवों को पर्यावरण से हटाकर पर्यावरण को शुद्ध रखने में सहयोगी कौओं के प्रति श्रद्धा स्वरूप श्राद पक्ष में उनको भोजन खिलाने की परम्परा है। विवाह के समय तोरण में पक्षियों की आकृतियाँ बनाई जाती हैं। भोजन से पहले एक रोटी(पाँच ग्रास) चींटी, कौआ, कुत्ते, गाय आदि के लिए निकालकर खिलाने की व्यवस्था इन जीवों के संरक्षण का प्रतीक है। संसार में पर्यावरण संरक्षण का प्रथम राजकीय प्रयास ईसा पूर्व तीसरी शताब्दी में सम्राट अशोक ने वन्य जीव—जन्तुओं के शिकार पर प्रतिबंध लगाकर किया जो आज भी सम्राट अशोक के शिलालेखों में उकेरित है।

वैदिक काल से आज तक भारतीय संस्कृति की विशिष्ट विशेषतायें स्पष्ट दृष्टिगोचर होती हैं। ब्राह्मण ग्रन्थों में “मा हिंस्यात् सर्वभूतानी” अर्थात् किसी भी जीव को मत मारो यह आदेश था। यजुर्वेद में भी उद्घोषित हुआ है कि “अग्न्या यजमानस्य पशून्पाहि” अर्थात् हे मानव पशुओं को मारने की बजाय उनकी रक्षा करो, अतः हम वैदिक काल से ही सहिष्णुता, उदारता, सामाजिक संस्कृति, अहिंसा आदि सिद्धान्तों को अपनाकर अनेकता में एकता को लिये हुये हैं और राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक संतुलन बनाये हुए हैं।

निष्कर्ष —

भारतीय संस्कृति और पर्यावरणीय संरक्षण शीर्षक से प्रस्तुत इस लघु शोध के अंतर्गत वर्तमान भौतिकवादी मानव सभ्यता के स्वार्थपरक आर्थिक कार्यों द्वारा प्रकृति में हुये विनाश को इंगित करते हुये प्राचीन भारतीय संस्कृति में प्रकृति के विभिन्न तत्वों व पक्षों की महत्ता को उजागर करते हुए उनकी सुरक्षा व संरक्षण की विभिन्न व्यवस्थाओं का उल्लेख किया गया है तथा भारतीय संस्कृति के प्रकृति सौहार्द स्वरूप को उजागर करने का प्रयास किया गया है। भारतीय मूल्य एवं परम्पराएँ सभ्यता के आदि काल से ही “वसुदेव कुटुम्बकम्” और “सादा जीवन उच्च विचार” की रही हैं। इन दो वक्तव्यों में भारतीय संस्कृति की पृथ्वी पर प्रकृति व प्राणी मात्र के लिये कल्याण की भावना निहित है किन्तु वर्तमान विश्व की अंधी विकास की दौड़ में भारतीय संस्कृति की ये धारणाएँ व परम्परायें क्षीण होती प्रतीत हो रही हैं जो ना केवल भारत देश अपितु सम्पूर्ण विश्व के लिए एक खतरे की घंटी हैं। राष्ट्रपिता महात्मा गाँधी ने भी कहा था कि — “प्रकृति सभी जीवों का भरण—पोषण करती है किन्तु एक भी लालची की तृष्णा को शांत करने में अक्षम है।” सन् २००० में अर्थचार्टर कमीशन के सम्मेलन में पर्यावरण संरक्षण के २२ सूत्र चयनित किये गये जिनका उल्लेख पहले से अथर्ववेद में उपलब्ध है। सम्मेलन के आखिरी दिन अथर्ववेद के पृथ्वीसूक्त की चर्चा की गई यह तथ्य भारतीय संस्कृति के गौरवमयी विचारधारा को प्रतिपादित करने के लिये प्रयाप्त है। अतः निष्कर्षतः कहा जा सकता है कि वर्तमान पर्यावरणीय समस्याओं का समाधान वैदिक संस्कृति की परम्पराओं में निहित है अतः अब इस वक्तव्य को चरितार्थ करने का समय आ चुका है— “वेदों की ओर लौटो अर्थात् प्रकृति की ओर वापिस चलो।”

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राष्ट्रीय शिक्षा नीति : मुद्दे, चुनौतियाँ एवं अवसर

डॉ. मृणालिनी पारीक

सहायक आचार्य (हिन्दी)

राजकीय मीरा कन्या महाविद्यालय, उदयपुर, राजस्थान।

शिक्षा का शाब्दिक अर्थ है सीखने और सिखाने की क्रिया। इस प्रकार हम कह सकते हैं कि किसी भी समाज में चलने वाली वह निरन्तर प्रक्रिया जिसका उद्देश्य इंसान की आन्तरिक शक्तियों का विकास करना और उसके व्यवहार में सुधार लाना है, शिक्षा है। शिक्षा का प्राथमिक उद्देश्य ज्ञान और कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाना है।

आजादी के बाद भारत में पहली शिक्षा नीति वर्ष १९८६ में बनाई गई थी जो मुख्यतः लॉर्ड मैकाले की अंग्रेजी प्रधान शिक्षा नीति पर आधारित थी। इसमें वर्ष १९९२ में कुछ संशोधन भी किए गए किन्तु इसका ढांचा मूलतः अंग्रेजी माध्यम शिक्षा पर ही केन्द्रित रहा। समय के साथ हमें यह महसूस हुआ कि १९८६ की शिक्षा नीति में कुछ खामियाँ हैं। इसके तहत बच्चा ज्ञान तो हासिल कर रहा है किन्तु यह ज्ञान उसे भविष्य में रोजगार के अवसर पैदा करने योग्य नहीं बना पा रहा है। अतः इन कमियों को दूर करने के लिए नई राष्ट्रीय शिक्षा नीति २०२० लाने की आवश्यकता पड़ी। नवीन राष्ट्रीय शिक्षा नीति २०२०, २१ वीं शताब्दी की ऐसी पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए आने वाली आवश्यकता को पूरा करना है। यह नीति भारत की परम्परा और उसके सांस्कृतिक मूल्यों को बरकरार रखते हुए २१वीं सदी की शिक्षा के लिए आकांक्षात्मक लक्ष्य, जिसके अन्तर्गत शिक्षा व्यवस्था, उसके नियमों का वर्णन सहित सभी पक्षों के सुधार और पुनर्गठन का प्रस्ताव रखता है। राष्ट्रीय शिक्षा नीति २०२० प्रत्येक व्यक्ति में निहित रचनात्मक क्षमता के विकास पर जोर देती है। यह नीति इस सिद्धान्त पर आधारित है कि शिक्षा से न केवल साक्षरता, उच्च स्तर की तार्किक और समस्या समाधान संबंधित संज्ञानात्मक क्षमताओं का विकास होना चाहिए बल्कि नैतिक, सामाजिक और भावनात्मक स्तर पर भी व्यक्ति का विकास होना चाहिए।

- नई शिक्षा नीति स्वतंत्र भारत की तीसरी शिक्षा नीति है जिसमें बुनियादी तौर पर बदलाव किये गये हैं।
- नई शिक्षा नीति के तहत शैक्षिक क्षेत्र को तकनीकी से भी जोड़ा जाएगा जिसमें सभी स्कूलों में ज्यादा से ज्यादा डिजिटल एक्ज्यूमेन्ट दिए जाएंगे।
- मानव जीवन के सभी पहलुओं को ध्यान में रखते हुए नई शिक्षा नीति को लागू किया गया है।
- नई शिक्षा नीति में सभी प्रकार की शैक्षिक विषयवस्तु को प्रमुखतया उस क्षेत्र की क्षेत्रीय भाषा में भी ट्रांसलेट किया जाएगा जिससे शैक्षिक क्षेत्र में क्षेत्रीय भाषा को बढ़ावा मिल सके।
- छठवीं कक्षा से बच्चों को व्यावसायिक प्रशिक्षण इन्टर्नशिप दे दी जाएगी।
- नई शिक्षा नीति के तहत अब पढ़ाई में कई प्रकार के अन्य विकल्प बच्चों को दिए जाएंगे। दसवीं कक्षा में अन्य विकल्पों को भी रखा जाएगा जिसमें छात्र कोई स्ट्रीम ना चुनकर अपनी इच्छा अनुसार विषयों को चुन सकेंगे।
- नई शिक्षा नीति के अन्तर्गत छात्रों को छठवीं कक्षा से ही कोडिंग सिखाई जाएगी।
- शैक्षिक क्षेत्र में वर्चुअल लैब को भी बनाया जाएगा जिससे शैक्षिक क्षेत्रों की गुणवत्ता को उच्च किया जा सके।
- नई शिक्षा नीति के तहत वर्षों से चली आ रही १०+२ के शैक्षिक पैटर्न को बदलकर ५+३+३+४ के नए शैक्षिक पैटर्न को चुना गया है जिसमें ३ वर्ष की फ्री स्कूली शिक्षा बच्चों को दी जायेगी।
- नई शिक्षा नीति के तहत शिक्षा का सार्वभौमिकरण किया जायेगा जिसमें कुछ शैक्षिक क्षेत्रों को शामिल नहीं किया गया है जैसे मेडिकल तथा लॉ।

- NEP-२०२० के तहत केन्द्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर देश की जीडीपी के ६ प्रतिशत हिस्से के बराबर निवेश का लक्ष्य रखा गया है।
- तकनीकी शिक्षा, भाषाई बाधताओं को दूर करने, दिव्यांग छात्रों के लिए शिक्षा को सुगम बनाने आदि के लिए तकनीकी के प्रयोग को बढ़ावा देने पर बल दिया गया है।
- इस शिक्षा नीति में छात्रों में रचनात्मक सोच, तार्किक निर्णय और नवाचार की भावना को प्रोत्साहित करने पर बल दिया गया है।
- केबिनेट द्वारा 'मानव संसाधन विकास मंत्रालय' का नाम बदलकर 'शिक्षा मंत्रालय' करने को भी मंजूरी दी गई है।
- ३ वर्ष से ८ वर्ष की आयु के बच्चों के लिए शैक्षिक पाठ्यक्रम का दो समूहों में विभाजन : ३ वर्ष से ६ वर्ष की आयु के बच्चों के लिए आँगनवाड़ी/बालवाटिका/प्री-स्कूल के माध्यम से मुफ्त, सुरक्षित और गुणवत्तापूर्ण "प्रारम्भिक बाल्यावस्था देखभाल और शिक्षा" की उपलब्धता सुनिश्चित करना तथा
- ६ वर्ष से ८ वर्ष तक के बच्चों को प्राथमिक विद्यालयों में कक्षा-१ और २ में शिक्षा प्रदान की जायेगी।
- प्रारम्भिक शिक्षा को बहुस्तरीय खेल और गतिविधि आधारित बनाने को प्राथमिकता दी जायेगी।

NEP-२०२० में कक्षा-५ तक की शिक्षा में मातृभाषा/स्थानीय या क्षेत्रीय भाषा को अध्यापन के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही इस नीति में मातृभाषा को कक्षा-८ और आगे की शिक्षा के लिए प्राथमिकता देने का सुझाव भी दिया गया है।

राष्ट्रीय शिक्षा नीति, २०२० - महत्वपूर्ण तथ्य :

- नई शिक्षा नीति के माध्यम से एकेडमिक बैंक ऑफ क्रेडिट का गठन किया जायेगा जिसमें छात्रों द्वारा परीक्षा में प्राप्त किए गए क्रेडिट को डिजिटल एकेडमी क्रेडिट बनाया जायेगा और विभिन्न उच्च शिक्षा संस्थानों के माध्यम से इन क्रेडिट को संग्रहित कर छात्र के अंतिम वर्ष की डिग्री में स्थानान्तरित करके सभी क्रेडिट को एक साथ जोड़ा जायेगा।
- इस शिक्षा नीति के अन्तर्गत शैक्षिक पाठ्यक्रम को लचीला बनाए जाने की हर संभव कोशिश की जा रही है। यदि कोई छात्र किसी शैक्षिक कोर्स में रुझान ना रखने के कारण उस शैक्षिक कोर्स के बीच में दूसरा कोर्स पढ़ना चाहता है तो वह अपने पहले कोर्स से निश्चित समय अवधि तक रुक कर दूसरा कोर्स ज्वाइन कर सकता है।
- नई शिक्षा नीति के तहत २०३० तक हर जिले में उच्च शिक्षा संस्थान का निर्माण किया जाना सम्मिलित है।
- नई शिक्षा नीति के अन्तर्गत २०४० तक सभी उच्च शिक्षा संस्थानों को बहु-विषयक शैक्षिक पाठ्यक्रम संस्थान बनाने का उद्देश्य रखा गया है।
- नई शिक्षा नीति में स्नातक कोर्स को ३ से ४ वर्ष तक बढ़ाया जा सकता है जिसमें छात्रों को बहु-विकल्प प्रदान किए जाएंगे। इन सभी बहु-विकल्पों के उचित प्रमाण पत्र के अनुसार छात्रों को डिग्री दी जायेगी। उदाहरण - यदि कोई छात्र १ वर्ष के लिए स्नातक कोर्स की पढ़ाई करता है तो उसे केवल एक वर्ष की पढ़ाई का ही प्रमाण पत्र दिया जायेगा और २ वर्ष बाद उसे एडवांस डिप्लोमा का प्रमाण पत्र दिया जायेगा और ३ वर्ष बाद उचित प्रमाणों के आधार पर उसे डिग्री दी जायेगी। अन्त में ४ वर्ष के बाद छात्र को बैचलर डिग्री के साथ-साथ रिसर्च की डिग्री भी दी जायेगी।
- राष्ट्रीय परीक्षण एजेन्सी सभी उच्च शिक्षा संस्थानों में छात्रों के प्रवेश के लिए सामान्य प्रवेश परीक्षा को आयोजित करेगी जिससे शिक्षा का स्तर बनाया जा सके।

- नई शिक्षा नीति के तहत सरकारी तथा प्राइवेट संस्थानों को एक समान माना जायेगा।
- नई शिक्षा नीति के तहत भारतीय उच्च शिक्षा आयोग को ४ वर्टिकल दिए गए हैं जिसमें नेशनल हायर एजुकेशन रेगुलेटरी काउंसिल, हायर एजुकेशनल काउंसिल, जर्नल एजुकेशन काउंसिल तथा नेशनल एक्क्रीडिटेशन काउंसिल को रखा गया है।
- नई शिक्षा नीति में ई-लर्निंग पर जोर दिया जाएगा ताकि किताबों पर निर्भरता कम हो सके।
- नई शिक्षा नीति के माध्यम से दिव्यांगजनों के लिए शैक्षिक पाठ्यक्रम में बदलाव किया गया है।

राष्ट्रीय शिक्षा नीति, २०२० - मुख्य चुनौतियाँ :

यह सही है कि नई शिक्षा नीति ने कुछ हद तक रफ्तार पकड़ी है लेकिन इसको पूरी तरह से अमल में लाने का रास्ता रुकावटों से भरा है। पहला, भारत जैसे देश का विशाल आकार और यहां के शिक्षा जगत की विविधता के मद्देनजर किसी नई पहल को लागू कराना पहाड़ चढ़ने जैसा है। मिसाल के तौर पर हम सिर्फ स्कूली शिक्षा तंत्र के आकार को ही ले सकते हैं। आकार के मामले में भारत का शिक्षा तंत्र दुनिया में दूसरे स्थान पर है। भारत में १५ लाख से ज्यादा स्कूल, २५ करोड़ से अधिक छात्र और तकरीबन ८६ लाख शिक्षक हैं। देश में उच्च शिक्षा से जुड़ा तंत्र भी बहुत बड़ा है। १५th की २०१६ की रिपोर्ट में भारत में उच्च शिक्षा से जुड़े तमाम आंकड़े पेश किए गए हैं। रिपोर्ट के मुताबिक भारत में ३.७४ करोड़ छात्र उच्च शिक्षा हासिल कर रहे हैं। देश में करीब १००० विश्वविद्यालय, ३६६३१ महाविद्यालय और १०७२५ स्वतंत्र संस्थान हैं। जाहिर है कि नई शिक्षा नीति को देशभर में अमल में लाने से जुड़ी कवायद बहुत विशाल है। इसमें राज्य, जिला, तहसील और प्रखंड स्तर के अनेक किरदार शामिल हैं। भारत में राज्यों और जिलों के स्तर पर बहुत अधिक विविधताएँ मौजूद हैं। निश्चित रूप से निजी क्षेत्र के साथ-साथ इन तमाम किरदारों के बीच जिम्मेदारियों और मालिकाना दर्जे का साझा स्वरूप तैयार करना बहुत बड़ी चुनौती है।

दूसरे, नई शिक्षा नीति के लक्ष्यों को हासिल करने की पूरी कवायद राज्य सत्ता की क्षमता से जुड़ी है। नई शिक्षा नीति का मसौदा तैयार करने वाली समिति के अध्यक्ष के. कस्तूरीरंगन भी इस ओर इशारा कर चुके हैं। उनका विचार है कि भारत का शिक्षा तंत्र तंगी का शिकार है। यहाँ अफसरशाही का बोलबाला है। नए-नए प्रयोग या नवाचार और अपना स्तर ऊँचा करने से जुड़ी जरूरी क्षमता का अभाव है। बहरहाल नई शिक्षा नीति के तहत शिक्षा जगत में आमूलचूल बदलावों का लक्ष्य रखा गया है। शिक्षा मंत्रालयों (केन्द्र और राज्यों में) के भीतर और दूसरे नियामक निकायों की आंतरिक क्षमता ऐसे बदलावों के हिसाब से बिल्कुल नाकाफी है। नई शिक्षा नीति के तहत पहले से तय की गई सामग्रियों और रटी-रटाई तकनीक पर आधारित मौजूदा शिक्षा व्यवस्था से हटकर प्रायोगिक शिक्षा और गहन सोच पर आधारित शिक्षा की ओर बढ़ने का लक्ष्य है। इसके लिए शिक्षा जगत को चलाने वाले लोगों की सोच में क्रांतिकारी परिवर्तन लाना होगा। इसके साथ-साथ शिक्षकों, छात्रों और अभिभावकों के व्यवहार में भी बदलाव लाना बेहद जरूरी है।

तीसरा, नई शिक्षा नीति पर अमल और उसकी कामयाबी काफी हद तक केन्द्र और राज्यों के बीच के सहयोग पर निर्भर करेगी। भले ही नई शिक्षा नीति का मसौदा केन्द्र सरकार (राज्यों की सरकारों समेत तमाम संबंधित पक्षों से मिले सुझावों के आधार पर) ने तैयार किया है लेकिन इस पर अमल राज्यों की सक्रिय भागीदारी पर निर्भर करेगा। इसकी वजह ये है कि ज्यादातर सेवा-आधारित शिक्षा राज्य सरकारों द्वारा मुहैया कराई जाती है।

नई शिक्षा नीति से जुड़े कार्यक्रमों पर कामयाबी से अमल के लिए आने वाले कई दशकों तक पर्याप्त वित्तीय संसाधनों की दरकार होगी। इस सिलसिले में नई शिक्षा नीति में साफ-साफ कहा गया है कि नई नीति के लक्ष्यों को साकार करने के लिए शिक्षा के क्षेत्र में सार्वजनिक खर्च को जीडीपी के ६ प्रतिशत हिस्से तक ले जाना होगा, यह एक कठिन चुनौती है।

राष्ट्रीय शिक्षा नीति २०२० के अनुसार जो छात्र स्नातक की पढ़ाई पूरी करना चाहते हैं, उन्हें चार वर्ष की पढ़ाई करनी होगी जबकि कोई भी आसानी से दो वर्ष में अपना डिप्लोमा पूरा कर सकता है। यह छात्र को पाठ्यक्रम को आधा छोड़ने के लिए प्रोत्साहित कर सकता है।

राष्ट्रीय शिक्षा नीति २०२० के अनुसार निजी स्कूलों के छात्रों को सरकारी स्कूलों के छात्रों की तुलना में बहुत कम उम्र में अंग्रेजी से परिचित कराया जायेगा। सरकारी स्कूल के छात्रों को संबंधित क्षेत्रीय भाषाओं में शैक्षणिक पाठ्यक्रम पढ़ाया जायेगा। यह नई शिक्षा नीति की प्रमुख कमियों में से एक है क्योंकि इससे अंग्रेजी में संवाद करने में असहज छात्रों की संख्या में वृद्धि होगी और इस प्रकार समाज के वर्गों के बीच की खाई को चौड़ा किया जा सकेगा।

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

शिक्षा का संस्कृतीकरण: दक्षिणी राज्यों का यह आरोप है कि 'त्रि-भाषा' सूत्र से सरकार शिक्षा का संस्कृतीकरण करने का प्रयास कर रही है।

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

राष्ट्रीय शिक्षा नीति, २०२० - अवसर :

- इसका सबसे पहला लाभ तो यही है कि आज की शिक्षा व्यवस्था की पुरानी सभी खामियों को हटाने का प्रयास किया गया है। नई नीति के तहत इसे उत्कृष्ट और सार्वभौमिक बनाने पर ध्यान दिया गया है।
- इस नई शिक्षा नीति के तहत छात्रों के ज्ञान के साथ-साथ उनके स्वास्थ्य और कौशल विकास पर भी ध्यान दिया जायेगा। विद्यार्थियों के स्वास्थ्य कार्ड भी बनाये जायेंगे। नियमित रूप से छात्रों की स्वास्थ्य जांच की व्यवस्था भी सम्मिलित है।
- इस शिक्षा नीति को लागू करने के लिए केन्द्र व राज्य सरकार द्वारा जीडीपी का ६ प्रतिशत हिस्सा व्यय किया जायेगा।
- नई शिक्षा नीति के तहत अब छात्रों को अपने विषय का चुनाव स्वयं करने का अधिकार होगा। छात्रों को पहले की तरह आर्ट्स, साइंस और कॉमर्स में से किसी एक को नहीं चुनना पड़ेगा। वो चाहे तो इन तीनों ही स्ट्रीम से विषय चुन सकते हैं।
- इस नीति में बोर्ड परीक्षा का प्रारूप भी बदला गया है। अब से बोर्ड की परीक्षाएँ वर्ष में एक की बजाए दो बार कराई जाने की बात कही गई है। इससे छात्रों पर पढ़ाई का बोझ खत्म होगा। वर्षभर की बजाय आखिरी के दो या तीन माह पढ़कर परीक्षा देने की प्रवृत्ति भी खत्म होगी।
- इस शिक्षा नीति में अब छात्र अपनी भाषा में अध्ययन कर पायेंगे और परीक्षा भी उसी भाषा में दे सकेंगे। भारत की अन्य प्राचीन भाषा जैसे संस्कृत को पढ़ने का भी ऑप्शन दिया गया है। अंग्रेजी की अनिवार्यता खत्म कर दी गई है।
- इस नीति में विद्यार्थियों का बोझ कम करने और पढ़ाई में उनकी रुचि बढ़ाने के लिए आर्टिफिशियल इन्टेलिजेंस सॉफ्टवेयर के माध्यम से शिक्षण प्रदान किया जाएगा जिससे रटने की जगह उनकी समझ बढ़ाने पर ध्यान दिया जा सकेगा।
- स्वस्थ शरीर के साथ ही स्वस्थ मस्तिष्क होना भी जरूरी है, इसलिए पाठ्यक्रम में पढ़ाई के साथ ही खेल-कूद, कला इत्यादि एक्स्ट्रा करिकुलर एक्टिविटीज को भी अनिवार्य किया है।

- नई शिक्षा नीति के अन्तर्गत अब विद्यार्थी ऑफलाइन कक्षाओं के साथ-साथ ऑनलाइन भी पढ़ सकेंगे। इस संबंध में उन्हें पढ़ने की सामग्री अब ऑनलाइन भी उपलब्ध कराई जायेगी।
- छात्रों को ऑफलाइन कक्षाओं के साथ ऑनलाइन माध्यम से भी पाठ्यक्रम/कोर्स उपलब्ध करवाए जाएंगे।
- महाविद्यालयों की स्वायत्ता 95 वर्षों में समाप्त हो जाएगी तथा क्रमिक सहायता प्रदान करने के लिए एक चरणबद्ध प्रणाली की स्थापना भी की जाएगी।
- देश के बड़े संस्थान जैसे आईआईटी और आईआईएम के लिए वैश्विक स्तर पर मानकों हेतु बहु-विषयक शिक्षा एवं अनुसंधान विश्वविद्यालय की स्थापना भी नई शिक्षा नीति के अन्तर्गत कराई जायेगी।
- वहीं कानूनी तथा चिकित्सा क्षेत्र को छोड़कर उच्च शिक्षा क्षेत्र के लिए एकल निकाय के रूप में भारतीय उच्च शिक्षा आयोग का गठन किया जायेगा।
- शैक्षिक पाठ्यक्रम का मूल्यांकन करने तथा उसे तकनीकी माध्यम से जोड़ने के लिए राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच की एक स्वायत्त निकाय की स्थापना की जाएगी जिससे शिक्षा तथा प्रशासनिक क्षेत्र में स्वतंत्र रूप से विचारों का आदान-प्रदान संभव हो सके।
- नई शिक्षा नीति 2020 में पुरानी शिक्षा नीति की खामियों को हटाकर नए पाठ्यक्रम को लाया गया है। इसमें इस बात का खास ख्याल रखा गया है कि पाठ्यक्रम सरल और सहज हो, जो विद्यार्थियों की समझ में आ सके व बेवजह बोझ न बने। ऐसी शिक्षा प्रणाली हो जिससे विद्यार्थियों का सर्वांगीण विकास हो।
- इस शिक्षा नीति के अन्तर्गत पाठ्यक्रम को छात्रों के लिए रुचिपूर्ण बनाया गया है तथा तकनीकी ज्ञान और उसके प्रैक्टिकल/ट्रेनिंग को भी सम्मिलित किया गया है। नई शिक्षा नीति में शिक्षा की गुणवत्ता का उच्चतर स्तर बनाये रखने का प्रयास किया गया है। ज्ञान सिर्फ रटने व परीक्षा पास करने के लिए नहीं बल्कि उनकी तार्किक, रचनात्मक, नैतिक सोच आदि का विकास करने के लिए है।

निष्कर्ष :

यह भारतीय मूल्यों से विकसित शिक्षा प्रणाली है जो सभी को उच्च गुणवत्तायुक्त शिक्षा उपलब्ध कराने के साथ भारत को वैश्विक ज्ञान महाशक्ति बनाकर एक जीवन्त समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी। इस नीति में परिकल्पित है हमारे संस्थानों की पाठ्य चर्चा और शिक्षा विधि जो छात्रों में अपने मौलिक दायित्व और संवैधानिक मूल्य, देश के साथ जुड़ाव और बदलते विश्व में नागरिक की भूमिका के उत्तरदायित्व की जागरूकता उत्पन्न करेगी। इस नीति का विजन है छात्रों में भारतीय होने का गर्व केवल विचार में नहीं बल्कि व्यवहार, बुद्धि और कार्यों में भी रहे और साथ ही ज्ञान, कौशल, मूल्यों और सोच में भी।

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राष्ट्रीय शिक्षा नीति बनी भारत के भविष्य की आधारशिला

डॉ. सुनीता कुमारी

सहा.आचार्य (संस्कृत)

एस.एम.एस.डी. राजकीय महाविद्यालय, नांगल चौधरी (हरयाणा)

यह शिक्षा नीति भारत केंद्रित एवं विद्यार्थी केंद्रित है। यह पूरी तरह भारतीय ज्ञान परंपरा पर आधारित है। इसमें त्रिभाषा सूत्र के साथ शनिज भाषा उन्नति अहैश की बात पर जोर दिया गया है। मातृभाषा, हिंदी एवं कोई एक अन्य भाषा व्यक्तित्व के संपूर्ण विकास में सहायक सिद्ध होगी। संस्कृत भाषा के अध्ययन व अध्यापन की इसमें प्रधानता रहेगी। सही मायने में यह शिक्षा नीति छात्र, अध्यापक व भाषा के बीच का त्रिकोण है।

इस नीति से पूर्व भारत में दो शिक्षा नीति लागू हुई, जिनसे शिक्षा व्यवस्था का संचालन हो रहा है। प्रथम शिक्षा नीति १९६८ में डीएस कोठारी की अध्यक्षता में बनी। दूसरी शिक्षा नीति १९८६ में बनी और १९९२ में उसमें आवश्यकतानुसार संशोधन भी किए गए। अब ३४ वर्षों पश्चात् बहुत बड़े विमर्श के बाद २९ जुलाई, २०२० को प्रधानमंत्री श्री नरेंद्र मोदी द्वारा तीसरी राष्ट्रीय शिक्षा नीति की घोषणा की गई। इस शिक्षा नीति के विमर्श में २ वर्ष का समय एवं २ करोड़ से अधिक लोगों के सुझाव समाहित हैं। विमर्श में शिक्षक, विद्यार्थी, राजनेता, अभिभावकगण, जनप्रतिनिधि एवं समाजसेवी सभी के सुझाव समाहित किये गए हैं। इसलिए यह शिक्षा नीति सर्वस्पर्शी, सर्वव्यापी, सर्वसमावेशी एवं राष्ट्रीय विचारों से ओत-प्रोत है और कहा जाए कि लंबे समय की मेहनत के पश्चात् निकला वह नवनीत है जो देश के समग्र विकास में अपनी महती भूमिका अदा करेगा। इस नीति में तकनीकी के समुचित उपयोग पर बल दिया गया है। इसका मुख्य उद्देश्य श्वाइब्रेट नॉलेज सोसायटी का निर्माण, उच्च गुणवत्तापूर्ण शिक्षा, मानवीय व राष्ट्रीय भाव का जागरण, वैज्ञानिक दृष्टिकोण का विकास, अंतिम छोर पर बैठे व्यक्ति को शिक्षा का लाभ मिलने की भावना समाहित है।

विद्यालयी शिक्षा में परिवर्तन—

यह शिक्षा नीति विद्यालयी शिक्षा में सबसे बड़े परिवर्तन की पक्षधर है। जो पूर्व की नीतियों में १०+१ या १०+२ था। वह अब ५+३+३+४ किया गया है इसका अर्थ यह है कि बालक की प्रारंभिक अवस्था जिसे फाउंडेशन स्टेज या नींव कहा जा सकता है, उसे पूर्ण रूप से मजबूत करने की बात इस नीति में कही गई है। तीन वर्ष के बालक को विद्यालय में प्रवेश देकर प्री प्राइमरी के तीन वर्ष व प्रथम एवं द्वितीय सहित कुल ८ वर्ष की आयु पूर्ण करने तक इन प्रारंभिक ५ वर्षों में बालक के खेलकूद, संगीत, कला, योग, साहित्य, गणित कौशल के साथ शारीरिक व मानसिक विकास पर ध्यान दिया जाएगा। इन वर्षों में उसे यह सभी कुछ अपनी मातृभाषा में ही सिखाया—पढ़ाया जाएगा। बालकों के लिए मिड डे मील एवं बाल भवन की भी व्यवस्था रहेगी। कक्षा ३ से ५ तक यानी ११ वर्ष की आयु में बालक को भविष्य के लिए तैयार किया जाएगा। यह श्रिपरेटरी स्टेज कहलाएगी। इन वर्षों में उसे विभिन्न विषयों का प्रारंभिक ज्ञान अपनी मातृभाषा में ही दिया जाएगा। अंग्रेजी माध्यम की अनिवार्यता को समाप्त किया जाएगा। कक्षा ६ से ८ तक यानी मिडिल स्टेज में बालक को एक निश्चित पाठ्यक्रम पढ़ाया जाएगा। साथ ही उसे इंटरशिप भी प्रदान की जाएगी यानी पढ़ाई के साथ—साथ वह अपनी पसंद के क्षेत्र से संबंधित उद्योग या संस्थान में अपने कौशल का व्यावहारिक ज्ञान प्राप्त भी कर सकेगा, जिससे वह धीरे—धीरे अपनी क्षमताओं को पहचान कर भविष्य के लिए एक निश्चित क्षेत्र का चयन भी कर सकता है। विभिन्न विषयों की पाठ्य सामग्री भी भारतीय भाषाओं में उपलब्ध कराई जाएगी। बालकों को 'एक भारत श्रेष्ठ भारत' के माध्यम से भारतीय भाषाओं पर आधारित परियोजना में भागीदारी निभानी होगी।

कक्षा नौवीं से बारहवीं तक सेकेंडरी स्टेज में बालक में विषय के प्रति गहरी समझ का विकास किया जाएगा, जिससे उसमें अध्ययन व विश्लेषण क्षमताओं का विकास हो सके। इन ४ वर्षों के पाठ्यक्रम में सेमेस्टर सिस्टम से परीक्षाओं का आयोजन होगा। बालक को वर्ष भर सतत अध्ययन करते रहना होगा एवं सतत मूल्यांकन की भी व्यवस्था रहेगी। यहां बालक के पास अध्ययन हेतु पसंद के विषय चुनने एवं विदेशी भाषाओं के चयन की स्वतंत्रता भी रहेगी, जिससे वह विज्ञान के साथ समाजशास्त्र या संस्कृत या राजनीति शास्त्र जैसे अपने पसंद के विषयों का अध्ययन कर सकेगा जबकि पूर्व में यह व्यवस्था नहीं थी। बोर्ड की परीक्षाओं को आसान बनाया जाएगा एवं विद्यार्थी को किसी भी विद्यालय वर्ष के दौरान दो बार बोर्ड की परीक्षा देने की अनुमति दी जाएगी। कोचिंग कक्षाओं की आवश्यकता को समाप्त किया जाएगा। विद्यार्थी शिक्षक अनुपात २५:१ का रहेगा। इस नीति में जो बच्चे किसी कारण से विद्यालय छोड़ देते हैं उनकी समस्याओं का निदान कर ड्रपआउट को १००: खत्म करने का प्रावधान है। सामाजिक और आर्थिक रूप से पिछड़े समूह (सोशियो इकोनामिकली डिसएडवांटेज ग्रुप) जिनमें अति पिछड़ा वर्ग, अन्य पिछड़ा वर्ग, अल्पसंख्यक, बालिकाएं, विस्थापित समूह, ग्रामीण परिवेश के विद्यार्थी शामिल हैं, उनकी शिक्षा पर विशेष ध्यान देने की योजना है। अतः यह नीति कम प्रतिनिधित्व वाले समूह को लक्षित कर समग्र एवं समावेशी विकास का मार्ग प्रशस्त करती है।

नया राष्ट्रीय आंकलन केंद्र 'परख' एक मानक निर्धारक निकाय के रूप में स्थापित किया जाएगा। बालकों में रटने की आदत को खत्म कर उनमें विषय की गहराई की समझ विकसित करने का प्रयास किया जाएगा, जिससे विद्यार्थियों में अंक प्रतिस्पर्धा की दौड़ खत्म हो जाएगी। मूल्यांकन ३६० डिग्री के आधार पर किया जाएगा, जिसमें बालक अनेक बिंदुओं पर अपने स्वयं के भी अंक दे सकेंगे। साथ ही शिक्षकों द्वारा, सहपाठियों द्वारा भी उनके व्यवहार, चरित्र व आचरण के आधार पर अंक दिए जाएंगे। इसमें परियोजना कार्य, अनुसंधान, समूह एक्टिविटी जैसे आवश्यक बिंदु शामिल होंगे। रिपोर्ट कार्ड में यह सभी अंकित किया जाएगा जिससे उसे मालूम हो सके कि वह कहां पर कमजोर है और भविष्य में उसे सुधारने का मौका भी मिलेगा। निजी शिक्षण संस्थानों की मनमानी फीस वसूली पर भी रोक लगेगी एवं विद्यालय, महाविद्यालय की फीस भी तय की जाएगी। इस सारी प्रक्रिया के निर्माण में एनसीईआरटी की महत्वपूर्ण भूमिका रहेगी। शिक्षकों के चयन हेतु उच्च गुणवत्ता युक्त मानदंडों का ध्यान रखा जाएगा। सोर्स शेयरिंग हेतु विद्यालयों में क्लस्टर का निर्माण किया जाएगा। राष्ट्रीय आंकलन केंद्र एनसीईआरटी व एससीईआरटी के निर्देशन में छात्रों की प्रगति रिपोर्ट तैयार की जाएगी। भारतीय संकेत भाषा अर्थात साइन लैंग्वेज को पूरे देश में मानकीकृत कर दिया जाएगा। मूक-बधिर विद्यार्थियों द्वारा उपयोग किए जाने के लिए राष्ट्रीय व राज्यस्तरीय पाठ्य सामग्री विकसित की जाएगी। स्कूली शिक्षा पाठ्यक्रमों को ३०से४०: कम किया जाएगा।

उच्च शिक्षा में बदलाव—

उच्च शिक्षा देश के विकास का दर्पण होती है। इस नीति उच्च शिक्षा हेतु पाठ्यक्रमों में समग्रता व एकरूपता लाई जाएगी। सभी पाठ्यक्रमों में भारतीय भाषाओं की प्राथमिकता रहेगी। प्रवेश हेतु स्नातक में शराष्ट्रीय परीक्षण एजेंसी द्वारा १२ वीं के अंकों सहित उच्च गुणवत्ता वाली शसामान्य योग्यता परीक्षा के अंको के योग से प्रवेश होगा। विषय चयन की पूर्ण स्वतंत्रता रहेगी। संस्कृत भाषा को रूचिपूर्ण व नवाचारी तरीके से प्रारंभिक विषयों जैसे विज्ञान, गणित, दर्शन शास्त्र, मनोविज्ञान आदि के साथ जोड़ा जाएगा। भारतीय भाषाओं में प्रवीणता को रोजगार आर्हता के मानदंडों के हिस्से के रूप में शामिल किया जाएगा।

इस नीति की सबसे अच्छी बात यह है कि यदि किसी बालक ने स्नातक में किसी कारणवश १ या २वर्ष की पढ़ाई पूर्ण करने के पश्चात वह छोड़ देता है तो उसकी यह पढ़ाई बेकार नहीं जाएगी एवं जितने क्रेडिट इन वर्षों में उसने अर्जित किए हैं वे सभी अर्जित क्रेडिट सरकार द्वारा बनाए गए शैकेडमिक क्रेडिट बैंक में जमा हो जाएंगे और जब भी वह एक निश्चित समय सीमा के अंदर अपना अध्ययन या डिग्री पूरी करना चाहेगा तो यह क्रेडिट उसकी डिग्री में शैकेडमिक क्रेडिट बैंक से वापस जुड़ जाएंगे। शैकेडमिक क्रेडिट बैंक डिजिटल लॉकर पर आधारित होगा। इसे मल्टी एंटी एवं मल्टी एंजिट व्यवस्था कहा गया है। विद्यार्थी द्वारा स्नातक का प्रथम वर्ष पूर्ण करने पर शसर्टिफिकेट द्वितीय वर्ष पूर्ण करने पर शडिप्लोमा एवं

तृतीय वर्ष पूर्ण करने पर स्नातक की डिग्री प्रदान की जाएगी। ४ वर्षीय स्नातक डिग्री शोध आधारित होगी। स्नातकोत्तर हेतु जिन्होंने ३ वर्ष की स्नातक डिग्री प्राप्त की है, उन्हें २ वर्ष का पाठ्यक्रम जिसमें १ वर्ष शोध पर आधारित होगा एवं ४ वर्षीय शोध आधारित डिग्री धारी विद्यार्थियों को १ वर्ष में स्नातकोत्तर की डिग्री दी जाएगी। स्नातकोत्तर के बाद विद्यार्थी पीएच.डी में प्रवेश ले सकेंगे। इस शिक्षा नीति में एम.फिल. की डिग्री को समाप्त करने का प्रावधान रखा गया है।

उच्च शिक्षा में सकल नामांकन अनुपात को २७: से बढ़ाकर ५०: किया जाएगा। उच्च शिक्षा में संकाय सदस्यों को अपने स्वयं के पाठ्यक्रम एवं शैक्षिक प्रक्रियाओं का निर्माण करने की स्वतंत्रता रहेगी। सभी उच्च शिक्षण संस्थान स्वच्छता का पालन करने के साथ-साथ आवश्यक सुविधाएं जैसे पीने हेतु स्वच्छ पानी, साफ-सुथरे शौचालय, पुस्तकालय, आईसीटी आधारित प्रयोगशाला एवं तकनीक युक्त कक्षा—कक्षा जैसे संसाधनों से पूरित होंगे। इस नीति में नीति निर्माण, विनिमय, प्रचालन तथा अकादमिक मामलों के लिए एक स्पष्ट प्रथक प्रणाली का प्रावधान रखा गया है। इस हेतु राज्य या केंद्र शासित प्रदेश स्वतंत्र 'स्टेट स्कूल स्टैंडर्ड अथॉरिटी' का गठन करेंगे।

उच्च शिक्षा के पारदर्शी संचालन हेतु एक स्वतंत्र निकाय श्वभारतीय उच्च शिक्षा आयोग (एचईसीआई) के गठन की बात यह शिक्षा नीति करती है। जो उच्च शिक्षा के विनिमय, प्रत्यायन, फंडिंग एवं शैक्षिक मानकों के निर्धारण में महत्वपूर्ण भूमिका अदा करेगा। उच्च शिक्षा के विनिमय हेतु राष्ट्रीय उच्चतर शिक्षा विनियामक परिषद (एनएचईआरसी), प्रत्यायन के लिए राष्ट्रीय प्रत्ययन परिषद (एनएसी), अनुदान हेतु उच्च शिक्षा अनुदान परिषद (एचईजीसी) एवं मानक निर्धारण हेतु एसामान्य शिक्षा परिषद (जीईसी) का गठन किया जाएगा, जो उच्च शिक्षा में आधारभूत सुधार का काम करेंगे। उच्च शिक्षण संस्थानों को २०४० तक विस्तृत एवं बहुविषयक विश्वविद्यालयों एवं महाविद्यालयों और उच्च शिक्षण संस्थान क्लस्टर के रूप में रूपांतरित करके खंड-खंड की उच्च शिक्षा को समाप्त किया जाएगा। इस नीति में तीन तरह के उच्च शिक्षण संस्थान जिनमें अनुसंधान केंद्रित विश्वविद्यालय, शिक्षण केंद्रित विश्वविद्यालय एवं स्वायत्तशासी डिग्री प्रदान करने वाले महाविद्यालय शामिल हैं। विश्वविद्यालयों से महाविद्यालयों की संबद्धता धीरे-धीरे समाप्त की जाएगी तथा महाविद्यालयों को स्वायत्त बनाने की व्यवस्था की जाएगी। नियमानुसार देश में उच्च कोटि के विदेशी विश्वविद्यालयों के परिसर स्थापित होंगे एवं उच्च कोटि के भारतीय विश्वविद्यालयों के परिसर विदेशों में बनाए जाएंगे। जिससे न केवल सांस्कृतिक आदान-प्रदान होगा बल्कि विदेशी लोग भारत में शिक्षा ग्रहण करेंगे और देख पाएंगे कि भारत कितना वैभव पूर्ण एवं समृद्धशाली देश है। विश्वविद्यालय भारतोन्मुखी एवं समाजोन्मुखी अनुसंधान करेंगे, जिससे देश और समाज को अनुसंधानों का लाभ मिल सके। शोध में ट्रांसडिसिप्लिनरी शोध को बढ़ावा दिया जाएगा। गुणवत्तापूर्ण शोध हेतु नेशनल रिसर्च फाउंडेशन (एनआरएफ) की स्थापना की जाएगी, जिसके लिए २२०० करोड़ रुपए का प्रावधान है। ऐसा माना गया है कि बालक में शिक्षा नीति के माध्यम से राष्ट्रीय मूल्यों का विकास कर देश के टैलेंट को देश में ही रहकर काम करने की प्रेरणा मिलेगी। इस नीति में उल्लेख किया गया है कि शिक्षा का बजट ४.४ प्रतिशत से बढ़ाकर ६: करने का प्रावधान है।

उच्च शिक्षा में स्वायत्तता

- सभी उच्च शिक्षा संस्थान स्वायत्त स्वशासी संस्थाएं बनें।
- उच्च शिक्षा संस्थानों को स्वतंत्र समितियों द्वारा पूर्ण शैक्षणिक और प्रशासनिक स्वायत्तता के साथ शासित किया जाना है।
- बाहरी हस्तक्षेप समाप्त करना।
- संस्थागत प्रतिबद्धता के साथ उच्च क्षमता वाले व्यक्तियों को कार्यनियोजित करना।
- कार्यक्रम शुरू करने और चलाने के लिए पाठ्यक्रम, छात्र की क्षमता और संसाधनों की आवश्यकता निर्धारित करना, शासन और लोगों के प्रबंधन के लिए आंतरिक प्रणाली विकसित करना।

- संबद्धता — संबद्ध महाविद्यालयों को उपाधि देने वाले स्वायत्त महाविद्यालयों के रूप में विकसित करना।
- संबद्ध विश्वविद्यालय एक जीवंत बहुविषयक संस्थान के रूप में विकसित होंगे।

भारतीय भाषाओं का प्रचार

- भारतीय भाषाओं में भाषा, साहित्य, वैज्ञानिक शब्दावली पर ध्यान दें।
- देश भर में मजबूत भारतीय भाषा और साहित्य कार्यक्रम।
- भाषा शिक्षकों और अध्यापकों की भर्ती।
- भाषाओं पर केंद्रित शोध।
- शास्त्रीय भाषाओं और साहित्य को बढ़ावा देने के लिए मौजूदा राष्ट्रीय संस्थानों को मजबूत किया।
- पाली, फारसी और प्राकृत के लिए राष्ट्रीय संस्थान स्थापित किया जाना है।
- इंडियन इस्टीमेट ऑफ ट्रांसलेशन एंड इंटरप्रीटेशन की स्थापना विभिन्न भारतीय भाषाओं के साथ-साथ विदेशी भाषाओं और भारतीय भाषाओं के बीच महत्व की सामग्री के उच्च गुणवत्ता वाले अनुवादों को करने के लिए की जाएगी।
- वैज्ञानिक और तकनीकी शब्दावली आयोग के लिए अधिदेश को नए सिरे से और विस्तारित किए जाए, जिसमें सभी विषयों और क्षेत्र को शामिल हों, न कि केवल भौतिक विज्ञानों को शामिल किया जाए।

इस नीति का सूत्र वाक्य— 'नेशन फर्स्ट— करैक्टर मस्ट' है अर्थात राष्ट्रीय हित के साथ चरित्र निर्माण पर जोर रहेगा निश्चय ही यह नीति शिक्षा व्यवस्था में व्याप्त समस्याओं एवं उद्देश्यों को पूरा करने में एक विजन डॉक्यूमेंट है। भारत का जो टैलेंट है वह भारत में ही रह सके रहकर कार्य करें अर्थात भारत का दिमाग भारतीय समाज के उत्थान के लिए कार्य करें। यह नीति देश व समाज के विकास के साथ समग्रतापूर्ण वैश्विक नागरिक बनने में यह मील का पत्थर साबित होगी। इस नीति से आत्मनिर्भर भारत, डिजिटल भारत बन सकेगा एवं विदेशों के लिए निर्माण कर सकने वाला एवं विश्व का नेतृत्व करने वाले मानव का निर्माण हो सकेगा। इस नीति को २०२१ से प्रारंभ कर २०३० तक पूर्ण रूप से लागू किए जाने का विभिन्न चरणों में प्रावधान है। सही तरीके से यदि यह राष्ट्रीय शिक्षा नीति लागू होती है तो निश्चित ही भविष्य के स्वर्णिम भारत की आधारशिला साबित होगी और भारत को विश्व गुरु के शिखर तक ले जाएगी।

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राष्ट्रीय शिक्षा नीति २०२० : कौशल विकास की आवश्यकता व महत्त्व

डॉ. बबीता काजल

सह आचार्य (हिन्दी)

चौ. ब.रा.गो.रा. कन्या महाविद्यालय, श्रीगंगानगर

भूमण्डलीकरण, उदारीकरण, निजीकरण और तकनीकी तूफान के बीच भारत के भविष्य निर्माण को लेकर वर्तमान में जिस चीज की सर्वाधिक चर्चा हो रही है वह है नवीन शिक्षा नीति २०२०। प्रारंभिक स्तर पर फाउंडेशन स्टेज, प्रोपेडरी स्टेज, मिडिल स्टेज में भाषा कौशल विकास और स्थानीय भाषा में शिक्षण विकास पर बल देना वहीं मिडिल स्टेज और और सकेडरी स्टेज में व्यावसायिक प्रशिक्षण और रुचि अनुसार विषय चयन बच्चों को पढ़ाई के लिए बेहतरीन सुविधा व अवसर देना इस नीति का उद्देश्य है।

नई शिक्षा नीति २०२० विविधता से भरे भारत की शिक्षा नीति है जो बदलते भारत के भविष्य निर्माण में अत्यंत महत्वपूर्ण भूमिका निभाएगी। यह शिक्षा नीति वृहद् स्तर पर स्कूली शिक्षा व उच्च शिक्षा के नए आयामों पर गहराई से दृष्टि रखकर बनाई गई है। प्रारंभिक बाल्यावस्था में बच्चा कैसी और कैसे शिक्षा प्राप्त करें कि उसकी नींव मजबूत हो सके, इसीलिए ५+३+३+४ का फॉर्मूला दिया गया है। प्रारंभिक वर्षों में बच्चा प्रथम कक्षा से पूर्व क्या सीखता है वहीं से उसकी शिक्षा का बीज पड़ता है। बुनियादी साक्षरता और संख्या ज्ञान के लिए नई शिक्षा नीति खुल कर बात करती है। सर्वाधिक युवा जनसंख्या वाले भारत में युवा इस योग्य बनें कि आत्मनिर्भरता के साथ साथ देश की प्रगति में अपना सक्रिय योगदान दे सके। तेजी से बदली परिस्थितियों में शिक्षण प्रक्रिया शिक्षार्थी केन्द्रित हो और विशेष रूप से शिक्षार्थी हेतु रूचिपूर्ण हो इसके लिए पाठ्यक्रम का समावेशी होना आवश्यक है। इसके लिए पाठ्यक्रम में विज्ञान और गणित के अलावा बुनियादी कला शिल्प, मानविकी, खेल और फिटनेस, भाषाओं, साहित्य संस्कृति व मूल्य का अवश्य ही समावेश किया जाए। शिक्षा से चरित्र निर्माण होना चाहिए, शिक्षार्थियों में नैतिकता, तार्किकता, करुणा और संवेदनशीलता विकसित करनी चाहिए और साथ ही रोजगार के लिए सक्षम बनाना चाहिए।^१ इन सभी लक्ष्यों को पूरा करने के लिए कस्तूरीरंगन की अध्यक्षता वाली समिति ने इस नीति का निर्माण किया है। इससे पूर्व निर्मित शिक्षा नीतियों का उद्देश्य मुख्य रूप से शिक्षा केन्द्रित था। १९८६ को प्रथम शिक्षा नीति का निर्माण हुआ, १९९२ को उसमें कुछ संशोधन किए गए। २००९ के शिक्षा अधिनियम ने प्रारंभिक शिक्षा को सबके लिए निःशुल्क उपलब्ध करवाने में महत्वपूर्ण भूमिका निभाई।

लेकिन शिक्षा नीति २०२० वृहद् दृष्टि अपनाते हुए बेहतर इंसान व नागरिक बनाने पर केन्द्रित है। इस नीति का आधार सिद्धांत-शैक्षिक प्रणाली का उद्देश्य अच्छे इंसानों का विकास करना है जो तर्कसंगत विचार और कार्य करने में सक्षम हो जिसमें करुणा और सहानुभूति, साहस और लचीलापन, वैज्ञानिक चिंतन और रचनात्मक कल्पनाशक्ति नैतिक मूल्य आधार हो। इसका उद्देश्य ऐसे उत्पदक लोगों को तैयार करना है जो कि अपने संविधान द्वारा परिकल्पित समावेशी और बहुलतावादी समाज के निर्माण में बेहतर तरीके से योगदान करें।^२

कौशल विकास के लिए यह शिक्षा नीति रोजगारोन्मुखी शिक्षा के साथ जीवन कौशल विकास पर आपसी संवाद, सहयोग, सामूहिक कार्य व लचीलेपन के माध्यम से जोर देने की बात करती है। रटने की पुरानी प्रथा से अलग वास्तविक समझ और ज्ञान को विकसित करने से शिक्षा प्रणाली, बाबू निर्मित करने की प्रक्रिया ना रहकर व्यावहारिक समझ व व्यावसायिक कौशल विकास की यात्रा होगी। संज्ञानात्मक समझ के साथ चरित्र निर्माण और इक्कसर्वी शताब्दी के मुख्य कौशल से सुसज्जित करने का शिक्षा का उद्देश्य होगा। विशिष्ट कौशल और मूल्य शिक्षा का संपूर्ण सामंजस्य शिक्षा नीति में होने से वह बेहतरीन नागरिक बनाने के साथ आत्मनिर्भर भारत का निर्माण भी करेगी।^३ इसके लिए महत्वपूर्ण परिवर्तन है अनिवार्य अधिगम और आलोचनात्मक चिंतन को बढ़ाने के लिए पाठ्यक्रम की विषय वस्तु को कम करके बुनियादी चीजों पर केन्द्रित किया जाएगा। गहन और प्रायोगिक सीख को सुनिश्चित करने के लिए कक्षा-कक्ष में अधिक रूचिकर, रचनात्मक, सहयोगात्मक और खोजपूर्ण गतिविधियां होगी। प्रायोगिक अधिगम पर बल देकर यह नीति कौशल विकास की दिशा में शिक्षार्थी को बढ़ावा देती है।^४

स्थानीयता की आवश्यकता व महत्व-

एक महत्वपूर्ण तथ्य जो इस शिक्षा नीति को आश्चर्यजनक रूप से सुखद परिवर्तनकारी और अनोखा बनाता है वह है इस नीति में स्थानीयता का महत्व व समझ। शिक्षार्थी चाहे उसका निवास स्थान कहीं भी हो उसे गुणवत्ता पूर्ण शिक्षा व्यवस्था उपलब्ध होनी ही चाहिए। विशेष रूप से हाशिए पर रहे समुदायो, वंचित और अल्प प्रतिनिधित्व वाले समूहों को विशेष ध्यान में रखकर सार्वभौमिक शिक्षा उपलब्ध हो। परिस्थिति जन्य बाधाओं के बावजूद 'ड्राप आउट' बच्चों की संख्या कम करने पर ध्यान केन्द्रित किया गया है।^५ भारत की समृद्ध विविधता और संस्कृति के प्रति सम्मान रखते हुए वैश्विकता और स्थानीयता के बीच सामंजस्य ही उत्कृष्ट शिक्षार्थी का निर्माण करेगा। स्थानीयता के प्रति विशेष सम्मान का भाव जब शिक्षा व्यवस्था में परिलक्षित होगा। स्थानीयता के प्रति सम्मान का भाव इस परिवर्तन से भी लक्षित होता है कि जहां तक संभव हो कम से कम ग्रेड ५ तक लेकिन बेहतर होगा कि ग्रेड ८ और उससे भी आगे शिक्षा का माध्यम घर की भाषा/मातृभाषा/स्थानीय भाषा/ क्षेत्रीय भाषा होगी।^६

शिक्षा नीति में कौशल विकास

कौशल विकास को सीधे व्यावसायिक शिक्षा से जोड़ा जाता है और व्यावसायिक शिक्षा सामान्यता उच्च शिक्षा से ड्रापआउट होने वाले विद्यार्थियों या वंचित तबकों के लिए एक विकल्प के रूप में देखी जाती है। राष्ट्रीय शिक्षा नीति २०२० शिक्षा क्षेत्र के प्रत्येक आयाम में आमूल चूल परिवर्तन की पक्षधर है। यह नीति शिक्षण पद्धतियों, शिक्षण माध्यम, अधिगम परिणामों, मल्यांकन प्रक्रिया, पाठ्यक्रमों और कार्यक्रमों में बदलाव की हिमायती है। शिक्षण संस्थानों के आधारभूत ढांचे और प्रशासनिक व्यवस्थाओं और नियामक संस्थाओं के स्वरूप और संरचना में बदलाव द्वारा उत्कृष्टता और समावेशन के लक्ष्य को प्राप्त करने के महत्वाकांक्षी संकल्प की अभिव्यक्ति है। यह शिक्षा नीति वर्तमान व्यवस्था की खामियों को पहचान कर और पड़ताल करते हुए बेहतरी का मार्ग प्रशस्त करती है।

कौशल विकास, व्यावसायिक पाठ्यक्रमों, शिक्षार्थियों और संस्थाओं को मुख्य शिक्षा जितना महत्व देते हुए केन्द्र में रखा जाना इस शिक्षा नीति का उद्देश्य है।

राष्ट्रीय शिक्षा नीति में सभी उच्च शिक्षा संस्थानों को बहु विषयक संस्थानों में प्रोन्नत/परिवर्तित करने का प्रावधान किया गया है। प्रत्येक जिले में उच्च गुणवत्ता वाला कम से कम एक बहुविषयक संस्थान बनाने की योजना है। इसमें अगले एक दशक में व्यावसायिक शिक्षा को चरणबद्ध ढंग से सभी स्कूलों और उच्च शिक्षा संस्थानों में एकीकृत किया जाएगा। व्यावसायिक शिक्षा के फोकस एरिया का निर्धारण स्किल गैप एनालिसिस और क्षेत्र विशेष में उपलब्ध अवसरों के आधार पर किया जाएगा। शिक्षा मंत्रालय इस परियोजना की देखरेख के लिए व्यावसायिक शिक्षा के विशेषज्ञों, उद्योगों और व्यावसायिक मंत्रालयों के प्रतिनिधियों के साथ मिलकर एक उच्च स्तरीय नेशनल कमेटी फार द इंटीग्रेशन ऑफ वोकेशनल एवं एजुकेशन का गठन करेगा।^७ इस प्रकार व्यावसायिक शिक्षा का व्यापक विस्तार होगा। छैफथ राष्ट्रीय कौशल योग्यता फ्रेमवर्क को प्रत्येक विषय/व्यवसाय /रोजगार के अनुरूप विकसित करते हुए विस्तार प्रदान किया जाएगा। पाठ्यक्रमों में कौशल विकास पर विशेष बल देते हुए हैंडस ऑन प्रेक्टिस (व्यावहारिक ज्ञान/अनुप्रयोग) पर जोर दिया जाएगा और विशेष बात यह है कि इन पाठ्यक्रमों से अर्जित क्रेडिट्स को किसी भी कार्यक्रम में मान्य/स्वीकार्य किया जा सकेगा।

इस शिक्षा नीति का भरपूर प्रयास है कि प्रत्येक छात्र-छात्रा अपनी शिक्षण अवधि में कम से कम एक जीवनोपयोगी और रोजगारक्षम कौशल अवश्य अर्जित करे। एकीकृत शिक्षा व्यवस्था वाले स्कूलों और बहु विषयक उच्च शिक्षा संस्थानों के माध्यम से सन २०२५ तक कम से कम ५० प्रतिशत विद्यार्थियों को किसी न किसी प्रकार की व्यावसायिक शिक्षा प्रदान करने का लक्ष्य भी रखा गया है। जिसका प्रतिशत वर्तमान में मात्र ५ है। तभी भारत के युवा कार्यबल के कौशलमुक्त और रोजगारक्षम होने से देश की उत्पादकता में उत्तरोत्तर उन्नति होगी।

भारत प्राचीन समय में 'विश्वगुरु' और 'सोने की चिड़िया' कहलाता था उसके पीछे कारण यही था कि भारत एक उद्यमी, विकसित और आत्मनिर्भर राष्ट्र के रूप में स्थापित था। आवश्यकता की हर वस्तु देश में ही निर्मित होती थी। विश्व की सर्वश्रेष्ठ और उन्नत तकनीक भारत में उपलब्ध थी, यहां तक कि पराधीनता के काल खंड में भी भारत ने अपनी उद्यमशीलता को बनाए रखा। लेकिन अंग्रेजों द्वारा दी गई मैकाले की शिक्षा पद्धति ने शिक्षा को बाबू बनाने की

प्रणाली समझने की सोच को बढ़ावा दिया और शिक्षा का अर्थ केवल सैद्धांतिक ज्ञान या डिग्रियां भर रह गया। कौशल व श्रम के अभाव में शिक्षा ने व्यवसायों को जन्म नहीं दिया। शिक्षा स्वयं व्यवसाय में परिवर्तित हो गई।^८

अंग्रेजों द्वारा स्थापित मैकाले शिक्षा पद्धति ने उपनिवेशीय सोच व संस्कृति को बढ़ावा दिया परिणामस्वरूप अंग्रेजों के प्रस्थान के ७५ वर्षों बाद भी भारत इस सोच से मुक्त नहीं हो पाया है। राजनैतिक रूप से हम स्वाधीन हैं, बल्कि हमें स्वाधीन हुए कई दशक शतक में परिवर्तित होने को है लेकिन हम भारत के भीतर कई उपनिवेशों का निर्माण होते देख रहे हैं। मुगल शासन के दौरान भारत के धार्मिक और सांस्कृतिक ढांचे को तहस नहस किया गया और अंग्रेज शासन ने भारत की बौद्धिक सम्पदा को खण्ड खण्ड कर दिया। लेकिन आजाद भारत की स्वतंत्र स्वाधीन सत्ता ने स्वतंत्र भारत की अस्मिता को, आंतरिक शक्ति को छिन्न भिन्न कर दिया। केवल विदेशी कंपनियों और विदेशों को श्रेयस्कर मानने की इस कठोर गुलामी ने भारत की ज्ञान परम्परा को कलुषित कर दिया। शिक्षा ने एक बड़ी खाई को पाटा नहीं बढ़ाया। कान्वेंट स्कूल में पढ़ने वालों ने बिना छत के खुले आसमानों में चल रहे स्कूल के विद्यार्थी को अछूत की दृष्टि से देखना शुरू कर दिया। यह आज भी समाज को बांटने का काम कर रही है। इस बंटवारे को मिटाने की पहल राष्ट्रीय शिक्षा नीति २०२० में स्पष्ट दिखाई देती है। पूर्व राष्ट्रपति डॉ. ए.पी.जे. अब्दुल कलाम ने कहा था "भारत को आत्मनिर्भरता प्राप्त करने के लिए विश्व का अनुसरण करने की कोई आवश्यकता नहीं है।"

नई शिक्षा नीति २०२० शिक्षा में बदलाव की पक्षधर है। कौशल व रोजगार के मध्य सेतु का काम करने वाली शिक्षा पद्धति को बढ़ावा मिल सके। विश्व में सर्वाधिक युवा आबादी, जनांकिकी लाभान्श, कमजोर कौशल स्थिति तथा कौशल विकास को लेकर विश्व में भारत की संभावित स्थिति का विश्लेषण, शिक्षा तथा कौशल विकास को व्यावसायिक शिक्षण प्रशिक्षण व शिक्षा के मध्य आमूल चूल परिवर्तन करने वाले संबंधों के रूप में नई शिक्षा नीति में संशोधन निवारण व सकारात्मकता को समाहित किया गया है।^९

नई शिक्षा नीति के पूर्णतः लागू होने पर आधुनिक शिक्षा पद्धति में सुधार करते हुए पाठ्यक्रम में कौशल विकास के लिए उद्यमिता कार्यशालाओं को सम्मिलित करने से सभी क्षेत्रों में उद्यमिता का वातावरण निर्मित होगा।

वर्षों पुरानी पुस्तकीय शिक्षण व रटन्त शैली पर आधारित मैकाले पद्धति से अलग हटकर क्रियात्मक शिक्षण और कौशल विकास/उद्यमिता को बढ़ावा देने से भारत जैसे कृषि प्रधान देश की अर्थव्यवस्था तेजी से आगे बढ़ेगी और भारत पुनः विश्वगुरु भी कहलाएगा, 'सोने की चिड़िया' भी बनेगा।

संदर्भ

१. राष्ट्रीय शिक्षा नीति २०२० मानस संसाधन विकास मंत्रालय भारत सरकार- Ministry of education www.education.gov.in page No. 5
२. राष्ट्रीय शिक्षा नीति २०२० मानस संसाधन विकास मंत्रालय भारत सरकार- Ministry of education www.education.gov.in Page No. 7
३. वही, पृष्ठ सं. १७
४. वही, पृष्ठ सं. १९
५. वही, पृष्ठ सं. ६
६. वही, पृष्ठ सं. २०
७. प्रो. रसाल सिंह, व्यावसायिक शिक्षा की नई संकल्पना, शैक्षिक मंथन नवम्बर २०२०, पृ.सं. ९
८. डॉ. दीपक कुमार शर्मा, आत्मनिर्भर भारत और अभिभावक : एक दृष्टिकोण, शैक्षिक मंथन नवम्बर २०२०, पृ.सं. १३
९. डॉ. राजेश जांगिड़, शिक्षा पहली का समाधान: नई शिक्षा नीति २०२०, शैक्षिक मंथन नवम्बर २०२०, पृ.सं. २४

वर्तमान परिदृश्य में नई शिक्षा नीति २०२०

डॉ. अल्पना व्यास

सहायक आचार्य (राजनीति विज्ञान)

चौ. बल्लूराम गोदारा राजकीय कन्या महाविद्यालय, श्रीगंगानगर (राज.)

सारांश

शिक्षा एक जीवन भर चलने वाली प्रक्रिया है। विद्यालय की पढ़ाई प्रत्येक देश की शिक्षा के लिए आधारभूत ढाँचे का काम करती है। अच्छी प्रकार से बनाई गई शिक्षा नीति किसी भी देश की शिक्षा व्यवस्था को बढ़िया तरीके से चलाने के लिए बहुत आवश्यक होती है। मानव क्षमता को अर्जित करने, न्यायपूर्ण समाज का निर्माण करने और देश के विकास को बढ़ावा देने के शिक्षा एक मौलिक जरूरत है। स्वतंत्र भारत में पहली शिक्षा नीति १९६८ और दूसरी नीति १९८६ में आई। इसके बाद निःशुल्क और अनिवार्य शिक्षा अधिनियम २००९ बना है। २१वीं सदी की पहली राष्ट्रीय शिक्षा नीति २०२० को मान्यता दी गई। जुलाई २०२० में NEP-२०२० की घोषणा अप्रत्याशित थी। यह शोधपत्र नई राष्ट्रीय शिक्षा नीति २०२० के लिए संदर्भित है जो मुख्यतः शोध के क्षेत्र में नई शिक्षा नीति २०२० के योगदान का विश्लेषण करता है कि वे मौजूदा शिक्षा प्रणाली को कैसे प्रभावित करते हैं। NEP २०२० में शोध की बहुआयामी, बहुउद्देशीय व्यवस्था है।

मूलशब्द :- राष्ट्रीय शिक्षा नीति २०२०, शोध, शोधार्थी, ज्ञान।

प्रस्तावना

भारत की पहली शिक्षा नीति १९६८ में पूर्व प्रधानमंत्री इन्दिरा गांधी की सरकार द्वारा प्रस्तुत की गई थी। दूसरी शिक्षा नीति १९६६ में राजीव गांधी सरकार द्वारा बनाई गई जिसमें नरसिम्हाराव सरकार द्वारा १९९२ में कुछ संशोधन किए गए थे। इसके ३४ साल बाद नरेन्द्र मोदी सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० प्रस्तुत की गई जो स्वतंत्र भारत की तीसरी शिक्षा नीति है। इसमें राष्ट्रीय शिक्षा नीति की समिति के अध्यक्ष डॉ. कस्तुरी रंजन व उसकी टीम के अथक प्रयास भी समाहित हैं। देश में विश्वस्तरीय शिक्षा प्रदान करने के लिए कई स्तरों पर सुधार व परिवर्तन की आवश्यकता थी। इसे ध्यान में रखते हुए ही नई राष्ट्रीय शिक्षा नीति २०२० में प्राथमिक, माध्यमिक, उच्च शिक्षा में व्यापक परिवर्तन की योजना बनाई गई है।

शोध का महत्व

तथ्यों पर आधारित इस शोध के निष्कर्ष समाज के हित में महत्वपूर्ण भूमिका निभाएंगे। शोधकर्ता इस वर्तमान शोध के सभी पहलुओं को समझने का प्रयास करेगा। वर्तमान शोध शिक्षा नीति नियम एवं शर्तों के अनुसार उच्च शिक्षा के सुधारों को समझने में मदद करेगा। यह शोध नई शिक्षा नीति २०२० के बारे में पाठकों के बीच जागरूकता पैदा करने का प्रयास करेगा।

भारत में शोध की मात्रा और गुणवत्ता दोनों ही दृष्टि से स्थिति चिंतनीय है। एक ओर भारत शोध व नवाचार पर अपनी जी.डी.पी. का ०.७: ही खर्च करता है, जबकि चीन २.१: और अमेरिका २.८: खर्च करते हैं। दक्षिण कोरिया और इजरायल जैसे देशों में इस मामले में ४: से अधिक खर्च के साथ कहीं अधिक आगे हैं। इन देशों को इसका प्रत्यक्ष लाभ भी मिला है, क्योंकि उनके इन प्रयासों के चलते इन देशों की कई कंपनियों ने पश्चिम के तमाम प्रतिद्वन्द्वियों को प्रतिस्पर्धा में पीछे छोड़ दिया है। हमारे देश में भारतीय प्रौद्योगिकी संस्थान ;पूज्य की स्थापना तकनीकी शोध को बढ़ावा देने के लिए की गई थी ताकि देश के विकास के लिए जरूरी तकनीकी तैयार हो सके और भारत सही मायने में आत्मनिर्भर बन सके।

शोध के लिए बने इन संस्थानों के अपने मूल उद्देश्य से अलग होने की वजह से ही भारत रिसर्च में पिछड़ता चला गया। अब भारत रिसर्च व डेवलपमेंट के खर्च बढ़ाने जा रहा है तो इसमें अपेक्षित परिणाम निश्चित रूप से मिलेंगे।

भारत में शोध की अपार सम्भावनाएं हैं तथा बहुत से क्षेत्र आम लोगों की पहुँच से दूर हैं, साथ ही फंड की कमी के कारण वैज्ञानिक इन क्षेत्रों में शोध करने से बचते हैं। आज भारत में अनेक समस्याएं हैं जिनका समाधान शोध के माध्यम से ही संभव है। उच्चतर शिक्षण संस्थान वैश्विक महामारियों के परिदृश्य को देखते हुए यह महत्वपूर्ण है कि संक्रामक रोगों, महामारी विज्ञान, वैक्सीनोलॉजी और अन्य प्रासंगिक क्षेत्रों में अनुसंधान करने की अगुवाई करें। इस नई शिक्षा नीति में शोध को बढ़ावा देने के लिए एन.आर.एफ. के गठन की बात कहीं गई है।

गौरतलब है कि एक तरफ यहाँ न्ळ ने पीएचडी के लिए मास्टर डिग्री की अनिवार्यता खत्म कर दी है। वहीं दूसरी ओर आयोग ने नौकरी के चलते पीएचडी नहीं कर पाने वाले पेशेवरों को पार्ट टाइम पी—एच.डी. करने का विकल्प उपलब्ध कराकर बड़ी राहत दी है। ये दोनों सराहनीय व स्वागत योग्य हैं। इसके अलावा पी—एच.डी. की गुणवत्ता बढ़ाने के लिए न्ळ नकल रोकने पर जोर दे रहा है। इस संदर्भ में आयोग द्वारा वर्ष २०१७ से जुड़े नियम लागू कर १०: से अधिक मिलता—जुलता कंटेनर कार्यवाही के दायरे में रखा गया है। तय नियमों से अधिक कंटेनर मिलने पर शोधार्थियों को अतिरिक्त समय देकर दोबारा थीसिस लिखवाई जाती है। ध्यान देने योग्य बात यह है कि उत्तर भारत के कई राज्यों में प्रोफेसर्स द्वारा शोधार्थी से पैसे लेकर शोधकार्य करवाने के कई मामले सामने आए हैं। यह प्रवृत्ति दुःखद और शर्मनाक है। इस प्रवृत्ति से शोध का तो कतई भला नहीं हो सकता है।

भारत के कई बड़े उच्च शैक्षणिक संस्थानों में शोध के लिए आवश्यक अन्वेषण बुनियादी प्रवृत्ति का अभाव दिखाई देता है। छम्च २०२० भारत का आधार बनेगा। भारत के छात्रों को ग्लोबल सिटीजन बनाएगी और इसी के साथ एक नई शिक्षा नीति उन्हें अपनी सभ्यता से भी जोड़े रखेगी।

नई शिक्षा नीति में शोध बदलाव के १० प्रमुख बिंदु —

१. लघु प्रोजेक्ट दिए जाने पर जोर।
२. शोध का सरलीकरण।
३. लघु शोध में विषय चयन की सुविधा आसान।
४. छात्रों में शोध की प्रवृत्ति उत्पन्न व विकसित करने के पर्याप्त अवसर।
५. शोध में एमओयू के माध्यम से अलग—अलग संस्थानों को जोड़ा गया।
६. शोध क्षेत्रों में एक दूसरे के संसाधनों का समुचित इस्तेमाल करने की सुविधा।
७. शोध के लिए आर्थिक सहायता का प्रावधान।
८. शोध के लिए राष्ट्रीय व अंतरराष्ट्रीय स्तर पर समन्वय की व्यवस्था।
९. शोध के लिए विशेषज्ञों के चयन की सुविधा।
१०. शोध के लिए ऑनलाइन सुविधाएं उपलब्ध।

शोध हेतु सुझाव

NEP २०२० में नेशनल रिसर्च फाउण्डेशन की स्थापना की बात की गई है, जिसके माध्यम से शोध संस्कृति को सक्षम बनाया जायेगा। भारत में शोधकर्ताओं को बढ़ावा दिया जायेगा जिससे नई—नई रिसर्च सामने आएगी जो देश की प्रगति में महत्वपूर्ण साबित होगी।

NEP को लेकर शोध क्षेत्र में एक शीर्ष संरचना के रूप में कार्य करने की आशा की जा रही है। यह वास्तव में स्वायत्त ही रहे तो यह एक बड़ा बदलाव होगा। भारत में अपेक्षित विश्वविद्यालयों और कॉलेज में शोधकर्ताओं को छम्च जैसी एक नई फंडिंग एजेंसी मिल रही है।

NEP का उद्देश्य भारत में समस्त क्षेत्र के शोधकर्ताओं को फंड देना है। अनुसंधान के और विज्ञान विषयों को अपने दायरे में लाने के लिए NEP चार प्रमुख विषयों में अनुसंधान परियोजनाओं को फंड देगा विज्ञान, प्रौद्योगिकी, सामाजिक विज्ञान, कला व मानविकी।

NEP विश्वविद्यालयों तथा महाविद्यालयों में, यहाँ अनुसंधान प्रारम्भिक अवस्था में है, ऐसे संस्थानों को परामर्श और सहायता प्रदान करेगा तथा शोधार्थियों, सरकार संबंधित संस्थाओं तथा उद्योगों के मध्य

संपर्क स्थापित कर समन्वय का कार्य करेगा। यह उत्कृष्ट अनुसंधान और प्रगति का मूल्यांकन करने का कार्य करेगा तथा उत्कृष्ट शोध नवाचार के माध्यम से भारत को पुनः विश्वगुरु बनने की प्रविष्ट में सर्वाधिक भूमिका निभाएगा।

वास्तव में शोध को बढ़ावा देने के लिए भारत सरकार द्वारा नई-नई शोधवृत्तियाँ (फैलोशिप) शुरू की गई हैं और न्यू की जूनियर रिसर्च फैलोशिप और सीनियर रिसर्च फैलोशिप को भी बढ़ाया गया है। शोध का बढ़ावा देने को एक बेहतर तरीका यह भी हो सकता है कि उद्योग जगत और देश के विश्वविद्यालयों के बीच साझा गठजोड़ बने ताकि प्रयोगशाला में हुए शोध को बाजार तक पहुँचाया जा सके।

हमारे देश में आविष्कार और शोध संस्कृति को बढ़ावा मिल सकता है, बशर्ते हम ऐसे ऐसे कार्यों के लिए सकारात्मक परिवेश बनाएं।

राष्ट्रीय शिक्षा नीति २०२० के लक्ष्य भव्य है और इन्हें प्राप्त करने के लिए सभी स्तरों पर समर्पण भाव से कार्य करना होगा। अनुसंधान में बढ़ती भागीदारी को सुनिश्चित करने के लिए छम्ह स्कूलों में छात्र हितों और प्रतिभाओं की पहचान करने, विश्वविद्यालयों में शोध को बढ़ावा देने, स्नातक पाठ्यक्रम में अनुसंधान व इंटरशिप को शामिल करने, कैरियर प्रबंधन प्रणालियों पर सुझाव देगा जो अनुसंधान को उचित बढ़ावा दे सके। यह सतत कार्यक्रम की सिफारिश करता है जो विज्ञान और तकनीकी में शिक्षण को एकीकृत करता है तथा देश के शिक्षण अनुसंधान के पुनः एकीकरण को बढ़ाता है।

निष्कर्ष

राष्ट्रीय शिक्षा नीति २०२० भारत की शिक्षा प्रणाली को आधुनिक, प्रगतिशील, न्यायसंगत बनाने की ओर सहायनीय, स्वागत योग्य महत्वाकांक्षी पुनः कल्पना है।

इस शिक्षा नीति में शोध-संवर्द्धन पर विशेष बल दिया गया है। भारत के प्रत्येक राज्य में शोध को बढ़ावा देने हेतु उच्च शोध संस्थान का प्रारम्भ करने की योजना भी इस शिक्षा नीति का अहम हिस्सा है। यह नीति शोध के लिए सर्वोत्तम वातावरण निर्माण पर बल देती है और शोध संस्थानों को भी विदेशों में शोध परिसर खोलने की अनुमति प्रदान करती है। इस शिक्षा नीति के अंतर्गत अनुसंधान और नवाचार हेतु नेशनल रिसर्च फाउंडेशन के गठन का उल्लेख किया गया है।

नई शिक्षा नीति २०२० शोध के क्षेत्र में भारतीय सांस्कृतिक शोधों के साथ-साथ नवाचार, शोध के रचनात्मक, आलोचनात्मक दृष्टि और सत्य स्वरूप तथ्य के प्राथमिक स्रोत को महत्त्व प्रदान करती है।

नई शिक्षा नीति २०२० के लागू होने से शोध के क्षेत्र में वैज्ञानिकता व वस्तुनिष्ठता का प्रभाव कायम हो सकेगा जो उच्च शोध को सही दिशा प्रदान करने में सहयोगी रहेगा अर्थात् नई शिक्षा नीति २०२० शोध को सुन्दर व वैज्ञानिक स्वरूप देने हेतु उत्तम है।

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उच्च शिक्षा के विशेष संदर्भ में राष्ट्रीय शिक्षा नीति २०२० की एक महत्वपूर्ण अंतर्दृष्टि

डॉ. संजीव कुमार बंसल

सह-आचार्य (एबीएसटी)

एस.एन.डी.बी. राजकीय महाविद्यालय, नोहर

जिला - हनुमानगढ़ (राज.)

अग्रसेन सिहाग

शोधार्थी (इतिहास)

टांटिया विश्वविद्यालय, श्रीगंगानगर

सुनील कुमार

शोधार्थी (वाणिज्य)

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राज.)

शोध सार

यह शोध पत्र नई शिक्षा नीति २०२० के लिए संदर्भित है, जो मुख्यतः शिक्षा नीति २०२० की मुख्य विशेषताओं का वर्णन करता है। राष्ट्रीय शिक्षा नीति २०२० में भारत-केंद्रित शिक्षा प्रणाली की परिकल्पना की गई है, जो इसकी परंपरा, संस्कृति, मूल्यों और लोकाचार में परिवर्तन लाने में अपना बहुमूल्य योगदान देने को तत्पर है। नई शिक्षा नीति का उद्देश्य बिना किसी भेद भाव के प्रत्येक व्यक्ति को बढ़ने और विकसित होने के लिए एक सामान अवसर प्रदान करना है तथा विद्यार्थियों में ज्ञान, कौशल, बुद्धि और आत्मविश्वास का सर्जन कर उनके दृष्टिकोणों का विकास करना है। इस शोधपत्र में शोधकर्ता द्वितीयक आंकड़ों के माध्यम से जो गुणात्मक स्तरों पर आधारित है नई शिक्षा नीति की वास्तविक मूल विशेषताओं को दर्शाना चाहता है। उपर्युक्त विश्लेषित तथ्यों के आधार पर शोधकर्ता, इस शोधपत्र के माध्यम से अनेक सुझावों को प्रस्तुत करता है, जो भारतीय शिक्षा प्रणाली के लिए अति आवश्यक है।

मूल शब्द: राष्ट्रीय शिक्षा नीति २०२०, डिजिटल युग, शिक्षार्थियों, ज्ञान, शिक्षा

प्रस्तावना

राष्ट्रीय शिक्षा नीति २०२० (एनईपी २०२०), जिसे २९ जुलाई २०२० को भारत के केंद्रीय मंत्रिमंडल द्वारा अनुमोदित किया गया था, भारत की नई शिक्षा प्रणाली के दृष्टिकोण को रेखांकित करती है। राष्ट्रीय शिक्षा नीति प्राथमिक शिक्षा से उच्च शिक्षा के साथ-साथ ग्रामीण और शहरी भारत दोनों में व्यावसायिक प्रशिक्षण के लिए एक व्यापक रूपरेखा तैयार करती है। राष्ट्रीय शिक्षा नीति का उद्देश्य २०२९ तक भारत की शिक्षा प्रणाली को बदलना है और यह नीति भारत को बदलने में सीधे प्रकार से योगदान प्रदान करती है और भारतीय लोकाचार में निहित शिक्षा प्रणाली को देखती है। इसका उद्देश्य धर्म, लिंग, जाति या पंथ के किसी भी भेदभाव के बिना, सभी को बढ़ने और विकसित होने के लिए एक समान मंच प्रदान करना और सभी को उच्च गुणवत्ता वाली शिक्षा प्रदान करके मौजूदा जीवंत ज्ञान समाज को बनाए रखना और उसकी देखभाल करना है। यह भारत को वैश्विक ज्ञान महाशक्ति बनाने की दिशा में भी एक कदम है। इस नीति में यह परिकल्पना की गई है कि हमारे संस्थानों के समान पाठ्यक्रम और शिक्षाशास्त्र को, छात्रों में मौलिक कर्तव्यों के प्रति सम्मान की भावना पैदा करनी चाहिए और संवैधानिक मूल्यों, अपने देश और एक बदलती दुनिया के साथ एक संबंध पैदा करना चाहिए। इस नीति का दृष्टिकोण शिक्षार्थियों के बीच ज्ञान, कौशल, आत्मविश्वास, बुद्धि और कर्म के साथ न केवल विचार बल्कि मूल्यों और दृष्टिकोणों में भी विकास करना है, जो मानव अधिकारों, सतत विकास और जीवन का समर्थन करते हैं और वैश्विक कल्याण के लिए एक जिम्मेदार प्रतिबद्धता, जिससे वास्तव में एक वैश्विक नागरिक प्रतिबिंबित होता है।

गुणवत्तापूर्ण उच्च शिक्षा का उद्देश्य, ऐसे व्यक्तियों का विकास करना होना चाहिए जो उत्कृष्ट, विचारशील और अच्छी रचनात्मक प्रवृत्ति के हों। यह एक व्यक्ति को रुचि के एक या एक से अधिक विशिष्ट जैसे विज्ञान, सामाजिक विज्ञान, कला, मानविकी, भाषा, व्यक्तिगत, तकनीकी, व्यावसायिक विषयों सहित क्षेत्रों में गहराई से अध्ययन करने और चरित्र, नैतिक और संवैधानिक मूल्यों, बौद्धिक जिज्ञासा, वैज्ञानिक स्वभाव, रचनात्मकता, सेवा भावना और २१ वीं सदी के कौशल

को आवश्यक सीमा तक विकसित करने में सक्षम बनाती है। नई शिक्षा नीति वर्तमान प्रणाली में कुछ मौलिक परिवर्तन लाती है, और इसमें मुख्य आकर्षण बहु-विषयक विश्वविद्यालय और कहलेज हैं, जिसमें प्रत्येक जिले में या उसके पास कम से कम एक छात्र पाठ्यक्रम, शिक्षाशास्त्र, बेहतर छात्र अनुभव के लिए मूल्यांकन और समर्थन, एक महत्वपूर्ण प्रतिष्ठान शामिल है। नेशनल रिसर्च फाउंडेशन विश्वविद्यालयों और कहलेजों में उत्कृष्ट सहकर्मी-समीक्षा कार्य और प्रभावी ढंग से बीज अध्ययन का समर्थन करेगी।

नई शिक्षा नीति २०२० पांच स्तंभों पर केंद्रित है: वहनीयता, अभिगम्यता, गुणवत्ता, न्यायपरस्ता और जवाबदेही - निरंतर सीखने की प्रक्रिया को सुनिश्चित करने के लिए। इसे समाज और अर्थव्यवस्था में ज्ञान की मांग के रूप में नागरिकों की जरूरतों के अनुरूप तैयार किया गया है, जिससे नियमित आधार पर नए कौशल हासिल करने की आवश्यकता को पूरा किया जा सकता है। इस प्रकार, गुणवत्तापूर्ण शिक्षा प्रदान करना और सभी के लिए आजीवन सीखने के अवसर पैदा करना, संयुक्त राष्ट्र सतत विकास लक्ष्य २०३० में सूचीबद्ध पूर्ण और उत्पादक रोजगार और अच्छे काम की ओर अग्रसर होना, नई शिक्षा नीति २०२० का उद्देश्य है। नई शिक्षा नीति २०२० ने पिछली राष्ट्रीय शिक्षा नीति १९८६ की जगह ली है और २०४० तक भारत में प्राथमिक और उच्च शिक्षा दोनों को बदलने के लिए एक व्यापक ढांचा तैयार किया है। नई शिक्षा नीति २०२० स्कूल और उच्च शिक्षा दोनों में महत्वपूर्ण सुधारों की मांग करती है जो अगली पीढ़ी को आगे बढ़ने के लिए तैयार करती हैं जिससे वो नए डिजिटल युग में प्रतिस्पर्धा कर सके। इस प्रकार, नई शिक्षा नीति बहु-विषयकता, डिजिटल साक्षरता, लिखित संचार, समस्या-समाधान, तार्किक तर्क और व्यावसायिक प्रदर्शन पर अत्यधिक प्रभाव डालती है।

अध्ययन का उद्देश्य

इस शोध पत्र का मुख्य उद्देश्य उच्च शिक्षा की मुख्य विशेषताओं पर प्रकाश डालना है तथा नई शिक्षा नीति २०२० से संबंधित प्राथमिक और माध्यमिक डेटा का विश्लेषण करना है। इसके अन्य मुख्य उद्देश्य निम्नलिखित हैं-

- नई शिक्षा नीति २०२० को पेश करना।
- नई शिक्षा नीति २०२० में उच्च शिक्षा की मुख्य विशेषताओं को देखना।
- उच्च शिक्षा में सकल नामांकन अनुपात में वृद्धि को दर्शाने हेतु
- शिक्षा पर राज्य के खर्च को सकल घरेलू उत्पाद के ४ से बढ़ाकर ६ करने की एक झलक देने के लिए

अनुसंधान क्रियाविधि

यह अध्ययन पाठ्य, आलोचनात्मक, मूल्यांकनात्मक, वर्णनात्मक, विश्लेषणात्मक और व्याख्यात्मक विधियों का उपयोग करते हुए प्राथमिक और माध्यमिक स्रोतों के माध्यम से उच्च शिक्षा के विशेष संदर्भ के साथ एक महत्वपूर्ण दृष्टिकोण के रूप में नई शिक्षा नीति २०२० के सम्पूर्ण अध्ययन पर भी ध्यान केंद्रित करता है। इसमें एमएलए हैंडबुक अहफ रिसर्च के ८ वें संस्करण का सख्ती से पालन किया गया है।

आंकड़ों का संग्रहण

शोध अध्ययन के लिए प्राथमिक एवं द्वितीयक स्रोतों से आंकड़ों का संकलन किया गया है जिसके आधार पर सम्पूर्ण प्रपत्र का विश्लेषण किया गया है।

प्राथमिक स्रोत

प्राथमिक संसाधन नई शिक्षा नीति २०२० के मूल पाठ से एकत्र किए गए हैं जो भारत सरकार द्वारा जारी किया गया है।

माध्यमिक स्रोत

माध्यमिक संसाधन एक स्रोत है जो नई शिक्षा नीति २०२० पर संदर्भ पुस्तकों सहित पुरानी या गैर-मूल जानकारी प्रदान करता है। माध्यमिक स्रोतों में जीवनी, लेखक के कार्यों के महत्वपूर्ण अध्ययन, शोध पत्र और शोध प्रबंध, शोध पुस्तकें, व्यक्तिगत साक्षात्कार, विकिपीडिया, ब्रिटानिका और अन्य वेबसाइटें शामिल हैं।

अध्ययन का महत्व

वास्तविक तथ्यों पर आधारित इस अध्ययन के निष्कर्ष समाज के हित में महत्वपूर्ण भूमिका निभाएंगे। इस अध्ययन क्षेत्र में पूर्व अनुसंधान की कमी के कारण यह शोध महडल इस अध्ययन के लिए प्रस्तावित है। शोधकर्ता इस वर्तमान अध्ययन के सभी पहलुओं को समझने का प्रयास करेगा। वर्तमान शोध नई शिक्षा नीति २०२० के नियम एवं शर्तों के अनुसार उच्च शिक्षा के सुधारों को समझने में मदद करेगा। यह शोध नई शिक्षा नीति २०२० के बारे में पाठकों के बीच जागरूकता पैदा करने का प्रयास करेगा। यह संदर्भ सामग्री भी तैयार करेगा और आगे के अध्ययन के लिए गुंजाइश प्रदान करेगा।

साहित्य की समीक्षा

संक्षेप में, इसमें पिछले अध्ययनों की समीक्षा प्रस्तुत करने का प्रयास किया गया है, जो इस अध्ययन से प्रत्यक्ष या अप्रत्यक्ष रूप से प्रासंगिक है। इसमें नई शिक्षा नीति २०२० और विशेष रूप से उच्च शिक्षा से संबंधित अध्ययनों पर किए गए कार्यों की एक झलक देखने को मिलती है।

पीएस ऐथल और शुभ्रज्योत्सना ऐथल के अनुसार उनके शोध पत्र “भारतीय राष्ट्रीय शिक्षा नीति २०२० का विश्लेषण इसके उद्देश्यों को प्राप्त करने की दिशा में।” “भारत की राष्ट्रीय शिक्षा नीति २०२० गुणवत्ता, आकर्षण, सामर्थ्य में सुधार के लिए नवीन नीतियां बनाकर और निजी क्षेत्र के लिए उच्च शिक्षा को खोलकर आपूर्ति बढ़ाने के लिए और साथ ही बनाए रखने के लिए सख्त नियंत्रण के साथ इस तरह के उद्देश्य को प्राप्त करने की दिशा में आगे बढ़ रही है। हर उच्च शिक्षा संस्थान में गुणवत्ता फ्री-शिप्स और स्कलरशिप के साथ योग्यता-आधारित प्रवेश को प्रोत्साहित करके, संकाय सदस्यों के रूप में योग्यता और अनुसंधान आधारित निरंतर प्रदर्शन, और निकायों को विनियमित करने में योग्यता आधारित सिद्ध नेताओं, और प्रौद्योगिकी-आधारित के माध्यम से प्रगति की स्व-घोषणा के आधार पर द्विवार्षिक मान्यता के माध्यम से गुणवत्ता की सख्त निगरानी, एनईपी-२०२० के २०३० तक अपने उद्देश्यों को पूरा करने की उम्मीद है। संबद्ध कहलोजों के वर्तमान नामकरण के साथ सभी उच्च शिक्षा संस्थान बहु-अनुशासनात्मक स्वायत्त कहलोजों के रूप में उनके नाम पर डिग्री देने की शक्ति के साथ विस्तार करेंगे या उनके संबद्ध विश्वविद्यालयों के घटक कहलोज बन जाएंगे। एक निष्पक्ष एजेंसी नेशनल रिसर्च फाउंडेशन बुनियादी विज्ञान, अनुप्रयुक्त विज्ञान और सामाजिक विज्ञान और मानविकी के प्राथमिकता वाले अनुसंधान क्षेत्रों में नवीन परियोजनाओं के लिए धन मुहैया कराएगी।

अजय कुरियन और सुदीप बी चंद्रमना के शब्दों में, “नई शिक्षा नीति २०२० की घोषणा पूरी तरह से कई लोगों द्वारा अप्रत्याशित थी। नई शिक्षा नीति २०२० ने जिन बदलावों की सिफारिश की है, वे कुछ ऐसे थे जिन्हें कई शिक्षाविदों ने कभी आते नहीं देखा। यद्यपि शिक्षा नीति ने स्कूल और कहलोज की शिक्षा को समान रूप से प्रभावित किया है, यह लेख मुख्य रूप से नई शिक्षा नीति २०२० और उच्च शिक्षा पर इसके प्रभाव पर केंद्रित है। यह पत्र नई शिक्षा नीति की मुख्य विशेषताओं को भी रेखांकित करता है और विश्लेषण करता है कि वे मौजूदा शिक्षा प्रणाली को कैसे प्रभावित करते हैं। नई शिक्षा नीति में रीयल-टाइम मूल्यांकन प्रणाली और परामर्शी निगरानी और समीक्षा ढांचे के लिए आश्वस्त रूप से प्रावधान किया गया है। यह शिक्षा प्रणाली को पाठ्यक्रम में बदलाव के लिए हर दशक में एक नई शिक्षा नीति की अपेक्षा करने के बजाय, अपने आप में लगातार सुधार करने के लिए सशक्त बनाएगा। यह अपने आप में एक उल्लेखनीय उपलब्धि होगी। नई शिक्षा नीति २०२० उच्च शिक्षा के लिए एक निर्णायक क्षण है। प्रभावी और समयबद्ध कार्यान्वयन ही इसे वास्तव में पथप्रदर्शक बना देगा।”

राष्ट्रीय शिक्षा नीति २०२०: उच्च शिक्षा में सुधार

यह नीति ग्रामीण और शहरी भारत दोनों में प्राथमिक शिक्षा से उच्च शिक्षा के साथ-साथ व्यावसायिक प्रशिक्षण में परिवर्तनकाल के लिए एक व्यापक ढांचा है। इस नीति का उद्देश्य २०२९ तक भारत की शिक्षा प्रणाली को बदलना है। नई शिक्षा नीति को स्कूल स्तर से विश्वविद्यालय स्तर तक प्रणाली में औपचारिक परिवर्तनों को औपचारिक रूप देने के उद्देश्य से पेश किया गया है। बदलते परिदृश्य को ध्यान में रखते हुए, अब से शैक्षिक सामग्री प्रमुख अवधारणाओं, विचारों,

अनुप्रयोगों और समस्या समाधान के कोणों पर ध्यान केंद्रित करेगी। राष्ट्रीय शिक्षा नीति से देश की उच्च शिक्षा प्रणाली पर सकारात्मक और दीर्घकालिक प्रभाव पड़ने की उम्मीद है। यह तथ्य कि विदेशी विश्वविद्यालयों को भारत में परिसर खोलने की अनुमति है, सरकार की एक सहायनीय पहल है। इससे छात्रों को अपने देश में शिक्षा की समग्र गुणवत्ता का अनुभव करने में मदद मिलेगी। बहु-विषयक संस्थान शुरू करने की नीति कला, मानविकी जैसे सभी क्षेत्रों में नए सिरे से ध्यान केंद्रित करेगी और शिक्षा के इस रूप से छात्रों को सीखने और समग्र रूप से विकसित होने में मदद मिलेगी।

राष्ट्रीय शिक्षा नीति २०२० में उच्च शिक्षा

उच्च शिक्षा के क्षेत्र में २०३० तक सकल नामांकन अनुपात (जीईआर) को मौजूदा २६ प्रतिशत से बढ़ाकर ५० प्रतिशत करने के लिए एनईपी २०२० की कल्पना की गई थी। इसका उद्देश्य मुक्त और दूरस्थ शिक्षा, अह्नलाइन शिक्षा और शिक्षा में प्रौद्योगिकी के उपयोग को बढ़ाने के लिए बुनियादी ढांचे को मजबूत करके छात्रों के समग्र व्यक्तित्व का निर्माण करना है।

इसके अलावा, देश में अनुसंधान कार्य को बढ़ावा देने के लिए राष्ट्रीय अनुसंधान फाउंडेशन (एनआरएफ) की स्थापना की जाएगी। देश भर में उच्च शिक्षा संस्थानों के लिए एकल नियामक के रूप में परिकल्पित एक राष्ट्रीय प्रत्यायन परिषद (एनएसी) की स्थापना की जाएगी। भारतीय उच्च शिक्षा परिषद (एचईसीआई) में विभिन्न भूमिकाओं को पूरा करने के लिए कई कार्यक्षेत्र होंगे। सभी सरकारी भर्ती परीक्षाओं के लिए एक राष्ट्रीय भर्ती एजेंसी और समान स्तर की विभिन्न भर्ती परीक्षाओं के लिए एक सामान्य पात्रता परीक्षा (सीईटी) स्थापित करने के प्रयास किए जाएंगे।

इसके अलावा, विषयों में पाठ्यक्रम और कार्यक्रम, जैसे कि इंडोलहजी, भारतीय भाषाएं, चिकित्सा की आयुष प्रणाली, योग, कला, संगीत, इतिहास, संस्कृति और आधुनिक भारत, विज्ञान, सामाजिक विज्ञान और उससे आगे के अंतरराष्ट्रीय स्तर पर प्रासंगिक पाठ्यक्रम, सार्थक अवसर वैश्विक गुणवत्ता मानकों के इस लक्ष्य को प्राप्त करने के लिए सामाजिक जुड़ाव, गुणवत्ता आवासीय सुविधाओं और परिसर में समर्थन आदि को बढ़ावा दिया जाएगा।

उच्च शिक्षा में प्रत्यायन

उच्च शिक्षा के नियामक तंत्र में अन्य प्रमुख कार्यों के बीच एक स्वतंत्र निकाय द्वारा संचालित “मान्यता” होगी। संस्थानों के पास ओपन डिस्टेंस लर्निंग (ओडीएल) और अह्नलाइन कार्यक्रम चलाने का विकल्प होगा, बशर्ते वे ऐसा करने के लिए मान्यता प्राप्त हों, अपनी पेशकशों को बढ़ाने, पहुंच में सुधार करने, जीईआर बढ़ाने और आजीवन सीखने के अवसर प्रदान करने के लिए।

लर्निंग सर्विस प्रोवाइडर की विश्वसनीयता में सुधार के लिए प्रत्यायन योजना को राष्ट्रीय शिक्षा और प्रशिक्षण बोर्ड, भारतीय गुणवत्ता परिषद द्वारा औद्योगिक संवर्धन और आंतरिक व्यापार विभाग (वाणिज्य और उद्योग मंत्रालय, भारत सरकार) के तहत विकसित किया गया है। प्रत्यायन गुणवत्ता आश्वासन सुनिश्चित करता है जैसे प्रशिक्षक संकाय, आधारभूत संरचना कार्यक्रम डिजाइन (विकास और वितरण) प्रशिक्षण प्रबंधन प्रणाली (३ आयाम: हार्डवेयर, सफ्टवेयर, ह्यूमनवेयर) आदि।

साइबर सुरक्षा में शिक्षा और कौशल

विश्व आर्थिक मंच २०२१ की वैश्विक जोखिम रिपोर्ट २०२१ के अनुसार, ‘साइबर सुरक्षा विफलता’ दुनिया के लिए चौथा सबसे महत्वपूर्ण खतरा है। जैसा कि चल रही महामारी के कारण शिक्षा और अध्ययन पहले ही साइबर स्पेस में चली गई है, प्रत्येक व्यक्ति की गोपनीयता और सुरक्षा की रक्षा करना अत्यंत महत्वपूर्ण हो गया है। इस प्रकार, चूंकि डिजिटलीकरण को अपनाना केंद्र स्तर पर है, इसलिए हमारे नेटवर्क और साइबरस्पेस को सुरक्षित बनाना अत्यंत महत्वपूर्ण है। इस वर्तमान परिदृश्य में, यह प्रासंगिक हो जाता है कि ‘साइबर सुरक्षा लचीलापन’ के लिए क्षमता निर्माण को प्रमुख महत्व दिया जाता है और सीखने की धारा के बावजूद उच्च शिक्षा पाठ्यक्रम में शामिल किया जाता है।

नई राष्ट्रीय शिक्षा नीति २०२० के प्रमुख क्षेत्रों में से एक सरकारी और निजी क्षेत्रों से उच्च अनुसंधान एवं विकास निवेश को प्रोत्साहित करना है। इससे इनोवेशन और इनोवेटिव माइंडसेट को बढ़ावा मिलेगा। इसे सुगम बनाने के

लिए उद्योग आधारित कौशल, अपस्किलिंग, रीस्किलिंग के लिए एक मजबूत उद्योग प्रतिबद्धता और शिक्षा जगत के साथ घनिष्ठ हस्तक्षेप की आवश्यकता है।

इसके अलावा, “बौद्धिक संपदा अधिकार (आईपीआर)” के बारे में ज्ञान बढ़ाने और इससे लाभ प्रदान करने के लिए इसके संरक्षण के लिए कौशल को विकसित करना प्रासंगिक हो जाता है।

राष्ट्रीय शिक्षा प्रौद्योगिकी मंच (एनईटीएफ)

नई शिक्षा नीति २०२० के तहत स्थापित किए जाने के लिए परिकल्पित एनईटीएफ सही दिशा में एक कदम है। शिक्षण-शिक्षण वितरण के सभी आयामों में गुणवत्ता वाले एड-टेक उपकरण शैक्षणिक संस्थानों को जल्दी से अनुकूलित करने में मदद करेंगे। साइबर सुरक्षा मानकों का पालन करने, फायरवॉल को अपनाने और घुसपैठ का पता लगाने वाले सिस्टम (आईडीएस) के अलावा ‘गोपनीयता और सुरक्षा’ सुनिश्चित करने के लिए अंतर्निहित साइबर सुरक्षा लचीलेपन के साथ “ओपन-सोर्स डेवलपमेंट प्लेटफॉर्म” पर स्वदेशी एड-टेक टूल को होस्ट करने की आवश्यकता है। यह प्रत्येक छात्र की व्यक्तिगत गोपनीयता की रक्षा करेगा।

उपसंहार

अंत में सम्पूर्ण प्रपत्र के अध्ययन करने के पश्चात यह कहा जा सकता है की नई शिक्षा नीति २०२० के अनुसार शिक्षा रटने वाले विषयों, समय सीमा को पूरा करने और अंक प्राप्त करने से कहीं अधिक है, लेकिन शिक्षा का वास्तविक अर्थ ज्ञान, कौशल, मूल्यों को प्राप्त करना और उस क्षेत्र में निरंतर कार्य करना और प्रगति करना है, जिसमें व्यक्ति अपनी रुचि खोज की करता है। इसमें कोई सन्देह नहीं कि अगर नई शिक्षा नीति २०२० को सही तरीके से लागू किया जाए तो यह भारतीय शिक्षा को नई ऊंचाइयों पर ले जा सकती है। हालाँकि इसके कुछ उद्देश्यों में लक्ष्यों की स्पष्टता का अभाव है, लेकिन हम वास्तव में इसका न्याय तब तक नहीं कर सकते जब तक कि इसकी लिखित योजनाएँ क्रिया में न आ जाएँ। हम केवल सर्वोत्तम परिणामों की आशा कर सकते हैं, आखिरकार, यह छात्रों के समग्र विकास और प्रगति को ध्यान में रखते हुए लाई गयी है।

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प्रखर वशिष्ठ

शोधार्थी

सिंधानिया विश्वविद्यालय, पचेरी बड़ी, झुंझुनू
(राज.)

डॉ. राजीव कुमार,

राजकीय (पीटीआई) तृतीय श्रेणी

भीलवाड़ा (राज.)

शिक्षा सामाजिक परिवर्तन का एक सशक्त हथियार है। उच्च शिक्षा का इस दृष्टि से विशेष महत्व है। स्वतंत्रता के पश्चात हमारे देश में उच्च शिक्षा के सुनियोजित विकास हेतु विश्वविद्यालय अनुदान आयोग व अन्य राष्ट्रीय निकायों की स्थापना हुई तथा राष्ट्रीय शिक्षा नीतियों की सिफारिश से अनेक सुधार हुए जिससे इस दिशा में काफी प्रगति भी हुई परंतु आज भी हमारे देश की उच्च शिक्षा प्रणाली के सम्मुख अनेक समस्याएं हैं। जिनमें उच्च शिक्षा का पर्याप्त व असमान विकास (विशेष रूप से सामाजिक—आर्थिक रूप से वंचित क्षेत्रों में सीमित पहुंच), योग्यता आधारित कैरियर प्रबंधन का अपर्याप्त तंत्र, रोजगारपरक पाठ्यक्रमों की कमी, विश्वविद्यालयों और कॉलेजों में अनुसंधान पर कम बल, उच्च शिक्षा का विघटित व जटिल ढाँचा, सकल नामांकन अनुपात का कम होना, प्रारंभिक विशेषज्ञता के साथ कठोर अनुशासनात्मक सीमाएं, उच्च शिक्षा संस्थानों में छात्रों के संज्ञानात्मक कौशल और सीखने के परिणामों के विकास पर कम जोर दिया जाना आदि प्रमुख हैं।

राष्ट्रीय शिक्षा नीति २०२० काफी व्यापक और मौलिक है और इसका उद्देश्य भारतीय उच्च शिक्षा प्रणाली को सुधार कर उसका कायाकल्प करना और उसे वैश्विक शिक्षा परिदृश्य पर उंचा स्थान प्रदान करना है। यह शिक्षा नीति उच्च शिक्षा प्रणाली में गुणात्मक सुधार और उसे पुनः सक्रिय होने की परिकल्पना करती है ताकि चुनौतियों को दूर कर सौम्यता पूर्ण और समावेशी उच्चतम गुणवत्तायुक्त उच्च शिक्षा दी जा सके।

उच्च शिक्षा की चुनौतियां से निपटने के लिए राष्ट्रीय शिक्षा नीति २०२० के प्रमुख प्रावधान हैं—

१. राष्ट्रीय शिक्षा नीति २०२० में कला और विज्ञान के बीच, पाठ्यचर्या और पाठ्यपत्र गतिविधियों के बीच, व्यावसायिक और अकादमिक धारणाओं के बीच अलगाव को दूर कर बहु अनुशासनात्मक—विज्ञान, सामाजिक विज्ञान, कला, मानविकी और समस्त पाठ्यक्रमों की एक वैश्विक स्तरीय समग्र शिक्षा की सिफारिश की गई है। जिससे विद्यार्थियों को अपनी अभिरुचि व अभिवृत्ति के अनुसार सीखने के पाठ्यक्रमों व कार्यक्रमों को चुनकर अपनी मौलिक क्षमताओं के परिष्करण एवं परिवर्धन का अवसर उपलब्ध हो सके।
२. राष्ट्रीय शिक्षा नीति २०२० में समग्र और बहु विषयक शिक्षा का पालन करने और शिक्षण और अनुसंधान पर उचित जोर देने के साथ उच्च शिक्षा संस्थानों के संरचनागत ढाँचों में सुधार कर मौजूदा संस्थानों को बहु अनुशासनात्मक संस्थानों में बदलने का की सिफारिश की गई है। इस नीति में अगले १५ वर्षों में संबद्ध कॉलेजों की प्रणाली को समाप्त करने के लिए विश्व स्तरीय बहु विषयक शिक्षा और अनुसंधान विश्वविद्यालय विकसित करने की अनुशंसा की गई है।
३. राष्ट्रीय शिक्षा नीति २०२० में शिक्षा के लिए समग्र और बहुआयामी दृष्टिकोण के आधार पर सीखने के माहौल में समग्र सुधार के लिए शिक्षक केंद्रित शिक्षण के वर्तमान अभ्यास के स्थान पर छात्र केंद्रित शिक्षण, शिक्षा के सभी स्तरों पर डिग्री प्राप्त करने में लचीलापन और कई प्रवेश तथा निकास विकल्प प्रदान करने, ऑनलाइन लर्निंग को प्रोत्साहन देने हेतु डिजिटल प्लेटफॉर्म विकसित करने के प्रस्ताव किये गये हैं।

४. राष्ट्रीय शिक्षा नीति २०२० में उच्च शिक्षा में शासन सुधार के रूप में संस्थागत स्वायत्तता की सिफारिश की गई है। जिसके तहत संस्थानों के भीतर संकायों को अनुमोदित ढांचे के भीतर अपने स्वयं के पाठ्यचर्या और शैक्षणिक दृष्टिकोण को विकसित करने की स्वायत्तता होगी जिसमें पाठ्यपुस्तक और पठन सामग्री, असाइनमेंट तथा मूल्यांकन शामिल है।
५. राष्ट्रीय शिक्षा नीति २०२० उच्च शिक्षा सहित शिक्षा के सभी स्तरों पर भारतीय भाषाओं के माध्यम से शिक्षा की वकालत करती है। उच्च शिक्षा में मातृभाषा या घरेलू भाषा का उपयोग करने तथा उसकी पहुंच बढ़ाने के लिए उच्च शिक्षा में द्विभाषी कार्यक्रमों को पेश करने की सलाह देती है।
६. राष्ट्रीय शिक्षा नीति २०२० में उच्च शिक्षा प्रणाली में शासन सुधार हेतु चार ऊर्ध्वाधर नियामकों (विनियमन, प्रत्यायन, वित्तपोषण और अकादमिक मानकों के लिए) के साथ एकल नियामक भारतीय उच्चतर शिक्षा आयोग की स्थापना की अनुशंसा की गई है।
७. राष्ट्रीय शिक्षा नीति २०२० उच्च शिक्षा के लक्ष्य और उद्देश्यों की प्राप्ति हेतु वित्त पोषण की पूर्ति सुनिश्चित करने के लिए शिक्षा पर सार्वजनिक व्यय को सकल घरेलू उत्पाद के ६: तक बढ़ाने की अनुशंसा करती है।

निष्कर्ष रूप में कहा जा सकता है कि राष्ट्रीय शिक्षा नीति २०२० में उच्च शिक्षा प्रणाली में सुधार हेतु बहु विषयक ढांचे में पाठ्यक्रम, विद्यार्थियों को उत्तम शिक्षण वातावरण व सहयोग प्रदान करने, संस्थानों को स्वतंत्रता व स्वायत्तता प्रदान करने, उच्च शिक्षा की उच्चतम गुणवत्ता सुनिश्चित करने व अनुसंधान को बढ़ावा देने तथा उच्च शिक्षा की नियामक और शासन संरचना में बदलाव संबंधी प्रावधान किये गये हैं।

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नई शिक्षा नीति (2020) : उदारवादी शिक्षा

डॉ पूनम बजाज

सहायक आचार्य (समाजशास्त्र)

चौ. बल्लूराम गोदारा राजकीय कन्या महाविद्यालय, श्रीगंगानगर

सार

नई शिक्षा नीति 2020 भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा 29 जुलाई 2020 को घोषित किया गया। सन् 1886 में जारी हुई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह नया परिवर्तन है। यह नीति अपने में ऐसी विशेषताओं का समाहित किए हुए हैं कि विद्यार्थी अपनी इच्छा अनुसार विषय का चयन करते हुए समयानुसार अपनी शिक्षा को पूर्ण कर सकता है। इसे लचीली या उदारवादी शिक्षा के रूप में देखा जा सकता है क्योंकि उदारवादी विचारधारा मनुष्य को विवेकशील प्राणी मानते हुए सामाजिक संस्थाओं को मनुष्य की सूझबूझ और सामूहिक प्रयास का परिणाम मानती है और सीखने की शिक्षा पर बल देती है, वहीं शिक्षा के अंतर्गत उदारवादी शिक्षा की इन बातों को लेते हुए प्रस्तुत पत्र में यह जानने का प्रयास किया गया है कि यह शिक्षा नीति किस प्रकार से विद्यार्थियों के हित में सहायक सिद्ध हो सकती है।

मुख्य शब्द:—नई शिक्षा नीति, उदारवादी शिक्षा, जीवन, सीखना, प्रक्रिया, विकास।

भूमिका:—

स्वामी विवेकानंद जी ने कहा था 'जो व्यक्ति को संघर्ष के लिये समर्थ बनाए, उसे चरित्रवान और परोपकारी बनाए और उसमें सिंह जैसा साहस पैदा करे वही शिक्षा है। रटकर जो ज्ञान प्राप्त किया जाता है, पद प्राप्त किये जाते हैं वह शिक्षा का असली उद्देश्य नहीं है बल्कि सर्वोत्तम शिक्षा वह है जो हमें सूचनाएं ही प्रदान नहीं करती अपितु हमारे जीवन को विश्व के समक्ष जीवों के साथ में लेकर चलती है।

शिक्षा का शब्दिक अर्थ होता है सीखने एवं सीखाने की क्रिया परंतु अगर इसके व्यापक अर्थ देखें तो शिक्षा किसी भी समाज में निरंतर चलने वाली सामाजिक प्रक्रिया है जिसका कोई उद्देश्य होता है और जिससे मनुष्य की आंतरिक शक्तियों का विकास तथा व्यवहार को परिष्कृत किया जाता है। शिक्षा द्वारा ज्ञान एवं कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाया जाता है।

शिक्षा के अंतर्गत गुणात्मक एवं मात्रात्मक दोनों ही दृष्टिकोणों को देखने की आवश्यकता है। प्रारंभिक शिक्षा चूंकि बुनियादी विकास का हिस्सा है। अतः इस पर ध्यान तो अपेक्षित है ही साथ ही साथ वैश्विक स्तर पर खड़े होने के लिये उच्च शिक्षा में दोनों ही दृष्टिकोणों को विकसित करने की आवश्यकता है। मात्रात्मक शिक्षा का विकास अर्थात् किसी भी व्यक्ति, विषय वस्तु की संख्या में वृद्धि करना। गुणात्मक अर्थात् कौशलता एवं योग्यता में वृद्धि।

वर्ष 2020 पूरी दुनिया के शिक्षकों के लिये अनेक प्रकार की चुनौतियों को लेकर आया। भारत में महामारी और आर्थिक संकट की स्थिति में शिक्षा के सभी स्तरों में पाई जाने वाली संरचनात्मक असमानताओं को हमारे समक्ष खड़ा किया। शिक्षा में प्रमुख परिवर्तन कक्षा से तकनीक पर आधारित शिक्षा के रूप में आया। सारी शिक्षा व्यवस्था ही ऑनलाईन स्थानान्तरित हो गई। ऐसे समय में नई शिक्षा नीति लागू की गई। नई शिक्षा नीति भारत में उच्च शिक्षा में कुछ प्रमुख शर्तों को संगठित करते हुए संरचनात्मक परिवर्तन पेश करने का प्रस्ताव करती है।

पूर्ववर्ती शिक्षा नीति में परिवर्तन की आवश्यकता क्यों ?

1. बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिये मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता थी।

2. शिक्षा की गुणवत्ता को बढ़ाने, नवाचार और अनुसंधान को बढ़ावा देने के लिये नई शिक्षा नीति की आवश्यकता थी।
3. भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुंच सुनिश्चित करने के लिये शिक्षा के वैश्विक मानकों को अपनाने के लिये शिक्षा नीति में परिवर्तन की आवश्यकता थी।
4. अंतिम राष्ट्रीय नीति 1986 में बनाई गई थी जिसमें वर्ष 1992 में संशोधन किया गया था।

नई शिक्षा नीति 2020

वर्तमान नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।

नई शिक्षा नीति के अंतर्गत केन्द्र व राज्य सरकार के सहयोग से शिक्षा क्षेत्र पर जीडीपी के 6% हिस्से के सार्वजनिक व्यय का लक्ष्य रखा गया है।

नई शिक्षा नीति की घोषणा के साथ ही मानव संसाधन प्रबंधन मंत्रालय का नाम परिवर्तित कर शिक्षा मंत्रालय कर दिया गया है।

स्कूली शिक्षा संबंधी प्रावधान

नई शिक्षा नीति में 5 + 3 + 3 + 4 डिजाइन वाले शैक्षणिक संरचना का प्रस्ताव किया गया है जो 03 से 18 वर्ष की आयु वाले बच्चों को शामिल करता है।

1. पांच वर्ष की फाउंडेशन स्टेज (Foundation Stage) – 3 साल की प्री प्राइमरी स्कूल और गेड 1,2
2. तीन वर्ष की प्रीपेट्ररी स्टेज (Prepatrary stage)
3. तीन वर्ष का मध्य (या उच्च प्राथमिक) चरण – ग्रेड 6,7,8 और
4. चार वर्ष का उच्च (या माध्यमिक) चरण – 9,10, 11, 12

NEP 2020 के तहत HHRO द्वारा बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन (National Mission on Foundation) की स्थापना का प्रस्ताव किया गया है।

भाषायी विविधता का संरक्षण

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

शारीरिक शिक्षा

- विद्यालयों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेल – कूद, योग, नृत्य मार्शल आर्ट को स्थानीय उपलब्धता के अनुसार प्रदान करने की कोशिश की जाएगी ताकि बच्चे शारीरिक गतिविधियों एवं व्यायाम वगैरह में भाग ले सकें।

पाठ्यक्रम और मूल्यांकन संबंधी सुधार

- इस नीति में प्रस्तावित सुधारों के अनुसार, कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों एवं पाठ्यक्रम व पाठ्येतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।
- कक्षा – 6 से ही शैक्षिक पाठ्यक्रम में व्यावसायिक शिक्षा को शामिल कर दिया जाएगा और इसमें इंटरशिप की व्यवस्था भी की जाएगी।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (National Council of Education Research and training) द्वारा स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा (National Curricular Framework for school Education) तैयार की जाएगी।

- छात्रों की समग्र विकास के लक्ष्य को ध्यान में रखते हुए कक्षा- 10 और कक्षा- 12 की परीक्षाओं में बदलाव किया जाएगा। इसमें भविष्य में सेमेस्टर या बहुविकल्पीय प्रश्न आदि जैसे सुधारों को शामिल किया जा सकता है।
- छात्रों की प्रगति के मूल्यांकन के लिये मान-निर्धारक निकाय के रूप में 'परख'(PARAKH) नामक एक नए राष्ट्रीय आकलन केन्द्र (National Assessment Center) की स्थापना की जाएगी।
- छात्रों की प्रगति के मूल्यांकन तथा छात्रों को अपने भविष्य से जुड़े निर्णय लेने में सहायता प्रदान करने के लिये कृत्रिम बुद्धिमत्ता (Artificial Intelligence - AI) आधारित सॉफ्टवेयर का प्रयोग।

शिक्षण व्यवस्था से संबंधित सुधार

- राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष 2022 तक शिक्षकों के लिये राष्ट्रीय व्यावसायिक मानक (Professional Standards for Teachers- NPST)
- राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा NCERT के परामर्श के आधार पर अध्यापक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा [National Curriculum Framework for Teacher Education- NCFTE) का विकास किया जाएगा।
- वर्ष 2030 तक अध्यापन के लिये न्यूनतम डिग्री योग्यता 4-वर्षीय एकीकृत बी.एड डिग्री का होना अनिवार्य किया जाएगा।

उच्च शिक्षा से संबंधित प्रावधान

- NEP 2020** के तहत उच्च शिक्षण संस्थानों में 'सकल नामांकन अनुपात' (Gross Enrolment Ratio) को 26.3%(वर्ष 2018) से बढ़कर 50% तक करने का लक्ष्य रखा गया है, इसके साथ ही देश के उच्च शिक्षण संस्थानों में 3.5 करोड़ नई सीटों को जोड़ा जाएगा।
- NEP 2020** के तहत पाठ्यक्रम में विभिन्न स्तरों पर छात्रों के प्रवेश लेने और उनके सुविधानुसार पढ़ने की व्यवस्था को अपनाया गया है, इसके तहत 3 या 4 वर्ष के स्नातक पाठ्यक्रम में छात्र कई स्तरों पर पाठ्यक्रम को छोड़ सकेंगे और उन्हें उसी के अनुरूप डिग्री या प्रमाण-पत्र प्रदान किया जाएगा (1 वर्ष के बाद प्रमाण पत्र, 2 वर्षों के बाद एडवांस डिप्लोमा, 3 वर्षों के बाद स्नातक की डिग्री तथा 4 वर्षों के बाद शोध के साथ स्नातक)।
- विभिन्न उच्च शिक्षण संस्थानों से प्राप्त अंको या क्रेडिट को डिजिटल रूप से सुरक्षित रखने के लिये एक एकेडमिक बैंक ऑफ क्रेडिट (Academic Bank of Credit) दिया जाएगा, ताकि अलग-अलग संस्थानों में छात्रों के प्रदर्शन के आधार पर उन्हें डिग्री प्रदान की जा सकें।
- नई शिक्षा नीति के तहत एम.फिल (M.Phil.) कार्यक्रम को समाप्त कर दिया गया।

भारतीय उच्च शिक्षा आयोग

शिक्षा नीति (NEP) में देश भर के उच्च शिक्षा संस्थानों के लिये एक एकल नियामक अर्थात् भारतीय उच्च शिक्षा परिषद (Higher Education Commission of India- HECI) परिकल्पना की गई है जिसमें विभिन्न भूमिकाओं को पूरा करने हेतु कई कार्यक्षेत्र होंगे। भारतीय उच्च शिक्षा आयोग चिकित्सा एवं कानूनी शिक्षा को छोड़कर पूरे उच्च शिक्षा क्षेत्र के लिये एकल निकाय (Single Umbrella Body) के रूप में कार्य करेगा।

विकलांग बच्चों हेतु प्रावधान:-

इस नीति में विकलांग बच्चों के लिये क्रॉस विकलांगता प्रशिक्षण, संसाधन केन्द्र आवास, सहायक उपकरण, उपयुक्त प्रौद्योगिकी आधारित उपकरण, शिक्षकों का पूर्ण समर्थन एवं प्रारंभिक से लेकर उच्च शिक्षा तक नियमित रूप से स्कूली शिक्षा प्रक्रिया में भागीदारी सुनिश्चित करना आदि प्रक्रियाओं को सक्षम बनाया जाएगा।

डिजिटल शिक्षा से संबंधित प्रावधान

- एक स्वायत्त निकाय के रूप में "राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच" (National Educational Technol Foruem) का गठन किया जाएगा जिसके द्वारा शिक्षण, मूल्यांकन योजना एवं प्रशासन में अभिवृद्धि हेतु विचारों का आदान प्रदान किया जा सकेगा।

- डिजिटल शिक्षा संसाधनों को विकसित करने के लिये अलग प्रौद्योगिकी इकाई का विकास किया जाएगा जो डिजिटल ढांचे, सामग्री और क्षमता निर्माण हेतु समन्वयन का कार्य करेगी।

प्रारंभिक ज्ञान – संबंधित प्रावधान

- भारतीय ज्ञान प्रणालियां, जिनमें जनजातीय एवं स्वदेशी ज्ञान शामिल होंगे, को पाठ्यक्रम में सटीक एवं वैज्ञानिक तरीके से शामिल किया जाएगा।
- आंकाक्षी जिले (Aspirational Districts) जैसे क्षेत्र जहां बड़ी संख्या में आर्थिक, सामाजिक या जातिगत बाधाओं का सामना करने वाले छात्र पाए जाते हैं, उन्हें 'विशेष शैक्षिक क्षेत्र' (Special Education Zones) के रूप में नामित किया जाएगा।
- देश में क्षमता निर्माण हेतु केंद्र सभी लड़कियों और ट्रांसजेंडर छात्रों के समान गुणवत्ता प्रदान करने की दिशा में एक 'जेंडर इंकलूजन फंड'(Gender Inclusion Fund) की स्थापना करेगा।
- गौरतलब है कि 8 वर्ष की आयु के बच्चों के लिये प्रारंभिक बचपन देखभाल और शिक्षा हेतु एक राष्ट्रीय पाठ्यचर्या और शैक्षणिक ढांचे का निर्माण एनसीआरटीई द्वारा किया जाएगा।

वित्तीय सहायता

- एससी, एसटी, ओबीसी और अन्य सामाजिक और आर्थिक रूप से वंचित समूहों से संबंधित मेधावी छात्रों को प्रोत्साहन के रूप में वित्तीय सहायता प्रदान की जाएगी।

उदारवादी शिक्षा:— नई शिक्षा नीति की विभिन्न विशेषताओं को देखते हुए पाते हैं कि यह उदारवादिता की हिमायती है

- चार तरीकों से लिबरल आर्ट एज्युकेशन को समझा जा सकता है।, तार्किक विचार क्षमता (Critical Thinking) जीवन को समझना (Examination of life) विविधताओं से आमना-सामना (Encounters with difference) तथा विचारों का स्वतंत्रता पूर्व आदान – प्रदान (Free exchange of ideas)

वर्तमान समय को ज्ञान का युग कहा जाता है। यहां उदारवाद पर आधारित शिक्षा को उदार शिक्षा कहते हैं। यह शिक्षा का वह दर्शन है जो व्यक्ति को विस्तृत ज्ञान तो प्रदान करता है तथा इसके साथ मूल्य, आचरण, नागरिक दायित्वों का निर्वहन आदि सिखाती है। उदार शिक्षा प्रायः वैश्विक एवं बहुलवादी दृष्टिकोण देती है।

- उदारवादी विचारदारा है कि समझने पर पाते हैं कि यह वह है जिसके अंतर्गत मनुष्य को विवेकशील प्राणी मानते हुए सामाजिक संस्थाओं को मनुष्यों की सूझबूझ और सामूहिक प्रयास का परिणाम मानती है। उदार शिक्षा शिक्षा में सीखने की प्रक्रिया पर बल देती है जो विद्यार्थियों को अपनी पसंद एवं आवश्यकतानुसार पाठ्यक्रम चुनने का अवसर प्रदान करती है।
- उदार शिक्षा व्यक्ति को अपने द्वारा किये गये कार्यों के आधारभूत सिद्धांतों एवं कारणों को सोचने एवं समझने में सक्षम बनाती है। इस शिक्षा व्यवस्था की व्याख्या अनेक तरीकों से की गई है। Flame(2017)के अनुसार उदार शिक्षा वह है जिसमें बहु विषयों के विस्तृत ज्ञान के साथ चुने गये विषय का गहन एवं विस्तृत अध्ययन किया जाता है। ये विषय कला, विज्ञान – प्राकृतिक एवं व्यावहारिक विज्ञान, गणित हो सकते हैं। उदारवादी शिक्षा प्रजातंत्र के उचित विकास में एक मुख्य घटक के रूप में भी कार्य करती है और व्यक्ति को एक नागरिक के रूप में उचित मार्गदर्शन प्रदान करती है। विचारों का स्वतंत्रता पूर्वक आदान प्रदान आदि शामिल है।
- उदार शिक्षा को सीखने के ऐसे उपागम के रूप में देखा जा सकता है जो व्यक्ति को बदलते हुए परिवेश, परिस्थितियों में बदलाव, संघर्ष एवं जटिलता का सामना करने के लिये सशक्त एवं तैयार करता है।
- उदार शिक्षा के जो उद्देश्य बताये गये हैं, वे सभी हम नई शिक्षा नीति में समाहित पाते हैं। उदार शिक्षा वह ज्ञान एवं विषय वस्तु उपलब्ध करवाती है जिस पर बौद्धिक गतिविधियां शुरू की जाती हैं। जैसे समानता एवं

न्याय पर प्रत्येक छात्र को चर्चा, संघर्षों के ज्ञान को बौद्धिक गतिविधियों की विषय वस्तु के रूप में उपलब्ध कराता है।

- यह व्यक्तियों को अपने द्वारा किये गये कार्यों के आधारभूत सिद्धांतों एवं कारणों को सोचने व समझने में सक्षम बनाती है।
- व्यक्ति को कल्पना करने, समीक्षात्मक चिंतन करने और नवीनतम तरीकों से सोचने के लिये एवं उन्हें सामाजिक, ऐतिहासिक, राजनैतिक, सांस्कृतिक विविधता वाले सदस्यों की स्थितियों एवं समस्याओं का विश्लेषण करने के लिये तैयार करना।

निष्कर्ष

नई शिक्षा नीति के बारे में कोई भी निष्कर्ष या मूल्यांकन निकालना अभी बहुत जल्दबाजी होगी। भविष्य में यह किस प्रकार से हमारी शिक्षा नीति को परिवर्तित करेगी यह देखना होगा लेकिन इसकी वर्तमान विशेषताओं को देखते हुए कहा जा सकता है कि यह व्यक्ति के व्यक्तित्व एवं बौद्धिक विकास और उसे सामाजिक जिम्मेदारी हेतु प्रोत्साहित करती है, क्योंकि उदार शिक्षा के किसी भी विषय की विषयवस्तु के लिये उस विषय के दायरे में आने वाले सभी सैद्धांतिक शोध, विचारक विचार एवं विकसित अवधारणायें आदि इसमें शामिल हैं। कुछ विषयों के विचारक एवं अवधारणाएं एक जैसे हो सकती हैं परंतु उन्हें समझने का नजरिया अलग होता है। उदार शिक्षा के कौशल वैश्विक स्तर पर प्रयोग किये जा सकते हैं। NEP के जारी होने से भारत में शिक्षा के भविष्य पर सार्वजनिक बहस फिर से सक्रिय हो गई है।

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दुर्गा खत्री

सह आचार्य (राजनीति विज्ञान)

राजकीय कन्या महाविद्यालय, अजमेर (राज.)

शिक्षा के क्षेत्र में सुधार एवं परिवर्तन लाने के लिए केंद्र सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० को लागू किया गया। यह इक्कीसवीं सदी की पहली शिक्षा नीति है, जो राष्ट्रीय शिक्षा नीति १९८६ की जगह लेगी। इस नई शिक्षा नीति के माध्यम से जहां नर्सरी से लेकर उच्च माध्यमिक स्तर की शिक्षा में परिवर्तन किया गया है, वहीं उच्चतर शिक्षा के क्षेत्र में भी बहुत बड़ा बदलाव किया गया है। नई राष्ट्रीय शिक्षा नीति में सबके लिए शिक्षा तक आसान पहुंच, समानता, गुणवत्ता पर आधारित शिक्षा एवं जवाबदेही के आधारभूत तत्त्व को स्थान दिया गया है। नई शिक्षा नीति २०२० राष्ट्रीय विकास के लिए एजेंडा २०३० के अनुकूल है। शिक्षा नीति का उद्देश्य २१वीं सदी की नई आवश्यकताओं के अनुकूल स्कूल और कॉलेज की शिक्षा को अधिक समग्र और लचीला बनाते हुए भारत को ज्ञान की एक नई वैश्विक शक्ति बनाना है, साथ ही छात्र हितों को विकसित करने एवं उनकी अद्वितीय क्षमताओं को समाने लाना भी। नई शिक्षा नीति का मुख्य उद्देश्य है। नई शिक्षा नीति में शिक्षा को एक संसाधन न मानकर उसे मानव विकास का एक माध्यम माना गया है। नई शिक्षा नीति में जहां एक ओर शिक्षा को तार्किक, प्रासंगिक, उपयोगी, मौलिक और नवीन बनाया गया है, वहीं पर बौद्धिक, सामाजिक, शारीरिक भावनात्मक और नैतिक संस्थाओं को एकीकृत तौर पर विकसित करने और उसे महत्वपूर्ण बनाने की ओर भी ध्यान दिया गया है। राष्ट्रीय शिक्षा नीति में महत्वपूर्ण बात यह है कि इसमें मातृभाषा के साथ-साथ अन्य भारतीय भाषाओं को सीखने और उनके अंतरसंबंधों को समझने पर विशेष बल दिया गया है।

शिक्षा मानव क्षमता का विकास करने, एक न्यायपूर्ण एवं समान समाज के विकास और राष्ट्रीय विकास को बढ़ावा देने के लिए महत्वपूर्ण है। शिक्षा तक सभी की पहुंच हो, इसके लिए यह जरूरी है कि सामाजिक न्याय और समानता और राष्ट्रीय एकीकरण एवं सांस्कृतिक विकास के सन्दर्भ में भारत की प्रगति एवं आर्थिक विकास का माध्यम सार्वभौमिक एवं गुणवत्तापूर्ण शिक्षा हो भारत युवाओं का देश है अतः यह आवश्यक है कि देश के युवाओं को उच्चतर गुणवत्तापूर्ण शिक्षा के अवसर उपलब्ध करवाये जाए ताकि देश का विकास हो सके।

शिक्षा के क्षेत्र में आज पूरा विश्व परिवर्तन के दौर से गुजर रहा है। कोरोना काल के बाद शिक्षा के मायने बदल गए हैं। आज के दौर में डिजिटल शिक्षा, बिग डेटा, मशीन लर्निंग और व्यवसायिक शिक्षा के बढ़ते महत्व के कारण एवं कम्प्यूटर साईस के बढ़ते प्रभाव के कारण विविध विषयों में शिक्षा का विस्तार हुआ।

कोरोना जैसी महामारी के कारण रोग प्रबंधन एवं टीके के प्रचार-प्रसार में बहुविषयक ज्ञान की आवश्यकता बढ़ी। वर्तमान समय की यह मांग है कि बच्चों को जो कुछ भी सिखाया जा रहा है, उसे तो वह सीखें, साथ ही वे सतत् ज्ञान एवं समस्या समाधान और तार्किक एवं रचनात्मक रूप से भी सोचना सीखें और अपने नए ज्ञान एवं सोच को उपयोग में लाना सीखें ताकि शिक्षा को व्यावहारिक बनाया जा सके। शिक्षा के क्षेत्र में सुधार के लिए यह जरूरी है कि बाल्यावस्था प्रारंभिक शिक्षा देखभाल एवं उच्चतर शिक्षा में उच्चतम गुणवत्ता समानता और शिक्षा में एकता जैसे सुधार किये जाए।

२०४० तक भारत के लिए एक ऐसी शिक्षा प्रणाली का लक्ष्य निर्धारित है जिसमें आर्थिक एवं सामाजिक पृष्ठभूमि से संबंध रखने वाले शिक्षार्थियों को समान रूप से सर्वोच्च गुणवत्तापूर्ण शिक्षा की प्राप्ति हो।

यह राष्ट्रीय शिक्षा नीति २०२०, २१वीं सदी की पहली शिक्षा नीति है जिसका उद्देश्य देश की परम्परा एवं सांस्कृतिक मूल्यों को बनाए रखते हुए २१वीं सदी में भारत की शिक्षा प्रणाली के लिए मूलभूत

सुधार की आवश्यकता पर बल देती है। राष्ट्रीय शिक्षा नीति प्रत्येक व्यक्ति में निहित रचनात्मक प्रतिभा के विकास पर जोर देती है।

शिक्षा पर बनी नीतियां जिसमें १९८६ की राष्ट्रीय शिक्षा नीति, जिसे १९९२ में संशोधित किया गया था, इसका जोर मुख्य रूप से शिक्षा के मुद्दों पर था। उसके बाद २००९ में निःशुल्क एवं अनिवार्य शिक्षा अधिनियम २००९ पारित हुआ जिसने सभी बच्चों के लिए सार्वभौमिक प्रारंभिक शिक्षा उपलब्ध करवाने के लिए कानूनी अधिकार दिया।

राष्ट्रीय शिक्षा नीति २०२० के मूलभूत सिद्धांत

नई शिक्षा नीति का उद्देश्य श्रेष्ठ एवं उच्च गुणों से युक्त नागरिकों का विकास करना है, जिनमें भारत के सांस्कृतिक एवं संवैधानिक मूल्यों का प्रतिबिम्ब हो जो कि समतावादी एवं बहुलतावादी समाज के निर्माण में अपना योगदान दे सकें।

नई शिक्षा नीति के कुछ महत्वपूर्ण बिंदु:

१. स्कूली शिक्षा के सभी स्तरों पर सबकी एक समान पहुंच सुनिश्चित करना एवं शिक्षा का सार्वभौमिकरण करना।
२. बुनियादी साक्षरता एवं संख्यात्मक ज्ञान को बढ़ावा।
३. स्कूल के पाठ्यक्रम और ग्रेड में सुधार।
४. मातृभाषा के माध्यम से शिक्षा को बढ़ावा एवं शिक्षा में बहु भाषा को महत्व देना।
५. शिक्षक शिक्षा में सुधार की आवश्यकता पर जोर।
६. समान और समावेशी शिक्षा।
७. स्कूली शिक्षा में सुधार के लिए मानक निर्धारण एवं प्रत्ययन।
८. उच्चतर शिक्षा में सुधार के लिए उच्च शिक्षा में नवाचार एवं नव कौशल को बढ़ाना।
९. उच्च शिक्षा में व्यवसायिक शिक्षा को बढ़ाना।
१०. समग्र एवं बहुविषयक शिक्षा को महत्व।
११. ऑनलाइन एवं डिजिटल शिक्षा को महत्व।
१२. दूरस्थ शिक्षा को बढ़ावा।
१३. उच्च शिक्षा संस्थाओं ढांचे एवं संरचना में परिवर्तन।
१४. अध्यापक शिक्षण गुणवत्ता में सुधार।
१५. छात्र शिक्षा के लिए सर्वोत्तम एवं श्रेष्ठ वातावरण की आवश्यकता पर बल।
१६. शिक्षा में भारतीय भाषाओं को महत्व।
१७. वित्त पोषण आधारित शिक्षा।

इस प्रकार नई शिक्षा नीति में महत्वपूर्ण सुधार एवं परिवर्तन का प्रयास किया गया है। राष्ट्रीय शिक्षा नीति २०२० के उपर्युक्त प्रमुख सिद्धांत महत्वपूर्ण हैं, लेकिन देखना यह है कि सिद्धांत व्यवहारिक रूप में कितने लागू हो पाते हैं। समय की आवश्यकता और भारतीयता को अक्षुण्ण बनाए रखने के लिए नई शिक्षा नीति प्रत्येक व्यक्ति के लिए लाभकारी और हितकारी तभी होगी जब प्रत्येक भारतीय भारत की संस्कृति और भारतीय भाषाओं के महत्व को समझेगा।

राष्ट्रीय शिक्षा नीति— क्रियान्वयन

१. समन्वित एवं व्यवस्थित प्रयास—किसी भी नीति की प्रभावशीलता उसके क्रियान्वयन पर निर्भर करती है। अतः राष्ट्रीय नीति को व्यवहारिक रूप से लागू करने के लिए कई संस्थाओं को सहयोग के साथ मिल जुलकर काम करना होगा जैसे डब्ल्यू के केन्द्र एवं राज्य सरकारें राज्यों के शिक्षा विभाग बोर्ड छब्रिज स्कूल एवं उच्चतर शिक्षा के समस्त निकायों को साथ में काम करना होगा समस्त

निकायों को आपसी समन्वय एवं सहयोग के साथ काम करके शिक्षा नीति को व्यवहारिक बनाना होगा।

२. नीतिगत भावना एवं प्रयोजन— राष्ट्रीय शिक्षा नीति के क्रियान्वयन के लिए नीतिगत भावना एवं प्रयोजन जो कि राष्ट्रीय शिक्षा नीति से जुड़े हैं को अपनाना होगा। साथ ही नीतिगत पहलुओं को व्यवस्थित एवं चरणबद्ध तरीके से लागू करना होगा। नीति को लागू करने में व्यापकता को भी ध्यान में रखना होगा। केन्द्र एवं राज्यों के बीच समन्वयपूर्ण व्यवहार एवं संयुक्त निगरानी की आवश्यकता भी होगी मानवीय एवं वित्तीय संसाधनों को जुटाना भी महत्वपूर्ण है।
३. राष्ट्रीय शिक्षा नीति को व्यवहारिक रूप से अपनाने के लिए यह जरूरी है कि केन्द्र एवं राज्य सरकारें मिलकर कार्य करें। शिक्षा नीति के उद्देश्यों को प्राप्त करने के लिए एवं विस्तृत कार्य योजना तैयार की जाए।

कोरोना संक्रमण के कारण शिक्षा नीति लागू नहीं हो पाई लेकिन अब संभावना है कि २०२३ में नई शिक्षा नीति लागू हो। २०३०-४० के दशक तक संपूर्ण नीति के क्रियान्वयन की स्थिति को प्राप्त किया जा सके। इसके लिए संयुक्त एवं प्रभावी प्रयासों की आवश्यकता होगी।

सन्दर्भ सूची—

१. मानव संसाधन विकास मंत्रालय द्वारा जारी पुस्तक
२. प्रतियोगिता दर्पण
३. राजस्थान पत्रिका



राष्ट्रीय नीति शिक्षा नीति २०२० : परिचय

राजपाल

प्राध्यापक (हिंदी)

रा.उ.मा.वि. फकीरवाली,

तहसील-पदमपुर, जिला श्रीगंगानगर (राज.)

सार

NEP २०२०- भारत सरकार ने राष्ट्रीय शिक्षा नीति २०२० को मंजूरी दी है। नई शिक्षा नीति ३४ वर्ष पुरानी 'राष्ट्रीय शिक्षा नीति १९८६' को प्रतिस्थापित करेगी। राष्ट्रीय शिक्षा नीति-२०२०, २१ वीं संदी की पहली शिक्षा नीति है। वर्ष १९६८ और १९८६ के बाद यह भारत की तीसरी शिक्षा नीति है। छम्ह २०२० के तहत केन्द्र व राज्य सरकार के सहयोग से शिक्षा के क्षेत्र पर देश की जीडीपी के ६: हिस्से के बराबर निवेश का लक्ष्य रखा गया है। NEP २०२० में २७ अध्याय है और कुल १०८ पृष्ठ है। इसमें आरम्भ में NEP २०२० परिचय के पश्चात, भाग १ स्कूल शिक्षा में, अध्याय १ से ८ तक, भाग ०२ उच्चतर शिक्षा में, अध्याय ९ से १९ तक व भाग ३ में, अन्य केन्द्रीय विचारणीय मुद्दे है, जिसमें अध्याय २० से २४ तक है, तत्पश्चात भाग ४ में, क्रियान्वयन की रणनीति में अध्याय २५ से २७ तक है, और अंत में प्रयुक्त सेकेताक्षरों की सूची है। उक्त नीति २९.०७.२०२० के अध्यादेश से लागू हुई।

नई राष्ट्रीय शिक्षा नीति २०२० को सहभागी बनाया गया है। जिसमें २ लाख सुझावों का सहारा लिया गया है। उक्त नीति में न केवल वर्तमान युवा पीढ़ी को ध्यान में रखा गया है बल्कि आने वाली पीढ़ी की अपेक्षाओं, आकांक्षाओं व चुनौतियों का भी ध्यान रखा गया है। उच्च शिक्षा में सामान्य नामांकन अनुपात को २०३५ तक २६.३ प्रतिशत (वर्तमान में)से बढ़ाकर ५० प्रतिशत तक लाना है। उच्च शिक्षा में सर्टिफिकेट, डिप्लोमा एवं डिग्री पाठ्यक्रमों को शामिल किया जाएगा। देश में ३४ सालों बाद नई शिक्षा नीति आई है जो शोधपरक, नवाचार और अनुसंधान को बढ़ावा देती है। अतः उक्त सभी की पूर्ति NEP २०२० अनिवार्यतः करेगी।

प्रस्तावना :

हमारे संविधान एवं राष्ट्र निर्माता डॉ.भीमराव अम्बेडकर ने शिक्षा के संदर्भ में कहा था कि “शिक्षा ऐसी होनी चाहिए जो सर्वसुलभ हो अर्थात् जो शिक्षा पाना चाहे शिक्षा उसकी पहुँच में हो।” राष्ट्रीय शिक्षा नीति को भारत सरकार ने २६ जुलाई २०२० को अपनी मंजूरी दी और इस तरह पिछले ६ वर्षों से चल रहे प्रयासों को विराम लग गया। राष्ट्रीय शिक्षा नीति ने अपनी प्रस्तावना में संयुक्त राष्ट्र संघ के द्वारा घोषित सतत विकास एजेण्डा २०३० के लक्ष्य ४ में परिलक्षित वैश्विक विकास एजेण्डों को पूरा करने के लिए भारतीय शिक्षा व्यवस्था को पुर्नगठित करने के लिए जोर दिया है और इस में कहा गया है कि दुनिया के सभी देश सब के लिए समावेशी समान गुणवत्तापूर्ण शिक्षा सुनिश्चित करने और जीवन पर्यन्त शिक्षा के अवसरों को बढ़ावा दिये जाने का लक्ष्य २०३० तक हासिल करें। नई राष्ट्रीय शिक्षा नीति २०२० पांच स्तम्भों पर केन्द्रित है : वह वहनीयता, गुणवत्ता, अभिगम्यता, न्यायपरस्ता और जवाबदेही- निरंतर सीखने की प्रक्रिया को सुनिश्चित करने के लिए इसे समाज और अर्थव्यवस्था में ज्ञान की मांग के रूप में नागरिकों की जरूरतों के अनुरूप तैयार किया गया है। जिससे नियमित आधार पर नए कौशल हासिल करने की आवश्यकता हो पूरा किया जा सकता है। इस प्रकार गुणवत्तापूर्ण शिक्षा प्रदान करना और सभी के लिए आजीवन सीखने के लिए अवसर पैदा करना। संयुक्त राष्ट्र सतत विकास २०३० में सूचीबद्ध पूर्ण और उत्पादक रोजगार और अच्छे काम की ओर अग्रसर होना। अतः इस क्रम में नई राष्ट्रीय शिक्षा नीति २०२० इस अभाव को पूरा करने का एक अभिन्न प्रयास करेगी।

उद्देश्य-

- 1- नई राष्ट्रीय शिक्षा नीति-२००० को पेश करना, शिक्षा पर राज्य के खर्च को सकल घरेलू उत्पाद के ४: से बढ़ाकर ६: करने की एक झलक देने के लिए
- 2- शिक्षा नीति में छात्रों की रचनात्मक सोच, तार्किक निर्णय और नवाचार की भावना को प्रोत्साहित करना।
- 3- छात्रों को जरूरी कौशल एवं ज्ञान से लैस करना और विज्ञान, टेक्नोलॉजी अकादमिक क्षेत्र और इण्डस्ट्री में कुशल लोगों की कमी को दूर करते हुए देश को ज्ञान आधारित सुपर पॉवर के रूप में स्थापित करना।
- 4- इस नीति के लक्ष्यों एवं सिद्धान्तों के बारे में जानना।
- 5- राष्ट्रीय शिक्षा नीति-२०२० का उद्देश्य शिक्षा की पहुँच, समानता, गुणवत्ता, वहनीय शिक्षा और उत्तरादायित्व जैसे मुद्दों पर विशेष ध्यान देता है।

अनुसंधान विधि:-

उक्त अध्ययन पाठ्य, आलोचनात्मक, वर्णनात्मक मूल्यांकनात्मक व्याख्यात्मक और विश्लेषणात्मक विधियों का उपयोग करते हुए प्राथमिक और माध्यमिक स्तरों के माध्यम से शिक्षा के विशेष संदर्भ में एक महत्वपूर्ण दृष्टिकोण के रूप में राष्ट्रीय शिक्षा नीति-२०२० के सम्पूर्ण अध्ययन पर भी ध्यान केन्द्रित करता है।

विद्यालय शिक्षा में सुधार:

नई शिक्षा नीति में वर्तमान में सक्रिय-१०+२ में शैक्षिक मॉडल के स्थान पर शैक्षिक पाठ्यक्रम को ५+३+३+४ प्रणाली के आधार पर विभाजित करने की बात कही गई है।

(नया प्रारूप)	(चरण)	(आयु)	(कक्षा का स्तर)
५	फाउण्डेशन स्टेज	३ से ६ वर्ष तक	ऑगनबाड़ी
	फाउण्डेशन स्टेज	६ से ८ वर्ष तक	नर्सरी (प्री प्राइमरी)
३	प्राथमिक शिक्षा	८ से ११ वर्ष तक	कक्षा ३ से ५
३	मध्यम स्तर	११ से १४ वर्ष तक	कक्षा ६ से ८
४	अन्तिम स्तर	१४ से १८ वर्ष तक	कक्षा ९ से १२

शिक्षण प्रणाली में सुधारात्मक कदम :

- पहले सरकारी स्कूलों में प्री-स्कूलिंग नहीं होती थी, बच्चों ६ वर्ष की आयु में पढ़ना प्रारम्भ करता था। प्रारम्भ (ऑगनबाड़ी के माध्यम से)
- उच्चतर शिक्षा संस्थानों को उच्च गुणवत्तापूर्ण शिक्षण, अनुसंधान एवं सामुदायिक भागीदारी उपलब्ध करवाने के लिए साधन सम्पन्न एवं बहु विषयक संस्थानों में रूपान्तरित किया जाएगा।

उच्च शिक्षा में सुधार : उक्त नीति ग्रामीण और शहरी भारत दोनों में प्राथमिक और उच्च शिक्षा के साथ-साथ व्यावसायिक प्रशिक्षण में परिवर्तन के लिए एक व्यापक ढांचा है। इस नीति का उद्देश्य २०२१ तक भारत की शिक्षा प्रणाली को अद्यो लिखित अनुसार बदलना है:-

1. प्रथम वर्ष की पढ़ाई पर- सर्टिफिकेट
2. द्वितीय वर्ष की पढ़ाई पर- डिप्लोमा
3. तृतीय या चतुर्थ वर्ष पर- डिग्री
4. उच्च शिक्षा के स्तर सकल नामांकन अनुपात को मौजूदा २६ प्रतिशत से बढ़ाकर ५० प्रतिशत करने के लिए एनईपी २०२० की कल्पना के अनुरूप इसका उद्देश्य मुक्त और दूरस्थ शिक्षा, ऑनलाइन शिक्षा और शिक्षा को

प्रद्योगिकी के उपयोग को बढ़ाने के लिए बुनियादी ढांचे को मजबूत करके छात्रों के समग्र व्यक्तित्व का निर्माण करना है।

- **कॉमन एडमिशन टेस्ट** उच्च शिक्षण संस्थानों में प्रवेश के लिए कॉमन एग्जाम होगी। जिसे राष्ट्रीय परीक्षा एजेंसी कराएगी। संस्था के लिए यह प्रवेश एग्जाम अनिवार्य नहीं है।

पाठ्यक्रम तथा मूल्यांकन संबंधी सुधार: नयी शिक्षा नीति में नये पाठ्यक्रम व मूल्यांकन संबंधित सुधारों पर पूर्ण रूप से जोर दिया गया है।

अध्यापक वर्ग संबंधित सुधार : नेशनल मेंटॉरिंग प्लान- इससे शिक्षकों का उन्नयन किया जाएगा।

- शिक्षकों को गैर-शिक्षक गतिविधियों (जटिल प्रशासनिक कार्य, (मिड-डे-मिल) से संबंधित कार्यों में शामिल न करने का सुझाव।
- प्रत्येक स्कूल में शिक्षक-छात्रों का अनुपात (PTR) ३० : १ से कम हो तथा सामाजिक आर्थिक रूप से वंचित बच्चों की अधिकता वाले क्षेत्रों के स्कूलों में यह अनुपात २५ : १ से कम हो।

शैक्षणिक भाषा से संबंधित सुधार: उक्त नीति में भारतीय भाषाओं में पढ़ाने के महत्व को रेखांकित किया गया। इसमें तीन भाषा फॉर्मूला यानी कि हिन्दी, अंग्रेजी और स्थानीय भाषाओं में पढ़ाई करवाई जाएगी।

- ई-पाठ्यक्रम क्षेत्रीय भाषाओं में विकसित किए जाएंगे। वर्चुअल लैब विकसित की जा रही है और एक राष्ट्रीय शैक्षिक टेक्नोलॉजी फोरम (NETE) बनाया जा रहा है।

भारत उच्च शिक्षा आयोग: भारत उच्च शिक्षा आयोग को सम्पूर्ण उच्च शिक्षा के सर्वोच्च निकाय के रूप में गठित किया जायेगा। इसमें मेडिकल एवम कानूनी शिक्षा को शामिल नहीं किया जाएगा।

- वर्ष २०३० तक प्रत्येक जिले में या उसके समीप कम से कम एक बड़ा बहु-विषयक उच्चतर शिक्षा संस्थान स्थापित किया जायेगा।
- वर्ष २०४० ई. तक सभी वर्तमान उच्चतर शिक्षा संस्थानों का उद्देश्य अपने आपको बहु-विषयक संस्थानों के रूप में स्थापित करना होगा।

अनुसंधान संबंधी सुधार: नई शिक्षा नीति में एम.फिल. को समाप्त किया जायेगा।

- **राष्ट्रीय अनुसंधान फाउंडेशन (HRF)**- राष्ट्र में गुणवत्तापूर्ण अनुसंधान को सही रूप से उत्प्रेरित और विकसित करने के लिए तथा सभी प्रकार के वैज्ञानिक एवं सामाजिक अनुसंधानों पर नियंत्रण रखने के लिए छत्त का गठन।
- Ph.D के लिए ४ वर्षीय शिक्षा फिर एम.ए. उसके बाद डी चीपस की अनिवार्यता कर दी जाएगी।

छात्रवृत्ति व योजना संबंधी सुधार : इसमें जेंडर इंकलूजन फंड और वंचित इलाकों के लिए विशेष शिक्षा क्षेत्र की स्थापना पर जोर।

- एस.सी., एस.टी और ओबीसी के सामाजिक व आर्थिक रूप से पिछड़े छात्रों के लिए राष्ट्रीय स्तर पर स्कॉलरशिप पोर्टल का निर्माण किया जाएगा।

साइबर सुरक्षा में शिक्षा और कौशल:- विश्व आर्थिक मंच २०२१ की वैश्विक जोखिम रिपोर्ट २०२१ के अनुसार साइबर सुरक्षा विफलता दुनिया का सबसे चौथा महत्वपूर्ण खतरा है। जैसा की चल रही महामारी के कारण शिक्षा और अध्ययन पहले ही साइबर स्पेस में चली गयी है। प्रत्येक व्यक्ति की गोपनीयता की रक्षा करना अत्यन्त महत्वपूर्ण हो गया है।

अन्य त्वरित सुधार : उक्त सुधारों के अलावा इस नीति में तमाम उन सब कार्य/विधियों को वह चाहे तात्कालिक हो या त्वरित हो, को यथाशीघ्र प्रयोग करते हुए उच्चतम लक्ष्यों की प्राप्ति की ओर बढ़ने पर बल दिया जायेगा।

समीक्षा: पी.एस. ऐथल और सुब्रज्योत्सना ऐथल के अनुसार उनके शोध पत्र “भारतीय राष्ट्रीय शिक्षा नीति २०२० का विश्लेषण इसके उद्देश्यों को प्राप्त करने की दिशा में।”

प्रोफसर शर्मा के. एल. २०२० ई. ने अपने लेखपत्र में लिखा है कि शिक्षा से सशक्त और सविमर्शी समाज बनाया जा सकता है लेकिन शिक्षा इतनी गुणवत्तापरक हो कि मनुष्य खुद को स्वतंत्र, रचनात्मक और नैतिक दृष्टि से ढ़ढ़ समझ सके। शिक्षा परिवर्तन और सशक्तिकरण का साधन है। राष्ट्रीय ज्ञान आयोग १९९९ ई. और अनेक शिक्षा नीतियों के विचारों से बढ़कर क्या यह शिक्षा नीति है? क्या वर्तमान शिक्षा नीति इससे भी व्यापक और गहन है? नीति आयोग के अनुसार नई नीति द्वारा प्रस्तावित शिक्षा प्रणाली द्वारा नए भारत का निर्माण अवश्य संभव होगा।

प्रोफसर. गंगवाल सुभाष २०२० ई. ने लिखा है कि २१वीं सदी ज्ञान प्रधान सदी है जिसमें विज्ञान एवं तकनीकी विकास परिवर्तन के प्रमुख आधार है। किसी भी देश, समाज और परिवार को विकसित, समृद्ध एवं प्रतिस्पर्धी बनाने के लिए शिक्षा को अत्यधिक महत्व देना होगा। भारत में शिक्षा केन्द्र एवं राज्यों का विषय है। केन्द्र सरकार राष्ट्रीय हित में शिक्षा का मसौदा तैयार करती है, जिसका अनुमोदन संसद द्वारा लिया जाता है लेकिन राज्यों की विधान सभाओं को भी विचार विमर्श, बहस के माध्यम से अनुमति प्रदान करनी होती है। नई राष्ट्रीय शिक्षा नीति २०२० ई. को सहभागी बनाया गया है। जिसमें २ लाख सुझावों का सहारा लिया गया है।

सिंह दुर्गेश २०२० ई. ने अपने लेख पत्र में लिखा है, भारत की वर्तमान शिक्षा व्यवस्था त्रिस्तरीय है जिसमें प्राथमिक, माध्यमिक और उच्च शिक्षा शामिल है। उक्त शिक्षा व्यवस्था शिक्षित लेकिन रोजगार विहीन युवाओं को तैयार करती है। जिससे स्पष्ट होता है कि भारतीय शिक्षा व्यवस्था विश्व स्तर के कुशल एवं दक्ष युवा तैयार करने में सक्षम नहीं है। जो शोधपरक, नवाचार और अनुसंधान को अवश्यम्भावी ही बढ़ावा देती है।

अजय कुरियन और सुदीप बी चंद्रमना के शब्दों में शिक्षा नीति-२०२० की घोषणा पूरी तरह से कई लोगों के द्वारा अप्रत्याशित थी। नई शिक्षा नीति-२०२० में जिन बदलावों की सिफारिश की है, वे कुछ ऐसे थे जिन्हें कई शिक्षाविदों ने कभी आते नहीं देखा। यद्यपि शिक्षा नीति ने स्कूल और कॉलेज की शिक्षा को समान रूप से प्रभावित किया है.....। प्रभावी और समयबद्ध कार्यान्वयन ही इसे वास्तव में भी पथप्रदर्शक बना देगा।”

के. कस्तूरीरंगन शिक्षा नीति कमेटी के अध्यक्ष के शब्दों में- “हमने ऐसी शिक्षा नीति निर्मित करने की कोशिश की है जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित कर देगी। ताकि हम युवाओं को वर्तमान और भावी चुनौतियों का सामना करना के लिए तैयार कर सकें..... इससे जुड़े अन्य क्षेत्रों को भी इसमें शामिल किया है।”

नई नीति ऐसी शिक्षा नीति है जिसमें २०३० ई. के विकास एजेंडे को ध्यान में रखा गया है। नई नीति का विजन ही ऐसी शिक्षा प्रणाली विकसित करना है जिसमें भारतीय परम्पराओं और मूल्यों को जगह मिले। शिक्षा प्रणाली में इण्डिया की जगह भारत की झलक मिले। इसका उद्देश्य ऐसी समतावादी और उच्च गुणवत्ता वाली शिक्षा प्रणाली बनाना है जिससे एक ज्ञान आधारित समाज का निर्माण हो। इसमें प्राचीन ज्ञान से लेकर आधुनिक ज्ञान को शामिल किया गया है। इसमें स्वास्थ्य, शिक्षा एवं पर्यावरण आदि सभी को शामिल किया गया है। उक्त नीति के प्रमुख सिद्धान्त निम्नानुसार है-

1. शिक्षा को सार्वजनिक सेवा मानते हुए इसे प्रत्येक बच्चे का मौलिक अधिकार माना जाए। इस हेतु आवश्यक प्रयास करना।
2. विद्यालय से महाविद्यालय शिक्षा तक सभी स्तरों के पाठ्यक्रमों में तालमेल एवं सामंजस्य बिठाना।
3. जीवन कौशल अर्थात आपसी संवाद, सहयोग, सामूहिक कार्यों को बढ़ावा देना।
4. विद्यार्थी के सम्भवतः सम्पूर्ण परिवेश को जानना व समझना।
5. शिक्षकों एवं संकाय को सीखने का केंद्र मानते हुए इनकी भर्ती आदि हेतु उन्नत सुविधाओं का विकास करना।
6. स्नातक स्तर में आर्टिफिशियल इंटेलिजेंस, श्री-डी मशीन, डेटा विश्लेषण, जैव प्रौद्योगिकी आदि क्षेत्रों के समावेशन से अत्याधुनिक क्षेत्रों कुशल पेशेवर तैयार करना।

प्रमुख चुनौतियाँ-

- i. सभी राज्यों का सहयोग शिक्षा विषय समवृत्ति सूची में होने के कारण कहां तक सम्भव हो सकेगा, शिक्षा का मंहगी होना, शिक्षा का संस्कृतिकरण होना, फण्डिंग संबंधी जांच का अपर्याप्त होना, वित्त पोषण की समस्या मानव संसाधन का अभाव होना।

निष्कर्ष:-

उपरोक्त अनुसार कहा जा सकता है कि एनईपी २०२० अतीत से वर्तमान में सभी क्षेत्रों में सुधारात्मक रूप में एक मील का पथर अवश्य ही साबित होने वाली है। अतः निष्कर्ष रूप में हम, शिक्षा नीति कमेटी के अध्यक्ष के शब्दों में- "हमने ऐसी शिक्षा नीति निर्मित करने की कोशिश की है जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित कर देगी। ताकि हम युवाओं को वर्तमान और भावी चुनौतियों का सामना करने के लिए तैयार कर सकें..... अन्य क्षेत्रों को भी इसमें शामिल किया है।"

अतः NEP २०२० में ऐसी अनेक चुनौतियां हमारे सामने है परन्तु हम सब को मिलकर ऐसे तमाम कार्य/योजना बनाना/लागू करना हर एक भारतीय का दायित्व होगा। जिससे सब मिलकर उक्त नीति के लक्ष्य को प्राप्त कर सकेंगे। उक्त नीति में पाठ्यक्रमों में सुधार प्रारम्भ से ही किया जाएगा। शिक्षा के व्यावसायिकरण पर रोक लगेगी।

अंत में सम्पूर्ण निष्कर्ष करने के पश्चात कहा जा सकता है कि नई शिक्षा नीति-२०२० के अनुसार शिक्षा रटने वाले विषयों, समय सीमा को पूरा करने एवं अंक प्राप्त करने से कहीं अधिक है, लेकिन शिक्षा का वास्तविक अर्थ ज्ञान, कौशल मूल्यों को प्राप्त करना उस क्षेत्र में निरंतर कार्य करना। जिसमें व्यक्ति अपनी खोज करता है। ऐसी दशा में यदि हमारा पूरा फोकस हिन्दी, मातृभाषा और क्षेत्रीय भाषाओं पर रहेगा तो देश में रोजगार के अवसरों में कमी होगी और हम तकनीकी और आर्थिक विकास की दृष्टि से काफी पिछड़ जाएंगे। नई शिक्षा नीति २०२० को सही तरीके से लागू कर भारतीय शिक्षा को ऊंचाईयों पर ले जाना है। इस प्रकार से क्रियान्वयन करना है कि सभी को विकास के उचित अवसर मिल सके। सभी अपने उचित लक्ष्य प्राप्त कर सकें। हम केवल सर्वोत्तम परिणामों की आशा में है कि यह नीति विद्यार्थियों के समग्र विकास और प्रगति को ध्यान में रखते हुए स्थापित की गई है।

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व्यावसायिक शिक्षा : एक परिचय

सपना

प्राध्यापक (हिंदी)

रा.उ.मा.वि. चांदना, तहसील पदमपुर, जिला श्री गंगानगर (राज.)

प्रस्तावना:

भारत एक ऐसा देश है, जहाँ व्यवसाय को शिक्षा से अलग कभी नहीं देखा गया है परन्तु, औपनिवेशिक प्रभाव के कारण, पारंपरिक भारतीय प्रणाली में शिक्षा के व्यावसायीकरण को हतोत्साहित किया गया और एक नई प्रणाली उभरी जो मुख्य रूप से औपनिवेशिक प्रशासन की आवश्यकताओं को पूरा करने के लिए थी। यह धारणा कई शैक्षिक विचारकों और शिक्षाविदों द्वारा औपनिवेशिक काल के दौरान तथा उसके बाद भी पहचानी गई तथा उसकी कल्पना की गई थी। गांधी की वर्धा योजना, शिक्षा और व्यावसायिक कौशल को एक साथ लाने का प्रयास थी और यह बहुत हद तक सफल भी रही। भारत सरकार द्वारा व्यावसायिक शिक्षा के क्षेत्र में प्रथम पंचवर्षीय योजना से लेकर वर्तमान में निरन्तर परिवर्तन किये जा रहे हैं।

शिक्षा नीति १९८६ के अन्तर्गत भारत सरकार ने सन् १९८८ में व्यावसायिक शिक्षा योजना का आरम्भ करके १० हजार विद्यालयों के १० लाख विद्यार्थियों को व्यावसायिक शिक्षा प्रदान करने का लक्ष्य रखा गया।

माध्यमिक शिक्षा आयोग (१९५१-५२ ई.) ने सभी अवस्थाओं में तकनीकी कौशल तथा कार्य कुशलता के समावेश और उन्नयन की सलाह की। इसी तरह, कोठारी आयोग (१९६४-६६ ई.) ने भी शिक्षा को कार्य से सम्बन्धित करने का सुझाव दिया और अनुशंसा की कि व्यावसायिक शिक्षा दोनों स्तरों पर होनी चाहिए अर्थात् निम्न और उच्चतर माध्यमिक स्तर पर। राष्ट्रीय शिक्षा नीति (२०२० ई.) ने व्यावसायिक कौशल विकास पर अधिक एकाग्रता के साथ विद्यालयी शिक्षा का फिर से पुनर्निर्माण करने का प्रस्ताव रखा।

व्यावसायिक शिक्षा दो शब्दों के योग से निर्मित है, जिसमें पहला शब्द व्यवसाय तथा दूसरा शब्द शिक्षा है। 'व्यवसाय' शब्द जीविकोपार्जन के लिए अपनाये जाने वाले कारोबार के अर्थ में है, तथा शिक्षा संबंधी व्यवसाय के प्रशिक्षण युक्त सीखने से है। तात्पर्य व्यावसायिक शिक्षा वह शिक्षा है। व्यवसाय से आशय वाणिज्य व उद्योग के सम्पूर्ण जटिल क्षेत्र आधारभूत उद्योगों प्राविधिक व निर्माणी उद्योग तक सहायक सेवाओं के वृद्ध जाल वितरण, बैंकिंग आदि से है, तकनीकी शिक्षा व्यावसायिक शिक्षा का अंग है किसी भी समाज की अर्थव्यवस्था उसके व्यावसायिक विकास पर निर्भर करती है, व्यावसायिक शिक्षा व्यक्ति को किसी कार्य या व्यवसाय से संबंधित तकनीकी प्रशिक्षण प्रदान करती है।

व्यावसायिक शिक्षा की परिभाषा :

व्यावसायिक शिक्षा का अर्थ मानव कार्य की शिक्षा से भी हो सकता है अर्थात् इसमें मनुष्य मस्तिष्क के बजाय हाथों से अधिक काम करता है जैसे — लकड़ी का कार्य, चमड़े का कार्य, ड्राइंग, धातु व अन्य संबंधित कार्य करना।

जॉन डी.वी. के अनुसार— “व्यवसाय परक शिक्षा व्यक्तियों को एक विशिष्ट कार्य के योग्य बनाती है जिससे अपनी विशिष्ट सेवाओं के द्वारा समाज में विशिष्ट क्षमता का प्रदर्शन करता है।”

सामाजिक विज्ञान का विश्व कोष— “व्यापक रूप से व्यावसायिक शिक्षा के अन्तर्गत उस सब प्रकार की शिक्षा को सम्मिलित किया जा सकता है, जिसके द्वारा किसी भी व्यक्ति को जीविकोपार्जन के लिए प्रशिक्षण प्राप्त हो।”

यूनेस्को—यूनेवोक ने तकनीकी तथा व्यावसायिक शिक्षा को कार्य के संसार के लिए ज्ञान तथा कुशलता प्राप्त करने के रूप में परिभाषित किया है।

भारत में, सामान्यतः हम दो शब्दावलीयों "शिक्षा का व्यावसायीकरण" तथा "व्यावसायिक शिक्षा" को अधिकतर समानार्थक शब्दावली के रूप में प्रयुक्त करते हैं, हालाँकि दोनों अवधारणाओं में संकल्पनात्मक अंतर होता है — पहली शब्दावली विद्यालयी शिक्षा से सम्बन्धित है जो विद्यार्थियों के लिए अधिक प्रासंगिक है।

व्यावसायिक शिक्षा एवम प्रशिक्षण के प्रमुख लक्ष्य —

- ज्ञान आधारित अर्थव्यवस्था की मांगों को पूरा करना, कुशल मानवशक्ति के वर्तमान अंतराल को भरना
- हाशिए पर खड़े वर्गों अल्पसंख्यक समूहों अनुसूचित जाति/जनजाति, लड़कियों तथा महिलाओं तथा विशेष आवश्यकता वाले लोगों को सशक्त बनाना तथा संपोषणीय जीवन जीने की कला का विकास करना।
- युवाओं की रोजगार योग्यता को बढ़ाने के लिए व्यावसायिक शिक्षा के अवसरों को उपलब्ध कराना

विद्यालयी शिक्षा का व्यावसायीकरण: माध्यमिक शिक्षा के व्यावसायीकरण के लिए विभिन्न कदम उठाए जा चुके हैं जिसकी सूची निम्न प्रकार बना सकते हैं —

स्वतंत्रता से पूर्व: आधुनिक भारतीय शिक्षा का व्यावसायीकरण ब्रिटिश काल में आरम्भ हुआ क्योंकि उन्होंने अनुभव किया कि उनकी आवश्यकताओं को मात्र अनुवाद अथवा लिपिक नौकरी के लिए शिक्षा देने से पूरा नहीं किया जा सकता। उन्हें कुशल श्रमिकों की भी आवश्यकता थी और इसी ओर इनका ध्यान ज्यादा रहा।

वर्धा बुनियादी शिक्षा योजना (१९३७ ई.) गाँधी की बुनियादी शिक्षा के दर्शन को स्वीकार किया (घोष, २००० ई.) और कहा गया है कि "शिक्षा की प्रक्रिया का केन्द्र बालक के पर्यावरण का ध्यान रखते हुए मानव निर्मित उत्पादक कार्य होना चाहिए।"

स्वतंत्रता के बाद १९५१—५२ ई. में **माध्यमिक शिक्षा आयोग** ने सभी स्तर पर तकनीकी कौशल और दक्षता को बढ़ावा देने की आवश्यकता अनुभव की (अग्रवाल, १९९३ ई.)।

शिक्षा आयोग (१९६४—६६ ई.) की रिपोर्ट ने राष्ट्रीय विकास को शिक्षा की मुख्य चिंता का विषय बना दिया। आयोग ने शिक्षा के पुनर्गठन को एक समान पैटर्न में परिवर्तित करने का सुझाव दिया, जिसे पूरे देश में १०+२+३ पैटर्न कहा जाता है, जिसमें सभी के लिए दस साल की अविभाजित शिक्षा को सम्मिलित किया गया है।

राष्ट्रीय शिक्षा नीति (२०२० ई.) ने विद्यालय छोड़ने वालों की संख्या को घटाने की दृष्टि से वर्तमान विद्यालयी एवम उच्च शिक्षा प्रणाली में व्यावसायिक शिक्षा को एकीकृत करने का प्रस्ताव दिया। इस नीति ने व्यावसायिक शिक्षा का एक महत्वपूर्ण उद्देश्य कुशलता के अंतराल को कम करना मानकर इस अन्तराल को कम करने का प्रयास किया और अपने लक्ष्य को औपचारिक से अनौपचारिक क्षेत्र तक विस्तार करने का प्रस्ताव किया। नीति के कार्यान्वयन के साथ प्रत्येक बालक कम से कम एक व्यवसाय सीखेगा और कई अन्य व्यवसायों के बारे में भी जानेगा। सन् २०२५ ई. तक शिक्षार्थियों का ५० प्रतिशत व्यावसायिक तथा तकनीकी शिक्षा के बारे में जान सकेगा। व्यावसायिक और तकनीकी शिक्षा के एकीकरण द्वारा विद्यार्थियों के लिए "लोक विद्या" को सुलभ बनाया जाएगा।

NEP-२०२० से पूर्व भारत के कई आयोगों द्वारा यह भी परिकल्पना की गई थी कि देश में संगठित तथा असंगठित क्षेत्रों के लिए विविध व्यावसायिक उद्योगों की एक विस्तृत श्रृंखला के लिए युवा लोगों को तैयार करने की आवश्यकता है और यह शिक्षा को व्यावसायिक प्रशिक्षण के साथ एकीकृत करके

किया जा सकता है। इस प्रक्रिया को व्यावसायिक प्रशिक्षण के साथ शिक्षा के एकीकरण को चार अंतर्संबंध चरणों के साथ विकसित किया जा सकता है।

व्यावसायिक शैक्षिक संसाधन: भारत का शिक्षा मंत्रालय (पूर्व में मानव संसाधन और विकास मंत्रालय) के अंतर्गत विद्यालयी शिक्षा और साक्षरता विभाग विद्यालयी शिक्षा के अंतर्गत व्यावसायिक शिक्षा के लिए नीतियों का प्रारूप तैयार करता है। भारत में वोकेशनल एजुकेशन एवं ट्रेनिंग (वी.ई.टी.) के नीति निर्माण एवम इसके कार्यान्वयन की योजना बनाने वाली मुख्य एजेंसियाँ सरकारी एजेंसियाँ हैं। इसमें निम्नलिखित निकाय शामिल हैं।

केन्द्रीय सरकार की एजेंसियों में शिक्षा मंत्रालय, विद्यालयी शिक्षा और साक्षरता विभाग (वरिष्ठ माध्यमिक विद्यालयों में वी.ई.टी. कार्यक्रम चलाने के लिए उत्तरदायी), श्रम एवम रोजगार मंत्रालय, रोजगार और प्रशिक्षण महानिदेशालय (व्यावसायिक के लिए) राष्ट्रीय कौशल विकास परिषद, शामिल हैं।

राज्य सरकार एवम अन्य एजेंसियों में तकनीकी निदेशालय शिक्षा, निजी क्षेत्र, तकनीकी शिक्षा के लिए परिषदों, गैर सरकारी संगठन (एन.जी.ओ.) शामिल हैं।

विविध मंत्रालयों के अन्तर्गत व्यावसायिक एवम प्रशिक्षण कार्यक्रम

(माध्यम अभिकरण)	(मंत्रालय समर्थन)
कृषि विज्ञान केन्द्र	कृषि मंत्रालय
जन शिक्षण संस्थान (JSS)	मानव संसाधन और विकास मंत्रालय
कम्युनिटी कॉलेज ऑफ इण्डिया	मानव संसाधन और विकास मंत्रालय
खादी ग्राम उद्योग केन्द्र	उद्योग मंत्रालय

(दूरस्थ शिक्षा के माध्यम से व्यावसायिक शिक्षा एवम प्रशिक्षण)

अभिकरण	पाठ्यक्रमों की संख्या	अध्ययन केन्द्रों/AVI की संख्या	प्रवेश योग्यता
इग्नू सन् १९८५ में स्थापित	७७	—	उच्च माध्यमिक प्रमाण पत्र
राष्ट्रीय मुक्त विद्यालय (NOS) के रूप में सन् १९९० में स्थापित राष्ट्रीय मुक्त विद्यालयी संस्थान (NIOS)	८५	८५१	मान्यता प्राप्त व्यावसायिक संस्थान कक्षा ४ से उच्च माध्यमिक तक

AVI	—	मान्यता प्राप्त व्यावसायिक संस्थान
NIOS	—	राष्ट्रीय मुक्त विद्यालयी संस्थान
IGNOU	—	इंदिरा गाँधी राष्ट्रीय मुक्त विश्वविद्यालय

व्यावसायिक शिक्षा की भूमिका एवम महत्व: व्यावसायिक की सकारात्मक तथा प्रभावी भूमिका हाशिए पर खड़े लोगों के उत्थान में एवम निर्धनता को दूर करने में काफी प्रमाणित तथा पहले भी बताई गई है। इस विषयवस्तु को विस्तृत रूप से समझने के लिए हम कुछ अन्य विषयवस्तु जैसे दृष्टि, कार्य, लक्ष्य तथा उद्देश्यों के परिणामों पर चर्चा करेंगे।

मानव संसाधन और विकास के लिए शिक्षा: इस उद्देश्य के साथ, शिक्षा की राष्ट्रीय नीति (१९८६ ई.) निम्नांकित उद्देश्यों पर विचार करती है:—

- कुशल मानव संसाधनों की माँग और पूर्ति के मध्य असंतुलन को कम करना।
- विद्यार्थियों की योग्यता को बढ़ाने के लिए विविध शैक्षिक अवसरों को उपलब्ध कराना।
- उच्च शिक्षा के लिए वैकल्पिक मार्ग उपलब्ध कराना।

A.) **क्षेत्र एवमं विस्तार** : विद्यालय शिक्षा की विविध अवस्थाओं से बड़ी संख्या में बच्चे विद्यालय छोड़ देते हैं, मात्र १० से ५० प्रतिशत बच्चे माध्यमिक शिक्षा पूरी करके उच्च शिक्षा प्राप्त करने में सक्षम हो पाते हैं। संक्षेप में लक्षित समूह जिन्हें व्यावसायिक शिक्षा एवमं प्रशिक्षण की आवश्यकता में समाहित हैं :

- लड़कियाँ, महिलाएँ, अनुसूचित जातियाँ और अनुसूचित जनजातियाँ एवमं अल्पसंख्यक।
 - युवा/विद्यार्थी जो उच्च शिक्षा संस्थानों में प्रवेश करने के योग्य नहीं।
 - १४ से २५ वर्ष के आयु समूह के मध्य युवा जो सामान्य शिक्षा जारी नहीं रख पाते।
- पूरी दुनिया में विद्यालय छोड़ने वालों की घटना बहुत से देशों में देखी जाती है विशेष रूप से विकासशील देशों में। उनके लिए व्यावसायिक शिक्षा तथा प्रशिक्षण की आवश्यकता का समर्थन किया जाता है। यूनेस्को की आख्या बताती है "युवा लोगों की जॉब के लिए तकनीकी एवमं व्यावसायिक शिक्षा एवमं प्रशिक्षण एक व्यंजन विधि के रूप में शिक्षा विशेषज्ञों द्वारा निर्धारित करने की प्रवृत्ति है।"

यूनेस्को की संस्तुतियाँ, तकनीकी एवमं व्यावसायिक शिक्षा के क्षेत्र में निम्नांकित सुझाव प्रदान करती हैं:

- सामान्य शिक्षा का एक आंतरिक भाग, व्यावसायिक क्षेत्रों के लिए युवा वर्ग को तैयार करने का एक माध्यम तथा कार्य के संसार में प्रभावी प्रतिभागिता के लिए तैयार करने का एक माध्यम, भारत में व्यावसायिक शिक्षा द्वारा कई लक्ष्यों की पूर्ति होगी जैसे— शिक्षित युवाओं में बेरोजगारी तथा अल्प—बेरोजगारी के स्तर को कम करना।
- रोजगार बाजार का चरित्र बदलने के लिए उपयुक्त कुशलताओं को प्राप्त करने का अवसर उपलब्ध कराना।
- व्यावसायिक शिक्षा की सर्वांगीण वृद्धि के लिए देश के प्राकृतिक भौतिक तथा मानव संसाधनों के संपोषणीय तथा उत्पादक उपयोग को प्रोत्साहित करना
- ज्ञान व्यवस्था, ज्ञान समाज तथा ज्ञान कर्मियों का विकास
- राष्ट्रीय आर्थिक वृद्धि को बढ़ा देने में सहायता

B.) **व्यावसायिक पाठ्यक्रम के क्षेत्र:** व्यावसायिक शिक्षा तथा प्रशिक्षण पाठ्यक्रम को छह व्यापक वर्गों में विभाजित किया जा सकता है। प्रत्येक का हर एक वर्ग के अंतर्गत प्रसिद्ध पाठ्यक्रम निम्नांकित हैं :

i) कृषि

- फसल उत्पादन, कुक्कुट उत्पादन, डेयरी प्रौद्योगिकी

ii) मानविकी, शिक्षा एवमं अन्य

- पुस्तकालय और सूचना विज्ञान, पर्यटन प्रबंधन, वाद्य संगीत — तबला

iii) स्वास्थ्य एवमं पैरामेडिकल

- स्वास्थ्य/स्वच्छता निरीक्षक, चिकित्सा प्रयोगशाला तकनीशियन, नेत्र संबंधी तकनीशियन

iv) व्यापार एवमं वाणिज्य

- एकाउंटेन्सी एवमं ऑडिटिंग, खरीद और बिक्री, बैंकिंग

v) इंजीनियरिंग एवमं प्रौद्योगिकी

- ग्रामीण इंजीनियरिंग प्रौद्योगिकी, इलेक्ट्रिक और इलेक्ट्रॉनिक उपकरणों का रखरखाव और मरम्मत, भवन निर्माण

राष्ट्र निर्माण के लिए व्यावसायिक शिक्षा

राष्ट्र विकास का आंकलन करने वाले सूचकों में समाहित हैं— पोषण सम्बन्धी स्वास्थ्य तथा जनसंख्या की शैक्षिक स्थिति तथा अन्य जनसमूह के समृद्धि स्तर, अच्छी गृह सुविधा, संचार तथा अनुयोजकता के संदर्भ में। डॉ. ए.पी.जे. अब्दुल कलाम आजाद की पुरा (PURA) संकल्पना विकसित भारत के विजन २०२० के लक्ष्य को प्राप्त करने की एक महत्वपूर्ण दिशा है। ऐसे कार्यबल के विकास की जो अपने ज्ञान एवम कुशलता से इस लक्ष्य को प्राप्त कर सकें।

समाज के हाशिए पर स्थित, वर्गों के विकास के लिए व्यावसायिक शिक्षा: सहस्राब्दी विकास लक्ष्य "सभी के लिए शिक्षा" (की ओर बढ़ते हुए "सभी के लिए व्यावसायिक शिक्षा" वित्त के लक्ष्य को नीति तथा नियोजन के द्वारा ही प्राप्त किया जा सकता है। प्राथमिक एवम माध्यमिक शिक्षा के सार्वभौमीकरण ने व्यावसायिक शिक्षा की माँग को बढ़ाया क्योंकि यह जागरूकता बढ़ी कि जीवन की गुणवत्ता को सुधारने में ज्ञान की महत्वपूर्ण भूमिका होती है। एक समावेशी शिक्षा के अधिगम केन्द्र के रूप में विशेष रूप से हाशिए के वर्गों को लाभ पहुँचाता है।

विशिष्ट आवश्यकता वाले व्यक्तियों के लिए व्यावसायिक शिक्षा: सन् २००१ की जनगणना के अनुसार २.१९ करोड़ लोग जो पूरी जनसंख्या का २.३ प्रतिशत होंगे वे किसी न किसी प्रकार की दिव्यांगता से प्रभावित रहे हैं। सामान्यतया लोगों में पाँच प्रकार की दिव्यांगता होती है — वाक्, दृष्टि, श्रवण, गति या मानसिक। भारत सरकार ने दिव्यांग लोगों की चिन्ता और कल्याण के लिए तीन कानून बनाए हैं, जिनमें से एक शिक्षा के समान अवसरों से अनिवार्यतः सम्बन्धित है।

सारांश:

सार रूप में हम कह सकते हैं कि व्यावसायिक शिक्षा के लिए आजादी से पूर्व से और आजादी के बाद निरन्तर त्वरित रूप से भारत सरकार निरन्तर कार्य कर रही है और क्रमशः अपने उच्चतम रूप में व्यावसायिक शिक्षा की दशा और दिशा में परिवर्तन आते दिखाई दे रहे हैं। व्यावसायिक शिक्षा विकास के पथ का एक ऐसा मार्ग है जो सिर्फ किसी राष्ट्र को विकासशील नहीं बनाता अपितु उस राष्ट्र के प्रत्येक राष्ट्र के प्रत्येक निवासी की आर्थिक स्थिति का सुधार करके, उसे पूर्णतः आत्मनिर्भर भी बनाता है। योग्य शिक्षकों की कमी, बुनियादी सुविधाओं की अनुपस्थिति, रोजगार बाजार की असंतुलित माँग, आपूर्ति, असहाय धारण और सार्वजनिक मानसिकता, सरकारी संस्थाओं एवम विनियमित तंत्र के मध्य समंजन का अभाव, अप्रचलित पाठ्यक्रम स्वायत्तता का अभाव आदि।

इस कार्य हेतु सरकार, पर्यवेक्षकों की एक टीम स्थापित कर सकती है जो व्यावसायिक और तकनीकी शिक्षा के मामलों की निगरानी, नियंत्रण एवम कार्यान्वयन के बेहतर तरीकों पर सरकार को सलाह देगी। आपको अवश्य ही स्वीकार करना चाहिए कि आपका ज्ञान देश के आर्थिक उत्थान एवम सामाजिक विकास का जनक है। हमारा देश ज्ञान—आधारित अर्थव्यवस्था और उसके भविष्य में परिवर्तित हो रहा है। आपकी क्षमताओं से निर्धारित किया जाएगा। नई ज्ञान अर्थव्यवस्था में, कौशल समुच्चय में पेशेवर, परिचालन और व्यवहार अंतर व्यक्तिगत और अंतर कार्यात्मक कौशल सम्मिलित होंगे। NEP-२०२० आगामी दशक में व्यवसायिक शिक्षा को चरणबद्ध तरीके से सभी स्कूल और उच्चतर शिक्षा संस्थानों में एकीकृत करके व्यवसायिक शिक्षा का सर्वोत्तम लक्ष्य प्राप्त करना रहेगा। अतः छम्ह.२०२० व्यावसायिक शिक्षा की दशा और दिशा में आमूलचूल परिवर्तन की ओर अपने उच्चतम रूप में कार्य करने का बहुत ही सकारात्मक कार्य करने वाली है।

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ऑनलाइन और डिजिटल शिक्षा : प्रौद्योगिकी की समान उपलब्धता

नागेन्द्र दत्त शर्मा

शोधार्थी (शिक्षा)

डॉ. ललित कुमार

शोध निर्देशक

श्री खुशाल दास विश्वविद्यालय, हनुमानगढ़

शोध सारांश

शिक्षण-अधिगम के अनेक प्रतिमानों में से एक ऑनलाइन और डिजिटल शिक्षा है। कोरोना काल में लॉक डाउन जैसी स्थितियों में इसकी आवश्यकता अधिक महसूस हुई। नयी शिक्षा नीति 2020 में इसको स्थान दिया गया है। लेकिन प्रश्न ये उठता है क्या सभी छात्रों की पहुँच डिजिटल माध्यमों तक है? क्या भारत के सुदूर इलाकों में आवश्यक तकनीकी ढांचा है? क्या ये परंपरागत शिक्षा का स्थान ले सकती है? नयी शिक्षा नीति में डिजिटल अन्तराल को समाप्त करने की बात कही गयी है तथा शिक्षक प्रशिक्षण को भी इसमें शामिल किया जाना है। ऑनलाइन और डिजिटल शिक्षा से सम्बंधित अनेक शोध किये गए जिनके निष्कर्ष सार्थक रहे, साथ ही इसमें समावेशी डिजिटल शिक्षा की आवश्यकता भी महसूस की गयी तथा इसे महामारी के समय बेहतर तरीके के साथ प्रयुक्त किया जा सकता है सबसे महत्वपूर्ण है- समावेशी डिजिटल शिक्षा।

बीज शब्द— शिक्षण-अधिगम, ऑनलाइन और डिजिटल शिक्षा, नयी शिक्षा नीति 2020, तकनीकी ढांचा, डिजिटल अन्तराल, समावेशी डिजिटल शिक्षा।

प्रस्तावना

मानव जीवन की शारीरिक मूलभूत आवश्यकताओं के बाद सबसे महत्वपूर्ण आवश्यकता शिक्षा है चाहे वह औपचारिक ढांचे में हो या अनौपचारिक अथवा मिश्रित रूप में अथवा प्रत्यक्ष/अप्रत्यक्ष। शिक्षा अनवरत रूप में पूरे जीवन चलती रहती है। अरस्तु ने कहा था कि मनुष्य एक सामाजिक प्राणी है जो समाज में नहीं रहता है वह या तो देवता है अथवा पशु, अतः सामाजिक जीवन में मनुष्य जब प्रवेश करता है यानी समाजीकरण की प्रक्रिया में शिक्षा एक महत्वपूर्ण कारक है, प्राचीन काल से वर्तमान काल तक व्यक्ति अनेक प्रकार से शिक्षा प्राप्त करता रहा है और शिक्षण अधिगम के नए प्रतिमान विकसित हुए हैं और भविष्य में भी होते रहेंगे। 21 वीं शताब्दी की महामारी यानी कोविड-19 के कारण हमारा जीवन बड़े बदलाव की ओर अग्रसर हुआ है। लोक डाउन अवधि के कारण लोग अपने घरों में सीमित हो गए, रोजमर्रा के कार्य रुक गए और इस समय शिक्षण अधिगम के नए प्रतिमान का महत्व सबको समझ में आया और ऑनलाइन और डिजिटल शिक्षा की आवश्यकता महसूस होने लगी। विश्व के अधिकांश देशों ने ऑनलाइन शिक्षा को अपनाया, भारत भी पीछे नहीं रहा और विभिन्न तरीकों के माध्यम से इसको लागू किया।

ऑनलाइन और डिजिटल शिक्षा की आवश्यकता— कोरोनाकाल में लॉकडाउन जैसी स्थितियों ने कई नई चुनौतियां प्रस्तुत की इसके चलते ऑनलाइन और डिजिटल शिक्षा की आवश्यकता महसूस की गई ताकि बच्चे, युवा अपने घरों में बैठकर शिक्षण अधिगम प्रक्रिया से जुड़े रहे और उनका शिक्षण प्रभावित ना हो। लेकिन लेकिन जब हम कोरोना अवधि से पूर्व की अवधि में दृष्टिपात करें तो हम यह पाते हैं कि ऑनलाइन और डिजिटल शिक्षा विविध रूपों के माध्यम से पूर्व में भी विश्व और भारत में दस्तक दे चुकी थी। वैश्वीकरण उदारीकरण और निजीकरण की 90 के दशक की पॉलिसी ने इसे तीव्र कर दिया था। इसी को ध्यान में रखते हुए नई शिक्षा नीति में इसे विशेष महत्व दिया गया और साफ तौर पर कहा गया कि इसे बढ़ावा दिया जाएगा।

वर्तमान में भारत में ऑनलाइन और डिजिटल शिक्षा लोकप्रिय हो गई है, लेकिन प्रश्न यह उठता है कि क्या सभी छात्रों की पहुँच डिजिटल माध्यमों तक है? क्या भारत में सुदूर इलाकों में आवश्यक तकनीकी ढांचा है?

क्या सभी छात्रों अभिभावकों की आर्थिक स्थिति इसके लिए उपयुक्त है? क्या सभी शिक्षक/अनुदेशक इसके लिए पूरी तरह से तैयार हैं? या ऑनलाइन और डिजिटल शिक्षा परंपरागत शिक्षा का स्थान ले सकती है?

एक रिपोर्ट के अनुसार, भारत में सक्रिय इंटरनेट उपयोगकर्ताओं के 2025 तक 900 मिलियन तक पहुँचने का अनुमान है, जो 2020 में 622 मिलियन से अधिक सक्रिय इंटरनेट उपयोगकर्ताओं से 45% अधिक है। साथ ही देश में इंटरनेट की पहुँच 2025 तक 55% तक पहुँचने की उम्मीद है।

इन सभी चुनौतियों के मद्देनजर नई शिक्षा नीति में साफ तौर पर यह इस बात पर जोर दिया गया है कि डिजिटल अंतराल को समाप्त किए बिना ऑनलाइन शिक्षा के उद्देश्य को प्राप्त करना संभव नहीं है। नई शिक्षा नीति 2020 में स्पष्ट तौर पर कहा गया है कि ऑनलाइन और डिजिटल शिक्षा के लिए तकनीक का उपयोग करते समय समानता के मूलभूत सिद्धांत की अवहेलना नहीं हो तथा प्रौद्योगिकी की समावेशी पहुंच हो, कोई भी विद्यार्थी इससे वंचित नहीं रह पाए। इसमें अध्यापक शिक्षा, प्रशिक्षण को भी स्थान दिया गया है क्योंकि पारंपरिक क्लासरूम शिक्षण में पारंगत अध्यापक को तकनीकी रूप से दक्ष करना भी जरूरी है, क्योंकि ये जरूरी नहीं की जो पारंपरिक क्लासरूम शिक्षण में पारंगत हो वो ऑनलाइन और डिजिटल शिक्षा में भी पारंगत हो। प्राथमिक शिक्षा से उच्च शिक्षा तक प्रौद्योगिकी के साथ शिक्षण के लिए कई अनुशंसा की गई इसके लिए नए प्लेटफार्म को विकसित करना शामिल है जैसे स्वयं, दीक्षा, निष्ठा, स्माइल, टू वे वीडियो, टू वे ऑडियो, आर के एस एम बी के, ई कक्षा, मिशन ज्ञान, जैसे अनेक इंटरफेस की आवश्यकता है। वर्चुअल लैब की स्थापना आदि। देश में कई जगहों पर जहां डिजिटल पहुंच नहीं है वहां पर वर्तमान में उपलब्ध टेलीविजन, रेडियो और सामुदायिक रेडियो का उपयोग कर शिक्षण सामग्री के प्रसारण में किया जा सकता है।

अध्ययन पद्धति

प्रस्तुत शोध पत्र पुस्तकालय अध्ययन पद्धति पर आधारित है जिसमें अनुसूची विधि और निरीक्षण विधि का प्रयोग किया गया है इसमें अध्ययन हेतु द्वितीयक तथ्यों को विभिन्न स्रोत पत्र-पत्रिकाओं, समाचार पत्रों, गजेटियर तथा शोध आलेखों से डाटा प्राप्त करने का प्रयत्न किया गया है।

परिकल्पनाएँ

1. ऑनलाइन एवं डिजिटल शिक्षा पद्धति परंपरागत शिक्षण विधि से बेहतर है।
2. ऑनलाइन और डिजिटल शिक्षा को अध्ययन के अवसर के रूप में लिया गया।
3. ऑनलाइन और डिजिटल शिक्षा की पहुँच सभी विद्यार्थियों तक है।
4. कोविड-19 की परिस्थितियों एवं महामारी की स्थिति में ऑनलाइन और डिजिटल शिक्षा को उपयुक्त शिक्षण विधि के रूप में काम में ली जा सकती है।

पूर्व में हुए शोध

ऑनलाइन और डिजिटल शिक्षा से जुड़े कई शोध पूर्व में भारत और विश्व में कई देशों में किए जा चुके हैं। इनमें से कुछ निम्नलिखित हैं—

1. नीतू काकानी एवं डॉक्टर मणि माला शर्मा (शोध प्रतिवेदन 2021-22) डाइट भीलवाड़ा, ने अपने शोध शीर्षक "प्राथमिक स्तर पर ऑनलाइन शैक्षिक सामग्रियों से अधिगम संबंधी समस्याओं का निदान एवं उपचार" पर शोध अध्ययन किया जिसमें शोध का क्षेत्र भीलवाड़ा जिले के राजकीय उच्च माध्यमिक विद्यालय, जूना गुलाबपुरा एवं अक्षय स्मारक राजकीय उच्च माध्यमिक विद्यालय, बनेड़ा को सम्मिलित किया गया। शोध का उद्देश्य ऑनलाइन शैक्षिक सामग्रियों में विद्यार्थियों की अधिगम संबंधी कठिनाइयों को ज्ञात करना, ऑनलाइन शैक्षिक सामग्रियों की उपलब्धता व प्रभाव की सार्थकता को समुन्नत करना था। शोधकर्ताओं ने पहली से पांचवी कक्षा के ऑनलाइन व्हाट्सएप ग्रुप से जुड़े छात्र-छात्राओं की संख्या 100 रखी। इसमें शोध विधि विकासात्मक विधि द्वारा क्रियात्मक अनुसंधान किया गया तथा प्रश्नावली उपकरण का उपयोग किया गया। अभिभावक प्रश्नावली से प्राप्त दत्तों का विश्लेषण करने पर यह पाया गया है कि यह अपने लक्ष्य पर 50 प्रतिशत ही सफल रहा शिक्षण की सफलता का

कारण शिक्षकों द्वारा व्हाट्सएप ग्रुप पर नियमित रूप से शिक्षण सामग्री प्रेषित करना व घर जाकर विद्यार्थियों के अभ्यास की जांच करना था। योजना अनुसार 100 प्रतिशत लक्ष्य की प्राप्ति नहीं होने का कारण अधिकांश अभिभावकों का अल्प शिक्षित होना, तकनीकी जानकारी ना होना तथा आर्थिक स्तर न्यून होना रहा आर्थिक स्तर पर न्यून होने के लिए अभिभावक अपने बच्चों को मोबाइल उपलब्ध कराने में सक्षम नहीं थे।

2. जैन जिनेंद्र राज ने अपने (शोध प्रतिवेदन 2021–22) शोध शीर्षक “माध्यमिक स्तर पर अपेक्षित अंग्रेजी विषय गत दक्षताओं के सुधार में ऑनलाइन अंग्रेजी ऐप्स की उपयोगिता एक अध्ययन” में राजकीय उच्च माध्यमिक विद्यालय, अरनिया रासा, शाहपुरा, भीलवाड़ा के कक्षा 10 के 10 विद्यार्थियों 5 छात्रों व 5 छात्राओं पर किया। इसमें क्रियात्मक परिकल्पना— अंग्रेजी विषय गत दक्षताओं के सुधार हेतु उपलब्ध ऑनलाइन लर्निंग ऐप में से कुछ स्तरीय ऐप्स के विकल्प सुझा कर उनके उपयोग का समुचित तरीका बता कर तथा नियमित उपयोग करने हेतु प्रेरित किया जाए तो दक्षता सुधार हेतु विद्यार्थी परंपरागत शिक्षण से अलग डिजिटल माध्यमों का प्रयोग मनोरंजन के साथ ही पठन-पाठन में करने हेतु प्रेरित होंगे। इसके लिए सर्वेक्षण प्रविधि को अपनाया गया।

दत्त संकलन हेतु शोधकर्ता द्वारा कक्षा 10 में (5 छात्रों व 5 छात्राओं) को शामिल करते हुए भाषा दक्षता में सुधार हेतु वर्तमान प्रवृत्ति का पता लगाने हेतु स्वनिर्मित प्रश्नावली को प्रशासित किया गया। प्राप्त प्रत्युत्तरों के विश्लेषण द्वारा अभिरुचि का पता लगाया गया।

शोध के निष्कर्ष इस प्रकार रहे —1. शोध प्रक्रिया अंतर्गत भाषा दक्षता विकास हेतु मोबाइल लर्निंग ऐप में उपयोग की प्रवृत्ति का विकास हुआ। 2. शोध पश्चात प्रश्नावली के उत्तरों में विश्लेषण द्वारा भाषा दक्षता में सुधार के प्रामाणिक तथ्य प्राप्त हुए 3. भाषा दक्षता विकास हेतु मोबाइल लर्निंग ऐप के उपयोग से विद्यार्थियों में न केवल भाषाओं में अप्रत्याशित सुधार हुआ बल्कि अंग्रेजी विषय के प्रति भय का निराकरण, स्वाभाविक अभिरुचि विकास को प्रभावी कक्षा शिक्षण में भी मदद मिली।

3. महाजन गौरव (2014) ने प्रौद्योगिकी के प्रति अभिवृत्ति अधिगम शैली एवं चिंतन के संबंध में अर्थशास्त्र विषय में शैक्षिक उपलब्धि पर कंप्यूटर सहाय अनुदेश के प्रभाव का अध्ययन किया। अध्ययन का मुख्य उद्देश्य प्रौद्योगिकी के प्रति अभिवृत्ति के दो स्तरों अनुकूल तथा प्रतिकूल अभिवृत्ति तथा अधिगम शैली और चिंतन की तीन स्तर— बांया मस्तिष्क, दांया मस्तिष्क तथा पूरे मस्तिष्क के संबंध में विद्यार्थियों की अर्थशास्त्र में शैक्षिक उपलब्धि पर कंप्यूटर सहाय अनुदेशन का अध्ययन करना था। अध्ययन में प्रयोगात्मक शोध विधि प्रयोग की गई। न्यादर्श का आधार 200 विद्यार्थियों का समस्तरीय विधि से लिया। प्रयोग करने से पूर्व कंप्यूटर सहाय अनुदेशन तथा परंपरागत अनुदेशनात्मक विधि समूह को पूर्व उपलब्धि प्रौद्योगिकी के प्रति अभिवृत्ति और अधिगम शैली तथा चिंतन के आधार पर समतुल्य बनाते हुए 2×2×2 बहुकारकीय प्रयोगात्मक शोध अभिकल्प का प्रयोग किया गया। दत्तों का विश्लेषण करने के लिए प्रसरण विश्लेषण सांख्यिकी तकनीक काम में ली गई। अध्ययन के निष्कर्ष में पाया कि अर्थशास्त्र विषय में शैक्षिक उपलब्धि पर कंप्यूटर सहाय अनुदेशन का प्रभाव सार्थक नहीं पाया।

4. भदोरिया, नवनीत (2014) ने उच्च प्राथमिक स्तर पर विज्ञान विषय में धातु—अधातु तथा ध्वनि इकाइयों पर कंप्यूटर सहाय अनुदेशन तैयार कर उसकी प्रभावशीलता का मूल्यांकन परंपरागत शिक्षण विधि के परिपेक्ष में किया। कुल 240 विद्यार्थियों का न्यादर्श लिया गया। प्रयोग में क्षेत्र प्रयोग विधि का उपयोग किया बहुकारकीय प्रयोगात्मक शोध अभिकल्प प्रयुक्त की गई। इनके शोध परिणाम ये बताते हैं कि कंप्यूटर सहाय अनुदेशन द्वारा उक्त इकाइयों की शैक्षिक उपलब्धि कंप्यूटर सहाय अनुदेशन विधि द्वारा परंपरागत शिक्षण विधि के अपेक्षा सार्थक रूप से अधिक पाई गई।

5. रेगन एन. रोबिनसन (2017) में नाइजीरिया के राइवर्स स्टेट में तकनीकी महाविद्यालय के विद्यार्थियों की बेसिक इलेक्ट्रिसिटी में निष्पत्ति पर कंप्यूटर सहाय अनुदेशन की प्रभावशीलता पर अध्ययन किया। अध्ययन हेतु विद्यार्थियों का न्यादर्श उद्देश्य पूर्ण न्यादर्श तकनीक का उपयोग करने करते हुए 60 विद्यार्थियों में चुनाव यादृच्छिक विधि से किया गया जिनमें 30 छात्र तथा 30 छात्राएं थी। अध्ययन के लिए बेसिक इलेक्ट्रिसिटी परीक्षण (बीईटी) का उपयोग किया गया जिसकी वैधता विशेषज्ञों की राय से ज्ञात की गई और विश्वसनीयता परीक्षण पुनः परीक्षण

विधि से ज्ञात की गई। पियर्सन के प्रोडक्ट मोमेंट विधि से सहसंबंध गुणांक 0.65 प्राप्त हुआ अध्ययन हेतु पूर्व व पश्च कवासी परीक्षण का चयन किया गया। दत्त विश्लेषण के लिए समांतर माध्य तथा सह प्रसरण विश्लेषण सांख्यिकीय तकनीक का उपयोग किया। दत्त विश्लेषण के पश्चात कंप्यूटर सहाय अनुदेशन परंपरागत शिक्षण की तुलना में सार्थक रूप से श्रेष्ठ पाया गया लेकिन पुरुष एवं स्त्री विद्यार्थियों के पश्च परीक्षण के प्रदर्शन में महत्वपूर्ण अंतर नहीं देखा गया।

6. इंटरनेट और उच्च शिक्षा (खंड 19 अक्टूबर 2013) रयान आर. ओटर, स्कॉट सिपेल, अलेक्सजेंडर, कैरल, जौयग्रे, करेन पीटरसन और किम सेडलन ने ऑनलाइन और पारंपरिक पाठ्यक्रमों की छात्र और संकाय की धारणाओं की तुलना का अध्ययन किया। इस अध्ययन में संकाय और छात्रों की धारणाओं की तुलना करने के लिए दो अलग लेकिन समकक्ष सर्वेक्षण विकसित किए गए थे। ऑनलाइन और पारंपरिक प्रारूपों का उपयोग करके एक ही पाठ्यक्रम को पढ़ाने वाले शिक्षकों की धारणाओं की तुलना उन छात्रों की धारणाओं से की गई जिन्होंने 7- बिंदु लिकर्ट स्केल की एक श्रृंखला का उपयोग करके ऑनलाइन और पारंपरिक पाठ्यक्रम लिया है। डाटा के विश्लेषण में संकाय और छात्रों के बीच औसत मूल्यों की तुलना और प्रश्नों के बीच संबंधों को निर्धारित करने के लिए पियर्सन सहसंबंध का उपयोग किया गया। इस शोध के महत्वपूर्ण निष्कर्ष से पता चला कि संकाय धारणाओं की तुलना में छात्र ऑनलाइन पाठ्यक्रमों को अधिक स्व निर्देशित के रूप में देखते हैं और मानते हैं कि ऑनलाइन छात्रों की खुद को पढ़ने के लिए अधिक इच्छुक होना चाहिए। ऑनलाइन पाठ्यक्रमों में छात्र, प्रोफेसर्स और साथी छात्रों से अलगाव महसूस करते हैं। इसके अलावा संकाय छात्रों की तुलना में ऑनलाइन पाठ्यक्रमों की सफलता के लिए प्रोफेसर की भूमिका को अधिक महत्वपूर्ण मानते हैं।

निष्कर्ष एवं सुझाव

विभिन्न शोधों के निष्कर्षों के रूप में हम पाते हैं कि ऑनलाइन और डिजिटल शिक्षा महत्वपूर्ण है इनकी सफलता को देखा गया है लेकिन परंपरागत शिक्षण विधि के साथ साथ ही इसे अपनाया जाए तो यह बेहतर होगी।

कोरोना अवधि में बच्चे मोबाइल /लैपटॉप व कम्प्यूटर के आदी हो गए इसका दुरुपयोग भी देखा गया अतः इसे सावधानी के साथ उपयोग को बढ़ावा दिया जाये।

कोविड-19 जैसी महामारी के तहत यह अत्यंत लाभकारी रही है और इसे अवसर के रूप में लिया जाना चाहिए। भारत जैसे विकासशील देश में डिजिटल अंतराल है सभी विद्यार्थियों की पहुंच तकनीक तक नहीं है अतः डिजिटल अंतराल को पाटा जाए।

भारतीय भाषाओं की विविधताओं को सम्बोधित करने के लिए स्थानीय भाषाओं में गुणवत्तापूर्ण ई-सामग्री विकसित करना।

नई राष्ट्रीय शिक्षा नीति 2020 में ऑनलाइन और डिजिटल शिक्षा के जो प्रावधान किए गए हैं कि भविष्य के लिए अच्छे हैं लेकिन इसके लिए डिजिटल खाई को पाटना भी बेहद जरूरी है ताकि सभी विद्यार्थियों तक प्रौद्योगिकी की समान पहुंच हो सके तभी नई शिक्षा नीति 2020 के उद्देश्यों को प्राप्त किया जा सकता है।

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नई शिक्षा नीति में कला समेकित शिक्षण से शैक्षणिक वातावरण का निर्माण

जयपाल सोनी,

अध्यापक, राजकीय माध्यमिक विद्यालय, लाखनसर, श्रीङ्गरगढ़,
जिला — बीकानेर (राज.)

सार

किसी भी व्यक्ति, समाज और देश का उत्थान शिक्षा द्वारा संभव है। वर्तमान में शिक्षा के क्षेत्र में मुख्य उद्देश्य गुणवत्तापूर्ण शिक्षा उपलब्ध कराना है। आधुनिक युग में विद्यालय का बेहतर शैक्षणिक वातावरण में ही छात्रों को गुणवत्ता युक्त शिक्षा प्रदान की जा सकती है। बेहतर शैक्षणिक वातावरण के निर्माण में कला आधारित शिक्षण बेहद प्रभावी है। क्योंकि विद्यालय का वातावरण ऐसा बनाना आवश्यक है कि छात्रों को शिक्षण में रुचि एवं आनंद का अनुभव हो। कला समेकित शिक्षण में छात्रों की शिक्षण के प्रति रुचि बढ़ती है तथा उनकी सहभागिता भी सुनिश्चित होती है। शिक्षण प्रभावी तथा अधिगम स्थाई हो इस हेतु आवश्यक है कि पाठ्य चर्चा नियोजन में कला समेकित गतिविधियों को समाहित किया जाए। शिक्षक पढ़ाने के लिए चाहे कितना ही उत्सुक हो अगर छात्र की सहभागिता नहीं रहेगी तो वह शिक्षण व्यर्थ है। विद्यालय में शिक्षक शिक्षार्थी बहुत अंतर्क्रिया करते हैं जिनमें कला का समावेशन आवश्यक है। वर्तमान तकनीकी युग में शिक्षा में आईसीटी आधारित शिक्षण जिसमें नवाचार और कला समेकित शिक्षा समावेशित हो तो पाठ्यक्रम बेहद रोचक हो जाएगा। कला आधारित शिक्षण का उद्देश्य छात्रों को कलाकार बनाना नहीं बल्कि उनकी अभिरुचियों को जगाना है ताकि बालक अपने विचारों और इच्छाओं को किसी माध्यम से व्यक्त कर सके। विद्यालय की औपचारिक व अनौपचारिक गतिविधियों में कला आधारित शिक्षण में नवाचार छात्रों का विद्यालय से जुड़ाव सुनिश्चित करेगा। यह बाल केंद्रित होने के साथ-साथ सरल से जटिल की ओर चलने वाली बोधगम्य पद्धति है। प्रकाश जावड़ेकर ने भी कहा है देश की गुणवत्ता में सुधार व सर्वोच्च प्राथमिकता है। इस हेतु पाठ्यक्रम में कला समेकित शिक्षण (AIL) को बढ़ावा दिया जाना चाहिए तथा कला समेकित शिक्षण हेतु प्रशिक्षण आयोजित किए जाने चाहिए।

परिचय

शिक्षा छात्र की अंतर्निहित समस्त शक्तियों को बाहर लाने का एक साधन है इसलिए शिक्षा प्रत्येक बालक के लिए आवश्यक है। स्वतंत्रता के पहले से हमने सभी बालक बालिकाओं को शिक्षा से जोड़ने के लिए कई नीतियां बनाई है लेकिन अब हमारा मुख्य उद्देश्य सभी बालक बालिकाओं को गुणवत्ता युक्त शिक्षा उपलब्ध कराना है। शिक्षार्थियों की क्षमता के विकास में कला की अहम भूमिका है। कला द्वारा शिक्षण रोचक और आनंददायी होता है। यह गतिविधि आधारित बाल केंद्रित रचनात्मक शिक्षण को जागृत करने वाला होता है अतः शिक्षण में विद्यालय के वातावरण को सहायक बनाने में गुणवत्ता युक्त शिक्षा एक अहम साधन है। कला का सभी विषयों से संबंध है उन सभी विषयों को रचनात्मक बनाकर पढ़ाना ही कलात्मक शिक्षण है। यही कला समेकित शिक्षण कहलाता है। यूनिसेफ सम्मेलन २००० और यूनेस्को के अनुसार गुणवत्तापूर्ण शिक्षा के चार आयाम हैं—शिक्षार्थी, वातावरण, सामग्री, प्रक्रिया, परिणाम। सभी आयामों के बेहतर प्रबंधन हेतु वर्तमान शोध में गुणवत्तापूर्ण शिक्षा और बेहतर शैक्षणिक वातावरण के निर्माण में कला समेकित शिक्षण भूमिका पर प्रकाश डालता है।

कला और कला समेकित शिक्षण का महत्व और पृष्ठभूमि

कला समेकन से छात्र की संपूर्ण गतिविधि विकास में शामिल होती है। छात्र भौतिक भावनात्मक व शारीरिक रूप से सीखने में ध्यान देता है— Lynch, P (2007)

जिन बच्चों के पास एक ऐसा वातावरण होगा जिसमें कला और खेल के माध्यम से खुद को अभिव्यक्त करते हैं वे सम्भवतः स्कूल में खुश होंगे। इससे सकारात्मक दृष्टिकोण का विकास होगा। Bhroin (2007)

बालक के द्वारा उसकी वास्तविकता और जैसी उसको समझ हैं को कला या खेल से व्यक्त करना उसके लिए भावनात्मक संज्ञानात्मक और सामाजिक रूप से महत्वपूर्ण हैं। Piaget (१९६२)

कला समेकन तब होता है जब शिक्षक ऐसी मुख्य विषय में विशिष्ट कौशल अवधारणाओं या विचारों की पहचान करते हैं जिन्हें समानांतर कला अनुभव द्वारा बाद में बढ़ाया जाए। Rebkin and Redmond (२००६)

मनुष्य के जीवन में खासकर बाल्यावस्था में कला का बहुत महत्व है जो मनुष्य के जीवन में आनंद का संचार करती है। कला दरअसल बुद्धि की रचनात्मकता से संबंधित है। इसलिए इस शोध चयन का उद्देश्य है कि वर्तमान में गुणवत्ता युक्त शिक्षा उपलब्ध करवाई जाए तथा विद्यालय में बेहतर शैक्षणिक वातावरण बनाया जाए। कला समेकित शिक्षा विद्यालय में शैक्षणिक आधार तैयार करने का महत्वपूर्ण माध्यम है।

राष्ट्रीय पाठ्यचर्या रूपरेखा २००५ में प्रारंभिक बाल्यावस्था में शिक्षा के संबंध में कला को विशेष ध्यान स्थान दिया है, वहीं अध्यापकों के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा २००९ में भी शिक्षकों के लिए कला के विभिन्न आयामों को शामिल करने का प्रस्ताव दिया। नई शिक्षा नीति २०२० में भी फाउंडेशन चरण की शिक्षा में मस्तिष्क विकास को खेल और सक्रिय खोज के आधार पर सीखने की बात कही गई है। इस नीति में ४ वर्षीय एकीकृत बैचलर ऑफ एजुकेशन प्रोग्राम पर जोर दिया गया है जिसमें कला खेलकूद व व्यवसायिक शिक्षा पर फोकस रखा गया है। इसमें शिक्षार्थी अनुकूल वातावरण बनाने का जिक्र किया गया है। वास्तव में गुणवत्ता युक्त शिक्षा के लक्ष्य को पूरा करने के लिए शिक्षार्थी अनुकूल वातावरण, शिक्षार्थी सहभागिता एवं शिक्षक छात्र संवाद को बढ़ाने से ही संभव है। विद्यालयों में शैक्षणिक माहौल बने, इसलिये वर्तमान शिक्षा में कला समेकित शिक्षण की अति आवश्यकता है। इस दिशा में हम प्रार्थना सत्र से लेकर कम समय के अंतराल, मध्यावधि अंतराल से संपूर्ण अवकाश तक की प्रतिदिन की बहुत सारी गतिविधियों को कला समेकित शिक्षण में शामिल कर सकते हैं। अगर शिक्षण दैनिक जीवन की गतिविधियों पर आधारित होकर पाठ्यपुस्तक तक पहुंच बनाएगा तो वह अधिक प्रभावी होगा क्योंकि छात्रों को करके सीखने में अधिगम प्राप्ति सरल लगती है। शैक्षणिक परिवेश में सृजनात्मकता, रचनात्मकता अर्थात् कला सौंदर्य आनंद की अनुभूति कराएगी जिससे शिक्षण के प्रति छात्रों की रुचि बढ़ेगी। टॉलस्टॉय के अनुसार अपने भावों की क्रिया, रेखा, रंग व अन्य शब्द द्वारा इस प्रकार अभिव्यक्त करना कि उसे देखने या सुनने में भी वही भाव उत्पन्न करें, वह कला है। बालक स्वयं के विचारों को दूसरे के सामने रखने में रुचि रखता है। वह जिज्ञासु भी होता है अतः उसके सवाल भी बहुत सारे होते हैं। बालक को जो अच्छा लगे वह जोड़ता है और अच्छा न लगे वह तोड़ता है यह दोनों ही जोड़ना और तोड़ना उसकी सृजनात्मकता है। इस रचनात्मकता को प्रोत्साहन देने की आवश्यकता है। उसकी कला समेकित शिक्षण से अधिगम प्राप्ति सरल व प्रभावी रहेगी। क्रिकेट के खेल को देख रहा बालक अचानक कठपुतली का खेल शुरू होने पर कठपुतली का खेल देखना पसंद करेगा क्योंकि कठपुतली के खेल में कला है। इसी प्रकार बालक पाठ्य पुस्तक में ज्ञान को गतिविधि आधारित करने की आवश्यकता है वर्तमान शिक्षा प्रणाली बाल केंद्रित शिक्षा पर जोर दे रही है। विद्यालय में शिक्षक व छात्र औपचारिक व अनौपचारिक गतिविधियों को करते हैं इनमें बहुत सी गतिविधियों में कला का समावेश होता है। कक्षा कक्ष में विद्यालयों में कला समेकित शिक्षण के अंतर्गत विभिन्न गतिविधियों का आयोजन करा सकते हैं।

कार्य एवं आवश्यकता (work and needs)

शैक्षणिक माहौल बनाने के लिए शिक्षकों की स्वायत्तता भी जरूरी है ताकि वे बच्चे की आवश्यकताओं का ख्याल रख सकें। वर्तमान में जितना लचीलापन शिक्षार्थी के लिए आवश्यक है उतना ही अध्यापक के लिए भी आवश्यक है। कला समेकित शिक्षण का कार्य शिक्षक छात्र में निकटता व संवाद स्थापित करना भी है जिससे उचित शैक्षणिक माहौल तैयार होगा। कला समेकित शिक्षण को पाठ्यचर्या के

नियोजन में स्थान देना चाहिए ताकि बेहतर शैक्षणिक वातावरण के निर्माण में अपनी भूमिका निभा सकें। विभिन्न प्रशिक्षण संस्थानों द्वारा प्रशिक्षण भी आयोजित किए जाएं। शिक्षकों की सहायता हेतु कला समेकित शिक्षण आधारित मार्गदर्शिका प्रकाशित की जानी चाहिए। शिक्षा के उत्थान हेतु प्राथमिक शिक्षकों के लिए हर वर्ष शोध के मार्ग भी खोले जाएं जाएं ताकि इस स्तर पर आने वाली मुश्किलों को गहराई से को समझा जा सके।

प्रार्थना सत्र में सरस्वती वंदना, दोहे, राष्ट्रगीत, राष्ट्रगान, प्रश्नोत्तरी अखबार वाचन और प्रेरक प्रसंग वाचन जैसी गतिविधियां आयोजित करवा सकते हैं। इससे छात्रों में भाषाई ज्ञान व्याकरणिक ज्ञान का विकास तो होगा ही साथ ही संवाद के गुण विकसित होंगे।

लंच समय में भोजन के दौरान पंक्तियों में बैठना, भोजन परोसना, भोजन से पहले मंत्रोच्चारण क्रियाओं से छात्रों को स्वच्छता स्वस्थता के प्रति जागरूक कर सकते हैं। कक्षा शिक्षण में छात्रों को कहानी, कविता वाचन व प्रेरक प्रसंग द्वारा प्रस्तावना बनाकर शिक्षण कराना छात्रों को शिक्षण हेतु गंभीर बनाने का कार्य करता है।

म्यूजिकल चेयर खेल में हिंदी अंग्रेजी की कविताओं को रिकॉर्ड कर प्रयोग कर सकते हैं इससे भाषाई विषयो में रुचि बढ़ेगी। आशु भाषण प्रतियोगिता वाद—विवाद प्रतियोगिताओं के आयोजन करवाने से बौद्धिक ज्ञान में बढ़ोतरी तो होगी ही साथ ही साथ व्याकरणिक ज्ञान व साहित्य के प्रति रुचि बढ़ेगी।

विद्यालयों में उत्सव आयोजन यथा समय होने चाहिए इसमें संगीत, नृत्य और नाटक की गतिविधियां होती है इससे छात्रों की व्यवहारिकता तथा सामाजिकता का विकास होगा।

योगासन और पिरामिड जैसी गतिविधियां पूर्व बाल्यावस्था में मात्र एक आकृति दिखाई देती है परंतु वह बालकों के गुणवत्तापूर्ण शिक्षा हेतु शारीरिक विकास के साथ—साथ ज्यामिति आकृतियों की समझ को भी विकसित करती है। चित्रकारी और पेंटिंग प्राथमिक कक्षा के छात्रों का पसंदीदा कार्य ही नहीं बल्कि सृजनात्मकता और रचनात्मकता को आगे बढ़ाने की महत्वपूर्ण विधि है। एक बालक संपूर्ण वर्णमाला सीखने की शुरुआत आड़ी तिरछी लाइनों से ही करता है जो चित्रकला की प्रथम सीढ़ी है।

गांधी जयंती, बाल दिवस, कृष्ण जन्माष्टमी जैसे पर्वों पर विचित्र वेशभूषा या व्यक्ति विशेष की वेशभूषा पहनकर प्राथमिक कक्षा के छात्र मॉडलिंग कर सकते हैं तथा उच्च आदर्शों को मन में स्थापित कर सकते हैं। विद्यालय में रंगोली, मांडणा अंकन कर डिजाइन के बारे में सीख सकते हैं। विद्यालय में चित्र प्रदर्शनी द्वारा आदर्श व्यक्तित्व के बारे में जान सकते हैं साथ ही चित्रों और रंगों के प्रति विभिन्न विषयों की समझ बढ़ा सकते हैं।

पुस्तकालय के साथ साथ विद्यालय में एक म्यूजियम की स्थापना कर सकते हैं जिससे छात्रों में संग्रह की प्रवृत्ति विकसित होगी। खेल के मैदान में छात्रों का सदैव आकर्षण होता है वहां विभिन्न खेलों से छात्रों का शारीरिक, मानसिक विकास तो होगा ही इससे छात्रों में ऊर्जा और ताजगी का संचार होगा।

छात्रों को रेलगाड़ी के डिब्बे बनाकर गतिविधियों का आयोजन कराया जा सकता है। विभिन्न रंग बिरंगी कार्ड बनाकर सब छात्रों को बांट दिए जाएं उन पर अपनी मर्जी से अधिक लिखने का कहा जाए फिर उन्हें एकत्रित करके जोड़ बाकी गुणा भाग आदि सिखाये जा सकते हैं।

छात्रों को आपस में घेरा बनाकर उनसे क्रम से संख्या पूछने की गतिविधियां कराई जा सकती हैं। बच्चों के दुकानदार ग्राहक बनाकर खेल खिलाए जा सकते हैं जिनसे वे दैनिक उपयोग की सामग्री खरीदने का नाटक कर रुपए पैसों का हिसाब किताब सीख सकते हैं। विवाह, मेलों, बाजारों आदि का काल्पनिक भ्रमण करवा कर छात्रों को उनकी इच्छा के अनुसार भोजन, खरीदारी, कपड़ों आदि की जानकारी पुस्तिका में नोट कर उनके विचारों को जान सकते हैं। विद्यालय परिसर में कंकड़ पत्थर इकट्ठे कर उनके द्वारा गणितीय संक्रियाएं हल करवाई जा सकती है।

हरित पाठशाला कार्यक्रम के अंतर्गत विद्यालय में बाल वाटिका विकसित कर सकते हैं जिसमें पौधों को लगाकर उसका नामकरण संस्कार, वाटिका का नाम किसी महान व्यक्ति के नाम पर रखना, पौधों की

जिम्मेदारी विद्यार्थियों में बांटना, इन समस्त गतिविधियों से विद्यालय का सौन्दर्यीकरण होता है जिससे छात्रों का विद्यालय के प्रति लगाव बढ़ता है। इससे पर्यावरण संरक्षण की जानकारी मिलती है वह शारीरिक और मानसिक क्षमता का विकास होता है। विभिन्न पेड़ पौधों का वर्गीकरण कर उनकी विशेषताओं के बारे में जान सकते हैं। पेड़ पौधों व उनकी पत्तियों को गिनना गणितीय संक्रियाएं सीखने में सहायक सिद्ध हो सकता है।

बालसभा—किसी कार्यक्रम या उत्सव पर सभी छात्रों का प्रस्तुतीकरण नहीं हो पाता इससे उन्हें अपने विचारों को प्रस्तुत करने का अवसर नहीं मिलता है परंतु बाल सभा में हर छात्र की सहभागिता हो सकती है इससे प्रत्येक छात्र को अपने विचारों व कला के प्रदर्शन का मौका मिलता है जिससे उसके सर्वांगीण विकास में सहायता मिलती है। राजस्थान में सार्वजनिक बाल सभाएं होती हैं जिससे छात्रों का समुदाय से जुड़ाव सुनिश्चित हो रहा है।

विद्यालयों में लहर कक्ष जैसी योजनाएं संचालित होनी चाहिए जिसके अंतर्गत मुख्य द्वार से लेकर हर कक्षा कक्ष एवं दीवारों पर ज्ञानवर्धक चित्रों व अनमोल विचारों का चित्रण किया जा सकता है। आईसीटी बेस्ड लर्निंग में लयात्मकता ऑडियो और कलात्मक विजुअल आर्ट का अधिक से अधिक प्रयोग होना चाहिए। इसमें तकनीक का समावेश से छात्रों की शिक्षण के प्रति समझ बढ़ेगी और स्थाई ज्ञानार्जन होगा।

प्रत्येक विद्यालय का स्वयं का एक प्रोजेक्ट होना चाहिए। इसके अंतर्गत विद्यालयों में उपलब्ध भौतिक संसाधनों द्वारा सुनियोजित ढंग से उत्सव आयोजनों और विकास कार्यक्रमों का आयोजन होना चाहिए इससे आभिभावकों, छात्रों को प्रोत्साहन मिलेगा तथा ऊर्जा का संचार होगा।

विद्यालय में हर वर्ष शैक्षणिक व गैरशैक्षणिक गतिविधियों को बेहतर ढंग से करने का संदेश देने और अनुशासन स्थापना हेतु आदर्श दिवस मनाया जा सकता है। नोबेल स्टूडेंट पुरस्कार भी दिया जा सकता है।

कला समेकित शिक्षण के लाभ

१. कला आधारित गतिविधियों से छात्र अध्ययन के प्रति उत्सुक रहने लगते हैं।
२. पाठ्यपुस्तक में कम रुचि लेने वाले छात्र भी अब कला आधारित गतिविधियों के कारण पाठ्यपुस्तक से जुड़ने लगे हैं।
३. जो छात्र केवल खेल में रुचि लेते थे वे अब योगाभ्यास पिरामिड खेल गतिविधियों के कारण विद्यालय से जुड़ने लगे हैं।
४. पूर्व ज्ञान आधारित कला गतिविधि से बेहतर प्रस्तावना के कारण कक्षा में शैक्षिक वातावरण बन जाता है।
५. कक्षा कक्ष में कलात्मक चित्राकृतियों से सुसज्जित होने के कारण छात्रों को आकर्षित करता है।
६. कला समेकित गतिविधियों से शिक्षण आनन्ददायी होता है।
७. रोचक प्रार्थना सत्र, उत्सव आयोजन और हरित पाठशाला जैसे कार्यक्रमों से छात्रों का विद्यालय से जुड़ाव होता है।
८. छात्रों का किसी प्रोजेक्ट से जुड़ाव करते हैं तो वे उसे अपना मानने लगते हैं इससे छात्र पूर्ण मनोयोग से कार्य करते हैं।
९. कला समेकित गतिविधियां प्रत्येक छात्र को संवाद व विचार विमर्श विमर्श का अवसर प्रदान करती हैं।
१०. कला समेकित शिक्षण छात्रों के जीवन से संबंध स्थापित होता है।
११. कला समेकित शिक्षा से गुणवत्ता युक्त शिक्षा प्राप्त होती है।
१२. छात्रों को भी कला समेकित शिक्षण समेकित शिक्षण सक्रिय करता है।

- १३.समावेशी शिक्षा में कला समेकित शिक्षण कला समेकित शिक्षण सहायक छात्रों के चरित्र निर्माण और व्यक्तित्व विकास में सहायक व्यक्तित्व विकास में सहायक है।
१४.छात्रों में सामाजिकता का विकास होता है।

निष्कर्ष

कला समेकित शिक्षण विद्यालय में बेहतर शैक्षणिक वातावरण के निर्माण में आधारशिला है। इसके द्वारा छात्रों में विषय के प्रति रुचि जाग्रत होती है साथ ही विद्यालय से जुड़ाव भी बढ़ता है। कला शिक्षण की गतिविधियां बालक की प्राथमिक शिक्षा के स्तर पर प्रेरणास्पद होती है यह छात्र को समस्या के समाधान के लिए को सक्रिय करती है। इस प्रकार प्रारम्भिक स्तर पर कला समेकित शिक्षण गुणवत्तापूर्ण शिक्षा के लक्ष्य को प्राप्त करने का महत्वपूर्ण माध्यम हो सकता है। कला समेकित शिक्षण द्वारा विद्यालय में छात्रों की निरंतरता व नियमितता सुनिश्चित होती है। इसे प्रभाव प्रभावी तरीके से लागू करने के लिए पाठ्यचर्या के नियोजन में शामिल करना आवश्यक है। विद्यालय स्तर पर इस हेतु योजना निर्माण एवं बेहतर क्रियान्वयन के लिए अध्यापकों को प्रशिक्षित करने की आवश्यकता है।

सन्दर्भ

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राष्ट्रीय शिक्षा नीति २०२० : अवसर और चुनौतियां

शिवा बंसल

शोधार्थी (वाणिज्य)

टांटिया विश्वविद्यालय, श्रीगंगानगर

सारांश

भारतवर्ष में प्राचीन काल में परंपरागत शिक्षा पद्धति प्रचलित थी जिसमें गुरुकुल व्यवस्था के अंतर्गत विद्यार्थियों को बाल्यकाल में शिक्षा ग्रहण करने हेतु गुरुकुल भेज दिया जाता था। यह व्यवस्था हमारे प्राचीन धर्म ग्रंथों रामायण, महाभारत आदि में वर्णित आश्रमों, नालंदा व तक्षशिला विश्वविद्यालय जैसी प्रतिष्ठित संस्थाओं से समझी जा सकती है जिनमें विदेशों से अध्ययन हेतु विद्यार्थी आते थे। आधुनिक युग में हमारे देश में शिक्षा व्यवस्था हेतु प्रमुख रूप से शिक्षा नीतियां वर्ष १९६८, १९८६ एवं २०२० में लागू की गई हैं। वर्तमान में केंद्र सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० पूरी तरह लागू करने का लक्ष्य वर्ष २०४० तक रखा गया है। नई शिक्षा नीति में रोचक, महत्वपूर्ण व अनुकरणीय विचार समाहित किए गए हैं। साथ ही इसमें कुछ नई चुनौतियां भी उपस्थित होने की संभावना है। अवसर के तौर पर इसमें बालक की सामाजिक, आर्थिक और मनोवैज्ञानिक आवश्यकताओं को ध्यान में रखकर अनेक प्रावधान किए गए हैं, साथ ही नवाचारों को भी प्रोत्साहित किया गया है। शिक्षा के क्षेत्र में हुए इन नये सृजनात्मक स्वरूप को सही मायनों में गुणात्मक अभिवृद्धि के रूप में देखा जा सकता है यदि इसके क्रियान्वयन में आने वाली समस्याओं को दूर कर दिया जाए।

मुख्य शब्द: राष्ट्रीय शिक्षा नीति २०२०, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, अवसर, चुनौती।

प्रस्तावना

राष्ट्रीय शिक्षा नीति २०२०, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, अवसर, चुनौती भारत सरकार द्वारा गंभीर मंथन एवं वर्तमान में प्रचलित शिक्षा नीति की कमियों से सबक लेते हुए राष्ट्रीय शिक्षा नीति २०२० प्रस्तुत की गई है। यह प्रारूप सरकार, शिक्षाविदों तथा भारत की आम जनता से प्राप्त हुए बहुमूल्य एवं सार्थक विचारों को ध्यान में रखकर तैयार किया गया है जो कि आज हम सभी के समक्ष राष्ट्रीय शिक्षा नीति २०२० के स्थूल रूप में विद्यमान है।

इस प्रारूप को भारत सरकार के मानव संसाधन विकास मंत्रालय (वर्तमान में शिक्षा मंत्रालय) द्वारा तैयार किया गया है। वस्तुतः इस प्रारूप पर भारत सरकार द्वारा विगत ५ वर्षों से निरंतर कार्य किया जा रहा था। इस वर्ष माह मई २०१९ में इसे सार्वजनिक कर दिया गया था तत्पश्चात सम्बद्ध पक्षों सहित आम जनता से सुझाव मांगे गए थे। सरकार का यह कदम भारत के लोकतंत्रात्मक शासन में आम जनता का विश्वास बनाए रखने एवं मजबूत करने के वृहद लक्ष्य को रेखांकित करता है। नई शिक्षा नीति २०२० को भारत सरकार द्वारा २९ जुलाई २०२० को कैबिनेट की मंजूरी के पश्चात घोषित किया गया। वर्ष २०२० में इस प्रस्ताव को स्वीकार करने के कारण ही इसका नामकरण राष्ट्रीय शिक्षा नीति २०२० रखा गया। इस शोध पत्र में "स्कूलों में पाठ्यक्रम और शिक्षण शास्त्र" पर एक अध्ययन किया गया है तथा इसके माध्यम से नए डिजाइन में स्कूल पाठ्यक्रम के पुनर्गठन पर विचार प्रस्तुत किए गए हैं। इस पुनर्गठित ढांचे को ५ + ३ + ३ + ४ के रूप में पहचाना जा रहा है।

वर्तमान में स्कूल शिक्षा में भारत में १०+२ ढांचे का अनुसरण किया जा रहा है। स्कूल शिक्षा के ढांचे में प्रमुख रूप से एक यही परिवर्तन दृष्टिगोचर हो रहा है। इस परिवर्तन से विद्यार्थियों की

उम्र के विभिन्न पड़ावों पर विकास की अलग-अलग अवस्थाओं के मुताबिक उनकी रुचियां और विकास की आवश्यकताओं पर समुचित ध्यान दिया जा सकेगा।

इस शोध पत्र के माध्यम से यह प्रस्तुत किया गया है कि नई डिजाइन की यह स्कूल व्यवस्था हमारे लिए सकारात्मकता के साथ-साथ कुछ चुनौतियों को भी हमारे समक्ष प्रस्तुत करती है।

अध्ययन का उद्देश्य

१. नई डिजाइन ५ + ३ + ३ + ४ के स्कूली पाठ्यक्रम की अनुशंसा का विश्लेषणात्मक अध्ययन करना।
२. इस व्यवस्था को एक अवसर के रूप में कैसे प्रस्तुत किया जाए और इस बिंदु पर विचार करना।
३. नई शिक्षा नीति के क्रियान्वयन में धरातल पर आने वाली समस्याओं की वास्तविकता को परखना।

साहित्यावलोकन

प्रोफेसर सतीश देशपांडे के अनुसार प्राचीन भारत में सामाजिकी सदैव सरकार/शासन द्वारा नियंत्रित रही। इस नियंत्रण के परिणाम स्वरूप अब उच्च शिक्षा के साथ भी वही हो रहा है जो ३० या ४० वर्ष पहले विद्यालय शिक्षा के साथ हुआ। अभिभावकों ने सरकारी स्कूलों में आस्था को दरकिनार कर निजी स्कूलों में नई आस्था स्थापित की। इस प्रकार अभिजात्य वर्ग सदैव अभिजात्यात्मता के विकल्प अवश्य ढूंढता है। इन्होंने हमारी शिक्षा पद्धति केंद्रित होने की भी बात कही है।

राष्ट्रीय पाठ्यचर्या २००५ भारत सरकार के मार्गदर्शक सिद्धांतों में ज्ञान को जीवन से जोड़ना पढ़ाई को रखने से मुक्त बनाना पाठ्यचर्या में पाठ्य पुस्तकों के साथ कक्षा गतिविधियों को जोड़कर लचीला बनाना व राष्ट्रीय मूल्यों के प्रति आस्थावान विद्यार्थियों को तैयार करना है। इसके अनुसार प्राथमिक स्तर पर विज्ञान का माध्यम मातृभाषा व शिक्षक को ज्ञान का मार्गदर्शक होना चाहिए। इसमें परीक्षा सुधार के लिए सामूहिक कार्य मूल्यांकन सतत मुला मूल्यांकन वह खुली पुस्तक मूल्यांकन पर जोर दिया गया इस प्रकार इस पाठ्य चर्चा का प्रमुख सूत्र बिना भार के अधिगम है।

नंदिनी के द्वारा Hindustan Times के लेख में Policy 20 highlights: school and higher education to see major challenges , में स्कूल और उच्चतर शिक्षा के क्षेत्र में नई शिक्षा नीति २०२० के सामने आने वाली प्रमुख चुनौतियों को रेखांकित किया गया है।

Aithal P- S- & Aithal S-J- ने राष्ट्रीय शिक्षा नीति २०२० के महत्वपूर्ण बिंदुओं की जानकारी देने के साथ एन ई पी १९८६ के बीच तुलना की गई है। इसमें उच्चतर शिक्षा के क्षेत्र में राष्ट्रीय शिक्षा नीति के नवा चारों और उपयोगी बिंदुओं को प्रकाश में लाया गया। इसमें उच्चतर शिक्षा के क्षेत्र में कुछ सुधार भी दिए गए।

Duff -2007 engaging the YouTube Google eyed generation: strategies for using web 2-0 in teaching and learning- इसमें डिजिटल शिक्षा के क्षेत्र में यूट्यूब के उचित प्रयोग के तरीकों को खोजा गया है इसके अनुसार वीडियो को छोटे-छोटे टुकड़ों में दिखाया जाना चाहिए। छात्रों को सीखने के लिए प्रोत्साहित करने के लिए वीडियो की विषय वस्तु पर प्रश्न पूछने और टिप्पणी करने पर जोर दिया जाना चाहिए।

उपर्युक्त साहित्य अवलोकन से स्पष्ट है कि इन नीतियों के क्रियान्वयन में आने वाले विभिन्न चुनौतियों की सूक्ष्मता से नहीं देखा गया इसके लागू होने से अनेक वर्ग के लोगों के लिए उत्पन्न

अवसरों का विस्तृत विश्लेषण नहीं हुआ है यह शोध पत्र विद्यालय शिक्षा के विशेष संदर्भ में राष्ट्रीय शिक्षा नीति के नए अवसरों और उसके क्रियान्वयन में उपस्थित चुनौतियों को प्रकाश में लाने का प्रयास है।

विश्लेषण

राष्ट्रीय शिक्षा नीति २०२० : मुख्य बिन्दु

शिक्षा एक सार्वजनिक सेवा है। शिक्षा के गुणवत्ता पूर्ण स्वरूप को पहचान कर उसे प्रत्येक बालक तक पहुंचाना ही शिक्षा देने का मुख्य उद्देश्य है। शैक्षिक प्रणाली को इस प्रकार पुनर्गठित करना होगा कि वह बालक की मौलिक आवश्यकता को पूरा करे तथा जीवन पर्यंत उपयोगी व लाभदायक सिद्ध हो सके। इसी क्रम में हम इस शोध पत्र के प्रस्तुत विषय को गहराई से जानने हेतु इसका विश्लेषण करते हैं तो यह पाते हैं —

५+ ३+३+ ४ डिजाइन

१. फाउंडेशन स्तर — ५ वर्ष (३ से ८ वर्ष के बच्चों सहित)

A- आंगनबाड़ी/प्री स्कूल — ३ वर्ष

B- कक्षा १-२ प्राथमिक स्कूल — २ वर्ष

२. प्रीपेटी स्तर ३ वर्ष (८ से ११ वर्ष के बच्चों सहित)

A- कक्षा ३ — ५

३. मिडिल स्तर — ३ वर्ष (११ से १४ वर्ष के बच्चों सहित)

A- कक्षा ६ — ८

४. सेकंडरी स्तर — ४ वर्ष (१४ से १८ वर्ष के बच्चों सहित)

A- कक्षा ९ व १०

B- कक्षा ११ व १२

सर्वप्रथम फाउंडेशन स्तर में बालक के प्रारंभिक ५ वर्ष (३ से ८ वर्ष के बच्चों सहित) रखे गए हैं जिनमें से प्रथम ३ वर्ष आंगनबाड़ी प्री स्कूल के अंतर्गत तथा बाद के २ वर्ष में कक्षा १ व २ प्राथमिक स्कूल में विभाजित किया गया है। इस स्तर में मुख्यतः बहु स्तरीय खेल/क्रियाविधि आधारित शिक्षा पर बल दिया गया है।

इस स्तर की प्रमुख विशेषताओं को हम निम्नानुसार चिन्हित कर सकते हैं—

A- आचार — विचार (Ethics)

B- टीम— वर्क और सहयोग (Teamwork and Collaboration)

C- आत्म— पहचान (Self&Identity)

D- विकसित— जिज्ञासा (Developed Curiosity)

E- तार्किक सोच एवं समस्या समाधान की विधा (Logical Thinking and Problem Solving)

F- कला शिल्प एवं संगीत (Art] Craft and Music)

G- प्रकृति से संबंध (Relationship with Nature)

H- रंग, आकार, अक्षर व संख्या (Colours] Shapes] Alphabets & Numbers)

इन सभी को विशेष स्थान दिया गया है। पहले वाली १०+२ व्यवस्था में प्रारम्भ के आंगनबाड़ी/प्री स्कूल स्तर को भी एकेडमिक स्तर में जोड़कर इसे चार स्तरों में विभाजित किया गया है।

इस स्तर का एक अन्य महत्वपूर्ण तथ्य यह है कि इस स्तर में अर्थात् ८ वर्ष तक के बच्चों को किसी भी प्रकार की परीक्षा नहीं देनी होगी जिससे बच्चे कोई मानसिक तनाव महसूस ना करें तथा उन्हें बहुत ही नवाचार पूर्ण (Innovative) तरीके से शिक्षा प्रदान की जाएगी।

इससे आगे प्रीपेटरी स्तर (३ वर्ष) जो कि ८ से ११ वर्ष तक के बच्चों के लिए है, जिसमें कक्षा ३ से ५ तक का अध्ययन आता है। किसी भी प्रकार की परीक्षा कक्षा ३ से प्रारंभ होकर उपयुक्त प्राधिकारी द्वारा ली जाएगी। कक्षा ५ तक न्यूनतम या कक्षा ८ तक भी शिक्षा का माध्यम मातृभाषा, क्षेत्रीय या स्थानीय भाषा में ही रहेगा। किसी भी विद्यार्थी पर कोई भाषा अध्यारोपित (Imposed) नहीं की जा सकेगी।

यहाँ यह उल्लेख भी समीचीन रहेगा कि यद्यपि यह निर्णय बालक के आधारभूत ज्ञान को मजबूती प्रदान करने के लिए है तथापि कुछ शैक्षणिक विद्वानों द्वारा यह कहा गया है कि शिक्षा का माध्यम अंग्रेजी होना चाहिए क्योंकि भविष्य में अंग्रेजी ही विश्व में बच्चों के लिए शिक्षा के अवसर प्रदान करने में सहायक है।

१. मिडिल स्तर कक्षा, ६ से ८ तक (३ वर्ष, ११ से १४ वर्ष के बच्चों सहित) के स्तर पर विद्यार्थियों हेतु शिक्षा के साथ ही एक विषिनवजयट व्यवस्था लागू करने का प्रावधान किया गया है जिसमें १० दिन की बस्ता रहित अवधि (Bag less Period) रहेगी। इस अवधि में विद्यार्थी स्थानीय व्यावसायिक विशेषज्ञों (Vocational Expertise) से काष्ठ कला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि कक्षाओं के माध्यम से स्कूल में सीख सकते हैं। इन १० दिनों में बालक बिना बस्ते के स्कूल जा सकते हैं।
२. सेकेंडरी स्तर— कक्षा ९ से १२ (४ वर्ष, १४ से १८ वर्ष के बच्चों सहित) को दो भागों में विभाजित किया गया है। प्रथम स्तर पर कक्षा ९ व १० तक का है जिसमें बोर्ड परीक्षा को यथावत रखा गया है। इसमें विद्यार्थी का ध्यान समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) पर केंद्रित किया जाएगा।
३. इस स्तर में छात्र को कक्षा ९ में अपने रुचि का विषय चुनने तथा उन्हें ही पढ़ने की बात कही गई है। इसे हम बहु विषयक अध्ययन (Multi&Disciplinary study) की श्रेणी में रख सकते हैं जिसमें विद्यार्थी किसी भी धारा (Stream)— विज्ञान, कला, वाणिज्य— में से अपनी रुचि के किन्हीं भी विषयों का चयन कर सकता है। इससे विद्यार्थी का समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) की तरफ ध्यान आकर्षित होता है।

सेकेंडरी स्तर में एक मुख्य परिवर्तन के तौर पर कक्षा ९ से १२ तक बालकों द्वारा कोई भी विदेशी भाषा जैसे जर्मन, फ्रेंच आदि के अध्ययन को भी जोड़ा गया है। विद्यार्थी कक्षा ११ व १२ तक बहु भाषाओं में भी पारंगत हो सकेगा जिससे भविष्य में उसके रोजगार और उसके अवसरों में बढ़ोत्तरी हो सकेगी।

परिणाम

नई शिक्षा नीति २०२० : एक अवसर

भारत की इस नई शिक्षा नीति का विश्लेषणात्मक अध्ययन करने के पश्चात यह बात निश्चय ही हमारे मस्तिष्क पटल पर आती है कि इस विस्तृत शिक्षा नीति को एक अवसर के रूप में लेकर भारत की शिक्षा की नींव को सुंदरता प्रदान की जा सकती है।

इस शोध पत्र के मुख्य विषय नई डिजाइन की पाठ्यक्रम व्यवस्था ५+ ३+ ३+ ४ में किस प्रकार हमें अवसर मिलेंगे, यह देखा जा सकता है।

प्रथम स्तर जिसे फाउंडेशन स्तर कहा गया है, उसके ५ साल के कालखंड को दो स्तरों — प्रथम स्तर के ३ वर्ष जिसमें बालक को आंगनबाड़ी के माध्यम से खेल-खेल में सीखना, किंडर गार्डन विधि के माध्यम से तथा द्वितीय स्तर के २ वर्ष जिसमें कक्षा १ से २ तक मातृभाषा में बिना किसी बोझ के बालक को आधारभूत वस्तुओं का ज्ञान कराना— में विभक्त किया गया है। यह एक सुनहरा अवसर हो सकता है क्योंकि जब तक बालक की नींव मजबूत नहीं होगी वह आगे जाकर किसी भी क्षेत्र में सफल नहीं हो सकता है। इस व्यवस्था को सार्थक एवं साकार रूप देने के लिए आंगनबाड़ी कार्यकर्ताओं तथा प्राथमिक शिक्षकों के प्रशिक्षण भी आवश्यक है। मनोविज्ञान के आधार पर यदि देखा जाए तो विभिन्न अध्ययनों में यही कहा गया है कि बालक के सीखने के सबसे महत्वपूर्ण वर्ष उसके प्रारम्भिक ६ वर्ष होते हैं।

इस प्रकार प्रीपेटरी स्तर (३ वर्ष), कक्षा ३ से ५ तक के बच्चों को सभी प्रकार का अध्ययन उनकी अपनी समझ के आधार पर मातृभाषा या किसी क्षेत्रीय भाषा में होने से अधिगम का प्रतिशत बढ़ सकेगा। इस स्तर पर विद्यार्थी पर किसी अन्य भाषा को अध्यापित नहीं किया जा सकेगा। यह भी एक सुअवसर है जिसमें विषय के मूल ज्ञान को समझने के लिए बच्चों को किसी भाषा विशेष में ही उलझ कर रहना ना पड़े।

इसी क्रम में कक्षा ६ से ८ तक के बच्चों को और अधिक आवश्यकता है कि इस समय उन्हें अपनी मातृभाषा में सभी नियम सिद्धांत सिखाया जाए।

इस नीति में एक नए अवसर के तौर पर १० दिन बस्ता रहित अवधि (Bag less Period) के रखे गए हैं जिससे बच्चे अपनी व्यक्तिगत क्षमता एवं रुचि के हिसाब से वह किसी भी व्यवसाय शिक्षा जैसे काष्ठकला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि की शिक्षा प्राप्त करें। हमारे देश में वर्तमान में मौजूद शिक्षा प्रणाली में बालक केवल किताबी ज्ञान तथा बस्ते के बोझ के मारे अपनी रुचियों को पोषित करने का अवसर ही खो देता है। यह एक अच्छी पहल है।

कक्षा ९ से १२ तक के ४ वर्ष जिसे सेकेंडरी स्तर कहा गया है, अत्यन्त महत्वपूर्ण होते हैं। इस स्तर पर बालक में समझ आ जाती है कि वह किस विषय में रुचि रखता है। कक्षा ९ में ही उसे विभिन्न क्षेत्र के विषयों काष्ठकला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि में से अपनी पसंद के विषय चुनकर पढ़ने की स्वतंत्रता होगी तथा साथ ही व्यवसाय या रुचि के आधार पर कोई अन्य भाषा को सीखने का भी अवसर मिलेगा। इस व्यवस्था में बालक की अंतर्निहित कलाओं, क्षमताओं तथा रुचि के साथ अध्ययन का सुनहरा अवसर मिलेगा। इस प्रकार इस नई शिक्षा नीति को यदि भारत की युवा तथा आने वाली पीढ़ियों के लिए शुभ अवसर के रूप में लिया जाए तो भारत अपने प्राचीन बौद्धिक स्तर को प्राप्त कर सकता है।

नई शिक्षा नीति २०२० : क्रियान्वयन की चुनौतियां

निश्चय ही नहीं शिक्षा नीति २०२० को पूरे देश में क्रियान्वित करना चुनौतीपूर्ण कार्य है। मेरे विचार में नई शिक्षा नीति २०२० को लागू करने में पांच मुख्य चुनौतियां हैं जो निम्न प्रकार से हैं—

१. राष्ट्रीय शिक्षा नीति २०२० के क्रियान्वयन में हमारे समक्ष प्रथम चुनौती इस रूप में विद्यमान है कि भारत सरकार द्वारा शिक्षा पर हमारे देश की जीडीपी का लगभग ६% खर्च किया जाना प्रस्तावित है परंतु यह तथ्य वर्तमान में भी वाद-विवाद के योग्य है कि क्या यह ६% अंश खर्च किया जा रहा है या अब किया जाएगा? यह प्रश्न अत्यन्त प्रासंगिक है क्योंकि यह प्रावधान देश की राष्ट्रीय शिक्षा नीति २०२० से पूर्व में लागू की गई दो शिक्षा नीतियों में भी किया गया था परंतु वास्तव में धरातल पर आंकड़े ऐसा नहीं दर्शाते हैं। आर्थिक समीक्षा २०१८-१९ के आंकड़ों पर यदि गौर किया जाये तो स्पष्ट होगा कि हमारा देश कुल

जीडीपी के ३: से भी कम शिक्षा पर खर्च करता है। शिक्षा पर कुल सार्वजनिक खर्च प्रति विद्यार्थी तथा शैक्षिक गुणवत्ता की दृष्टि से भारत का विश्व में ६२वां स्थान है। शिक्षक—विद्यार्थी अनुपात (Teacher & Pupil Ratio) भारत में अभी भी अत्यन्त न्यून है। देश के प्रतिष्ठित समाचार पत्र टाइम्स ऑफ इंडिया की रिपोर्ट के अनुसार भूटान, जिंबाब्वे, स्वीडन, फिनलैंड, ग्रेट ब्रिटेन, मलेशिया, दक्षिण अफ्रीका, संयुक्त राज्य अमेरिका इन सभी देशों में शिक्षा पर उनकी जीडीपी का भारत से अधिक प्रतिशत खर्च किया जा रहा है। कोठारी आयोग (१९६४) में भी ६: अंशदान ही शिक्षा पर खर्च करने का प्रावधान था परंतु २०२१ तक यह नहीं हो पाया। एक रोचक तथ्य यह भी सामने आता है कि जैसे—जैसे हमारी कुल जीडीपी में वृद्धि हुई है वैसे—वैसे उसका ३: से भी कम शिक्षा पर खर्च किया गया है। यह हमारे देश की सरकार पर एक बहुत बड़ा प्रश्न चिन्ह है। इसमें सुधार के साथ ही शिक्षा की गुणवत्ता को बेहतर किया जा सकता है।

२. राष्ट्रीय शिक्षा नीति २०२० के क्रियान्वयन में हमारे समक्ष द्वितीय चुनौती इस रूप में विद्यमान है कि राष्ट्रीय टेस्टिंग एजेंसी (National testing Agency & NTA) द्वारा ही राष्ट्रीय स्तर पर परीक्षा आयोजित कर देश के सभी विश्वविद्यालयों एवं महाविद्यालयों में प्रवेश दिया जाएगा तथा समस्त विश्वविद्यालय एवं महाविद्यालय अलग से अपनी परीक्षा आयोजित नहीं करवा पाएंगे। यह एक अच्छी पहल है परंतु यदि इसमें परीक्षा व शिक्षा के अंकों के अतिरिक्त यदि किसी विद्यार्थी की अन्य रुचि जैसे कोई खेल, कला आदि को भी साथ में वरीयता देने की बात कही जाती तो कहीं बेहतर विकल्प होता। वहीं शिक्षा के समवर्ती सूची में होने के कारण अलग—अलग राज्य और क्षेत्रवार भी भिन्नता से विवाद उत्पन्न होने की आशंका रहेगी।
३. राष्ट्रीय शिक्षा नीति २०२० के क्रियान्वयन में हमारे समक्ष एक अन्य चुनौती इस रूप में विद्यमान है कि राष्ट्रीय शिक्षा नीति २०२० में कक्षा ५ या कक्षा ८ तक मातृभाषा में ही शिक्षण की बात कही गई है। यह भी केवल वैकल्पिक है, आवश्यक नहीं है। इस व्यवस्था को जो निजी क्षेत्र के बड़े विद्यालय हैं, उन्हें मानने के लिए कोई बाध्यता नहीं होने से उनका शिक्षा प्रदान करने का माध्यम तो अंग्रेजी रहेगा तथा केवल सरकारी विद्यालयों में मातृभाषा में आधारभूत शिक्षा प्रदान करने से क्या यह भारत के बालकों को दो वर्गों में विभाजित नहीं करेगा? सामाजिक—आर्थिक विषमता की इस गहरी खाई को आज भी समाज में देखा जा सकता है। मनोवैज्ञानिक तौर पर भी एक बालक के शुरुआती वर्षों में शिक्षा या कोई भाषा को सीख पाना ज्यादा आसान होता है। क्या जिस बालक ने कक्षा ५ या ८ तक अंग्रेजी भाषा को जाना ही नहीं, वह भविष्य में अंग्रेजी भाषा व माध्यम में कुशलता से शिक्षा ग्रहण कर सकेगा, वर्तमान वैश्विक व्यवस्था में अंग्रेजी भाषा की मान्यता सर्वविदित है। चाहे कोई नौकरी या कोई अन्य कार्य हो उसमें अंग्रेजी की महत्ता व वरीयता को कोई भी नजरअंदाज नहीं कर सकता है। हमारे देश में यही वास्तविकता है। प्रसंगवश एक उदाहरण हमें चीन का भी ध्यान रखना चाहिए जहां पहले अंग्रेजी नहीं सिखाई जाती थी किंतु अब उसको प्राथमिकता से सिखाया जाता है।
४. स्नातक स्तर पर बहु विषयक (Multi & disciplinary) या बहुआयामी तरीके से पढ़ाई एक बेहतर विकल्प है परंतु इतने प्रयास के बाद भी कुछ महत्वपूर्ण तथा जागरूकता फैलाने वाले आवश्यक विषय जैसे— स्त्री—शिक्षा, लैंगिक—शिक्षा, सांस्कृतिक—शिक्षा, विषमता एवं बहिष्करण—शिक्षा, पर्यावरण— शिक्षा, विकास की शिक्षा, यह सभी हाशिए पर रह गई है। वैश्विक स्तर पर पर्यावरण संबंधी मुद्दे पर अध्ययन करने की परम आवश्यकता है।

५. अध्यापक प्रशिक्षण भी एक प्रमुख चुनौती है। जैसे गुणवत्तापूर्ण अध्ययन के लिए कुशल शिक्षकों के प्रशिक्षण की वित्तीय व्यवस्था (Funding) कहां से होगी? इसका मूलभूत ढांचा (infrastructure) क्या होगा? मूल्यांकन प्राधिकरण कौन होगा? इन सभी प्रश्नों के बारे में राष्ट्रीय शिक्षा नीति २०२० मौन है।
६. भारत सरकार द्वारा राष्ट्रीय शिक्षा नीति २०२० में समावेशी शिक्षा की बात कही गई है। इसके आधार पर इस प्रारूप में कहा गया है कि ऐसे विद्यार्थी जो अनुसूचित जाति, जनजाति, पिछड़ा वर्ग और विशेष पिछड़ा वर्ग से संबंधित हैं, उनके लिए मेरिट के आधार पर स्कॉलरशिप के प्रयासों में तेजी लाई जाएगी तथा राष्ट्रीय छात्रवृत्ति पोर्टल को विस्तारित किया जाएगा जिससे छात्रवृत्ति मिलने में सहायता मिले तथा यह कार्य अविलंब हो सके। सरकार की यह पहल स्वागत योग्य है परंतु इस नीति में अनारक्षित वर्ग के ऐसे विद्यार्थी जिनकी आय बहुत कम है, उन विद्यार्थियों के लिए कोई ध्यान नहीं दिया गया है। यदि कोई एक वर्ग भी छूट गया या अछूता रह गया है तो समावेशी शिक्षा का सपना कैसे साकार हो सकेगा?
७. राष्ट्रीय शिक्षा नीति २०२० में सकल नामांकन अनुपात लक्ष्य उच्च शिक्षा में ५०: तथा माध्यमिक शिक्षा में १००: का लक्ष्य रखा गया है। वर्तमान में यह लक्ष्य उच्च शिक्षा में २५.८ प्रतिशत तथा कक्षा ९ (माध्यमिक शिक्षा) में ६८: है। यह लक्ष्य वास्तविक तौर पर कुछ अधिक वास्तविक, प्रायोगिक व प्राप्त करने योग्य होने चाहिए क्योंकि आज के परिपेक्ष में कक्षा ८ के बाद ड्रॉप—आउट (Drop & out) बच्चों की संख्या अधिक है। इसे कम करके ही हम माध्यमिक शिक्षा एवं उच्च शिक्षा में सम्माननीय सकल नामांकन अनुपात (Respectable Gross Enrolment Ratio) प्राप्त कर सकते हैं।

निष्कर्ष

प्रस्तुत शोध पत्र में भारत की नई राष्ट्रीय शिक्षा नीति २०२० के बारे में विचार किया गया तथा इसमें निहित अवसर और चुनौतियों पर समीक्षा करके विचार प्रस्तुत किए गए हैं। निष्कर्ष के तौर पर यह राष्ट्रीय शिक्षा नीति २०२० में चुनौतियों को स्वीकार करते हुए हम सभी भारतवासियों को इसके सभी सकारात्मक पक्षों के क्रियान्वयन में महत्वपूर्ण भूमिका निभानी चाहिए। आधारभूत शिक्षा से ही प्रारंभ किया जाए तो सर्वप्रथम आंगनबाड़ी केंद्रों व कार्यकर्ताओं को प्रशिक्षण प्रदान करें तथा आर्थिक सहायता तार्किक रूप से सुसंगत करते हुए उन्हें सुदृढ़ बनाया जाए। प्राथमिक शिक्षा में भी आधारभूत शिक्षा में मातृभाषा की आवश्यकता को स्वीकारने के साथ ही वैश्विक स्तर पर वर्तमान में प्रासंगिक एवं मान्य अंग्रेजी को भी पूरी तरह से उपेक्षित नहीं किया जाना चाहिए। कक्षा ९ (माध्यमिक शिक्षा) में ड्रॉप—आउट (Drop & out) बच्चों का अनुपात कम किया जाने की तरफ विचार किया जाना आवश्यक है। माध्यमिक, उच्च माध्यमिक एवं स्नातक स्तर पर जो विचारणीय बिन्दु हैं जैसे — किसी भी स्ट्रीम की बाध्यता समाप्त कर बहु विषयक (Multi & disciplinary) शिक्षा के क्रियान्वयन के लिए उन अन्य देशों में जहां यह व्यवस्था चल रही है उनका व्यापक अध्ययन एवं अनुसरण करें तथा प्राप्त सुझावों को लागू करने की मानसिकता सकारात्मक बनाने में भी पीछे नहीं हटना चाहिए।

शोध पत्र के अंत में यह कहा जा सकता है कि राष्ट्रीय शिक्षा नीति २०२० हमारे लिए एक नया अवसर तथा चुनौती दोनों ही लेकर आई है जिसे हम सभी को एकजुट होकर क्रियान्वित करके तथा चुनौतियों का निराकरण करने के लिए कार्य करने के लिए तत्पर होना होगा।

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१. राष्ट्रीय शिक्षा नीति २०२०, शिक्षा मंत्रालय, भारत सरकार
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३. आर्थिक—समीक्षा २०१८—१९, वित्त मंत्रालय, भारत सरकार
४. राष्ट्रीय शिक्षा नीति १९६८ व १९८६ शिक्षा मंत्रालय, भारत सरकार
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(अंक—अक्टूबर—दिसम्बर, २०२१)



अधिगमकर्ता का सर्वांगीण विकास : नई शिक्षा नीति (२०२०) के आलोक में

कृष्णानंद राय

शोध छात्र
वेंकटेश्वर विश्वविद्यालय,
गजरौला (उत्तर प्रदेश)

इस देश में जब भी शिक्षा नीति का गठन हुआ है अथवा किसी शिक्षा आयोग का गठन हुआ अथवा व्यापक स्तर पर शैक्षिक सुधार की आवश्यकता हुई, तब-तब शिक्षा के केंद्र में अधिगमकर्ता की मनोवृत्ति, क्षमता, उद्देश्य आवश्यकता और औचित्य को ध्यान में रखा गया। यद्यपि बालकेन्द्रित शिक्षा की पृष्ठभूमि में भी छात्र का मनोविज्ञान ही बना रहा पर शिक्षक या पाठ्यक्रम को सदैव गौण स्थान ही मिला। अभी कुछ वर्ष पूर्व राष्ट्रीय शिक्षा नीति २०२० का प्रकाशन हुआ, इसके समर्थन में राष्ट्रपति, शिक्षा मंत्री आदि के साथ साथ राज्यों के राज्यपालों की समीक्षा भी सामने आई। प्रसन्नता की बात यह है कि थोड़े बहुत सामान्य संशोधन और विरोध के बाद भी इसे सहर्ष रूप में स्वीकार किया गया। प्रारम्भिक स्तर पर शिशुओं को किताबी भार से मुक्त रख कर विद्यालयों में धूल मिट्टी के बीच उछल कूद करते हुए अधिगम कराने पर बल दिया गया यह माना जा रहा है कि विगत कुछ दशकों में एक युवा पीढ़ी इस प्रकार प्रशिक्षित हो गयी कि ज्ञानार्जन तो अच्छा कर सकी पर बेरोजगारी का शिकार हो गयी और बाल्यावस्था और किशोरावस्था के छात्र हताशा और तनाव में फँसते गए। परिणामतः उच्च शिक्षा में जाने की गति धीमी होती गयी। नई शिक्षा नीति २०२० के अनुसार इस सैद्धांतिक उपद्रव को दबाने में कुछ सहायता मिलेगी क्योंकि युवा और किशोरावस्था के बालकों पर न विषय की संगति और चयन का दबाव है न उपाधि का दबाव है। पाठ्यक्रम किसी भी स्तर पर आंशिक या पूर्ण होते हुए भी उपाधि स्वीकृत का आधार बन जाएगा। छात्र के ऊपर इस बात का दबाव नहीं होगा कि अमुक वर्ष तक अमुक विषय पढ़ने होंगे। छात्र स्वतंत्र है जब तक जो विषय पढ़ना चाहे, पढ़े। बीच में छोड़ कर चले जाने पर भी उसे पीछे कि शिक्षा के साथ ही उतने वर्षों के अध्ययन करने और उनमें उत्तीर्ण होने का प्रमाण पत्र दे दिया जाएगा। विषयों की तरह शिक्षण के माध्यम में किसी भाषा का दबाव नहीं होगा। किसी भाषा में किसी स्तर तक शिक्षा ली जा सकती है। इसलिए किसी प्रकार अधिगम करने कराने में नई तकनीक और नवाचारों का उपयोग आवश्यक कर दिया गया है।

आज का छात्र भू-मण्डलीय व्यवस्था का एक हिस्सा है उसे बालक समझ कर उपेक्षित नहीं किया जा सकता। माध्यमिक स्तर पर भी छात्र को विषय चयन की स्वतंत्रता है। यह शिक्षा नीति वस्तुतः सही अर्थों में अधिगमकर्ता को पूर्णतः स्वतंत्रता प्रदान करने वाली सिद्ध हुई है। छात्र को स्नातक या ऊपर की उपाधि लेने में विषय की प्रकृति या अनिवार्यता नहीं रह गयी है। किसी भी विषय का वह स्नातक बन सकता है। इससे उसकी प्रतिभा का दोहन नहीं हो सकता। इसके अतिरिक्त वह विद्यालयी शिक्षा से मुक्त है और बाद में वह आधी अधूरी उपाधि को पूर्ण करना चाहता है तो वह पूर्ण कर सकता है। बीच में अवरोध आने पर भी कोई समस्या नहीं। एक साथ वह कई क्षेत्रों की परीक्षा दे सकता है। इस शिक्षा नीति की एक अच्छी बात है कि छात्र अधिगम करने में जमजम ठववा या किसी निश्चित प्रणाली पर निर्भर न रहे अपितु किसी भी नई तकनीक का (इलेक्ट्रॉनिक या इलेक्ट्रिकल) प्रयोग कर सकता है समय का बंधन न होने से कमजोर, गरीब छात्रों को अधिक से अधिक पढ़ने का अवसर और सुविधा मिलेगी।

यह शिक्षा नीति इस वायदे के साथ जुड़ी है कि छात्र विद्वान, कर्मठ, एवं प्रखर तो बने ही वह संवेदनशील और मानवीय गुणों से युक्त हो वह एक ऐसा व्यक्ति बने जो भौगोलिक सीमा से अलग विश्वमानव के रूप में अपनी पहचान बनाये। शिक्षा नीति चाहती है कि अधिगमकर्ता में ज्ञान और कौशल

साथ—साथ विकसित हो जिससे अधिगम को अधिक बल मिल सके। अध्ययन को भले ही कम करना पड़े अर्थात् छात्र जो पढ़े उसे सीखे अवश्य।

छात्र जीवन में ही वह समीक्षकीय दृष्टि से पढ़ना प्रारम्भ कर दे। इसलिए प्रयोग और व्यवहार शिक्षण अधिक प्रभावशाली है। नीति ने स्पष्ट करते हुए कहा कि फॉर्मेट लर्निंग पर विशेष बल दिया जाए। शिक्षा नीति चाहती है कि छात्र कौशल पूर्ण शिक्षा ग्रहण कर विश्व में अपनी हिस्सेदारी तय करे। भारत अंतर्राष्ट्रीय ज्ञान का केंद्र बने इस दृष्टि से यह शिक्षा नीति गठित की गयी है। यह शिक्षा नीति बार बार यह संकल्प करती है कि अधिगमकर्ता को महामानव बनाना है यह एक ऊँची आकांक्षा है असंभव नहीं प्रयास कर इसे पूर्ण किया जा सकता है इस नीति के मानकों के आधार पर अधिगमकर्ता में चार हैं। (१) Indian (छात्र में भारतीयता का भाव है) (२) International (अंतर्राष्ट्रीय पहचान बन सके) (३) Inclusive (समावेशी शिक्षा) (४) Intelligent (सभी बुद्धिमान इंसान हो)।

छात्रों के अधिगम को देखते हुए इस नीति ने सुझाव दिया कि २०३५ तक भारत में ३ करोड़ छात्र उच्च शिक्षा में होंगे। विदेशी छात्रों को आकर्षित करने के लिए और अपने छात्रों को भारत में रहकर पढ़ने के लिए नीति ने नारा दिया— 'जल पद पदकपण' 'जनकल पद पदकप' यह कहा गया कि टैलेंट, पेटेंट एंड रिलेवेंट। इस प्रकार हम देखते हैं कि इस शिक्षा नीति में अधिगमकर्ता को प्रमुख स्थान दिया गया है। उसकी आयु, बुद्धि, परिश्रम, उपाधि, परीक्षा, आदि सभी को उसकी रुचि के साथ जोड़ा गया है। अधिगमकर्ताओं को कब क्या पढ़ना है यह प्रतिबंध और दबाव न तो अभिभावक का हो न किसी छोटे बालक को। छात्र स्वतंत्र रूप से पढ़े स्वयं और आगे बढ़े। स्वाभाविक रूप से पढ़े, स्वस्थ होकर पढ़े।

निष्कर्षतः हम कह सकते हैं कि नई शिक्षा नीति २०२० एक ऐसे समय में प्रकाशित हुई है जब देश की वर्तमान शिक्षा नीति शिथिल हो गयी थी। छात्र की आकांक्षा, योग्यता का कोई मूल्यांकन नहीं हो पा रहा था। इस नीति के किर्यान्वित होने से अधिगमकर्ता को विशेष लाभ है परन्तु एक समस्या यह खड़ी होगी की छात्र इतना अधिक स्वतंत्र और भयमुक्त हो जाएगा कि वह पढ़ क्यों नहीं रहा है। समय का पाठ्यक्रम का, बंधन नहीं, प्रमाण—पत्र का कोई बंधन नहीं। ऐसी स्थिति में उसके ज्ञान के प्रकाशित होने का भरपूर अवसर होगा। उस पर किसी विषय का दबाव नहीं अपनी रुचि एवं इच्छा से पढ़ना है। कुल मिलाकर नई शिक्षा नीति के क्रियान्वन में कोई बाधा नहीं है। अभी तो विद्वानों के विचार भी आ रहे हैं अतः सुधार के अवसर आने पर संशोधन किया जा सकता है। राष्ट्र के शिक्षाविदों के सामने नई शिक्षा नीति एक चुनौती है इसकी क्रियान्विति यदि सम्यक ढंग से हुई तो निश्चय ही इसके सार्थक स्वरूप शिक्षा जगत में स्पष्ट रूप से दृष्टिगोचर होगा एवं अधिगमकर्ताओं का सर्वांगीण विकास अर्थपूर्ण ढंग से संभव होगा।

सन्दर्भ

१. पी. एस. ऐथल एंड शुभज्योत्सना ऐथल (२०२०), एनालिसिस ऑफ दी इंडियन नेशनल एजुकेशन यूनिट सी २०२० टुबरडस अचीभींग इट्स ओब्जेक्टिव्स, इंटरनेशनल जर्नल ऑफ मैनेजमेंट टेक्नोलॉजी एंड सोशल साइंसेज ISSN २५८१ —६०१२ Vol NO २ अगस्त २०२०
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३. कल्याणी, पवन (२०२०) एन इम्पीरिकल स्टडी ऑन एन इ पी २०२० विथ स्पेशल रेफरेन्सेस टू दी फ्यूचर ऑफ इंडियन एजुकेशन सिस्टम एंड इट्स इफेक्ट ऑन दी स्टैक होल्डर्स, जर्नल ऑफ मैनेजमेंट इंजीनियरिंग एंड इनफार्मेशन टेक्नोलॉजी वॉल ०७ issue ०5 th oct २०२० ISBN २३९४ —८१२४
४. कौरव, आर पी सिंह एंड सुरेश , जी के (२०२०) न्यू एजुकेशन पालिसी, क्वालिटेटिव एनालिसिस, जर्नल ऑफ कंटेंट, कम्युनिटी एंड कम्युनिकेशन, टवस १२, ६जी कमब २०२०ए ISSN २३९५ —७५१४

- ५ वेंकटेश्वर लू, बी (२०२१) ए क्रिटिकल स्टडी ऑफ़ NEP २०२० , इश्यूज अप्रोचेस , चौलेंजेज, ओप्पोरचुनिटीज़ एंड क्रिटिसिज़्म, इंटरनेशनल जर्नल ऑफ़ मुल्टीडिडीसीप्लीनरी, एजुकेशन रिसर्च ISSN २२७७ —७८८१, Vol १० Issue २(५) Feb — २०२१।



राष्ट्रीय शिक्षा नीति — २०२०

डॉ. सीमा रानी

सहायक आचार्य,
गुरु जम्भेश्वर आदर्श बी.एड. महाविद्यालय
रावतसर जिला हनुमानगढ़।

डॉ. विनोद कुमार जांगिड़

सहआचार्य (ईएफएम)
राजकीय नेहरू मेमोरियल स्नातकोत्तर महाविद्यालय,
हनुमानगढ़ (राज.)

वैश्विक स्तर पर शिक्षा में बदलते स्वरूप को ध्यान में रखते हुए भारत की राष्ट्रीय नीति को केन्द्रीय मंत्रिमंडल द्वारा २९ जूलाई २०२० को अनुमोदित किया गया है, जो कि शिक्षा शिक्षण व शिक्षार्थी पर केन्द्रित है, जिसके द्वारा एक विद्यार्थी ही नहीं अपितु एक शिक्षक के भी उच्च गुणवत्ता के आदर्श पर स्थापित करेगी।

भारत में शिक्षा नीति का बदलाव आवश्यक हो गया था क्योंकि हमारे देश में पिछले ३४ वर्षों से एक ही ढांचे पर शिक्षा पद्धति चली आ रही है। वर्तमान समय में शिक्षा के तरीकों को मनोवैज्ञानिक ढंग से विकसित करना आवश्यक हो गया था। इसलिए मोदी सरकार ने नई शिक्षा नीति को लागू किया। राष्ट्रीय शिक्षा नीति के तहत बच्चों में पढ़ाई के बोझ को कम करने पर जोर दिया गया, साथ ही बच्चों को इस प्रकार से शिक्षा प्रदान की जायेगी, जिससे वे केवल रट्टा मार पढ़ाई न करके देश के विकास में अपनी भूमिका प्रदान करने में सक्षम हो सकें।

श्रीमान् राजीव गांधी के समय १९८६ में जारी हुई नई शिक्षा नीति के बाद २०२० में अनुमोदित होने वाली नवीन परिवर्तनो से पूर्ण यह शिक्षा नीति शिक्षा को नये आयाम प्रदान कराने में सहायक सिद्ध होगी। यह नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।

हमने एक ऐसी नीति निर्मित करने की कोशिश की है जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित करें। ताकि हम युवाओं को वर्तमान और भावी चुनौतियों का सामना करने के लिए तैयार कर सकें। यह एक ऐसी यात्रा रही है जिसके हर सदस्य ने व्यक्तिशः और सामुहिक रूप से हमारे देश के व्यापक शैक्षिक परिदृश्य के विभिन्न आयामों को शामिल करने की कोशिश की। यह नीति सभी की पहुंच, क्षमता, गुणवत्ता, वहनीयता एवं जवाबदेही जैसे मार्गदर्शी उद्देश्यों पर आधारित है, पूर्व प्राथमिक से लेकर उच्च शिक्षा तक हमने इस क्षेत्र को एक अविच्छिन्न निरन्तरता में देखा है और साथ ही इससे जुड़े अन्य क्षेत्रों को भी इसमें शामिल किया है।

- ❖ भारत को वैश्विक ज्ञान महाशक्ति बनाना:— National Education Policy के माध्यम से भारत को वैश्विक ज्ञान महाशक्ति बनाना है। मानव संसाधन प्रबंधन मंत्रालय शिक्षा मंत्रालय के नाम से जाना जाएगा। नेशनल एजुकेशन पॉलिसी के अंतर्गत २०३० तक स्कूली शिक्षा में १०० प्रतिशत जी.ई. आर. के साथ पूर्व विद्यालय से माध्यमिक विद्यालय तक शिक्षा का सार्वभौमिकरण किया जायेगा (Medical studies not included) पहले १०२ का पैटर्न फॉलो किया जाता था परन्तु अब नई शिक्षा नीति के अंतर्गत रु. ५३३४, का पैटर्न फॉलो किया जायेगा।

- ❖ पाठ्यक्रमों में शामिल होगा एन.सी.सी. कोर्स :—

एन.सी.सी. कोर्स को पाठ्यक्रम में शामिल किया गया है। शिक्षा नीति २०२० के अनुसार वर्ष २०२१-२२ के सत्र के पाठ्यक्रम में कई विश्वविद्यालयों में वैकल्पिक विषय के रूप में बनाया जायेगा। एन.सी.सी. कैडेट के रूप में जो छात्र दाखिला लेंगे, उन्हें क्रेडिट बी और सी प्रमाण पत्र के अलावा शैक्षणिक प्रमाण पत्र भी प्रदान किया जायेगा। केन्द्र एवं राज्य सरकार की योजना के अन्तर्गत दिये जाने वाली रोजगार सुविधाओं का लाभ प्रदान किया जायेगा।

- ❖ नवीन शिक्षा नीति में सभी भाषाओं की जननी संस्कृत को भी जोड़ा गया है साथ ही मातृभाषा को कक्षा ५ तक की पढ़ाई में जोड़ा गया है। बालक की प्राथमिक शिक्षा मातृभाषा में करवाने का

प्रावधान रखा गया है जिससे बालक शिक्षा से भावात्मक रूप से जुड़ सकें। बालक जब अपनी निज भाषा में पढ़ना लिखना सिखेगा तो वह अपने मनोभावों को स्पष्ट कर सकेगा। भरतेन्दु हरिश्चन्द्र ने तो मातृभाषा के लिए कहा भी है।

“ निज भाषा उन्नति अहै, सब उन्नति को मूल।

विनु निज भाषा ज्ञान के, मिटत न हिय को शूल ।।”

उद्देश्य :-

- ✓ प्रत्येक बालक की क्षमता की पहचान एवं क्षमता का विकास करना
- ✓ साक्षरता एवं संख्यात्मक ज्ञान को बच्चों के अन्तर्गत विकसित करना
- ✓ शिक्षा को लचीला व एकीकृत बनाना
- ✓ एक सार्वजनिक शिक्षा प्रणाली में निवेश करना
- ✓ गुणवत्तापूर्ण शिक्षा प्रणाली को विकसित करना
- ✓ बच्चों को भारतीय संस्कृति से जोड़ना
- ✓ उत्कृष्ट स्तर पर शोध करना
- ✓ बच्चों को सुशासन सिखाना व सशक्तिकरण करना
- ✓ शिक्षा नीति को पारदर्शी बनाना
- ✓ तकनीकी यथा सम्भव उपयोग पर जोर देना
- ✓ मूल्यांकन पद्धति पर जोर देना
- ✓ विभिन्न प्रकार की भाषाएँ सिखाना
- ✓ बालकों की सोच को रचनात्मक व तार्किक करना

गुणवत्तापूर्ण विश्वविद्यालय एवं महाविद्यालय:

भारतीय उच्चतर शिक्षा व्यवस्था हेतु एक नया और भविष्योन्मुखी दृष्टिकोण दिया गया है। उच्चतर शिक्षा मनुष्य और सामाजिक कल्याण के विकास में अति आवश्यक भूमिका निभाती है। जैसा कि हमारे संविधान में भारत को एक लोकतांत्रिक, न्यायपूर्ण, सामाजिक रूप से सचेत, सांस्कृतिक और मानवीय राष्ट्र जहाँ सभी के लिये न्याय, स्वतंत्रता, समानता, और भाईचारे का भाव हो, एक ऐसे राष्ट्र के रूप में विकसित करने की परिकल्पना की गई है। एक राष्ट्र के आर्थिक विकास और आजीविकाओं को स्थायित्व देने में भी उच्चतर शिक्षा एक महत्वपूर्ण योगदान देती है। जैसे-जैसे भारत ज्ञान आधारित अर्थव्यवस्था और समाज की ओर बढ़ता जा रहा है वैसे-वैसे और अधिक भारतीय युवा उच्चतर —शिक्षा की ओर बढ़ेंगे।

इक्कीसवीं सदी की आवश्यकताओं को देखते हुए, गुणवत्तापूर्ण उच्चतर शिक्षा का जरूरी उद्देश्य, अच्छे, चिंतनशील, बहुमुखी प्रतिभा वाले रचनात्मक व्यक्तियों का विकास करना होना चाहिए। यह एक व्यक्ति को एक या एक से अधिक विशिष्ट क्षेत्रों में गहन स्तर पर अध्ययन करने में सक्षम बनाती है, और साथ ही चरित्र, नैतिक और संवैधानिक मूल्यों, बौद्धिक जिज्ञासा, वैज्ञानिक स्वभाव, रचनात्मकता, सेवा की भावना और विज्ञान, सामाजिक विज्ञान, कला, मानविकी, भाषा, तकनीकी और व्यावसायिक विषयों सहित विभिन्न विषयों में २१ वीं सदी की क्षमताओं को विकसित करती है। उच्चतर गुणवत्ता वाली शिक्षा द्वारा व्यक्तिगत उपलब्धि और ज्ञान, रचनात्मक सार्वजनिक सहभागिता और समाज में कार्य भूमिकाओं के लिए तैयार करना चाहिए और आर्थिक स्वतंत्रता को सक्षम करना चाहिए।

व्यक्तियों के समग्र विकास के उद्देश्य के लिए यह आवश्यक है कि पूर्व-विद्यालय से उच्चतर शिक्षा तक, सीखने के प्रत्येक चरण में कौशल और मूल्यों का एक निर्धारित सेट शामिल किया जाएगा।

सामाजिक स्तर पर, उच्चतर शिक्षा का उद्देश्य राष्ट्र को प्रबुद्ध, सामाजिक रूप से जागरूक और सक्षम बनाना है जो अपने नागरिकों का उत्थान कर सकें और अपनी समस्याओं के लिए सशक्त समाधानों को ढूँढकर लागू कर सकें। उच्चतर शिक्षा देश में ज्ञान निर्माण और नवाचार का आधार भी बनाती है और इसके चलते राष्ट्रीय अर्थव्यवस्था के विकास में एक महत्वपूर्ण भूमिका निभाती है। इसलिए उच्चतर शिक्षा का उद्देश्य व्यक्तिगत रोजगार के अवसरों का सृजन करना ही नहीं बल्कि अधिक जीवंत और सामाजिक रूप से जुड़े हुए सहकारी समुदायों के साथ मिलकर एक अधिक खुशनुमा, सामंजस्यपूर्ण, सुसंस्कृत, उत्पादक, अभिनव, प्रगतिशील और समृद्ध राष्ट्र का प्रतिनिधित्व करना है।

वर्तमान में, भारत में उच्चतर शिक्षा प्रणाली की कुछेक प्रमुख समस्याओं में निम्नलिखित शामिल है:

- गंभीर रूप से खंडित उच्चतर शैक्षिक पारिस्थितिकी तंत्र
- संज्ञानात्मक कौशल के विकास और सीखने के परिणामों पर कम बल
- विषयों का एक कठोर विभाजन, विद्यार्थियों को बहुत पहले ही विशेषज्ञ और अध्ययन के संकीर्ण क्षेत्रों की ओर ढकेल देना
- सीमित पहुँच, विशेष रूप से सामाजिक-आर्थिक रूप से वंचित क्षेत्रों में जहाँ कुछ एक ही ऐसे विश्वविद्यालय और महाविद्यालय हैं जो स्थानीय भाषाओं में पढ़ाते हैं।
- सीमित शिक्षक और संस्थागत स्वायत्तता
- योग्यता आधारित करियर प्रबंधन और संकाय और संस्थागत लीडरो की प्रगति के लिए अपर्याप्त तंत्र
- अधिकांश विश्वविद्यालयों और महाविद्यालयों में शोध पर कम बल और विषयक अनुशासनो में पारदर्शी और प्रतिस्पर्धी-समीक्षा शोध निधियों की कमी
- उच्चतर शिक्षा संस्थानों में गवर्नेंस और नेतृत्व क्षमता का अभाव
- एक अप्रभावी विनियामक प्रणाली और
- बहुत सारे संबद्ध विश्वविद्यालय, जिनके परिणामस्वरूप अवर स्नातक शिक्षा के निम्न मानक।

यह नीति उच्चतर शिक्षा प्रणाली में आमूल-चूल बदलाव और नए जोश के संचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है। जिससे सभी युवा लोगों को उनकी आकांक्षा के अनुरूप गुणवत्तापूर्ण, समान अवसर देने वाली एवं समावेशी उच्चतर शिक्षा मिले। अस नीति की दृष्टि में वर्तमान उच्चतर शिक्षा प्रणाली में निम्नलिखित प्रमुख परिवर्तन शामिल है:—

१. ऐसी उच्चतर शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु-विषयक विश्वविद्यालय और महाविद्यालय हों, जहाँ प्रत्येक जिले में या उसके पास कम से कम एक और पूरे भारत में अधिकतर एचईआई ऐसे ही हो, जो स्थानीय/ भारतीय भाषाओं में शिक्षा या कार्यक्रमों का माध्यम प्रदान करने हों

२. अधिक बहु-विषयक स्नातक शिक्षा की ओर बढ़ना

३. संकाय और संस्थागत स्वायत्तता की ओर बढ़ना

भारत में समग्र एवं बहु-विषयक तरीके से सीखने की एक प्राचीन परंपरा है? तक्षशिला और नालंदा जैसे विश्वविद्यालयों से लेकर ऐसे कई व्यापक साहित्य हैं जो विभिन्न क्षेत्रों में विषयों के संयोजन को प्रकट करते हैं। प्राचीन भारतीय साहित्य जैसे बाणभट्ट की कादंबरी शिक्षा को ६४ कलाओं के ज्ञान के रूप में परिभाषित / वर्णित करती है और इन ६४ कलाओं में न केवल गायन और चित्रकला जैसे विषय शामिल हैं, बल्कि वैज्ञानिक क्षेत्र जैसे रसायनशास्त्र और गणित, व्यावसायिक क्षेत्र जैसे बढ़ई का काम और कपड़े सिलने का कार्य, व्यावसायिक कार्य जैसे औषधि तथा

अभियांत्रिकी और साथ ही साथ सम्प्रेषण, चर्चा और वाद—संवाद करने के व्यावहारिक कौशल (सॉफ्ट स्किल्स) भी शामिल है। यह विचार कि इंसानी सृजन के सभी क्षेत्र (जिसमें गणित, विज्ञान, पेशेवर और व्यावसायिक विषय और व्यावहारिक कौशल शामिल है) को कलाओं के रूप में देखा जाना चाहिए, भारतीय चिंतन की देन है। विभिन्न कलाओं के ज्ञान के इस विचार या जैसा कि आधुनिक युग में जिसे लिबरल आर्ट्स (कलाओं का एक उदार नजरिया) कहा जाता है, को भारतीय शिक्षा में पुनः शामिल करना ही होगा, चूंकि यह वही शिक्षा है जिसकी २१वीं शताब्दी में आवश्यकता होगी।

आकलन से पता चलता है कि स्नातक शिक्षा के दौरान, ऐसी शैक्षणिक पद्धतियाँ जो एसटीईएम (विज्ञान, तकनीकी, अभियांत्रिकी और गणित) के साथ मानविकी और कला शिक्षा को समाहित करती है, जिससे रचनात्मकता और नवाचार, आलोचनात्मक चिंतन एवं उच्चतर स्तरीय चिंतन की क्षमता, समस्या समाधान योग्यता, समूह कार्य में दक्षता, सम्प्रेषण कौशल, सीखने में गहराई और पाठ्यक्रम के सभी विषयों पर पकड़, सामाजिक और नैतिकता के प्रति जागरूकता आदि जैसे सकारात्मक शैक्षणिक परिणाम प्राप्त हुए हैं और साथ ही, समग्र और बहु—विषयक शिक्षा दृष्टिकोण के माध्यम से अनुसंधान में भी सुधार और बढ़ोतरी हुई है।

एक समग्र और बहु—विषयक शिक्षा का उद्देश्य मनुष्य की सभी क्षमताओं—सौन्दर्यात्मक, सामाजिक, शारीरिक, भावात्मक तथा नैतिकता को एकीकृत तरीके से विकसित करना होगा। ऐसी शिक्षा व्यक्ति के सर्वांगीण विकास कला, मानविकी, भाषा, विज्ञान, सामाजिक विज्ञान, और व्यावसायिक, तकनीकी और व्यावसायिक क्षेत्रों में महत्वपूर्ण २१वीं सदी की क्षमता, सामाजिक जुड़ाव की नैतिकता, व्यावहारिक कौशल (सॉफ्ट स्किल्स) जैसे सम्प्रेषण, चर्चा, वाद—विवाद, और एक चुने हुए क्षेत्र या क्षेत्रों में अच्छी विशेषज्ञता में मदद करेगी। इस तरह की एक समग्र शिक्षा, लंबे समय तक व्यावसायिक, तकनीकी और पेशेवर विषयों सहित सभी स्नातक कार्यक्रमों का दृष्टिकोण होगा।

एक समग्र और बहु—विषयक शिक्षा जो कि भारत के इतिहास में सुन्दर ढंग से वर्णित की गई है—वास्तव में आज के स्कूलों की जरूरत है, ताकि हम इक्कीसवीं शताब्दी और चौथी औद्योगिक क्रांति का नेतृत्व कर सकें। यहाँ तक कि अभियांत्रिकी संस्थान जैसे आई.आई.टी., कला और मानविकी के साथ समग्र और बहु—विषयक शिक्षा की ओर बढ़ेंगे। कला एवं मानविकी के छात्र भी विज्ञान सीखेंगे, कोशिश यही होगी की सभी व्यावसायिक विषय और व्यावहारिक कौशलों (सॉफ्ट स्किल्स) को हासिल करें।

कल्पनाशील और लचीली पाठ्यक्रम संरचनाएं अध्ययन के लिए विषयों के रचनात्मक संयोजन को सक्षम करेंगी, और कई प्रवेश और निकास बिन्दुओं के विकल्प होंगे। इस तरह से आज की कठोर अनुशासनात्मक सीमाओं को हटाकर आजीवन सीखने की संभावनाओं को बढ़ावा मिलेगा। बड़े बहुविषयक विश्वविद्यालयों में स्नातक स्तर (मास्टर और डॉक्टरेट) की शिक्षा, कठोर अनुसंधान—आधारित विशेषज्ञता प्रदान करने के साथ—साथ अकादमिक (शिक्षा जगत), सरकार और उद्योग सहित, बहु—विषयक कार्यों के अवसर भी प्रदान करेगा।

बड़े बहु—विषयक विश्वविद्यालयों और कॉलेजों में उच्चतर—गुणवत्ता की समग्र और बहु—विषयक शिक्षा की दिशा में कदम बढ़ाए जाएंगे। विषयों में कठोर विशेषज्ञता के अलावा, छात्रों को पाठ्यचर्या में लचीलापन, नए और रोचक कोर्सेस के विकल्प दिए जाएंगे। पाठ्यक्रम निर्धारित करने में संकाय और संस्थागत स्वायत्तता द्वारा इसे प्रोत्साहित किया जाएगा। शिक्षाशास्त्र में संचार, चर्चा, बहस, अनुसंधान और क्रॉस—डिसिप्लिनरी और अंतःविषयक सोच के अवसरों पर अधिक जोर होगा।

देश के विभिन्न उच्चतर शिक्षा संस्थानों (एचईआई) में भाषा, साहित्य, संगीत, दर्शन, भारत—विद्या, कला, नृत्य, नाट्यकला, शिक्षा, गणित, सांख्यिकी, सैद्धांतिक तथा व्यावहारिक विज्ञान, समाजशास्त्र, अर्थशास्त्र, खेल, अनुवाद एवं व्याख्या और अन्य ऐसे विषयों के विभागों को बहु—विषयक, भारतीय शिक्षा और वातावरण को प्रोत्साहित करने के लिए स्थापित और मजबूत किया जाएगा। इन विषयों में सभी

स्नातक उपाधि कार्यक्रमों में क्रेडिट दिया जायेगा यदि वे ऐसे विभागों से या ओडीएल मोड के माध्यम से किए जाते हैं, जब उन्हें एचईआई की कक्षाओं में उपलब्ध नहीं कराया जाता है।

ऐसी समग्र और बहु-विषयक शिक्षा के विचार को धरातल पर लाने के लिए, सभी एचईआई के लचीले और नवीन पाठ्यक्रम में क्रेडिट आधारित पाठ्यक्रम और सामुदायिक जुड़ाव और सेवा, पर्यावरण, शिक्षा, और मूल्य-आधारित शिक्षा के क्षेत्र शामिल होंगे। पर्यावरण शिक्षा में जलवायु परिवर्तन, प्रदूषण, अपशिष्ट प्रबंधन, स्वच्छता, जैविक विविधता का संरक्षण, जैविक संसाधनों का प्रबंधन और जैव विविधता, वन और वन्यजीव संरक्षण, और सतत विकास तथा रहने जैसे क्षेत्र शामिल होंगे। मूल्य आधारित शिक्षा में निम्न शामिल है। मानवीय, नैतिक, संवैधानिक तथा सार्वभौमिक मानवीय मूल्य जैसे सत्य, नेक आचरण शांति, प्रेम, अहिंसा, वैज्ञानिक दृष्टिकोण, नागरिक मूल्य और जीवन-कौशल सेवा तथा सामुदायिक कार्यक्रमों में सहभागिता समग्र शिक्षा का अभिन्न अंग होगा। जैसे जैसे दुनिया तेजी से आपस में जुड़ती जा रही है। वैश्विक नागरिक शिक्षा (जीसीईडी) समकालीन वैश्विक चुनौतियों की प्रतिक्रिया, शिक्षार्थियों को वैश्विक मुद्दों को समझने और अधिक शांतिपूर्ण, सहिष्णु, समावेशी, सुरक्षित और सतत समाज के सक्रिय प्रवर्तक बनने के लिए प्रदान की जाएगी। अंततः समग्र शिक्षा के अंतर्गत, उच्चतर शिक्षा संस्थान अपने ही संस्थानों में या अन्य उच्चतर शिक्षा/शोध संस्थानों में इंटर्नशिप के अवसर उपलब्ध कराएंगे, जैसे स्थानीय उद्योग, व्यवसाय, कलाकार, शिल्पकार आदि के साथ इंटर्नशिप और अध्यापकों और शोधार्थियों के साथ शोध इंटर्नशिप ताकि छात्र सक्रिय रूप से अपने सीखने के व्यावहारिक पक्ष के साथ जुड़ें और साथ ही साथ स्वयं के रोजगार की संभावनाओं को भी बढ़ा सकें।

डिग्री कार्यक्रमों की अवधि और संरचना में तदनुसार बदलाव किया जाएगा। स्नातक उपाधि ३ या ४ वर्ष की अवधि की होगी, जिसमें उपयुक्त प्रमाणपत्र के साथ निकास के कई विकल्प होंगे। उदाहरण के तौर पर, व्यावसायिक तथा पेशेवर क्षेत्र सहित किसी भी विषय अथवा क्षेत्र में १ साल पूरा करने के साथ ही इस नवीन शिक्षा नीति को लागू करना तथा उसके अनुकूल विद्यार्थियों एवं अध्यापकों को ढालना एक चुनौती है। वैश्वीकरण, तकनीकी विकास एवं अन्तरराष्ट्रीय प्रभाव के कारण आज परिस्थितियां बहुत बदल गई हैं। तदनुसार इस नवीन शिक्षा नीति को लागू करना अवश्य भी है और अनुकूल भी है। इस नवीन शिक्षा नीति में हो सकता है, कुछ खामियां हो लेकिन उनका समाधान भी किया जा सकता है। अतः मेरे मतानुसार इस नवीन शिक्षा नीति को सभी विद्यार्थियों एवं शिक्षकों के हित में एक साथ सम्पूर्ण देश में लागू किया जाये।

संदर्भसूची

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राष्ट्रीयता और राष्ट्रीय शिक्षा नीति : २०२०

डॉ. गोपीराम शर्मा

सहायक आचार्य (हिन्दी)

डॉ. भीमराव अम्बेडकर राजकीय महाविद्यालय,
श्रीगंगानगर (राज.)

फतेहपुर सीकरी से अष्टछाप के भक्त कवि कुम्भनदास को अकबर का पुरस्कार के लिए बुलावा आता है पर कुम्भनदास दरबार और सम्राट से मिलने की खुशी नहीं जताते— 'संतन को कहा सीकरी सो काम?'¹ संत क्यों जाए सत्ता की चौखटों पर, यदि शासक को कोई कार्य उनसे है तो वो आए उनकी कुटिया पर। बहुत समय नहीं बीता है इस प्रसंग को। पर आज कोई अध्यापक—शिक्षक अपने स्थानान्तरण के लिए न जाने कितने छोटे—मोटे नेताओं के यहां हाजरी भरता दिख सकता है। यह केवल व्यक्तित्व का ह्रास नहीं है, सत्ता और वित्त को त्याज्य—तुच्छ मानने वाले संतों की आज यह दुर्दशा स्वायत्त राष्ट्रीयता का ह्रास है।

जिस धरती की प्रथम सभ्यता सिन्धु सभ्यता में नाली एवं स्नानागार के प्रमाण मिले हैं, आज उसी देश की धरती पर स्वच्छता का कैम्पेन सरकारी योजनाओं के तहत चलाया जा रहा है। हम साफ—सफाई जैसी प्रवृत्ति को भी सार्वजनिक जीवन में अपना नहीं पाए हैं। कमी कहां रह गई है? यूनानी आक्रमण से अंग्रेजों तक आक्रमणों की एक अखंड प्रक्रिया इस देश ने भोगी है। लगभग ढाई हजार वर्षों तक लड़कर जो जिंदा शेष रहा गया हो, वह दुनिया एक मात्र देश भारत ही है। इस लम्बे संघर्ष, अजेयता की कीमत भी इस मिट्टी को बड़ी चुकानी पड़ी है। देश की प्रतिभाएं सुरक्षा—संघर्ष में काम आ गई और जिससे संस्कार निर्माण कार्य शिथिल हुआ। धर्म, संस्कृति और सामाजिक सभी व्यवस्थाओं में संकुचन आ गया। धार्मिक ग्रंथों, प्रथाओं और मूल्यों में प्रक्षेप, विरूपण, दूषण, परिवर्तन आदि दुष्प्रभाव आ गए। लम्बी पराधीनता के कारण इनके परिष्कार का समय न मिल सका। जब विदेशी सत्ता वे हमें छोड़ा तो उनके दिए, बनाए प्रतिमानों के अनुसार ही इस राष्ट्र को आगे बढ़ाना था। इस कारण राष्ट्रीय भावों पर चिंतन प्राथमिकता न पा सका।

स्वतंत्रता के बाद हमारे सामने शिक्षा देने के बजाय साक्षरता देने का बड़ा प्रश्न खड़ा हो गया। 'स्वः स्वः चरित्रम् शिक्षरेण पृथ्वीव्याम् सर्व मानवाः' की घोषणा करने वाला आर्यावर्त निरक्षरों का बड़ा समूह बन गया। तब साक्षरता ही हमारी प्राथमिक दृष्टि रही, प्रौढ़ शिक्षा केन्द्र, रात्रि शिक्षा केन्द्र, अनौपचारिक शिक्षा केन्द्र आदि के द्वारा नामांकन बढ़ाने का अभियान हाथ में लिया गया। महाविद्यालयों, विश्वविद्यालयों से युवक पढ़े—लिखे काबिल बनकर निकलने लगे पर उनमें विवेकशीलता, सभ्यता नहीं जग सकी। हम युवाओं को नैतिकता का आधार ही नहीं दे सके और न ही युवाओं को स्वरोजगार व स्वावलम्बन की राह पर बढ़ा सके। पढ़े—लिखे कहलाने वाले युवकों ने कर्तव्यों से मुख मोड़कर अधिकारों की मांगों रखनी शुरू कर दी। इसी कारण अधिकारों के नाम पर आंदोलन होने लगे। शासन व्यवस्थाओं और सत्ता आंदोलनों से जूझने, खिसकाने, मांगे मानने में समय और ऊर्जा व्यय करती रही। किन्तु सामाजिक तथ्य है कि अधिकारों की मांग प्रतिष्ठा को गिराती है, जबकि उनका अर्जन गौरव प्रदान करता है।

भारतीय संविधान के चौथे भाग में नीति निदेशक तत्व वर्णित हैं जिसमें प्राथमिक स्तर के सभी बच्चों को अनिवार्य और निःशुल्क शिक्षा की व्यवस्था दी गई है। इसी क्रम में 1948 में डॉ. राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग का गठन हुआ और भारतीय शिक्षा प्रणाली को व्यवस्थित करने का कार्य प्रारम्भ हुआ। 1968 एवं 1986 में अब तक दो शिक्षा नीतियां देश में लागू की जा सकी हैं। इन नीतियों में शिक्षा तक पहुँच के मुद्दों को प्रमुखता दी गई, अच्छे नागरिक या अच्छे इन्सान बनाने की प्रक्रिया अभी तक अधूरी है। अंग्रेजों ने जो शिक्षा व्यवस्था थोपी, उसे धोने और हटाने में पूरी सफलता नहीं मिली है न तो हम अपने वैज्ञानिक ऋषियों चरक, सुश्रुत, वराहमिहिर, भास्कराचार्य, ब्रह्मगुप्त, नागार्जुन आदि को स्वीकार कर पाए हैं न ही अपने विभूतियों पाणिनी, पतंजलि, चाणक्य, गार्गी, थिरुवल्लुवर, मैत्रेयी, चक्रपाणि आदि की उपलब्धियों को जान पाए हैं। न ही प्राचीन गणित, खगोल, धातु विज्ञान, शल्य विज्ञान, नौकायन, दिशाज्ञान, दर्शनशास्त्र आदि को वर्तमान परिप्रेक्ष्य में उपयोग हेतु ठीक समझते हैं।

भारतीयता का परिचय कराने एवं भाषाओं का सम्मान बढ़ाने के उद्देश्य को ध्यान में रखते हुए के. कस्तुरी रंगन की अध्यक्षता में राष्ट्रीय शिक्षा नीति 2020 का खाका तैयार किया गया है, जिसे उत्तराखण्ड ने पहले पहल व्यावहारिक रूप से अपना भी लिया है।

राशिनी 2020 में स्कूल शिक्षा में 2030 तक सकल नामांकन अनुपात 100 प्रतिशत का लक्ष्य है एवं शिक्षा पर सार्वजनिक व्यय 4.43 प्रतिशत से बढ़ाकर 6 प्रतिशत किया है। मानव संसाधन मंत्रालय अब 'शिक्षा मंत्रालय' होगा। अब 10 + 2 + 3 की संरचना में बदलाव कर दिया है। स्कूल शिक्षा में अब 5 + 3 + 3 + 4 की संरचना रहेगी। इसमें पहले 5 वर्षों में प्री प्राइमरी की स्कूलिंग होगी तथा अगले 3 वर्षों में क्रमशः कक्षा तीन, चार एवं पांच की। अर्थात् 5 + 3 में बालक पांचवीं करेगा। अगले 3 में आठवीं (मिडिल) एवं 4 में कक्षा 9 से 12 की पढ़ाई हो सकेगी। तीन वर्ष का बालक प्रवेश लेगा और 15 वर्ष की स्कूलिंग करते हुए उच्च शिक्षा में जा सकेगा।

राशिनी 2020 में पांचवीं तक मातृभाषा (स्थानीय भाषा) में पढ़ाया जाएगा, इसके पश्चात् 8वीं तक के लिए सुझाव लेकर उनके अनुसार भाषा विकल्प चुना जाएगा। इस शिक्षा नीति में भाषा की शक्ति या बहुभाषावाद की अवधारणा पर बल है। आगे उच्च शिक्षा में विदेशी भाषाओं अंग्रेजी के साथ कोरियाई, जापानी, थाई, फ्रेंच, जर्मन, स्पेनिश, पुर्तगाली, रूसी आदि को भी पढ़ाया जाएगा। इसके पीछे यह मंशा है कि विद्यार्थी – शिक्षक के बीच के संवाद को सुगम और मनोरंजक बनाया जा सके। पढ़ाने की शैली संवाद या वार्तालाप शैली हो। यह तभी संभव है जब शिक्षक विद्यार्थियों की भाषा में ही बातचीत कर रहा हो। इसके लिए शिक्षकों के प्रशिक्षण पर बल दिया गया है। विषय भी अब समूह आधारित नहीं होंगे, विज्ञान के साथ सामाजिक विज्ञान लिया जा सकता है। इसे ज्ञान की एकता का दौर बताया जा रहा है, बहुविषयक ज्ञान वाले विद्यार्थी तैयार करने की जरूरत समझी गई है। इसलिए तार्किकता, रचनात्मक एवं अवधारणात्मक ज्ञान पर जोर दिया जा रहा है। रट्टा विद्या खत्म की जा रही है। यहां इसे इस उदाहरण से समझ सकते हैं कि बिना समझे कोई प्रतिदिन 50 पृष्ठ रटता है और दूसरा समझते हुए दो पृष्ठ। इसका वर्षान्तक में गणितीय हिसाब लगाने पर प्रथम पद्धति का परिणाम शून्य एवं द्वितीय का 730 पृष्ठ होता है।

विद्यार्थी शिक्षक का अनुपात 30 : 1 या 25 : 1 का करने का लक्ष्य है। यदि कई छोटे स्कूल पास-पास हैं तो वे एक 'स्कूल कॉम्प्लेक्स' के अन्तर्गत कार्य करेंगे। इससे उनकी समस्याएं, जरूरतें पूरी होंगी तथा शिक्षकों का विकास होगा। संगीत, खेल, योग आदि अब मुख्य पाठ्यक्रम में शामिल होंगे। इनको सह-शैक्षणिक गतिविधि नहीं माना जाएगा। नैतिकता, मानवीय और संवैधानिक मूल्यों को जाग्रत करने वाला पाठ्यक्रम होगा एवं राष्ट्रीय-स्थानीय सामग्री पाठ्यपुस्तकों में जोड़ी जाएगी। यह शिक्षा नीति भारतीय जड़ों और गौरव से जुड़ाव वाली होगी।

उच्च शिक्षा में देशभर के उच्च शिक्षा संस्थानों हेतु एकल निकाय 'भारतीय उच्च शिक्षा परिषद्' की परिकल्पना की गई है। राशिनी 2020 में बहुविषयक स्नातक शिक्षा, संकाय और संस्थागत स्वायत्तता की ओर उच्चतर शिक्षा को बढ़ावा दिया है। स्नातक को 3 या 4 वर्ष का किया गया है, जिसमें निकास के विकल्प भी मौजूद हैं। एक साल के अध्ययन के उपरांत निकास के बाद सर्टिफिकेट, दो साल उपरांत डिप्लोमा, तीन साल बाद डिग्री प्रदान की जाएगी। चौथा वर्ष बहुविषयक शिक्षा के लिए रखा गया है। एक अकादमिक क्रेडिट बैंक (एबीसी) स्थापित होगा, जिसमें विद्यार्थी के अलग-अलग मान्यता प्राप्त संस्थानों से प्राप्त क्रेडिट डिजिटल के रूप में संकलित होंगे, इन्हीं अंकों के आधार पर उच्चतर शिक्षण संस्थान (एचईआई) द्वारा डिग्री दी जाएगी। यदि कोई कठोर परियोजना पूरा कर ले तो 4 वर्षीय पाठ्यक्रम में शोध सहित डिग्री दी जा सकेगी।

स्नातकोत्तर में तीन वर्षीय स्नातक के बाद दो वर्षीय कार्यक्रम करना होगा, जिसमें दूसरा वर्ष शोध पर आधारित होगा। इसके अलावा चार वर्षीय स्नातक के बाद एक वर्ष का स्नातकोत्तर कार्यक्रम भी किया जा सकता है। इसके अलावा पांच वर्षीय एकीकृत स्नातक, स्नातकोत्तर कार्यक्रम भी किया जा सकता है। पी.एचडी स्नातकोत्तर के बाद की जा सकेगी या चार वर्षीय शोध के साथ स्नातक डिग्री उपरांत की जा सकेगी। एम.फिल बंद की गई है।

राशिनी 2020 में उच्चतर शिक्षा एक ऐसी व्यवस्था की ओर बढ़ना है जिसमें बहुविषयक विश्वविद्यालय और महाविद्यालय हो, बहुविषयक स्नातक शिक्षा, स्थानीय भाषाओं में कार्यक्रमों का माध्यम, संस्थागत स्वायत्तता, शिक्षा

अनुसंधान व सेवा के आधार नियुक्ति-प्रगति, सहकर्मी समीक्षा से अनुसंधान तथा अनुसंधान हेतु राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना, छात्रवृत्तियों में वृद्धि, ओपन स्कूलिंग, ऑनलाइन शिक्षा, मुक्त दूरस्थ शिक्षा (ओडीएल) दिव्यांगों के बुनियादी ढांचे का निर्माण करना आदि परिवर्तन लक्षित हैं।

इस शिक्षा नीति में केवल ज्ञान पर जोर नहीं है। यहां व्यवहार और क्रियात्मक ज्ञान को महत्व दिया गया है। ठीक भी है, विद्वान एडम्स का कथन इस संदर्भ में द्रष्टव्य है –“ज्ञान पर अधिक जोर देने से विद्यालय ज्ञान की दुकान तथा शिक्षक सूचना विक्रेता बन जाता है।”² राशिनी 2020 में क्षेत्रीय, मातृभाषाओं को महत्व देकर सीखने को सुगम ही नहीं कर रहे, गहरा करने का भी उपक्रम है। अपनी भाषा के शब्दों में हमारा लगाव सिर्फ इसलिए नहीं होता कि उनसे विभिन्न पदार्थों और व्यापारों का बोध सुगमता से होता है, बल्कि उनसे हमारा और हमारे पूर्वजों का रागात्मक सम्बंध रहा होता है। एक भारतीय बालक माता को माँम कहे या माँ, बाप को पिता कहे या डैड, दोनों में वस्तुगत अन्तर न होते हुए भी भावनागत अन्तर होता है। दूसरा जब हम शब्दों के भाव को नहीं समझते तो उनका उच्चारण करना या पढ़ना केवल ‘मुद्रण देखकर भौंकना (Barking at print)’ कहलाता है। अर्थ प्रतीति के लिए भावाभिव्यक्ति भी शब्दोच्चारण के साथ जरूरी है।

राशिनी 2020 भारतीय गौरव और जड़ों से जुड़ने का लक्ष्य रखती है। जब अंग्रेज यहां काबिज था तो उसने देश को इंडिया कहना शुरू किया। ऐसी बात नहीं थी कि अंग्रेज ‘भारत’ शब्द का उच्चारण नहीं कर सकते थे, असल में वे भारत को भुला देना चाहते थे। इंडिया कहने से कोई ‘इंडिया माता’ नहीं कह पाएगा और भारत माता की जय का लोप हो जाएगा। वे कुछ हद तक कामयाब हुए भी, संविधान में हम ‘इंडिया देट इज़ भारत’ हो गए तथा आज कुछ जन भारत माता की जय को कतराता भी है।³

निष्कर्षतः

कह सकते हैं कि राष्ट्रीय शिक्षा नीति 2020 में मूलरूप से जो बातें हैं, वे हैं विषयों एवं ज्ञान की एकता, बहुभाषावाद, शैक्षणिक संस्थाओं की स्वायत्तता, स्थानीयता को महत्व, भारतीय जड़ों और गौरव से बंधना तथा अवधारणात्मक समझ। बहुत कुछ अच्छा और श्रेष्ठकारी है व्यक्ति, समाज और राष्ट्र के लिए। परन्तु एक प्रश्न खड़ा रह जाता है कि पूर्व की दोनों शिक्षा नीतियां अपना सम्पूर्ण परिणाम नहीं दे पाईं तथा उनके लक्ष्य इतने व्यापक भी नहीं थे। ऐसे में राशिनी 2020 में जब शिक्षण संस्थान स्वायत्त होंगे, सहकर्मी शिक्षक एक-दूसरे की समीक्षा करेंगे, उस ट्रेक रिकॉर्ड से प्रमोशन, जब चाहे निकास के खुले रास्ते, न चाहने वालों के लिए अनिवार्य शोध आदि के साथ जिस प्रकार अपना तंत्र है, उसको देखते हुए सफलता संदिग्ध दिखती है। जितनी अच्छी नीति है उतनी ही क्रियान्वयन के प्रति आशंका है।

अंत में यही कहा जा सकता है कि अब भारतीय मानस नयी करवट लेकर उठ बैठा है और वह करता दिखाई दे रहा है, जिसकी आशा कोई पहले नहीं कर रहा था। अब आशंकाएं निर्मूल होने, चुनौतियां धूसरित धूल होने का समय है तो राष्ट्रीय शिक्षा नीति 2020 भारत और भारतीयों के लिए नए युग का गान सिद्ध होगी।

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राष्ट्रीय शिक्षा नीति २०२० : प्रमुख प्रावधान एवं समीक्षा

अमरजीत

सहायक आचार्य (इतिहास)
राजकीय महाविद्यालय, टिब्बी,
जिला—हनुमानगढ़ (राज.)

राष्ट्रीय शिक्षा नीति १९८६ जब देश में लागू की गई तब उसे तात्कालीन परिस्थितियों एवं देश के संसाधनों और भविष्य की आवश्यकताओं को ध्यान में रखकर तैयार की गई थी। इस नीति को लागू किये लगभग ३५ वर्षों का समय बीत चुका है इस समय के दौरान विश्व में शिक्षा के क्षेत्र में नये — नये बदलाव आये हैं इसलिये भारत को विश्व पटल पर शिक्षा के क्षेत्र में और अधिक विकसित करने एवं अन्य देशों के साथ समन्वय बनाते हुए शिक्षा में आगे बढ़ने की आवश्यकता महसूस की गई, इसी कारण केन्द्र सरकार ने देश की नयी शिक्षा नीति लागू की। यह शिक्षा नीति २१वीं सदी में देश की युवा पीढ़ी को पूर्ण विकसित करने की दिशा में एक अच्छा प्रयास माना जा रहा है।

राष्ट्रीय शिक्षा नीति २०२० हमारे देश के वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली कमेटी की रिपोर्ट के आधार पर तैयार की गई। इस शिक्षा नीति में शिक्षा के क्षेत्र में आवश्यक मूलभूत बातों को लागू किया गया जो कि वर्तमान और भविष्य की भारतीय युवा शक्ति के सर्वांगीण विकास को ध्यान में रखकर तैयार की गई। यह शिक्षा नीति १०+२ के फॉर्मूले के विपरीत ५+३+३+४ के शिक्षा प्राप्त करने के फॉर्मूले पर आधारित है। इस शिक्षा नीति में प्रारम्भिक शिक्षा, माध्यमिक शिक्षा एवं उच्च शिक्षा के क्षेत्र में व्यापक बदलाव किये गये हैं। इस शिक्षा नीति में बालक की प्रारम्भिक शिक्षा के काल में क्षेत्रीय भाषाओं के माध्यम से शिक्षा देने की सिफारिश की गई है तथा कक्षा ६ के बाद से ही विद्यार्थियों को प्रोफेशनल एवं स्किल विकास की शिक्षा देने का भी प्रावधान किया गया है जो कि वर्तमान समय की एक बहुत बड़ी आवश्यकता है। इस नियम के द्वारा विद्यार्थियों को कम आयु में ही रोजगार के अवसर प्राप्त हो सकेंगे या यूं कहें कि बालक केवल किताबी ज्ञान तक ही सीमित नहीं रहेगा, वह व्यवसाय और कौशल विकास की शिक्षा प्राप्त कर समाज में जीने के लिए सक्षम बन जायेगा। कक्षा ९ के बाद विद्यार्थियों को अपने विषय चुनने की स्वतन्त्रता प्रदान करने का प्रावधान किया गया है। इसके अलावा इस शिक्षा नीति में छात्रों के द्वारा रटने की प्रवृत्ति को समाप्त करने का प्रयास किया गया है और परीक्षाओं में प्रायोगिक परीक्षा, मॉडल आदि के माध्यम से शिक्षा प्राप्त करने का प्रावधान है। कक्षा १० और कक्षा १२ की बोर्ड परीक्षाओं के स्तर पर भी बदलाव किये गये हैं ताकि विद्यार्थियों को बोर्ड की परीक्षाओं के तनाव से मुक्त रखा जा सके।

जैसा कि पिछले ४-५ वर्षों में कोविड काल के दौरान बालक विद्यालय में शिक्षा प्राप्त करने से वंचित रहे, अतः घर बैठ कर डिजिटल माध्यम से शिक्षा प्राप्त करने अर्थात् ऑनलाइन शिक्षा के प्रावधान भी इस शिक्षा नीति में किये गये हैं तथा इससे पहले भारत में शिक्षा की विभिन्न प्रशासनिक इकाईयाँ बनायी गयी थी जो कि देश की शिक्षा नीति को संचालित करती थी परन्तु २०२० की राष्ट्रीय शिक्षा नीति ने शिक्षा से जुड़ी कई उच्च शिक्षण संस्थाओं व बोर्डों को समाप्त करके केन्द्र स्तर पर केवल एक रेगुलेटरी बोर्ड के गठन का प्रावधान किया गया है। इससे हमारे देश एवं सभी राज्यों में एक समान शिक्षा नीति को भविष्य में लागू किया जा सकेगा।

पिछले लगभग ३० वर्षों से देश में शिक्षा के क्षेत्र में अनुसंधानों (रिसर्च) की कमी को देखते हुए ग्रेजुएशन व पोस्ट ग्रेजुएशन लेवल पर ही शिक्षा के साथ — साथ अनुसंधान करने के प्रावधान को भी लागू किया गया है। कोरोना काल में हमारे देश में शिक्षा के डिजिटलाइजेशन की बहुत अधिक आवश्यकता महसूस की गई अतः इस शिक्षा नीति में प्रारम्भिक, माध्यमिक व उच्च माध्यमिक तीनों स्तरों पर अधिक से अधिक डिजिटल माध्यम से शिक्षा प्रदान करने का भी प्रावधान है। इस शिक्षा नीति में देश के सभी विश्वविद्यालयों में बने हुए अलग — अलग प्रकार के नियमों को समाप्त करके सभी के लिए एक समान नियम व्यवस्था को लागू करने का प्रयास किया गया है तथा सभी प्रकार के महाविद्यालयों को स्वायत्तता प्रदान करने का भी प्रावधान किया गया है।

इस शिक्षा नीति में अध्यापकों को व्यापक प्रशिक्षण देने का भी प्रावधान किया गया है तथा केन्द्र स्तर पर नेशनल रिसर्च फाउण्डेशन (छण्टण्ण) का भी गठन किया गया है जो कि एक स्वायत्त निकाय के रूप में कार्य करेगा। तथा इसमें भारतीय भाषाओं के माध्यम से शिक्षा प्रदान करने तथा कला, संगीत, शिल्प, योग आदि की शिक्षा को भी पाठ्यक्रम में शामिल करने का भी प्रावधान किया गया है। ऑनलाइन

शिक्षा को बढ़ावा देने के लिए क्षेत्रीय भाषाओं में शिक्षा के कन्टेन्ट तैयार करना वर्चुअल लैब और डिजिटल लाइब्रेरियों, डिजिटल संसाधनों इत्यादि के माध्यम से विद्यार्थियों को शिक्षा देने वाले प्रमुख प्रावधान किये गये हैं। इस शिक्षा नीति में उच्च शिक्षण संस्थाओं में प्रवेश के लिए एक कॉमन एन्ट्रेंस एग्जाम करवाने की भी स्वतन्त्रता दी गयी है।

इस प्रकार हम देखते हैं कि राष्ट्रीय शिक्षा नीति २०२० में भारत के वर्तमान और भविष्य की आवश्यकताओं को ध्यान में रखते हुए विभिन्न परिवर्तन किये गये हैं तथा समय – समय पर इसमें शिक्षा से जुड़े अन्य महत्वपूर्ण नियमों को भी संशोधन करके लागू करने के लिए भी सुझाव मांगे जाते रहें हैं। इस प्रकार राष्ट्रीय शिक्षा नीति २०२० में वर्ष २०३० तक शिक्षा के क्षेत्र में आवश्यक लक्ष्यों को प्राप्त करने और इसके प्रावधानों को लागू करने की शुरुआत की गयी है।

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राष्ट्रीय शिक्षा नीति—२०२०: मुद्दे, चुनौतियां और अवसर

Rajendra Kumar,
Assistant Professor (Political Science)
Govt. College, Bhattu Kalan
District – Fatehabad (Haryana)

सारांश

भारत की नई शिक्षा नीति (२०२०) के द्वारा भारत को एक वैश्विक ज्ञान की महाशक्ति बनाना है। शिक्षा तक सभी की पहुंच को आसान बनाना, समता के साथ-साथ गुणवत्तापूर्ण शिक्षा, जवाबदेही इत्यादि को नई शिक्षा नीति में मजबूती से शामिल किया गया है। २१ वीं शताब्दी में भारत की आवश्यकताओं के अनुकूल स्कूल और कॉलेज की शिक्षा को समग्र और लचीला बनाकर छात्र में निहित अद्वितीय क्षमताओं को सामने लाना है।

वर्तमान में वैश्वीकरण और आर्थिक-दौर में वर्तमान शिक्षा नीति (१९८६) खरी नहीं उतर पा रही है, इसलिए नई शिक्षा नीति—२०२० के द्वारा भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुंच सुनिश्चित करने का प्रयास पूर्ण हो सकेगा। नई शिक्षा नीति को लागू करने के मार्ग में अनेक चुनौतियां विद्यमान हैं अर्थात् शिक्षा का मंहगा होना, दक्ष शिक्षकों का पलायन, कुशल शिक्षकों का अभाव, पर्याप्त वित्त पोषण की व्यवस्था से सम्बन्धित समस्याएं। वर्ष २०४७ तक विकसित भारत का लक्ष्य नई शिक्षा नीति के सफल एवं प्रभावी क्रियान्वयन पर बहुत अधिक निर्भर करेगा।

प्रस्तावना:—

नई शिक्षा नीति २०२० विविधता से भरे भारत की शिक्षा नीति है जो बदलते भारत के भविष्य निर्माण में अत्यंत महत्वपूर्ण भूमिका निभाएगी। यह शिक्षा नीति वृहद् स्तर पर स्कूली शिक्षा व उच्च शिक्षा के नए आयामों पर गहराई से दृष्टि रखकर बनाई गई है। प्रारंभिक बाल्यावस्था में बच्चा कैसी और कैसे शिक्षा प्राप्त करें कि उसकी नींव मजबूत हो सके, इसीलिए ५+३+३+४ का फॉर्मूला दिया गया है। प्रारंभिक वर्षों में बच्चा प्रथम कक्षा से पूर्व क्या सीखता है वहीं से उसकी शिक्षा का बीज पड़ता है। बुनियादी साक्षरता और संख्या ज्ञान के लिए नई शिक्षा नीति खुल कर बात करती है। सर्वाधिक युवा जनसंख्या वाले भारत में युवा इस योग्य बनें कि आत्मनिर्भरता के साथ साथ देश की प्रगति में अपना सक्रिय योगदान दे सके। तेजी से बदली परिस्थितियों में शिक्षण प्रक्रिया शिक्षार्थी केन्द्रित हो और विशेष रूप से शिक्षार्थी हेतु रूचिपूर्ण हो इसके लिए पाठ्यक्रम का समावेशी होना आवश्यक है। इसके लिए पाठ्यक्रम में विज्ञान और गणित के अलावा बुनियादी कला शिल्प, मानविकी, खेल और फिटनेस, भाषाओं, साहित्य संस्कृति व मूल्य का अवश्य ही समावेश किया जाए। शिक्षा से चरित्र निर्माण होना चाहिए, शिक्षार्थियों में नैतिकता, तार्किकता, करुणा और संवेदनशीलता विकसित करनी चाहिए और साथ ही रोजगार के लिए सक्षम बनाना चाहिए।^१ इन सभी लक्ष्यों को पूरा करने के लिए कस्तूरीरंगन की अध्यक्षता वाली समिति ने इस नीति का निर्माण किया है। इससे पूर्व निर्मित शिक्षा नीतियों का उद्देश्य मुख्य रूप से शिक्षा केन्द्रित था। १९८६ को प्रथम शिक्षा नीति का निर्माण हुआ, १९९२ को उसमें कुछ संशोधन किए गए। २००९ के शिक्षा अधिनियम ने प्रारंभिक शिक्षा को सबके लिए निःशुल्क उपलब्ध करवाने में महत्वपूर्ण भूमिका निभाई।

कक्षा ६ से ८ तक की मिडिल स्टेज में बच्चे को व्यावसायिक शिक्षा दी जायेगी, जैसे कम्प्यूटर ट्रेनिंग, कोडिंग, सिलाई, बुनाई, बढ़ई की ट्रेनिंग दी जायेगी और माध्यम भारतीय भाषा रहेगी। कक्षा ९ से १२ वीं तक (सेकेण्डरी स्टेज) की पढ़ाई में बच्चा कोई भी सब्जेक्ट ले सकता है। आर्ट्स, साइंस और कॉमर्स कोई स्ट्रीम नहीं होगी। कक्षा ६ से १२ तक की परीक्षा सेमेस्टर आधारित होगी, इसमें एक विदेशी भाषा (फॉरेन लैंग्वेज) की शिक्षा दी जायेगी। स्कूली शिक्षा के बाद स्नातक (ग्रेजुएशन) डिग्री ४ वर्ष के लिए अलग-२ प्रमाण पत्र दिया जायेगा।

- (i) एक वर्ष की पढ़ाई पूर्ण करने पर ग्रेजुएशन सर्टिफिकेट दिया जायेगा।
- (ii) दो साल की पढ़ाई करने पर ग्रेजुएशन डिप्लोमा प्रमाण पत्र दिया जायेगा।

(iii) तीन वर्ष पूर्ण करने पर ग्रेजुएशन डिग्री मिलेगी।

(iv) चार वर्ष स्नातक करने पर ग्रेजुएशन के पूर्ण करने के उपरान्त शोध ग्रेजुएशन प्रमाण पत्र दिया जायेगा। स्नातकोत्तर (पोस्ट ग्रेजुएशन) 9 से 2 वर्ष का होगा अर्थात् जिन विद्यार्थियों ने स्नातक के चारों वर्षों की पढ़ाई पूरी की है उन्हें 9 वर्षीय स्नातकोत्तर में प्रवेश मिलेगा, जबकि तीन वर्ष की स्नातक की पढ़ाई करने वालों को 2 वर्षीय स्नातकोत्तर हेतु पढ़ाई करनी होगी। नई शिक्षा नीति में पी.एच.डी. (Ph.D) कुल चार वर्ष की होगी।

नई शिक्षा नीति बनाने के लिए देश की 2.5 लाख ग्राम पंचायतों, 6600 ब्लॉक और 696 जिलों से सलाह ली गई। शिक्षाविदों, अध्यापकों, जनप्रतिनिधियों, अभिभावकों और छात्रों तक के दो लाख से अधिक सुझाव पर मंथन कर जनआकांक्षाओं के अनुरूप नई शिक्षा नीति को साकार किया गया।²

नई शिक्षा नीति में प्राचीन और आधुनिक ज्ञान प्रणाली दोनों का सुन्दर मिश्रण होने जा रहा है, जो न केवल आपको ज्ञान प्राप्त करने के लिए प्रेरित करता है बल्कि भारतीय संस्कृति और लोकोचार को एकीकृत करने में भी मदद करता है।³

नई शिक्षा नीति (२०२०) के उद्देश्य:-

- नई राष्ट्रीय शिक्षा नीति का लक्ष्य सन् २०३० तक शत प्रतिशत नामांकन को सम्भव बनाना है।
- पांचवीं तक की शिक्षा मातृभाषा/क्षेत्रीय भाषा में दी जायेगी।
- नई शिक्षा नीति (२०२०) द्वारा सभी छात्रों को उच्च शिक्षा प्रदान करना है।
- २०२५ तक पूर्व प्राथमिक शिक्षा को सभी को उपलब्ध करवाना है।
- उच्च शिक्षण संस्थानों के लिए 'भारतीय उच्च शिक्षा परिषद्' की परिकल्पना की गई है।

राष्ट्रीय शिक्षा नीति (२०२०) के द्वारा वर्ष २०४० तक भारत के सभी वर्गों के लोगों तक बिना भेदभाव किए उच्च गुणवत्ता वाली शिक्षा की पहुंच को सम्भव बनाना है।

नई शिक्षा नीति के सिद्धान्त:-

- प्रत्येक बच्चे की क्षमता की पहचान कर उसका सम्पूर्ण विकास करना।
- बच्चों के लिए शिक्षा को लचीला बनाना।
- सार्वजनिक शिक्षा प्रणाली में निवेश को बढ़ावा देना।
- गुणवत्तापूर्ण शिक्षा को बढ़ावा देना।
- विद्यार्थियों को भारतीय संस्कृति एक मूल्यों की जानकारी देना।
- गुणात्मक एवं उत्कृष्ट स्तर के शोध को बढ़ावा देना।
- बच्चों में अच्छे संस्कारों और पारदर्शिता को बढ़ावा देना।
- शिक्षा नीति को सरल और पारदर्शी बनाना।
- शिक्षा में हस्त कौशल और तकनीक को शामिल कर उसें समयानुकूल बनाना।
- विद्यार्थियों को विभिन्न प्रकार की भाषाओं के ज्ञान पर जोर।
- बच्चों के लिए रचनात्मक एवं तार्किक प्रवृत्तियों को बढ़ावा देना।

नई शिक्षा नीति (२०२०) की आवश्यकता:-

१९८६ की शिक्षा नीति के ३४ वर्ष बाद वर्ष २०२० में नई राष्ट्रीय शिक्षा नीति की घोषणा महात्मा गांधी और स्वामी विवेकानन्द के स्वप्नों को साकार करने में सक्षम होगी।

गांधी जी के शब्दों में, “ शिक्षा का संबंध बालक और मनुष्य के शरीर, मन और आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है।”

विवेकानन्द के अनुसार, “मनुष्य की अंतर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है।” शिक्षा समाज में चलने वाली निरन्तर प्रक्रिया है। शिक्षा से मनुष्य का संवागीण विकास होता है। शिक्षा द्वारा ही मनुष्य समाज और राष्ट्र की मूल्यवान सम्पत्ति बन पाता है।

नई शिक्षा नीति (२०२०) के माध्यम से देश में विद्यालयी शिक्षा एवं उच्च शिक्षा में आमूलचूल परिवर्तन कर सभी तक शिक्षा की पहुंच को सम्भव बनाना है। बदलते वैश्विक परिदृश्य (वैश्वीकरण एवं उदारीकरण के दौर में) के मद्देनजर नई शिक्षा नीति को अपनाने की आवश्यकता थी। आर्थिक युग के दृष्टिकोण से अर्थव्यवस्था की मजबूती हेतु वैश्विक आवश्यकताओं को नई शिक्षा नीति द्वारा ही पूरा किया जा सकता है। शिक्षा की गुणवत्ता, नवाचार और शोध एवं अनुसंधान को बढ़ावा देने हेतु नई शिक्षा नीति को अपनाने की आवश्यकता थी।

भारतीय शिक्षा नीति को विष्वस्तरीय बनाने के लिए शिक्षा नीति में बदलाव आवश्यक हो गया था।

नई शिक्षा नीति (२०२०) से सम्बन्धित चुनौतियां:-

- शिक्षा वर्तमान में संवैधानिक दृष्टि से समवर्ती सूची का विषय है। ज्यादातर राज्यों के अपने-२ विद्यालयी बोर्ड हैं। इसलिए नई शिक्षा नीति को प्रभावी ढंग से लागू करने में राज्य सरकारों की भूमिका महत्वपूर्ण हो जाती है। साथ ही नई शिक्षा नीति में एक राष्ट्रीय उच्चतर शिक्षा नियमांक परिषद् को लेकर राज्यों द्वारा केन्द्र का विरोध एक रुकावट बन सकता है। भारत में कई राज्यों में क्षेत्रीय दलों की विपक्षी सरकारें हैं जो राजनीतिक कारणों से इस कार्य में बाधा डाल सकती हैं।
- दक्षिण भारत के राज्यों के द्वारा 'त्रिभाषा' सूत्र उनके उपर एक विशेष संस्कृतिकरण एवं मूल्यों को थोपने के तौर पर देखा जा सकता है।
- नई शिक्षा नीति में भारत में विदेशी विश्वविद्यालयों द्वारा शिक्षा की व्यवस्था की मंजूरी से शिक्षा के मंहगा होने की सम्भावना होगी जो गरीब भारतीय छात्रों से उच्च शिक्षा की पहुंच को दूर कर देगी।
- नई शिक्षा नीति (२०२०) में कुल भारत की जीडीपी का ६ प्रतिशत खर्च करना प्रस्तावित है। इस मात्रा में वित्त पोषण का सुनिश्चित होना असम्भव नहीं तो चुनौतीपूर्ण अवश्य होगा।
- वर्तमान में शिक्षा के क्षेत्र (स्कूल शिक्षा और उच्च शिक्षा) में लाखों की संख्या में शिक्षकों के पद रिक्त पड़े हैं, साथ ही कुशल एवं दक्ष शिक्षकों का अभाव है। इस समस्या का समाधान किए बिना राष्ट्रीय शिक्षा नीति (२०२०) का सफल एवं प्रभावी क्रियान्वयन असम्भव है।
- वर्तमान में कई राज्यों में शिक्षण संस्थान (प्राविधिक, चिकित्सा, इंजीनियरिंग, तकनीकी) प्रवेश शुल्क के नाम पर मैनेजमेन्ट कोटा की सीटों के नाम डोनेशन शुल्क वसूल करते हैं। इसको लेकर नियामक प्रक्रियाएं अंकुश लगाने में असमर्थ हैं, इसलिए निरन्तर मुनाफाखोरी जारी है।
- नई शिक्षा नीति के नियंताओं को यह सुनिश्चित करना होगा कि शिक्षण से लेकर मूल्यांकन तक की व्यवस्था पारदर्शी और ईमानदार बनाई जाए।^४

नई राष्ट्रीय शिक्षा नीति (२०२०) अवसर एवं सम्भावनाएं:-

- वर्तमान में कौशल विकास तथा शिक्षा की कमी के कारण देश की लगभग ५० प्रतिशत से भी अधिक जनसंख्या प्राथमिक क्षेत्र (विशेषकर कृषि कार्यों) में संलग्न है। भारत में द्वितीयक (उद्योग एवं विनिर्माण), तृतीयक (सेवा क्षेत्र) तथा चतुर्थक (ज्ञान आधारित सेवाओं) क्षेत्र की सम्भावनाओं का पूर्ण दोहन नहीं हुआ है।^५ नई शिक्षा नीति (२०२०) के सफल एवं प्रभावी क्रियान्वयन के उपरान्त द्वितीयक, तृतीयक तथा चतुर्थक क्षेत्र में लोगों के अधिक संलग्न होने से भारतीय अर्थव्यवस्था को प्रगति मिलेगी। साथ ही साथ कृषि क्षेत्र में दबाव कम होगा।
- इंडिया स्किल्स रिपोर्ट २०२२ के अनुसार भारत में लगभग ४८.७ प्रतिशत युवा ही कौशल युक्त रोजगार योग्य हैं। कौशल विकास तथा तकनीकी शिक्षा के अभाव में जनसंख्या का एक बड़ा भाग बेरोजगारी का सामना कर रहा है। नई शिक्षा नीति (२०२०) में कौशल युक्त तथा तकनीकी शिक्षा पर जोर दिया गया है। जिससे शिक्षा को रोजगारन्मुखी बनाने का प्रयत्न किया गया है। नई शिक्षा नीति (२०२०) से बढ़ती बेरोजगारी पर अंकुश लगाया जा सकता है।

- नई शिक्षा नीति (२०२०) में स्कूली पाठ्यक्रम में व्यावसायिक शिक्षा और उच्च शिक्षा में स्नातक स्तर पर अनुसंधान को शामिल किया गया है जिससे समाजपयोगी बदलाव दृष्टिगोचर होंगे।
- नई शिक्षा नीति (२०२०) में विद्यार्थियों को रुचि अनुसार शिक्षा की व्यवस्था से विद्यार्थियों का अधिकतम विकास हो सकेगा।
- नई शिक्षा नीति (२०२०) में शिक्षकों के लिए उच्चे मानक और उंची शिक्षा की व्यवस्था से नई पीढ़ी के छात्रों को सुयोग्य शिक्षक और शोध क्षेत्र में कुशल मार्गदर्शक मिल सकेंगे।
- भारतीय विश्वविद्यालयों के साथ विदेशी विश्वविद्यालय की स्वस्थ प्रतिस्पर्द्धा से भारतीय शिक्षा प्रणाली बेहतर होगी।
- अध्यापक शिक्षा के मामले में राष्ट्रीय शिक्षा नीति-२०२० से मील का पत्थर प्रतीत होती है जो वर्तमान अध्यापक शिक्षा में सुधार और शिक्षण को आकार देने के लिए सभी आवश्यक कारकों का समावेश करती है। यह अपने बहुआयामी दृष्टिकोण से अध्यापक शिक्षा को पुनर्जीवित करने को समर्पित है।^६

निष्कर्ष: (Conclusion):-

२१ वीं सदी में भारत की आवश्यकताओं को पूरा करने में नई राष्ट्रीय शिक्षा नीति (२०२०) मील का पत्थर साबित हो सकती है, बशर्ते इसका क्रियान्वयन सफल तरीके से हो। नई शिक्षा नीति को प्रभावी ढंग से लागू कर भारत विश्व में विकसित राष्ट्र का लक्ष्य हासिल कर सकता है।

नई शिक्षा नीति (२०२०) को वर्तमान शिक्षा प्रणाली के दोषों के मद्देनजर लाया गया है। भारत में शिक्षा प्रणाली में निरन्तर बदलाव होता रहा है। १९८६ के ३४ वर्ष बाद एक बार फिर से २०२० में वर्तमान सरकार ने नई शिक्षा नीति की घोषणा की। नई शिक्षा नीति समाज की आवश्यकताओं के साथ-साथ शिक्षा में गुणवत्ता के स्तर को बढ़ाने पर बल देती है।

नई शिक्षा नीति का लक्ष्य भारत को वैश्विक ज्ञान महाषक्ति बनाना है। साथ ही इसमें शिक्षा का भारतीयकरण करने पर जोर दिया गया है, ताकि छात्र विचारों से ही नहीं बल्कि व्यवहार से, मूल्यों से, कौशल से योग्य भारतीय नागरिक बन सके।

वर्ष २०४७ तक विकसित भारत का लक्ष्य नई शिक्षा नीति के सफल एवं प्रभावी ढंग से क्रियान्वयन पर बहुत हद तक निर्भर करेगा।

भारत को अपनी वर्तमान चुनौतियों का मुकाबला करने के साथ-साथ शिक्षा, स्वास्थ्य और रोजगार के क्षेत्र में बेहतर उपलब्धियां हासिल करनी होंगी। तभी केन्द्र एवं राज्य सरकारों, निजी क्षेत्र एवं नागरिक समाज के सम्मिलित प्रयासों से आजादी के शताब्दी वर्ष (२०४७) तक भारत विकसित राष्ट्रों की श्रेणी में शामिल किया जा सकता है।^७

संदर्भ सूची-

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- ६ अरोड़ा पंकज, संवरना चाहिए अध्यापक शिक्षा का स्वरूप, दैनिक जागरण, २७ अगस्त, २०२२
- ७ वर्ष २०४७ तक विकसित भारत का लक्ष्य: विद्यमान चुनौतियां तथा व्यापक संभावनाओं के क्षेत्र सिविल सर्विसेज क्रॉनिकल दिल्ली, अक्टूबर, २०२२ पृष्ठ ०८

नई शिक्षा नीति २०२० : उच्च शिक्षा में क्रान्तिकारी परिवर्तन

राधेश्याम,

सहायक आचार्य (वनस्पति विज्ञान)

डॉ.बी.आर. अम्बेडकर महाविद्यालय नोहर (हनुमानगढ़)

शिक्षा नीति १९८६ के तत्पश्चात ३४ वर्षों बाद नवीन शिक्षा नीति—२०२० को हाल ही में मंत्रिमण्डल द्वारा मंजूर किया गया। राष्ट्रीय शिक्षा नीति— २०२० इससे के वरिष्ठ वैज्ञानिक के कस्तुरीरंगन के नेतृत्व में बनाई गई। सबसे बड़ी बात कि देश के हर विभाग हर पंचायत से सलाह लेकर इस शिक्षा नीति को तैयार किया गया और इसका एक ही मंत्रालय बनाया गया।

शिक्षा नीति २०२० में उच्च शिक्षा के विषय विकल्प, कार्य शोध, व्यवसायिक शिक्षा में बड़े स्तर पर बदलाव किया गया है। जिससे भविष्य में शोध कार्य व व्यवसायिक स्तर पर बदलाव की संभावना है यह आने वाले समय में युवा शिक्षा के लिए व व्यवसाय क्षेत्र में लाभदायक सिद्ध होगा।”

शिक्षा किसी भी राष्ट्र की नींव होती है, इसलिए दुनिया का हर व्यक्ति शिक्षित होना चाहिए यह राष्ट्र और व्यक्ति दोनों के लिए जरूरी है। राष्ट्रीय शिक्षा नीति—२०२० का उद्देश्य एक ऐसी शिक्षा प्रणाली का निर्माण करना है जो भारतीय लोकाचर में निहित हो और भारत को वैश्विक ज्ञान महाशक्ति के रूप में पुनर्निर्माण कर सके। राष्ट्रीय शिक्षा नीति—२०२० का उद्देश्य स्कूल व कॉलेज शिक्षा को आधिक लचीला, संग्राम और बहुविषयक माध्यम से परिवर्तकारी बनाना है। कॉलेज शिक्षा में विद्यार्थियों के लिए बहुत सारे बदलाव किये गये हैं जैसे कॉलेज प्रवेश के लिए विद्यार्थी कॉमन एप्टीट्यूड परीक्षा दे पायेंगे। और साथ ही उच्च शैक्षणिक संस्थानों में विश्वस्तरीय और उच्चगुणवत्तापूर्वक अध्ययन पर जोर दिया जायेगा। आयोग ने व्यापक सुधार के लिए शिक्षक—प्रशिक्षण और अन्य सभी कार्यक्रमों को महाविद्यालय व विश्वविद्यालय स्तरों पर शामिल करने की सिफारिश की है। स्नातक—शिक्षा का ढांचा बदलकर चार वर्ष किया गया, जिसमें प्रथम वर्ष में सर्टिफिकेट, द्वितीय वर्ष में डिप्लोमा, तृतीय वर्ष डिग्री व चतुर्थ वर्ष में रीसर्च कॉर्स को शामिल किया जायेगा। इसके साथ—साथ स्कुली—शिक्षा और उच्च शिक्षा में कृषि शिक्षा, कानूनी शिक्षा, चिकित्सा शिक्षा और तकनीकी शिक्षा जैसी व्यवसायिक शिक्षा को दायरे में लाया जायेगा। लगभग पन्द्रह हजार बड़े, बहुविषयक संस्थानों में, आठ सौ विश्वविद्यालय और चालीस हजार महाविद्यालयों का एकीकरण किया जायेगा।

सभी विषयों और क्षेत्रों में शिक्षण कार्यक्रम के साथ बहुविषयक संस्थान बनाने के लिए वंचित भौगोलिक क्षेत्रों में उच्च गुणवत्ता वाले संस्थानों को प्राथमिकता, पर्याप्त सार्वजनिक निवेश किया जायेगा।

नई शिक्षा नीति — २०२० में उच्च गुणवत्ता की उदार शिक्षा व बहुसांस्कृतिक प्रदर्शन के लिए प्रयास किये गये हैं जिसमें कई विकास विकल्पों के साथ तीन से चार वर्ष की स्नातक शिक्षा, जिसमें अनुसंधान कार्य के साथ ऑनर्स उपाधि तथा लचीली मास्टर उपाधि कार्यक्रम। स्नातक व अधि स्नातक के लिए पांच वर्ष का एकीकृत कार्यक्रम होगा। पाठ्यक्रम संरचना लचीली, कल्पनाशील, रचनात्मक, समायोजक युक्त होगी। स्नातकोत्तर और डॉक्टरेट शिक्षा अनुसंधान आधारित विशेषज्ञता प्रदान करेंगे।

इस नई शिक्षा नीति में उच्च शिक्षा के शासन व विनियम में बड़ा बदलाव किया गया है जिससे उच्च शिक्षा के उद्देश्यों को हासिल कर सकेगा। इन्हीं उद्देश्यों को मद्देनजर रखते हुए NHER। (राष्ट्रीय उच्चतर शिक्षा नियामक प्राधिकरण) का गठन किया जायेगा, यू.जी.सी. को उच्च शिक्षा अनुसंधान परिषद् में परिवर्तित किया जायेगा, व्यवसायिक मानक सेटिंग बोर्ड (PSSB) जो पेशेवर अभ्यास और शिक्षा के लिए मानकों को निर्धारित करेंगे।

उच्च शिक्षण संस्थान (HEI) के लिए मिशन नालंदा (MS) व मिशन तक्षशिला (MT) के अन्तर्गत हर जिले में कम से कम एक उच्च गुणवत्ता वाले भू की स्थापना की जायेगी।

नई शिक्षा नीति २०२० के अन्तर्गत व्यवसायिक शिक्षा को लागू करने का प्रावधान है जो शिक्षा के क्षेत्र में क्रान्तिकारी परिवर्तन है। इसमें उच्च शिक्षा प्रणाली के अभिन्न अंग के रूप में व्यवसायिक शिक्षा लागू करना शामिल है।

स्वचालित तकनीकी विश्वविद्यालय, स्वास्थ्य— विज्ञान विश्वविद्यालय, विधी विश्वविद्यालय, कृषि विश्वविद्यालय भविष्य में आवश्यकता अनुसार होंगे। इस नई शिक्षा नीति के अन्तर्गत NRF (राष्ट्रीय शोध फाउण्डेशन) एक स्वायत्त निकाय की स्थापना की जायेगी जो संसद के अधिनियम से बनेगी जिसका अनुदान हर दशक बढ़ाया जायेगा जो प्रतिस्पर्धी, सहकर्म समीक्षा आधारित प्रक्रिया के माध्यम से राज्य के विश्वविद्यालयों में अनुसंधान क्षमता को प्रोत्साहित करेगा। इसके साथ ही शोधकर्ता को सरकार व उद्योग के बीच लाभकारी संबंध को प्रोत्साहित करेगा।

इस शिक्षा नीति के अनुसार शैक्षिक आकड़ों का राष्ट्रीय भण्डार होगा जिसमें सभी संस्थानों, शिक्षकों, विद्यार्थियों के सभी रिकॉर्ड का रख रखाव होगा।

नई शिक्षा नीति के अनुसार एन.आर.एफ. के पास आरम्भ में चार प्रमुख विभाग, प्रौद्योगिकी, सामाजिक कला और मानविकी विभाग होंगे।

इस शिक्षा नीति में भाषाओं पर केन्द्रित शोध को बढ़ाना, शास्त्रीय भाषा और साहित्य को बढ़ावा देने के लिए मौजूदा राष्ट्रीय संस्थानों को मजबूत करना। पाली, फारसी व प्राकृतक भाषा के लिए राष्ट्रीय संस्थान स्थापित करने का प्रावधान है।

इस शिक्षा नीति के अन्तर्गत उच्चतर शिक्षा में समता और समावेश को ध्यान में रखते हुए सरकार द्वारा निम्न कदम उठाया जायेगा जैसे उच्चतर शिक्षण संस्थानों में प्रवेश प्रक्रिया में जेडर सतुलन को बढ़ाना, उच्चतर जीईआर तथा एसईडीजी के स्पष्ट लक्ष्यों का निर्धारण आदि।

इसके अतिरिक्त इस शिक्षा नीति के उच्च लक्ष्य जैसे सकल नामांकन अनुपात को २०३५ तक व्यवसायिक शिक्षा सहित ५० प्रतिशत बढ़ाना। उच्चतर शिक्षण संस्थानों में ३.५ करोड़ सीटें बढ़ाना। छात्रवृत्ति प्राप्त करने वाले विद्यार्थी की प्रगति को ट्रैक करने के लिए राष्ट्रीय छात्रवृत्ति पोर्टल का विस्तार करना। प्रौढ़ शिक्षा में वर्ष २०३० तक १०० प्रतिशत युवा प्रौढ़ साक्षरता हासिल करना।

इस प्रकार इस नई शिक्षा नीति के उद्देश्य कार्यक्रम व लक्ष्य को देखते हुए निश्चित रूप से कहा जा सकता है कि यह नई शिक्षा नीति—२०२० भारतीय शिक्षा, विज्ञान शिक्षा, चिकित्सा व व्यवसायिक शिक्षा के लिए क्रान्तिकारी व लाभदायक परिवर्तन है जो भविष्य में हर भारतीय के लिए कल्याणकारी सिद्ध होगी।

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भारतीय भाषाएँ एवं राष्ट्रीय शिक्षा नीति २०२०: संस्कृत भाषा के विशेष सन्दर्भ में

दीपेन्द्र कुमार

शोधार्थी

टांटिया विश्वविद्यालय, श्रीगंगानगर (राज.)

भारतीय भाषाएँ, कला और संस्कृति की विविधताएँ ही भारत की अतुल्य सम्पदा हैं। देश को सुसज्जित करने वाला यह वैविध्य अत्यन्त प्राचीन और सनातन है। इस विविधता से एकत्व का संचार होता है न कि पृथक्ता का। वेशभूषा, व्यवहार, आहार, उपासना, उत्सव, भाषा, बोली, तीर्थ, लोकाचार आदि की विभिन्नता कभी भी राष्ट्रीय चिन्ता का विषय नहीं बनीं अपितु देश का गौरव मानी गई। कतिपय संक्षिप्त कालखण्डों में कुछ विचार अनुयायियों द्वारा इस विविधता को राष्ट्र की एकता में बाधा भी बताया गया। कुछ राजनीतिक विचारधाराओं ने इन विविधता में पारस्परिक शत्रुता खोजने और अकारण संघर्ष आरोपित करने के भी प्रयास किए। भारत के अनेक विवादों और संघर्षों का कारण बना डाला। उसी विचारधारा के लोग आजकल राष्ट्रीय शिक्षा नीति के भाषा सम्बन्धी प्रावधानों में दोष खोज रहे हैं। जब कोई कारण उत्पन्न कर दिया जाता है तो उसके निवारण पर भी चर्चा आवश्यक हो जाती है।

वस्तुतः राष्ट्रीय शिक्षा नीति समान रूप से सभी भारतीय भाषाओं की चिन्ता करती है। संस्कृति का प्रसार करने का प्रमुख माध्यम क्षेत्रीय भाषाएँ ही हैं। भाषा ही कला और कला संस्कृति को बचा कर रखती है हमारी सभ्यतामूलक दृष्टि अनेक भाषाओं और बोलियों में विद्यमान लोक साहित्य, लोकनृत्य, लोक कला, लोक संगीत, लोक कथा आदि से समृद्ध हुई है। हमारी दंतकथाएँ, लोकोक्तियाँ, पर्व, तीर्थ आदि सभी क्षेत्रीय बंधनों से परे देखने में हमेशा समर्थ रहे हैं। अलग-अलग भाषाएँ संसार को अलग-अलग नजरीयों से देखती हैं और समझती हैं। एक भाषा कोई पहलू छोड़ती है तो दूसरी भाषा उसे संजोकर रख लेती है।

यह हमारा दुर्भाग्य रहा है कि वैश्वीकरण के दौर में हमारी भाषाओं पर अधिक ध्यान नहीं दिया गया फलस्वरूप पिछले ५० वर्षों में हमने २२० भाषाओं को खो दिया। इनमें से बहुत सारी भाषाएँ बिना लिपि की थीं। जिससे उस भाषा को बोलने वाले अंतिम व्यक्ति की मृत्यु के साथ ही वह भाषा भी मृत हो गई। यूनेस्को ने भी भारत की १९७ भाषाओं को लुप्त प्राय घोषित किया है। आधिकारिक रूप से संविधान की ८वीं अनुसूची में शामिल २२ भाषाओं में से भी कुछ भाषाएँ अपने वजूद को बचाने के लिए संघर्ष कर रही हैं। दुनिया में समृद्ध साहित्य वाली प्रमुख भाषाओं में से एक संस्कृत भाषा भी इसी प्रकार का संघर्ष कर रही है।

कैसी विडंबना है कि सहस्रों वर्षों तक ज्ञान—विज्ञान, अध्यात्म, दर्शन, चिकित्सा, आयुर्वेद, साहित्य, प्रशासन, चिंतन, खगोलशास्त्र, तर्कशास्त्र, नीति आदि का विपुल भंडार संजोये हुए भी संस्कृत भाषा उपेक्षित हो रही है। भारत के सांस्कृतिक वैभव का वैश्विक दिग्दर्शन कराने वाली संस्कृत का अज्ञान भारतीयता का अज्ञान है। संस्कृत की अपनी समृद्ध विरासत होने के बावजूद यह केवल साहित्य, शब्द भण्डार व व्याकरण पर केन्द्रित होकर रह

गई है। इसमें अन्तःक्रिया करने की क्षमता पर ध्यान नहीं दिया जा रहा है। NEP-2020 के उद्देश्यों के अनुसार यदि पारस्परिक ज्ञान का समावेश करना है तो संस्कृत भाषा को केवल साहित्य और व्याकरण से बाहर निकाल कर अन्तःक्रिया की क्षमता को भी बढ़ाना होगा।

संस्कृत को जानना निम्नलिखित कारणों से आवश्यक है—

- अपने देश की प्रतिष्ठा जानने के लिए।
- अपनी संस्कृति को जानने के लिए।
- जीवन में सही व्यवहार का पालन करने के लिए।
- वेद, पुराण, स्मृतियों, रामायण, महाभारत, अर्थशास्त्र, शाकुन्तलम् जैसे अनेकानेक गृन्थों में निहित ज्ञान के अर्थ को समझने के लिए।
- हिन्दू धर्म के पालन एवं उचित कर्मकाण्डों के निर्वहन के लिए।
- संस्कारों एवं शिष्टाचार को समझने के लिए।
- मानवता की रक्षा के लिए।
- प्रकृति की सुरक्षा के लिए।
- सूक्तियों के अमृतपान के लिए।
- संस्कृत की पुनर्स्थापना के लिए।
- जीवन की सार्थकता के लिए।

उक्तंच—

सुरस सुबोधा विश्वमनोज्ञा ललिता हृदया रमणीया।
अमृतवाणी संस्कृतभाषा नैव क्लिष्टा न च कठिना॥

संस्कृत की अदभुतता निम्न श्लोकों से जानी जा सकती है।

कः खगीघाडचिच्छौजाज्ञाज्ञौटौठीडढणः ।
तथोदधीन पफर्बाभीर्मयौरिल्वाशिषां सह ॥

अर्थात्— पक्षियों से प्रेम करने वाले, शुद्ध बुद्धि का, दुसरे के बल का अपहरण करने में पारंगत, शत्रु—संहारकों में अग्रणी, मन से निश्चल तथा निडर और महासागर का सर्जन करने वाला कौन है राजा मय जिसको शत्रुओं के भी आशीर्वाद मिले है।

आप देख सकते हैं कि संस्कृत वर्णमाला के सभी ३३ व्यंजन इस पद्य में आ है और इनका क्रम भी यथायोग्य है।

एक ही अक्षरों का अद्भूत अर्थ विस्तार—माघ कवि ने शिशुपाल वधम् महाकाव्य में केवल 'भ' और 'र' दो ही अक्षरों से एक श्लोक बनाया है—

भूरिभिर्भारिभिर्भीभीरा भूभा रैरभिरेभिरे।
भेरिरेभिभिरभ्राभैरूभीरूभीरिभैरिभाः॥

अर्थात् — धरा को भी वजन लगे ऐसे वजनदार, वाद्ययंत्र जैसी आवाज निकालने वाले और मेघ जैसे काले निडर हाथी ने अपने दुश्मन हाथी पर हमला किया।

किरातार्जुनीयम् काव्य संग्रह में केवल 'न' व्यंजन से अद्भूत श्लोक बनाया है और गजब का कौशल प्रयोग करके महाकवि भारवी ने थोड़े में बहुत कहा है—

न नोननुनो नुन्नोनो नाना नाना नना ननु।

नुन्नोडनुनो ननुन्नेनो ननुननुनुत्॥

(जो मनुष्य युद्ध में अपने से दुर्बल मनुष्य के हाथों घायल हुआ है वह सच्चा मनुष्य नहीं है। ऐसे ही अपने से दुर्बल को घायल करता है वो भी मनुष्य नहीं है। घायल मनुष्य का स्वामी यदि घायल नहीं हुआ हो तो ऐसे मनुष्य को घायल नहीं कहते और घायल मनुष्य को घायल करें वो भी मनुष्य नहीं है।)

भारत और विश्व के लिए संस्कृत का महत्व—

- संस्कृत कई भारतीय भाषाओं की जननी है। इनकी अधिकांश शब्दावली या तो संस्कृत से ली गयी है या संस्कृत से प्रभावित है। पूरे भारत में संस्कृत के अध्ययन—अध्यापन से भारतीय भाषाओं में अधिकाधिक एकरूपता आयेगी जिससे भारतीय एकता बलवती होगी। यदि इच्छा—शक्ति हो तो संस्कृत को हिब्रु की भांति पुनः प्रचलित भाषा भी बनाया जा सकता है।
- हिन्दू, बौद्ध, जैन आदि धर्मों के प्राचीन धार्मिक ग्रन्थ संस्कृत में हैं।
- हिन्दुओं के सभी पूजा—पाठ और धार्मिक संस्कार की भाषा संस्कृत ही है।
- हिन्दुओं, बौद्धों और जैनों के नाम भी संस्कृत पर आधारित होते हैं।
- भारतीय भाषाओं की तकनीकी शब्दावली भी संस्कृत से ही व्युत्पन्न की जाती है। भारतीय संविधान की अनुच्छेद ३४३, अनुच्छेद ३४८ (२) तथा ३५१ का सारांश यह है कि देवनागरी लिपि में लिखी और मूलतः संस्कृत से अपनी पारिभाषित शब्दावली को लेने वाली हिन्दी राजभाषा है।
- संस्कृत भारत को एकता के सूत्र में बाँधती है।

संस्कृत का साहित्य अत्यन्त प्राचीन, विशाल और विविधतापूर्ण है। इसमें अध्यात्म, दर्शन ज्ञान—विज्ञान और साहित्य का खजाना है। इसके अध्ययन से ज्ञान—विज्ञान के क्षेत्र में प्रगति को बढ़ावा मिलेगा।

- संस्कृत को कम्प्यूटर के लिए (कृत्रिम बुद्धि के लिये) सबसे उपयुक्त भाषा माना जाता है।

पांडुलिपियों का एकत्रीकरण तथा संरक्षण सभी शिक्षण संस्थाओं के शोधकर्ताओं के लिए सहायक सिद्ध होगा। संस्कृत शिक्षकों को व्यावसायिक शिक्षा प्रदान करने का प्रस्ताव इस अपेक्षाकृत विपन्न समुदाय को संजीवनी प्रदान करेगा।

सब संस्कार मे भारत एकात्म स्वरूप में विद्यमान है। राष्ट्रीय शिक्षा नीति इस विचार को अग्रसारित करती दिखती है।

इस प्रस्तावित कार्ययोजना में आठवीं अनुसूची की सभी भाषाओं की पृथक अकादमी की स्थापना, भाषाओं के शब्दकोशों का अद्यतनीकरण और इस हेतु कार्यदलों का गठन,

प्रयोजनमूलक भाषा कार्यक्रमों का विश्वविद्यालयों में प्रोत्साहन, मानकीकृत पारिभाषित शब्दावली के अधिकाधिक प्रयोग को प्रोत्साहित करने की योजना का निर्माण, विश्वविद्यालयों में भारतीय भाषाओं के माध्यम से अध्यापन, समाज विज्ञानों तथा भौतिक विज्ञानों में भारतीय भाषाओं में दक्ष एवं वर्तमान में कार्यरत शिक्षकों को चिन्हित करना, बहुभाषी शिक्षकों को अनुवाद कार्य योजना में संलग्न किया जाना, भारतीय भाषाओं की श्रेष्ठतम रचनाओं के अन्यान्य भाषाओं में अनुवाद तथा उनकी पुस्तकालयों में उपलब्धता सुनिश्चित कराना, विश्वविद्यालयों में संस्कृत तथा क्षेत्र विशेष से इतर भारतीय भाषा में रचनात्मक प्रतिभा प्रदर्शन को पुरस्कृत किया जाना, कार्यालयी प्रयोग में हिंदी के प्रयोग पर विशेष बल दिया जाना आदि प्रमुख है।

समय रूप से राष्ट्रीय शिक्षा नीति भारतीय भाषाओं के प्रति संवेदनशील है। इसके मंतव्यों के क्रियान्वयन की योजना तेजी से बनाई जानी चाहिए, जिससे भ्रांतियां फैलाने वालों की दुराशाएं फलवती न हो और देश के सांस्कृतिक एकीकरण की सनातन परंपरा अक्षुण्ण बनी रहे।

माध्यमिक शिक्षा के साथ उच्चतर शिक्षा का सन्तुलन बनाकर इस प्रकार के कदम उठाये जाएं ताकि भविष्य में संस्कृत शिक्षकों का एक वर्ग तैयार हो जो इस भाषा के प्रति विद्यार्थियों में रूचि पैदा कर सके और संस्कृत भाषा को उनका उच्च स्थान पुनः दिला सके।

सन्दर्भ

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नई शिक्षा नीति २०२० : उच्च शिक्षा की चुनौतियां और प्रयास

सुनील वर्मा

सहायक आचार्य (राज. विज्ञान)

राज. स्नातकोत्तर महाविद्यालय केकड़ी, अजमेर (राज.)

शोध सारांश

नयी शिक्षा नीति २०२०, एक नीति नहीं बल्कि दृष्टि पत्र है, जो राष्ट्र की भावी आवश्यकताओं की पूर्ति के लिए मानव संसाधन तैयार करेगी। २१ वीं शताब्दी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए अनिवार्य आवश्यकताओं को पूरा करना है। इस नीति में भारत की सांस्कृतिक परम्परा और मूल्यों के साथ शिक्षा के आकांक्षात्मक लक्ष्यों का भी संयोजन है। यह नीति विद्यार्थी के रचनात्मक क्षमताओं के विकास पर जोर देती है। नयी शिक्षा नीति व्यक्ति को बुनियादी क्षमताओं के साथ-साथ तार्किक क्षमता, समस्या-समाधान कौशल सीखने पर बल देती है।

प्राचीन भारत में शिक्षा का लक्ष्य सांसारिक जीवन तक सीमित नहीं था। "सा विद्या या विमुक्तये" अर्थात् शिक्षा का उद्देश्य पूर्ण आत्म ज्ञान और मुक्ति के रूप में माना गया था। प्रचीन नालंदा, तक्षशिला, विक्रमशिला, वल्लभी जैसे विश्वविद्यालयों में शिक्षण और शोध के ऊंचे प्रतिमान स्थापित किये थे। प्राचीन भारत की शिक्षा प्रणाली बहुविषयक और कौशल आधारित थी, इसी वजह से विद्या आनन्ददायी और रोजगारान्मुख थी। औपनेवेशिक काल में विदेशी आक्रान्ताओं ने अपनी जरूरत के मुताबिक देश की शिक्षा प्रणाली में परिवर्तन किये ! स्वतंत्रता के बाद भारत सरकार ने १९६८ में, १९८६ में व्यापक परिवर्तन के लिए नयी शिक्षा नीति को अंगीकार किया। आजादी के अमृत काल में NEP-२०२० अमृत की कुछ बूंदों के साथ प्रचलित शिक्षा प्रणाली में कुछ बदलाव का अहम प्रस्ताव साबित होगी।

मुख्य शब्द

संज्ञानात्मक कौशल, प्रत्यानन (ग्रेडिंग), संरचनात्मक-प्रकार्यात्मक प्रयास, विनियमन, न्यायसंगत, सतत विकास लक्ष्य (एसडीजी) व्यवसायिक शिक्षा

परिचय

"शिक्षा मानसिक व्याधियों की मानसिक औषधि है।" किसी भी राष्ट्र की मानव क्षमता को बढ़ाने एक न्यायपूर्ण समाज के विकास और राष्ट्रीय विकास को बढ़ावा देने में शिक्षा की महत्वपूर्ण भूमिका है। गुणवत्तापूर्ण शिक्षा तक प्रत्येक व्यक्ति की पहुँच सुनिश्चित करने, वैश्विक मंचों पर सामाजिक न्याय और समानता स्थापित करने वैज्ञानिक उन्नति, राष्ट्रीय एकीकरण और सांस्कृतिक संरक्षण के संदर्भ में भारत की सतत प्रगति और आर्थिक विकास की कुंजी के रूप में नयी शिक्षा नीति — २०२० मील का पत्थर साबित होगी।

शिक्षा वह उचित माध्यम है जिससे देश की समृद्ध प्रतिभा और संसाधनों का सर्वोत्तम विकास और संवर्द्धन व्यक्ति, राष्ट्र समाज और विश्व की भलाई के लिए किया जा सकता है। भारत ने वर्ष २०१५ में सतत विकास लक्ष्य को स्वीकार किया था, जिसके अनुसार विश्व में २०३० तक "सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवन-पर्यन्त शिक्षा के अवसरों को बढ़ावा दिये जाने" का लक्ष्य है। NEP २०२० में वर्तमान और भावी भारत की जरूरतों और सतत विकास लक्ष्य SOG-४) का समन्वय किया गया है।

सम्पूर्ण विश्व तेजी से परिवर्तन के दौर से गुजर रहा है। बिग डेटा, मशीन लर्निंग और कृत्रिम बुद्धिमत्ता के चलते मशीनों का उपयोग बढ़ेगा, वहीं कम्प्यूटर साइंस, गणित और डेटा साइंस के ऐसे विशेष योग्यता वाले विद्यार्थियों की आवश्यकता बढ़ेगी जो समाज विज्ञान, मानविकी और कला में दक्ष हो। जलवायु परिवर्तन, बढ़ते प्रदूषण और घटते प्राकृतिक संसाधनों के कारण ऊर्जा, भोजन, जल, स्वच्छता के लिए नवीन रास्तों की खोज करनी होगी। नवीन दृष्टि पत्र— २०२० बहुविषयक, शिक्षा को प्रोत्साहित करता

हे, साथ ही शोध पर अधिक ध्यान केन्द्रित करता है। शिक्षा बराबरी सुनिश्चित करने का बड़ा माध्यम है और इसके द्वारा समाज में समानता, समावेशन और सामाजिक — आर्थिक रूप से गतिशीलता हासिल की जा सकती है। देश की स्थानीय और वैश्विक आवश्यकताओं को ध्यान में रखते हुए, भारत की समृद्ध विविधता और संस्कृति के प्रति सम्मान रखते हुए, युवाओं को भारत की अद्वितीय कला, भाषा और ज्ञान परंपराओं से परिचित करवाने के उद्देश्य से नवीन शिक्षा नीति—२०२० तैयार की गयी है।

उद्देश्य

- (१) नवीन शिक्षा नीति २०२० के निर्माताओं के समक्ष उपस्थित चुनौतियों का अध्ययन
- (२) NEP—२०२० के निहितार्थ उच्च शिक्षा में वांछित परिवर्तनों की समीक्षा करना
- (३) नई शिक्षा नीति में उच्च शिक्षा में प्रस्तावित संरचनात्मक—प्रकार्यात्मक प्रयासों का अध्ययन करना ।

वर्तमान भारतीय उच्च शिक्षा व्यवस्था की कुछ समस्याएं निम्नांकित हैं —

- (१) विषयों का विभाजन बहुत ही कठोर है विज्ञान, कृषि, वाणिज्य और कला के विद्यार्थी केवल स्वयं के संकाय से संबंधित विषय ही पढ़ सकते हैं। कक्षा ग्यारहवीं में विषय चयन का आधार विशेषज्ञता होती है, वहीं से विद्यार्थी को संकीर्ण क्षेत्र की ओर अग्रसर कर दिया जाता है ।
- (२) प्रचलित शिक्षा व्यवस्था में औपचारिक शिक्षा को ग्रहण करने और सीखने पर ज्यादा जोर है। कौशल तकनीकी ज्ञान को सीखने और ग्रहण करने के अवसर बहुत ही कम हैं !
- (३) भारत में अभी भी ऐसे वंचित क्षेत्र हैं, जहाँ उच्च शिक्षा संस्थान नहीं हैं, और यदि हैं भी तो वे स्थानीय भाषाओं में ही अध्ययन—अध्यापन करवाते हैं।
- (४) उच्चतर शिक्षा का पारिस्थितिकी तंत्र औपचारिक, तकनीकी, शोध इत्यादि क्षेत्रों में गंभीर रूप से खंडित है।
- (५) उच्च शिक्षा संस्थानों में पर्याप्त शिक्षक नहीं हैं। शिक्षकों की भर्ती प्रक्रिया का विनियमन राज्य सरकारों द्वारा होता है। स्वायत्त महाविद्यालयों की संख्या बहुत ही सीमित है। विश्वविद्यालय राजनीति, गुटबाजी और लालफीताशाही के चलते त्रस्त हैं।
- (६) विश्वविद्यालय, महाविद्यालय परीक्षा कराने, छात्रवृत्ति वितरण करने की खानापूर्ति करने वाले संस्थान बनकर रह गए हैं। शोध पर बहुत ही कम फोकस हो जिससे गुणवत्तापूर्ण शिक्षा का उद्देश्य पूर्ण नहीं हो पा रहा ।
- (७) विद्यार्थियों को करियर प्रबंधन को लेकर उच्च शिक्षा संस्थान गंभीर नहीं हैं। विश्वविद्यालयों, महाविद्यालयों में करियर प्रबंधन की कोई संस्थागत नियामक प्रणाली विकसित नहीं हुई है।
- (८) विश्वविद्यालयों, महाविद्यालयों के प्रत्यानन (ग्रेडिंग) की प्रणाली बहुत ही जटिल है। प्रत्यायन प्रदान करने वाले संस्थान यू.जी.सी. के नियमानुसार मूल्यांकन करते हैं, परन्तु छात्रों के सुझावों पर राज्य सरकारें अमल नहीं करती। उच्च शिक्षा संस्थानों के लिए विनियामक तंत्र विकसित नहीं हुआ है।
- (९) उच्चतर शिक्षा संस्थानों में गवर्नेंस और नेतृत्व क्षमता का अभाव है। उच्च शिक्षा संस्थानों में शिक्षकों की पदोन्नति समय पर नहीं होती। महाविद्यालयों में प्राचार्य के पद रिक्त पड़े हैं, उपलब्ध शिक्षक साथी जैसे तैसे प्रशासन व गवर्नेंस के कार्य कर पाते हैं।
- (१०) विश्वविद्यालयों के पास पर्याप्त संसाधन नहीं हैं, अतएव सम्बद्ध महाविद्यालयों में उच्च शिक्षा हेतु आवश्यक मानक स्थापित नहीं हो पा रहे हैं। मानकों के न्यून स्तर के कारण महाविद्यालयों में अर्थपूर्ण शिक्षा नहीं दी जा रही है।

शिक्षा के क्षेत्र में बड़े बदलाव के बिना संभव नहीं है कि देश में बदलाव आ पाएगा। राष्ट्रीय शिक्षा नीति २०२० उच्च शिक्षा में आमूल—चूल बदलाव और नई ऊर्जा, नई दृष्टि और नई सोच के साथ काम करते हुए चुनौतियों से निपटने का संदेश देती है। नयी शिक्षा नीति २०२० में प्रयास किया गया है

कि युवा वर्ग को उनकी आकांक्षा के अनुरूप गुणवत्ता पूर्ण, समान अवसर देने वाली समावेशी शिक्षा प्राप्त हो सके। **NEP—२०२०** उच्च शिक्षा प्रणाली में निम्नलिखित परिवर्तन करना चाहती है —

- (१) सम्पूर्ण भारत में, प्रत्येक जिले में कम से कम एक या एक से अधिक ऐसे विश्वविद्यालय, महाविद्यालय स्थापित किए जाएं जो बहुविषयक हों तथा इनमें भारतीय भाषाओं में/स्थानीय भाषाओं में शिक्षण करवाया जाता हो।
- (२) स्नातक स्तर की शिक्षा को अधिक बहुविषयक बनाना। संकाय की संकीर्णता के परे विषयों के चयन की सुविधा मिले।
- (३) महाविद्यालयों को अधिक से अधिक स्वायत्तता मिले। पाठ्यक्रम, विषय प्रबंधन, विषय चयन, परीक्षा पद्धति, मूल्यांकन व्यवस्था का निर्धारण महाविद्यालयों के जिम्मे छोड़ा जाए।
- (४) शिक्षण, अनुसंधान और सेवा के आधार पर योग्यता—नियुक्तियों और कैरियर की प्रगति के माध्यम से संकाय और संस्थागत नेतृत्व की स्थिति की अखंडता की पुष्टि करना।
- (५) उच्च शिक्षा में व्यावसायिक शिक्षा का समावेश करते हुए एक विनियामक प्रणाली का गठन जो लचीली हो, परंतु स्थायित्व लिए हुए हो!
- (६) उच्चतर शिक्षा संस्थानों का गवर्नेंस शैक्षणिक और प्रशासनिक स्वायत्तता वाले उच्च स्वतंत्र बोर्डों द्वारा किया जाना चाहिए।
- (७) विद्यार्थियों के अनुभव में वृद्धि के लिए पाठ्यचर्या शिक्षण—शास्त्र, मूल्यांकन और विद्यार्थियों को दिए जाने वाले सहयोग में व्यापक बदलाव करना।
- (८) विश्वविद्यालयों, महाविद्यालयों में गुणवत्तापूर्ण शोध को प्रोत्साहन देने के लिए राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना करना।
- (९) उच्च शिक्षा तक प्रत्येक विद्यार्थी की पहुँच बनने के लिए वंचित विद्यार्थियों के लिए छात्रवृत्ति, उत्कृष्ट सार्वजनिक शिक्षा के अधिक अवसर, आन लाइन, मुक्त दूरस्थ शिक्षा, दिव्यांगों के लिए सभी बुनियादी सुविधाओं के साथ, सामग्री की उपलब्धता और उस तक उनकी पहुँच।

नयी शिक्षा नीति २०२० प्रचलित शिक्षा प्रणाली में जो सुधार चाहती है, उनका वर्णन इस प्रकार है।

संरचनात्मक — प्रकार्यात्मक प्रयास

- (अ) उच्च शिक्षा संस्थानों को बड़े और बहु विषयक विश्वविद्यालय, कॉलेज, नालेज सेन्टर को समेकित करना जिससे उच्चतर शिक्षा का विखंडन समाप्त हो सके। इस विभाजन के समाप्त हो जाने से विषयों के बीच उपजी खाई समाप्त हो जाएगी। छात्रों को सीखने के लिए जीवंत वातावरण मिलेगा और विद्यार्थियों का सम्पूर्ण और चहुमुखी विकास होगा।
- (ब) श्रेणीबद्ध मान्यता की एक पारदर्शी प्रणाली के माध्यम से महाविद्यालयों को ग्रेड स्वायत्तता देने के लिए एक चरणबद्ध प्रणाली स्थापित की जाएगी। मान्यता प्राप्त करने के लिए हर स्तर पर जरूरी न्यूनतम मानकों को पूरा करने के लिए महाविद्यालयों को प्रोत्साहन, मार्गदर्शन, सहायता और प्रेरणा दी जाएगी। कालांतर में सभी महाविद्यालय या तो स्वायत्त हो जाएंगे या विश्वविद्यालय के अंग के रूप में वे पूर्ण रूप से उसका हिस्सा होंगे।
- (स) डिग्री, शोध और शिक्षण गहन विश्वविद्यालय/महाविद्यालय निरंतरता के साथ कार्य करेंगे। यह उच्चतर शिक्षण संस्था, शिक्षा, शोध के साथ-साथ सामुदायिक सहभागिता और सेवा, अध्यापक योग्यता का विकास, अन्य उच्च शिक्षा केन्द्रों की स्थापना में सहयोग भी करेंगे।
- (द) उच्च शिक्षा में सकल नामांकन अनुपात २०३५ तक ५०: करना है। इस हेतु सामाजिक—आर्थिक पिछड़े व वंचित क्षेत्रों में पूर्ण उपलब्धता, न्यायसंगतता और समावेश के लिए उचित संख्या में उच्च शिक्षा केन्द्र स्थापित किये जा रहे हैं। श्रेष्ठ गुणवत्तापूर्ण उच्च शिक्षा संस्थान सार्वजनिक व निजी दोनों क्षेत्रों में विकसित किए जा रहे हैं। इन संस्थानों में निर्देश का माध्यम स्थानीय/भारतीय भाषा ही है।

- (य) सतत विकास लक्ष्य—४ के अंतर्गत उच्च शिक्षा संस्थान, अपनी पहुँच, नामांकन बढ़ाने व जीवनपर्यन्त सीखने के अवसर उपलब्ध कराने के उद्देश्य से मुक्त दूरस्थ शिक्षा व आनलाइन कार्यक्रम चलाने लगे हैं। मैसिव ओपन ऑनलाइन कोर्सेज के अंतर्गत विभिन्न संकायों के कार्यक्रमों में सर्टिफिकेट, डिग्री व डिप्लोमा कोर्सेज करवाये जाने लगे हैं।
- (र) समग्र और बहुविषयक शिक्षा के लिए आई.आई.टी. व आई.आई.एम. की तरह बहु-विषयक शिक्षा और शोध विश्वविद्यालय (MERU) स्थापित होंगे। इन विश्वविद्यालयों का उद्देश्य गुणवत्तापूर्ण शिक्षा में उच्चतम वैश्विक मानकों को अर्जित करना होगा।
- (ल) भारत में औपचारिक व्यावसायिक शिक्षा ग्रहण करने वाले विद्यार्थियों की संख्या बहुत ही कम है। NEP—२०२० में व्यावसायिक शिक्षा को प्रोत्साहित करने के लिए राष्ट्रीय कौशल योग्यता फ्रेमवर्क का गठन किया गया है। यह फ्रेमवर्क प्रत्येक विषय व्यवसाय व रोजगार के लिए विस्तारपूर्वक कार्य करेगा। इस फ्रेमवर्क से ड्रापआउट बच्चों के व्यावहारिक अनुभव के प्रासंगिक स्तर को जोड़कर उन्हें पुनः औपचारिक शिक्षा से जोड़ने का प्रयास होगा।
- (व) वैश्विक परिवर्तनों को ध्यान में रखते हुए एक मजबूत अनुसंधान पारिस्थितिकी तंत्र राष्ट्रीय अनुसंधान फाउंडेशन (NRF) स्थापित किया गया है। यह संस्था जलवायु परिवर्तन, कृत्रिम बुद्धिमत्ता, डिजिटल बाजार, मशीन लर्निंग, जनसांख्यिकी गतिशीलता इत्यादि ज्वलंत मुद्दों पर अनुसंधान को वित्तीय सहायता, प्रोत्साहन व सहायता उपलब्ध करवाएगा। NRF का व्यापक लक्ष्य हमारे विश्वविद्यालयों के माध्यम से शोध की संस्कृति को सक्षम बनाएगा। योग्यता आधारित एवं पियर रिव्यू पर आधारित शोध निधि को विश्वसनीय आधार प्रदान करेगा जो उत्कृष्ट शोध के लिए आवश्यक होता है।
- (श) पिछले कई दशकों से उच्चतर शिक्षा का विनियमन बहुत सख्त रहा है, जिसे बहुत कम प्रभाव के साथ विनियमित करने का प्रयास किया गया। उच्च शिक्षा केन्द्रों के विनियमन, प्रत्यानन, फंडिंग और शैक्षणिक मानकों के निर्धारण का कार्य नयी शिक्षा नीति — २०२० में भारतीय उच्चतर शिक्षा आयोग (भूष) के तहत चार स्वतंत्र व्यवस्थाओं द्वारा करवाया जाएगा। HECI का पहला अंग राष्ट्रीय उच्चतर शिक्षा विनियामक परिषद होगा। दूसरा मेटा — अक्क्रेडिटिंग निकाय, तीसरा उच्चतर शिक्षा अनुदान परिषद व चौथा सामान्य शिक्षा परिषद् होगा।

नवीन शिक्षा नीति निर्माताओं ने दो विपरीत विचारों में समन्वय स्थापित करने का दुष्कर कार्य किया। उन्हें नवीन शिक्षा में नवाचार के साथ देशज ज्ञान परम्पराओं में अन्तर्निहित जीवन आदर्शों को पुनः सृजित करना था, वहीं दूसरी ओर २१ वीं सदी के लिए अद्यतन ज्ञानात्मक कौशल से परिपूर्ण नई पीढ़ी का निर्माण भी करना था। इसकी पृष्ठभूमि में तक्षशिला और नालंदा के आदर्श और मानक हैं, वहीं भारतीय उच्च शिक्षा की गुणवत्ता में व्यापक सुधार के लिए विदेशी विश्वविद्यालयों के कैम्पस खोलने को भी स्वीकारा है। इस नीति की मूल आत्मा राष्ट्रीय जनचेतना है जिससे भारत फिर से विश्व गुरु और आत्मनिर्भर राष्ट्र बन सके।

संदर्भ

१. राष्ट्रीय शिक्षा नीति २०२० — मानव संसाधन विकास मंत्रालय भारत सरकार
२. इण्डिया इज ब्रोकर — अशोक मोदी
३. राजस्थान पत्रिका लेख — डॉ प्राची नड्डा व डॉ संजय शर्मा
४. राजस्थान पत्रिका लेख — श्री प्रेम पाल शर्मा
५. राजस्थान पत्रिका लेख — श्री जगदीश रतनानी

राष्ट्रीय नीति शिक्षा नीति — २०२०

सरोज कुमारी

शोधार्थी (राजनीति विज्ञान)

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राज.)

सार

नई शिक्षा नीति—२०२०, २१वीं शताब्दी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए अनिवार्य आवश्यकताओं को पूरा करना है। यह शिक्षा नीति प्रत्येक व्यक्ति में निहित रचनात्मक क्षमताओं के विकास पर विशेष जोर देती है। हमारे देश में ज्ञान, प्रज्ञा और सत्य की खोज को भारतीय विचार परम्परा और दर्शन में सदा सर्वोच्च मानवीय लक्ष्य माना जाता रहा है। इतिहास बताता है कि तक्षशिला, नालंदा, विक्रमशिला और वल्लभी जैसे प्राचीन भारत के विश्वस्तरीय संस्थानों ने अध्ययन के विविध क्षेत्रों में शिक्षण एवं शोध के उच्च प्रतिमान स्थापित किए थे तथा ना केवल भारत बल्कि अन्य देशों से आने वाले विद्यार्थियों और विद्वानों को लाभान्वित किया था। यह नीति उच्च शिक्षा व्यवस्था में बदलाव करने तथा नवाचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहती है। प्रारम्भिक शिक्षा से लेकर ऐसी उच्च शिक्षा व्यवस्था की ओर बढ़ना जिसमें विशाल बहु विषयक विश्वविद्यालय एवं महाविद्यालय हों तथा इसमें मुख्य आकर्षण बहु विषयक विश्वविद्यालय एवं महाविद्यालय हैं जिसमें प्रत्येक जिले में अथवा उसके आसपास कम से कम एक विद्यार्थी पाठ्यक्रम, शिक्षाशास्त्र, बेहतर छात्र अनुभव के लिए मूल्यांकन और समर्थन, एक महत्वपूर्ण भाग है।

नई राष्ट्रीय शिक्षा नीति २०२० को सहभागी बनाया गया है जिसमें २ लाख सुझावों का सहारा लिया गया है। उक्त नीति में न केवल वर्तमान युवा पीढ़ी को ध्यान में रखा गया है बल्कि आने वाली पीढ़ी की अपेक्षाओं, आकांक्षाओं व चुनौतियों का भी ध्यान रखा गया है। उच्च शिक्षा में सामान्य नामांकन अनुपात को २०३५ तक २६.३ प्रतिशत (वर्तमान में) से बढ़ाकर ५० प्रतिशत तक लाना है। उच्च शिक्षा में सर्टिफिकेट, डिप्लोमा एवं डिग्री पाठ्यक्रमों को शामिल किया जाएगा। देश में ३४ सालों बाद नई शिक्षा नीति आई है जो शोधपरक, नवाचार और अनुसंधान को बढ़ावा देती है। अतः उक्त सभी की पूर्ति राष्ट्रीय शिक्षा नीति — २०२० अनिवार्यतः करेगी।

प्रस्तावना:

नई शिक्षा नीति—२०२० (एनईपी २०२०), २९ जुलाई २०२० को भारत सरकार के केंद्रीय मंत्रिमंडल द्वारा अनुमोदित किया गया है। भारत की नई शिक्षा प्रणाली के दृष्टिकोण को रेखांकित करती है। नई शिक्षा नीति प्राथमिक शिक्षा से उच्च शिक्षा के साथ-साथ ग्रामीण और शहरी भारत दोनों में व्यावसायिक प्रशिक्षण के लिए एक विस्तृत रूपरेखा तैयार करती है। इस शिक्षा नीति का उद्देश्य भारत की शिक्षा प्रणाली को बहुआयामी बनाना तथा नवाचार करना है तथा धर्म, लिंग, जाति या पंथ के किसी भी भेदभाव के बिना, सभी को बढ़ने और विकसित होने के लिए एक समान मंच प्रदान करना और सभी को उच्च गुणवत्ता वाली शिक्षा प्रदान करके वर्तमान संप्राण ज्ञान समाज को बनाए रखना और उसकी देखरेख करना है। यह शिक्षा नीति भारतवर्ष को वैश्विक ज्ञान महाशक्ति बनाने की दिशा में भी एक कदम है। नई नीति में यह विचार किया गया है कि हमारे संस्थानों के समान पाठ्यक्रम और शिक्षाशास्त्र को छात्रों में मौलिक कर्तव्यों के प्रति सम्मान की भावना पैदा करनी चाहिए और संवैधानिक मूल्यों, अपने देश और एकबदलती दुनिया के साथ एक संबंध पैदा करना चाहिए। इस नीति का नजरिया शिक्षार्थियों के बीच ज्ञान, कौशल, आत्मविश्वास, बुद्धि और कर्म के साथ न केवल विचार बल्कि मूल्यों और दृष्टिकोणों में भी विकास करना है, जो मानव अधिकारों, निरन्तर विकास और जीवन का समर्थन करते हैं और विश्व कल्याण के लिए एक उत्तरदायी प्रतिबद्धता, जिससे वास्तव में एक वैश्विक नागरिक प्रतिबिंबित होता है।

हमारे संविधान एवं राष्ट्र निर्माता डॉ.भीमराव अम्बेडकर ने शिक्षा के संदर्भ में कहा था कि “शिक्षा ऐसी होनी चाहिए जो सर्वसुलभ हो अर्थात् जो शिक्षा पाना चाहे शिक्षा उसकी पहुँच में हो।” राष्ट्रीय शिक्षा नीति को भारत सरकार ने २९ जुलाई २०२० को अपनी मंजूरी दी और इस तरह पिछले ६ वर्षों से चल रहे प्रयासों को विराम लग गया। राष्ट्रीय शिक्षा नीति ने अपनी प्रस्तावना में संयुक्त राष्ट्र संघ के द्वारा घोषित सतत विकास एजेण्डा २०३० के लक्ष्य ४ में परिलक्षित वैश्विक विकास एजेण्डों को पूरा करने के लिए भारतीय शिक्षा व्यवस्था को पुनर्गठित करने के लिए जोर दिया है और इस में कहा गया है कि दुनिया के सभी देश सब के लिए समावेशी समान गुणवत्तापूर्ण शिक्षा सुनिश्चित करने और जीवन पर्यन्त शिक्षा के अवसरों को बढ़ावा दिये जाने का लक्ष्य २०३० तक हासिल करें। नई राष्ट्रीय शिक्षा नीति २०२० पांच स्तम्भों पर केन्द्रित है : वह वहनीयता, गुणवत्ता, अभिगम्यता, न्यायपरस्ता और जवाबदेही— निरन्तर सीखने की प्रक्रिया को सुनिश्चित करने के लिए इसे समाज और अर्थव्यवस्था में ज्ञान की मांग के रूप में नागरिकों की जरूरतों के अनुरूप तैयार किया गया है जिससे नियमित आधार पर नए कौशल हासिल करने की आवश्यकता हो पूरा किया जा सकता है। इस प्रकार गुणवत्तापूर्ण शिक्षा प्रदान करना और सभी के लिए आजीवन सीखने के लिए अवसर पैदा करना। संयुक्त राष्ट्र सतत विकास २०३० में सूचीबद्ध पूर्ण और उत्पादक रोजगार और अच्छे काम की ओर अग्रसर होना। अतः इस क्रम में नई राष्ट्रीय शिक्षा नीति २०२० इस अभाव को पूरा करने का एक अभिन्न प्रयास करेगी।

उद्देश्य—

- 1- नई राष्ट्रीय शिक्षा नीति—२००० को पेश करना, शिक्षा पर राज्य के खर्च को सकल घरेलू उत्पाद के ४: से बढ़ाकर ६: करने की एक झलक देने के लिए
- 2- शिक्षा नीति में छात्रों की रचनात्मक सोच, तार्किक निर्णय और नवाचार की भावना को प्रोत्साहित करना।
- 3- छात्रों को जरूरी कौशलों एवं ज्ञान से लैस करना और विज्ञान, टेक्नोलॉजी अकादमिक क्षेत्र और इण्डस्ट्री में कुशल लोगों की कमी को दूर करते हुए देश को ज्ञान आधारित सुपर पावर के रूप में स्थापित करना।
- 4- इस नीति के लक्ष्यों एवं सिद्धान्तों के बारे में जानना।
- 5- राष्ट्रीय शिक्षा नीति—२०२० का उद्देश्य शिक्षा की पहुँच, समानता, गुणवत्ता, वहनीय शिक्षा और उत्तरादायित्व जैसे मुद्दों पर विशेष ध्यान देता है।

अनुसंधान विधि:— उक्त अध्ययन पाठ्य, आलोचनात्मक, वर्णनात्मक मूल्यांकनात्मक व्याख्यात्मक और विश्लेषणात्मक विधियों का उपयोग करते हुए प्राथमिक और माध्यमिक स्तरों के माध्यम से शिक्षा के विशेष संदर्भ में एक महत्वपूर्ण दृष्टिकोण के रूप में राष्ट्रीय शिक्षा नीति—२०२० के सम्पूर्ण अध्ययन पर भी ध्यान केन्द्रित करता है।

विद्यालय शिक्षा में सुधार: नई शिक्षा नीति में वर्तमान में सक्रिय—१०+२ में शैक्षिक मॉडल के स्थान पर शैक्षिक पाठ्यक्रम को ५+३+३+४ प्रणाली के आधार पर विभाजित करने की बात कही गई है।

शिक्षण प्रणाली में सुधारात्मक कदम :

पहले सरकारी स्कूलों में प्री—स्कूलिंग नहीं होती थी, बच्चों ६ वर्ष की आयु में पढ़ना प्रारम्भ करता था। प्रारम्भ (आँगनबाड़ी के माध्यम से)

उच्चतर शिक्षा संस्थानों को उच्च गुणवत्तापूर्ण शिक्षण, अनुसंधान एवं सामुदायिक भागीदारी उपलब्ध करवाने के लिए साधन सम्पन्न एवं बहु विषयक संस्थानों में रूपान्तरित किया जाएगा।

उच्च शिक्षा में सुधार : उक्त नीति ग्रामीण और शहरी भारत दोनों में प्राथमिक और उच्च शिक्षा के साथ—साथ व्यावसायिक प्रशिक्षण में परिवर्तन के लिए एक व्यापक ढांचा है। इस नीति का उद्देश्य २०२१ तक भारत की शिक्षा प्रणाली को अद्योलिखित अनुसार बदलना है:—

1. प्रथम वर्ष की पढ़ाई पर— सर्टिफिकेट
2. द्वितीय वर्ष की पढ़ाई पर— डिप्लोमा

3. तृतीय या चतुर्थ वर्ष पर— डिग्री
4. उच्च शिक्षा के स्तर सकल नामांकन अनुपात को मौजूदा २६ प्रतिशत से बढ़ाकर ५० प्रतिशत करने के लिए एनईपी २०२० की कल्पना के अनुरूप इसका उद्देश्य मुक्त और दूरस्थ शिक्षा, ऑनलाइन शिक्षा और शिक्षा को प्रौद्योगिकी के उपयोग को बढ़ाने के लिए बुनियादी ढांचे को मजबूत करके छात्रों के समग्र व्यक्तित्व का निर्माण करना है।
- **कॉमन एडमिशन टेस्ट** उच्च शिक्षण संस्थानों में प्रवेश के लिए कॉमन एग्जाम होगी। जिसे राष्ट्रीय परीक्षा एजेंसी कराएगी। संस्था के लिए यह प्रवेश एग्जाम अनिवार्य नहीं है।
- **पाठ्यक्रम तथा मूल्यांकन संबंधी सुधार:** नयी शिक्षा नीति में नये पाठ्यक्रम व मूल्यांकन संबंधित सुधारों पर पूर्ण रूप से जोर दिया गया है।
- **अध्यापक वर्ग संबंधित सुधार : नेशनल मेंटरिंग प्लान—** इससे शिक्षकों का उन्नयन किया जाएगा।
 - शिक्षकों को गैर—शिक्षक गतिविधियों (जटिल प्रशासनिक कार्य, (मिड—डे—मिल) से संबंधित कार्यों में शामिल न करने का सुझाव।
 - प्रत्येक स्कूल में शिक्षक—छात्रों का अनुपात (PTR) ३० : १ से कम हो तथा सामाजिक आर्थिक रूप से वंचित बच्चों की अधिकता वाले क्षेत्रों के स्कूलों में यह अनुपात २५ : १ से कम हो।

शैक्षणिक भाषा से संबंधित सुधार: उक्त नीति में भारतीय भाषाओं में पढ़ाने के महत्व को रेखांकित किया गया। इसमें तीन भाषा फॉर्मूला यानी कि हिन्दी, अंग्रेजी और स्थानीय भाषाओं में पढ़ाई करवाई जाएगी।

- ई—पाठ्यक्रम क्षेत्रीय भाषाओं में विकसित किए जाएंगे। वर्चुअल लैब विकसित की जा रही है और एक राष्ट्रीय शैक्षिक टेक्नोलॉजी फोरम (NETE) बनाया जा रहा है।

भारत उच्च शिक्षा आयोग: भारत उच्च शिक्षा आयोग को सम्पूर्ण उच्च शिक्षा के सर्वोच्च निकाय के रूप में गठित किया जायेगा। इसमें मेडिकल एवम कानूनी शिक्षा को शामिल नहीं किया जाएगा।

- वर्ष २०३० तक प्रत्येक जिले में या उसके समीप कम से कम एक बड़ा बहु—विषयक उच्चतर शिक्षा संस्थान स्थापित किया जायेगा।
- वर्ष २०४० ई. तक सभी वर्तमान उच्चतर शिक्षा संस्थानों का उद्देश्य अपने आपको बहु—विषयक संस्थानों के रूप में स्थापित करना होगा।

अनुसंधान संबंधी सुधार: नई शिक्षा नीति में एम.फिल. को समाप्त किया जायेगा।

- **राष्ट्रीय अनुसंधान फाउंडेशन (HRF)—** राष्ट्र में गुणवत्तापूर्ण अनुसंधान को सही रूप से उत्प्रेरित और विकसित करने के लिए तथा सभी प्रकार के वैज्ञानिक एवं सामाजिक अनुसंधानों पर नियंत्रण रखने के लिए NRF का गठन।
- Ph.D के लिए ४ वर्षीय शिक्षा फिर एम.ए. उसके बाद डी.पीएस की अनिवार्यता कर दी जाएगी।

छात्रवृत्ति व योजना संबंधी सुधार : इसमें जेंडर इंकलूजन फण्ड और वंचित इलाकों के लिए विशेष शिक्षा क्षेत्र की स्थापना पर जोर।

- एस.सी., एस.टी और ओबीसी के सामाजिक व आर्थिक रूप से पिछड़े छात्रों के लिए राष्ट्रीय स्तर पर स्कॉलरशिप पोर्टल का निर्माण किया जाएगा।

साइबर सुरक्षा में शिक्षा और कौशल:—

विश्व आर्थिक मंच २०२१ की वैश्विक जोखिम रिपोर्ट २०२१ के अनुसार साइबर सुरक्षा विफलता दुनिया का सबसे चौथा महत्वपूर्ण खतरा है। जैसा की चल रही महामारी के कारण शिक्षा और अध्ययन पहले ही साइबर स्पेस में चली गयी है। प्रत्येक व्यक्ति की गोपनीयता की रक्षा करना अत्यन्त महत्वपूर्ण हो गया है।

अन्य त्वरित सुधार :

उक्त सुधारों के अलावा इस नीति में तमाम उन सब कार्य/विधियों को वह चाहे तात्कालिक हो या त्वरित हो, को यथाशीघ्र प्रयोग करते हुए उच्चतम लक्ष्यों की प्राप्ति की ओर बढ़ने पर बल दिया जायेगा।

नई नीति ऐसी शिक्षा नीति है जिसमें २०३० ई. के विकास एजेंडे को ध्यान में रखा गया है। नई नीति का विजन ही ऐसी शिक्षा प्रणाली विकसित करना है जिसमें भारतीय परम्पराओं और मूल्यों को जगह मिले। शिक्षा प्रणाली में इण्डिया की जगह भारत की झलक मिले। इसका उद्देश्य ऐसी समतावादी और उच्च गुणवत्ता वाली शिक्षा प्रणाली बनाना है जिससे एक ज्ञान आधारित समाज का निर्माण हो। इसमें प्राचीन ज्ञान से लेकर आधुनिक ज्ञान को शामिल किया गया है। इसमें स्वास्थ्य, शिक्षा एवं पर्यावरण आदि सभी को शामिल किया गया है। उक्त नीति के प्रमुख सिद्धान्त निम्नानुसार हैं—

1. शिक्षा को सार्वजनिक सेवा मानते हुए इसे प्रत्येक बच्चे का मौलिक अधिकार माना जाए। इस हेतु आवश्यक प्रयास करना।
2. विद्यालय से महाविद्यालय शिक्षा तक सभी स्तरों के पाठ्यक्रमों में तालमेल एवं सामंजस्य बिठाना।
3. जीवन कौशल अर्थात् आपसी संवाद, सहयोग, सामूहिक कार्यों को बढ़ावा देना।
4. विद्यार्थी के सम्भवतः सम्पूर्ण परिवेश को जानना व समझना।
5. शिक्षकों एवं संकाय को सीखने का केंद्र मानते हुए इनकी भर्ती आदि हेतु उन्नत सुविधाओं का विकास करना।
6. स्नातक स्तर में आर्टिफिशियल इंटेलिजेंस, श्री—डी मशीन, डेटा विश्लेषण, जैव प्रौद्योगिकी आदि क्षेत्रों के समावेशन से अत्याधुनिक क्षेत्रों कुशल पेशेवर तैयार करना।

प्रमुख चुनौतियाँ—

सभी राज्यों का सहयोग शिक्षा विषय समवृत्ति सूची में होने के कारण कहां तक सम्भव हो सकेगा, शिक्षा का मंहगी होना, शिक्षा का संस्कृतिकरण होना, फण्डिंग संबंधी जांच का अपर्याप्त होना, वित्त पोषण की समस्या मानव संसाधन का अभाव होना।

निष्कर्ष

उपरोक्तानुसार कहा जा सकता है कि एनईपी २०२० अतीत से वर्तमान में सभी क्षेत्रों में सुधारात्मक रूप में एक मील का पत्थर अवश्य ही साबित होने वाली है। अतः निष्कर्ष रूप में हम, शिक्षा नीति कमेटी के अध्यक्ष के शब्दों में— 'हमने ऐसी शिक्षा नीति निर्मित करने की कोशिश की है जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित कर देगी। ताकि हम युवाओं को वर्तमान और भावी चुनौतियों का सामना करने के लिए तैयार कर सकें..... अन्य क्षेत्रों को भी इसमें शामिल किया है।'

अतः राष्ट्रीय शिक्षा नीति — २०२० में ऐसी अनेक चुनौतियां हमारे सामने हैं परन्तु हम सब को मिलकर ऐसे तमाम कार्य/योजना बनाना/लागू करना हर एक भारतीय का दायित्व होगा, जिससे सब मिलकर उक्त नीति के लक्ष्य को प्राप्त कर सकेंगे। उक्त नीति में पाठ्यक्रमों में सुधार प्रारम्भ से ही किया जाएगा। शिक्षा के व्यावसायीकरण पर रोक लगेगी।

अंत में सम्पूर्ण निष्कर्ष करने के पश्चात कहा जा सकता है कि नई शिक्षा नीति—२०२० के अनुसार शिक्षा रुटने वाले विषयों, समय सीमा को पूरा करने एवं अंक प्राप्त करने से कहीं अधिक है, लेकिन शिक्षा का वास्तविक अर्थ ज्ञान, कौशल मूल्यों को प्राप्त करना उस क्षेत्र में निरंतर कार्य करना। ऐसी दशा में यदि हमारा पूरा फोकस हिन्दी, मातृभाषा और क्षेत्रीय भाषाओं पर रहेगा तो देश में रोजगार के अवसरों में कमी होगी और हम तकनीकी और आर्थिक विकास की दृष्टि से काफी पिछड़ जाएंगे। नई शिक्षा नीति २०२० को सही तरीके से लागू कर भारतीय शिक्षा को ऊंचाईयों पर ले जाना है। इस प्रकार से क्रियान्वयन करना है कि सभी को विकास के उचित अवसर मिल सकें। सभी अपने उचित लक्ष्य प्राप्त कर सकें। हम केवल सर्वोत्तम परिणामों की आशा में हैं कि यह नीति विद्यार्थियों के समग्र विकास और प्रगति को ध्यान में रखते हुए स्थापित की गई है।

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सुशील शर्मा

शोधार्थी (भूगोल)

टांटिया विश्वविद्यालय, श्रीगंगानगर (राज.)

परिचय

वर्तमान समय में नई शिक्षा नीति ने शिक्षा जगत के विभिन्न आयामों को बदल दिया है, यह एक पहल है जिसमें पुरानी बंदिशों को दरकिनार करके नए रूप से शिक्षा के हर एक पहलू को तराशा गया है। नई चुनौतियां भी शिक्षा जगत के सामने आ रही हैं भारतीय शिक्षा व्यवस्था में यह परिवर्तन की एक नई शुरुआत है। डॉ. के. कस्तूरीरंजन की अध्यक्षता में नई शिक्षा नीति २०२० को बनाया गया जिसकी घोषणा २९ जुलाई २०२० में की गई।

भारत की नई शिक्षा नीति २०२० के नियम व प्रमुख बिंदु देश के विकास में वहां के निवासियों की शिक्षा महत्वपूर्ण भूमिका निभाती है। जिस देश में शिक्षा का स्तर मजबूत होगा, वह देश तेजी से विकास की दिशा में बढ़ेगा। आज भी भारत एक विकासशील देश बना हुआ है, इसका सबसे बड़ा कारण है शिक्षा नीति पर ध्यान न देना। देश में वर्ष १९८६ में शिक्षा नीति बनाई गई थी और वर्ष १९९२ में इसमें संशोधन किया गया। यह नीति कमियों से भरी हुई थी, इसके बावजूद इस पर ध्यान न देना देश के विकास में बाधक बना हुआ नई शिक्षा नीति २०२० को शुरू कर दिया गया है, जो कि पुरानी शिक्षा नीति से बेहतर और असरदार नजर आती है। नई शिक्षा नीति ५+३+३+४ संरचना पर आधारित है।

मध्यप्रदेश, कर्नाटक के बाद एनईपी-२०२० को लागू करने वाला देश का दूसरा राज्य बन गया। इस एनईपी-२०२० के अनुसार विद्यार्थी रुचि के अनुसार विषयों का चयन कर सकते हैं। नई शिक्षा नीति सभी बंधनों को तोड़ विद्यार्थियों को अपनी सीमाओं के बाहर नए अवसर तलाशने में मदद करेगी। पहले एक छात्र को एक पाठ्यक्रम के अनुसार निर्धारित विषयों का अध्ययन करना पड़ता था। लेकिन अब वे अपनी रुचि के अनुसार अपने विषयों का चयन कर सकते हैं।

नई नीति में राष्ट्रीय सेवा योजना (एनएसएस), राष्ट्रीय कैडेट कॉर्प्स (एनसीसी) और कौशल आधारित विषयों पर भी ध्यान केंद्रित किया गया है। कृषि विज्ञान को भी विश्वविद्यालयों में एक विषय के रूप में जोड़ रही है। अध्ययनरत विद्यार्थियों में प्लेसमेंट बढ़ाने के लिए रचनात्मक कदम उठाए हैं। राज्य में प्रत्येक जिले के लिए एक प्लेसमेंट अधिकारी नियुक्त किया जा रहा है।

नई शिक्षा नीति २०२२ के अंतर्गत छात्रों को अब कोई एक स्ट्रीम नहीं चुननी होगी। छात्र आर्ट स्ट्रीम के साथ साइंस स्ट्रीम भी पढ़ सकते हैं, साइंस स्ट्रीम के साथ आर्ट्स स्ट्रीम भी पढ़ सकते हैं। प्रत्येक विषय को अतिरिक्त पाठ्यक्रम के रूप में देखा जाएगा जिसमें योग, खेल, नृत्य, मूर्तिकला, संगीत आदि शामिल है। एनसीईआरटी पाठ्यक्रमों को राष्ट्रीय पाठ्यक्रम की रूपरेखा के अनुसार तैयार करेगी। शारीरिक शिक्षा को पाठ्यक्रम में शामिल किया जाएगा। वोकेशनल तथा एकेडमिक स्ट्रीम को अलग नहीं किया जाएगा जिससे कि छात्रों को दोनों क्षमताओं को विकसित करने का मौका मिले।

शिक्षा ही वह मूल आधार है, जो एक सभ्य सुशिक्षित नागरिकों का निर्माण करती है समाज एवं देश को विकास की मुख्यधारा के साथ जोड़ना भी आवश्यक है विश्व पटल पर सामाजिक न्याय और समानता वैज्ञानिक उन्नति राष्ट्रीय एकीकरण और सांस्कृतिक संरक्षण के संदर्भ में भारत की सतत प्रगति और आर्थिक विकास की कुंजी है उच्च शिक्षा ही वह माध्यम है जिसमें देश की समृद्धि प्रतिभा और संसाधनों का सर्वोत्तम विकास और संवर्धन व्यक्ति के समाज राष्ट्र और विश्व की भलाई के लिए किया जा सकता है

नई शिक्षा नीति से संबंधित कुछ समस्याएँ

मानव संसाधन का अभाव: वर्तमान में प्रारंभिक शिक्षा के क्षेत्र में कुशल शिक्षकों का अभाव है, महँगी शिक्षा: नई शिक्षा नीति में विदेशी विश्वविद्यालयों में प्रवेश का मार्ग प्रशस्त किया गया है। विभिन्न शिक्षाविदों का मानना है कि विदेशी विश्वविद्यालयों में प्रवेश से भारतीय शिक्षण व्यवस्था मंहगी होती है। इसके फलस्वरूप निम्न वर्ग के छात्रों के लिये उच्च शिक्षा प्राप्त करना चुनौतीपूर्ण हो सकता है।

ऐसे में राष्ट्रीय शिक्षा नीति, २०२० के तहत प्रारंभिक शिक्षा हेतु की गई व्यवस्था के क्रियान्वयन में व्यावहारिक समस्याएँ भी हैं।

वर्तमान में भारत में उच्च शिक्षा प्रणाली की कुछ समस्याएं इस प्रकार हैं।

१. खंडित उच्च शैक्षिक अवस्था।
२. संज्ञानात्मक कौशल के विकास और सीखने के परिणामों पर बल देना।
३. विषयों का एक कठोर विभाजन विद्यार्थियों को बहुत पहले ही विशेषज्ञ और अध्ययन के संकीर्ण क्षेत्रों की ओर ढकेल देना।
४. सीमित क्षेत्र विशेष रूप से सामाजिक आर्थिक रूप से वंचित क्षेत्रों में जहां कुछ ही ऐसे विश्वविद्यालय महाविद्यालय हैं जो स्थानीय भाषाओं में पढ़ाते हैं
५. सीमित शिक्षक और संस्थागत स्वायत्तता।
६. अधिकांश विश्वविद्यालयों महाविद्यालयों में शोध पर कम बल और अनुशासन में पारदर्शिता और प्रतिस्पर्धी परीक्षा शोध निधियों की कमी।
७. उच्च शिक्षा संस्थानों में गवर्नेंस और नेतृत्व क्षमता का अभाव।

नई शिक्षा नीति से सम्बन्धित चुनौतियाँ

वर्तमान में नई शिक्षा नीति के अंतर्गत विभिन्न प्रकार की चुनौतियाँ हमारे समक्ष आई हैं जिनसे शिक्षा जगत में थोड़ी कठिनाइयों का सामना करना पड़ा उच्चतर शिक्षा प्रणाली में नए बदलाव नए जोश के संचार के लिए उपयुक्त चुनौतियों को दूर करने के लिए कहा जाता है जिसमें सभी युवा वर्ग को उनकी आकांक्षा के अनुसार गुणवत्तापूर्ण समान अवसर देने वाली समावेशी उच्च शिक्षा मिले इस दृष्टि को ध्यान में रखते हुए उच्च शिक्षा में कुछ महत्वपूर्ण परिवर्तन किए गए जो इस प्रकार हैं—

१. ऐसी उच्च शिक्षा की व्यवस्था करना जिसमें विशाल बहु विश्व विश्वविद्यालय और महाविद्यालय शामिल हो जहां प्रत्येक जिले में या उसके आसपास कम से कम एक और पूरे भारत में अधिकतर एचपीआई ऐसे हैं जो स्थानीय भाषाओं में शिक्षा प्रदान करते हो।
२. बहु मिश्रित स्नातक शिक्षा की ओर बढ़ना।
३. संकाय और संस्थागत स्वायत्तता की ओर बढ़ना।
४. विद्यार्थियों के अनुभव में वृद्धि के लिए पाठ्यचर्या शिक्षण शास्त्र मूल्यांकन और विद्यार्थियों को दिए जाने वाले सहयोग में परिवर्तन करना।
५. शिक्षण अनुसंधान और सेवा के आधार पर योग्यता नियुक्तियों और कैरियर की प्रगति के माध्यम से संकाय और संस्थागत नेतृत्व की स्थिति की अखंडता की पुष्टि करना।
६. उत्तम अनुसंधान और विश्वविद्यालयों और कॉलेजों में सक्रिय रूप से अनुसंधान की नींव रखने के लिए राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना करना व्यवसायिक शिक्षा सहित उच्च शिक्षा के सभी एकल नियमों को लचीला बनाना।

निष्कर्ष

२१वीं सदी के भारत की आवश्यकताओं को पूरा करने के लिये भारतीय शिक्षा प्रणाली में बदलाव हेतु नई राष्ट्रीय शिक्षा नीति, २०२० का निर्माण किया गया है अगर उसका क्रियान्वयन सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष ले आएगी।

वर्तमान में यह देखा जा रहा है कि बहुत से समस्याएं शिक्षा क्षेत्र में आ रही हैं विशेषकर स्नातक स्तर पर क्योंकि शिक्षा नीति, २०२० का अनुसार नए पाठ्यक्रम में विद्यार्थियों विभिन्न विषयों में परिवर्तन किया गया है क्रेडिट सिस्टम को इसमें जोड़ा गया है जिसके अनुसार स्नातक स्तर के प्रथम वर्ष के को मुख्य, गौण, वैकल्पिक विषयों के साथ-साथ अन्य प्रोजेक्ट वर्क भी किया जाना है जिसमें तकनीकी का उपयोग भी शामिल है और विभिन्न क्षेत्रों में प्रोजेक्ट वर्क करने के लिए उन्हें परिस्थितियों पर निर्भर रहना पड़ता है क्योंकि ग्रामीण क्षेत्रों में जहां पर बिजली इंटरनेट की सुविधा नहीं होती इन कार्यों को करने में काफी कठिनाई होती है जिस वजह से विद्यार्थियों शिक्षा का लाभ नहीं ले पाते साथ ही विभिन्न प्रकार के प्रशिक्षण कार्यक्रम चलाए जाते हैं उनका भी ऑनलाइन में छात्र सुविधाओं का लाभ नहीं ले पाते अभी भी इनमें बहुत प्रयास की जरूरत है ताकि शिक्षा को दूर-दूर तक पहुंचाया जा सके और शिक्षा को इतना लचीला बनाया गया है ताकि शिक्षा का लाभ है सभी वर्गों को समान रूप से मिल सके।

नई शिक्षा नीति, २०२० के तहत ३ साल से १८ साल तक के बच्चों को शिक्षा का अधिकार कानून, २००९ के अंतर्गत रखा गया है। नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है जिसका लक्ष्य २०२५ तक पूर्व-प्राथमिक शिक्षा (३-६ वर्ष की आयु सीमा) को सार्वभौमिक बनाना है। स्नातक शिक्षा में आर्टिफिशियल इंटेलिजेंस, थ्री-डी मशीन, डेटा-विश्लेषण, जैवप्रौद्योगिकी आदि क्षेत्रों के सहयोग से अत्याधुनिक क्षेत्रों में युवाओं की रोजगार क्षमता में वृद्धि होगी।

संदर्भ ग्रंथ

१. राष्ट्रीय शिक्षा नीति २०२० मानव संसाधन शवकास मंत्रालय भारत सरकार।
२. <https://pmmodiyojana.in/national-education-polic/>
- 3- <https://pmmodiyojanaye.in/national-education-policy-2020/>



राष्ट्रीय शिक्षा नीति २०२० :- उद्देश्य, सिद्धांत और विज़न

शर्मिला पूनियां

सहायक आचार्य (हिन्दी)

राजकीय महाविद्यालय, देशनोक

जिला-बीकानेर (राजस्थान)

शोध सार

नई शिक्षा नीति २०२० भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा २६ जुलाई २०२० को घोषित किया गया। सन् १९८६ में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। इस शिक्षा नीति का उद्देश्य एक ऐसी शिक्षा प्रणाली को विकसित करना है जो सभी को लाभान्वित करे। इसका लक्ष्य भारत को पुनः एक वैश्विक ज्ञान महाशक्ति बनाना है।

बीज शब्द- राष्ट्रीय शिक्षा नीति २०२०, शिक्षक प्रशिक्षण, त्रिभाषा सूत्र।

राष्ट्रीय शिक्षा नीति का इतिहास

प्रत्येक राष्ट्र की प्रगति उस राष्ट्र के नागरिकों की योग्यता पर निर्भर करती है व नागरिकों की योग्यता राष्ट्र की शिक्षा नीति पर निर्भर करती है। शिक्षा पर प्रत्येक राष्ट्र की सरकार विशेष रूप से ध्यान देती है तथा शिक्षा में सुधार हेतु निरंतर प्रयासरत रहती है, सचेत रहती है। भारत में राष्ट्र की निरंतर प्रगति हेतु व योग्य नागरिक तैयार करने के क्रम में कुल तीन बार शिक्षा नीति का निर्माण किया गया। उस समय शिक्षा के क्षेत्र में विकास हेतु बुनियादी लक्ष्य तय किए गए क्योंकि स्वतंत्रता के बाद शिक्षा अपने बीज रूप में प्रारंभ हो रही थी। प्रथम शिक्षा नीति के निर्धारण हेतु सन् १९६४-१९६६ में कोठारी आयोग की स्थापना की गई जिसने तात्कालीन परिस्थितियों को ध्यान में रखकर व विभिन्न पहलुओं पर विचार करते हुए अपनी सिफारिशें प्रस्तुत कीं। उन सिफारिशों व पहलुओं के आधार पर ही प्रथम शिक्षा नीति का निर्माण किया गया। प्रथम शिक्षा नीति में शिक्षा को राष्ट्रीय महत्व का विषय माना गया व १४ वर्ष तक की आयु वाले बच्चों के लिए अनिवार्य शिक्षा का प्रावधान किया गया। शिक्षा के क्षेत्र पर कुल केन्द्रीय बजट का ६ : व्यय करने का लक्ष्य रखा गया। प्रथम शिक्षा नीति में माध्यमिक स्तर पर त्रिभाषा सूत्र को लागू किया गया। त्रिभाषा सूत्र में पहले स्थान पर मातृभाषा, दूसरे स्थान पर राष्ट्र भाषा और तीसरे स्थान पर अन्य भाषा का सूत्र लागू किया गया। जिन क्षेत्रों में हिन्दी का प्रयोग किया जाता था वहाँ हिन्दी, अंग्रेजी व संस्कृत लागू की गई व हिन्दी इतरभाषी क्षेत्रों में क्षेत्रीय भाषा, हिन्दी व अंग्रेजी का सूत्र लागू किया गया। स्वतंत्रता के बाद शिक्षा अत्यधिक पिछड़ेपन के दौर से गुजर रही थी व प्रथम शिक्षा नीति लागू होने के पश्चात जैसे जैसे समाज शिक्षित होने लगा वैसे वैसे ही शिक्षा नीति में संशोधन की आवश्यकता महसूस होने लगी। इसी क्रम में द्वितीय शिक्षा नीति का निर्माण किया गया। द्वितीय शिक्षा नीति सन् १९८६ में बनाई गई व सन् १९८२ में इसमें संशोधन किया गया। इस शिक्षा नीति में मुख्य रूप से शिक्षा में समानता के अवसर पर जोर दिया गया। इस शिक्षा नीति का प्रमुख उद्देश्य शिक्षा को राष्ट्र के प्रत्येक नागरिक तक पहुँचाना था। शिक्षा प्राप्त करने में ऊँच-नीच, अमीर-गरीब का भेद न हो। समाज के पिछड़े लोग शिक्षा ग्रहण कर राष्ट्र निर्माण में योगदान दें साथ ही स्त्रियों, अनुसूचित जातियों को समान रूप से शिक्षा का अवसर प्रदान करने का लक्ष्य रखा गया। उस समय प्राथमिक स्तर पर विद्यालय उपलब्ध नहीं थे और न ही विद्यालयों में मूलभूत सुविधाएँ उपलब्ध थीं। पेड़ों के नीचे कक्षाओं का आयोजन किया जाता था। इस प्रकार योग्य विद्यार्थियों के लिए शिक्षा प्राप्त करने हेतु परिस्थितियाँ अत्यंत विषम थीं। इस समस्या को ध्यान में रखते हुए मुक्त शिक्षा विश्वविद्यालय की स्थापना की गई जिसके तहत पत्राचार के माध्यम से शिक्षा देने का प्रावधान किया गया। प्राथमिक स्तर पर छात्रों को बुनियादी सुविधाएँ मुहैया करवाने हेतु ऑपरेशन ब्लैक बोर्ड प्रारंभ किया गया। ऑपरेशन ब्लैक बोर्ड के तहत विद्यालयों में मूलभूत व बुनियादी सुविधाएँ जैसे कि ब्लैक बोर्ड, चॉक, शिक्षक, बैठने की सुविधा उपलब्ध करवाने का लक्ष्य तय किया गया। इस शिक्षा नीति के तहत इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय व पत्राचार विश्वविद्यालयों एवं पाठ्यक्रमों का विस्तार किया गया साथ ही तकनीकी व व्यावसायिक शिक्षा को प्रधानता दी गई। विभिन्न प्रवेश परीक्षाओं के आयोजन हेतु AIEEE, JEEE, SLEEE जैसे बड़े संस्थानों की स्थापना की गई।

उक्त संस्थानों की स्थापना का मूल उद्देश्य योग्य छात्रों को तकनीकी व व्यावसायिक शिक्षा प्रदान करना था। मेडिकल क्षेत्र में प्रवेश परीक्षा के आयोजन की व्यवस्था इसी शिक्षा नीति में की गई थी।

राष्ट्रीय शिक्षा नीति २०२०

वर्तमान में निरंतर बढ़ते हुए वैश्वीकरण व वैश्विक स्तर पर अपनी अस्मिता को सुनिश्चित करने, नित नवीन शोध कार्यों के अनुरूप शिक्षा व्यवस्था को प्रभावी बनाने तथा अनुसंधान कार्यों को बढ़ावा देने हेतु शिक्षा नीति में संशोधन की आवश्यकता महसूस होने लगी। इसी क्रम में वर्तमान सरकार द्वारा पूर्व की शिक्षा नीति में पुनः संशोधन करने की योजना बनाई गई। इसरो के पूर्व अध्यक्ष के.कस्तूरीरंगन की अध्यक्षता में समिति बनाई गई। इस समिति द्वारा समाज के विभिन्न वर्गों, बुद्धिजीवियों से रचनात्मक सुझाव माँगे गए। समिति द्वारा शिक्षा में गुणात्मक सुधार हेतु शिक्षा को समाज की मुख्यधारा से जोड़ने के लिए विभिन्न पहलुओं व समाज के विभिन्न वर्गों से प्राप्त सुझावों पर विचार किया गया व इसी आधार पर शिक्षा नीति २०२० का प्रारूप तैयार किया गया।

नई राष्ट्रीय शिक्षा नीति की आवश्यकता

वैश्विक परिदृश्यों में निरंतर हो रहे परिवर्तनों व ज्ञान आधारित अर्थव्यवस्था की आवश्यकता के अनुरूप शिक्षण व्यवस्था को प्रभावी बनाने हेतु एक न्यायसंगत और न्यायपूर्ण समाज के विकास व राष्ट्रीय विकास को बढ़ावा देने हेतु दूसरी शिक्षा नीति में गुणात्मक सुधार की आवश्यकता थी। केवल रटत शिक्षा को बढ़ावा देना व क्लर्क तैयार करना शिक्षा नीति का उद्देश्य नहीं था। शिक्षा का मूल उद्देश्य प्रत्येक नागरिक के व्यक्तित्व का विकास करना था व इस हेतु शिक्षा में गुणात्मक परिवर्तन की आवश्यकता थी। शिक्षा को रोजगारोन्मुखी बनाने व नागरिकों के व्यक्तित्व के समग्र विकास हेतु समय की माँग के अनुसार शिक्षा नीति में परिवर्तन की आवश्यकता थी। यद्यपि वैश्विक स्तर पर भारत की ज्ञान-विज्ञान की परंपरा एक समृद्ध परंपरा रही है किन्तु चिर काल तक गुलामी की जंजीरों में जकड़े रहने के कारण व निरंतर विदेशी आक्रमणकारियों द्वारा आक्रमण किए जाने के कारण हमारे देश में शिक्षा पद्धति पीछे छूट गई। जिस प्रकार रूखा हुआ पानी भी सड़ने लगता है उसी प्रकार निरंतर समाज में हो रहे परिवर्तनों व ज्ञान-विज्ञान के विकास के अनुरूप शिक्षा में भी परिवर्तन की आवश्यकता रहती है।

राष्ट्रीय शिक्षा नीति २०२० का लक्ष्य व उद्देश्य

राष्ट्रीय शिक्षा नीति २०२० का मूल लक्ष्य एक न्यायसंगत व न्यायपूर्ण समाज का विकास करना व राष्ट्रीय विकास को बढ़ावा देना है। भारत के किसी भी कोने में रह रहे ०३ वर्ष से १८ वर्ष तक की आयु वाले प्रत्येक बच्चे को मूल्य आधारित गुणवत्तापूर्ण शैक्षिक अवसर प्रदान करना अर्थात् शिक्षा को सार्वभौम बनाना इस नीति का मुख्य उद्देश्य है। मूल्य आधारित शिक्षा से तात्पर्य है कि बच्चा अपनी संस्कृति व मानवीय मूल्यों को भली-भाँति जाने ताकि उसका सर्वांगीण विकास हो सके। गुणवत्तापूर्ण से तात्पर्य भारत के अंतिम छोर पर रह रहे अंतिम जन तक शिक्षा को पहुँचाकर उसके व्यक्तित्व का विकास करना है। २१ वीं सदी की आवश्यकताओं के अनुरूप, भूमंडलीकरण व वैश्वीकरण के अनुरूप शिक्षा को समावेशी व समग्र लचीला बनाते हुए भारत को ज्ञान आधारित महाशक्ति के रूप में विकसित करना व एक जीवंत समाज का निर्माण करना जिसमें बच्चे को उसकी रुचि के अनुसार शिक्षा के अवसर प्रदान किए जाए। नवीन शिक्षा नीति में जीवनपर्यन्त शिक्षा के अवसर प्रदान करने का लक्ष्य रखा गया है। पूर्व की शिक्षा नीति में प्रौढ़ शिक्षा का प्रावधान था किन्तु जीवन पर्यन्त शिक्षा का अवसर प्रदान करना इस शिक्षा नीति का मुख्य उद्देश्य है। यदि किन्हीं परिस्थितियों के कारण बच्चा शिक्षा प्राप्त नहीं कर पाया है व शिक्षा को बीच में ही छोड़ चुका है व परिस्थितियाँ अनुकूल होने प रवह पुनः शिक्षा प्राप्त करना चाहता है तो यह अवसर नवीन शिक्षा नीति उसे प्रदान करती है। इससे बच्चे में आत्मविश्वास का विकास होगा व योग्य विद्यार्थियों की प्रतिभा को सामने लाया जा सकेगा। इस प्रकार प्रत्येक बच्चे की अद्वितीय क्षमताओं का विकास कर उन्हें राष्ट्रनिर्माण में सहभागी बनाना इस शिक्षा नीति का मुख्य उद्देश्य है। इसरो के पूर्व अध्यक्ष व शिक्षा नीति कमेटी के अध्यक्ष के.कस्तूरीरंगन द्वारा शिक्षा नीति की व्याख्या निम्न प्रकार से की गई है-

हमने एक ऐसी नीति निर्मित करने की कोशिश की है जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित कर देगी ताकि हम युवाओं को वर्तमान और भावी चुनौतियों का सामना करने के लिए तैयार कर सकें। यह एक ऐसी यात्रा रही है जिसमें हर सदस्य ने वैयक्तिक और सामूहिक रूप से हमारे देश के व्यापक शैक्षिक परिदृश्य के विभिन्न आयामों को शामिल करने की कोशिश की है। यह नीति सभी की पहुँच, क्षमता, गुणवत्ता, वहनीयता एवं जवाबदेही जैसे मार्गदर्शी उद्देश्यों पर आधारित है। पूर्व-प्राथमिक

से लेकर उच्च शिक्षा तक हमने इस क्षेत्र को एक अविच्छिन्न निरंतरता में देखा है और साथ ही व्यापक परिदृश्य के इससे जुड़े अन्य क्षेत्रों को भी इसमें शामिल किया है।“

नवीन शिक्षा नीति और भारतीय भाषाएँ

नवीन शिक्षा नीति में भाषाओं को लेकर विशेष चिंतन किया गया है। संविधान की अनुसूची ०८ में शामिल विभिन्न भाषाओं को सर्वोच्च करने, उन्हें नई पहचान दिलाने तथा हिन्दी व मातृभाषाएँ किस प्रकार एक दूसरे की पूरक बनकर समाज व राष्ट्र के निर्माण में सहयोगी बनें इस पर विशेष महत्व प्रदान किया गया है। नीति निर्धारकों द्वारा हिन्दी व क्षेत्रीय भाषाओं को समान महत्व मिलने पर बल दिया है। शिक्षा के स्तर में गुणात्मक सुधार तभी संभव है जब प्राथमिक स्तर पर मातृभाषा/क्षेत्रीय भाषा को शिक्षा का माध्यम बनाया जाए। इसी उद्देश्य से हिन्दी व अन्य क्षेत्रीय भाषाओं को शिक्षा का माध्यम बनाने का प्रावधान इस शिक्षा नीति में किया गया है। प्राथमिक स्तर पर विद्यार्थियों को उनकी क्षेत्रीय भाषा यथा महाराष्ट्र में मराठी, राजस्थान में राजस्थानी, गुजरात में गुजराती, केरल में मलयालम इत्यादि में ही शिक्षा प्रदान की जाए। इससे बच्चे की शिक्षा के प्रति रुचि बढ़ेगी व मातृभाषाओं के संवर्द्धन में मदद मिलेगी।

राष्ट्रीय शिक्षा नीति २०२० व व्यावसायिक शिक्षा

१२ वीं पंचवर्षीय योजना के आंकड़ों के अनुसार भारत में १६ से २४ वर्ष की आयु के केवल ५ : विद्यार्थियों द्वारा ही व्यावसायिक शिक्षा प्राप्त की गई है जिसकी तुलना अन्य देशों से की जाए तो यह पता चलता है कि व्यावसायिक शिक्षा को बढ़ावा देने की अत्यंत आवश्यकता है। डेनमार्क ५० ; अमेरिका ५२ ; जर्मनी ७५ ; दक्षिण कोरिया ६६ : के समक्ष भारत की स्थिति नगण्य प्रतीत होती है। भारत में व्यावसायिक शिक्षा को सदैव ही सामान्य शिक्षा से कम आँका जाता रहा है। वर्तमान परिदृश्यों व वैश्वीकरण की स्थिति में इसे बढ़ावा देने की अत्यंत आवश्यकता है। नई शिक्षा नीति में व्यावसायिक शिक्षा को बढ़ावा देने हेतु विशेष बल दिया गया है। अकादमिक शिक्षा के साथ-साथ व्यावसायिक शिक्षा का एकीकरण करने का लक्ष्य रखा गया है। इसके लिए अगले दस वर्षों में माध्यमिक एवं उच्चतर माध्यमिक स्कूलों एवं उच्च शिक्षा संस्थाओं को व्यावसायिक शिक्षा से जोड़ा जाएगा। इसकी शुरुआत कक्षा ६ से ८ तक के छात्रों को पूर्व व्यावसायिक शिक्षा देने से होगी। माध्यमिक व उच्चतर माध्यमिक विद्यालय में कक्षा ९ वीं से १२ वीं तक के छात्रों को आगे की व्यावसायिक शिक्षा प्रदान की जाएगी साथ ही व्यावसायिक शिक्षा को कक्षा १२ वीं के बाद उच्च शिक्षा के साथ भी सुचारु रूप से जारी रखने की योजना है।

राष्ट्रीय शिक्षा नीति २०२० के मुख्य बिन्दु

१. नई शिक्षा नीति का उद्देश्य एक ऐसी शिक्षा व्यवस्था को विकसित करना है जो सभी को लाभान्वित करे। इसका लक्ष्य भारत को एक वैश्विक ज्ञान महाशक्ति के रूप में पुनः प्रतिष्ठित करना है।
२. नई शिक्षा नीति में स्कूलों में १०२ फॉर्मेट के स्थान पर ५३३४ फॉर्मेट को शामिल किया गया है।
३. नीति में पहली और दूसरी कक्षा के बालकों की गणित और भाषा तथा चौथी और पांचवी कक्षा के बालकों के लेखन पर जोर देने का प्रयास किया गया है। ५ वीं कक्षा तक की शिक्षा में मातृभाषा को शिक्षा के माध्यम के रूप में अपनाने पर विशेष बल दिया गया है।
४. शिक्षा नीति २०२० में वर्तमान शिक्षा व्यवस्था की बड़ी कमी रटन पद्धति को भी समाप्त करने की कोशिश की गई है।
५. इस नीति में वर्ष २०३० तक सकल नामांकन अनुपात १००: करने का लक्ष्य रखा गया है साथ ही शिक्षा क्षेत्र पर सकल घरेलू उत्पाद के ६: के सार्वजनिक व्यय का लक्ष्य रखकर शिक्षा क्षेत्र की गुणवत्ता बढ़ाने का प्रयास किया गया है।
६. मानव संसाधन मंत्रालय का नाम परिवर्तित कर शिक्षा मंत्रालय कर दिया गया है। संपूर्ण भारतवर्ष के उच्च शिक्षा संस्थानों के लिए भारतीय उच्च शिक्षा आयोग नामक एक एकल नियामक की कल्पना की गई है।
७. पूर्व की शिक्षा नीति में यदि किसी कारणवश विद्यार्थी उच्च शिक्षा के बीच में ही कोर्स छोड़कर चला जाता है तो उसे डिग्री के लिए दोबारा से नई शुरुआत ही करनी पड़ती है परंतु नई नीति में पहले वर्ष में कोर्स छोड़ने पर प्रमाण पत्र दूसरे वर्ष में कोर्स छोड़ने पर डिप्लोमा तथा अंतिम वर्ष में कोर्स छोड़ने पर डिग्री देने का प्रावधान किया गया है।
८. उच्च शिक्षा में एम.फिल को समाप्त किया जायेगा इस नीति में अनुसंधान में जाने के लिए ३ साल की स्नातक डिग्री के बाद दो साल स्नातकोत्तर करके ही पीएचडी में प्रवेश लिया जा सकता है।

९. नीति में शिक्षकों के प्रशिक्षण पर भी विशेष बल दिया गया है। व्यापक स्तर पर सुधार हेतु इन शिक्षक प्रशिक्षण और शिक्षा कार्यक्रमों को उच्च शिक्षा के स्तर पर भी शामिल करने की बात इस नीति में कही गई है।

उपसंहार

वर्तमान में वैश्वीकरण के कारण संपूर्ण विश्व को एक ग्राम के रूप में माना जा रहा है। सूचना प्रौद्योगिकी व संचार साधनों का विस्तार हो रहा है। विज्ञान के क्षेत्र में निरन्तर खोजें जारी हैं। वैश्विक पटल पर अपनी ज्ञान विज्ञान की परंपरा व अस्मिता को सुनिश्चित करने व योग्य नागरिकों का निर्माण करने के लिए एक मजबूत शिक्षा नीति निर्मित करना व प्रायोगिक रूप से लागू करवाना अत्यंत आवश्यक है। वर्तमान शिक्षा नीति को उक्त सभी बिन्दुओं को केन्द्र में रखकर बनाया गया है किन्तु शिक्षा नीति की सार्थकता तभी सिद्ध होगी जब भारत के दूर-दराज क्षेत्र का अंतिम जन शिक्षा को प्राप्त करे व राष्ट्र निर्माण में सहयोगी बने।

संदर्भ

१. राष्ट्रीय शिक्षा नीति २०२०, मानव संसाधन विकास मंत्रालय, भारत सरकार।
२. प्रोफेसर के.एल.शर्मा, दैनिक भास्कर, जयपुर संस्करण अगस्त २०२०
३. सिंह दुर्गेश, क्रॉनिकल मासिक पत्रिका, मई २०२०



शिक्षक प्रशिक्षक एवं मूल्य

बलवीर सिंह

शोधार्थी (संस्कृत)

टांटिया विश्वविद्यालय, श्रीगंगानगर

शिक्षा की प्रक्रिया के द्वारा से ही मानव शिशु का शारीरिक, मानसिक, बौद्धिक, नैतिक एवं आध्यात्मिक विकास होकर वह समाज में उचित स्थान ग्रहण करता है, उसके चरित्र का निर्माण होता है, उसका सामाजिकीकरण होता है और वह 'मनुष्य' संज्ञा पाने के योग्य बनता है। हजारों वर्षों से उस समाज तथा राष्ट्र द्वारा प्राप्त अनुभवजन्य ज्ञान, रीति-रिवाज-परम्पराएँ तथा सांस्कृतिक धरोहर आदि को शिक्षा के माध्यम से ही आने वाली पीढ़ी को हस्तान्तरित किया जाता है।

भारतीय संस्कृति में शिक्षा को, ज्ञान प्राप्ति को जीवन की श्रेष्ठतम, पवित्रतम प्रक्रिया माना गया है। भगवान श्रीकृष्ण गीता में कहा है, 'नहि ज्ञानेन सदृशं पवित्रमिह विद्यते'। महाभारत में उद्धोषित किया गया, 'नास्ति विद्यासमं चक्षुः' अर्थात् विद्या के जैसा दूसरा नेत्र नहीं है। शिक्षा का सम्बन्ध इस प्रकार सीधे जीवन से जुड़ा है। जीवन व शिक्षा का लक्ष्य एक ही है, शिक्षा तथा जीवन एकरस हैं। जीवन की अपूर्णता को पूर्ण करने के लिए शिक्षा ही साधन है। स्वामी विवेकानन्द के प्रसिद्ध कथन, "अन्तर्निहित पूर्णता का प्रकटीकरण ही शिक्षा है" का भी यही निहितार्थ है। इसीलिए देश की संस्कृति ही शिक्षा का एकमेव आधार होनी चाहिए।

भारत की संस्कृति एवं जीवन दर्शन का मूल अध्यात्म है। यही भारत का अन्यतम वैशिष्ट्य है। अध्यात्म का यह सम्बन्ध आत्मा से है, जोकि मानव में चैतन्य सत्ता की उपस्थिति का आन्तरिक मर्म है। भारतीय दर्शन में यह आत्मा ही सभी प्रकार के ज्ञान का आधार है। ज्ञान, समस्त अन्तर्निहित चेतना का प्रकटीकरण, और विकास है, और शिक्षा भी इसी ज्ञानार्जन की साधना है। शिक्षा की पद्धति संस्कृति आधारित होगी तभी पंडित दीनदयाल जी के शब्दों में "ज्ञान, चरित्र एवं संस्कृति की त्रिवेणी के संगम से जीवन को तीर्थराज प्रयाग" बनायेगी।

भारतीय शिक्षा दर्शन में शिक्षा को व्यक्तित्व के सम्पूर्ण विकास का आधार माना गया। पाश्चात्य विचार के अनुसार केवल सुगठित देह (Well & built body), उसकी अच्छी साज-सज्जा, उच्च बुद्धिमत्ता गुणांक (High IQ) तथा बुद्धि तत्परता (Presence of mind) अच्छे व्यक्तित्व का, Smartness का लक्षण मान लिया गया। यह सारी अवधारणा बाह्य आवरण अर्थात् शरीर को ही आधार बिन्दु मानकर की गई। भारत ने मनुष्य को शरीर से अलग भी कुछ अनुभूत किया। शरीर, प्राण, मन, बुद्धि एवं आत्मा का समुच्चय, इसे मनुष्य की संज्ञा मिली। इसीलिए, व्यक्तित्व के सम्पूर्ण विस्तार विचार में शारीरिक, मानसिक, बौद्धिक तथा नैतिक एवं आध्यात्मिक विकास को अपरिहार्य माना गया। शिक्षा, जीवन के विकास के साधन के रूप में इस सम्पूर्ण विकास को समाहित करने वाली हो, ऐसा इस राष्ट्र के प्राचीन मनीषियों ने विचार किया।

दुर्योग से, वर्तमान मूल्य उसी पाश्चात्य विचार का अनुसरण कर रहे हैं। इससे तैयार हो रही अगली पीढ़ी के लिए शारीरिक बल-सौष्ठव (Body building) का विचार शिक्षा का ही एक भाग माना ही नहीं जा रहा। शारीरिक शिक्षा का अर्थ केवल खेल स्पर्धाओं को माना जाता है जिसमें केवल वे ही विद्यार्थी हिस्सा लेते हैं जिन्हें रुचि व क्षमता भी हो और साथ ही सुविधा-साधन भी उपलब्ध हों। यदि रुचि है तो भी पाठ्यक्रम, गृहकार्य, कोचिंग-ट्यूशन, कम्प्यूटर, हॉबी क्लास और न जाने क्या-क्या, के कारण उसके पास नहीं। माता-पिता भी नहीं चाहते कि खेलकुद में अपना समय 'बर्बाद' करे, क्योंकि यह करियर के लिए रूकावट उत्पन्न करेगा। सारी दौड़ पढ़ाई अर्थात् परीक्षा अर्थात् अंक अर्थात् उपाधि अर्थात् के लिए है, उसमें अन्य अनावश्यक बातों के लिए स्थान कहाँ? जब जीवन का लक्ष्य केवल नौकरी ही रह गया हो तो इस

कैरियर के राजमार्ग पर दौड़ते बालकों को ऐसे स्पीड ब्रेकर ग्राह्य नहीं, उनके माता—पिता को तो कदापि नहीं, क्योंकि इससे उनके निवेश (Investment) पर तंजम व तिमजनतद कम हो जाने की आशंका है।

नई पीढ़ी सुकुमार बन रही है। सुख—सुविधा के साधन हैं। भागदौड़, खेलकूद, पैदल चलना या साइकिल चलाना, इन सबकी जरूरत नहीं। शरीर में बल—सौष्ठव—ओज—लोच— क्षमता—सहनशक्ति आदि के विस्तार की आवश्यकता ही कहाँ है? और फिर इन सबके विकास के लिए जरूरी , पौष्टिक आहार, व्यायाम, विश्राम, स्वच्छता, दिनचर्या की नियमितता आदि पर विचार क्यों किया जाये? प्राणिक शक्ति के सम्पूर्ण विकास के लिए आवश्यक योग—आसन—प्राणायाम आदि के लिए भी समय कहाँ है?

‘शिक्षा’ शब्द की व्युत्पत्ति ‘शिक्ष’ धातु से मानी जाती है जिसका अर्थ है ‘सीखना’। सीखने की प्रक्रिया कर्मेन्द्रियों—ज्ञानेन्द्रियों से प्राप्त अनुभूतियों के आधार ही होती है, जिनको नियंत्रण करने का कार्य ‘मन’ का है। ज्ञान के विकास के लिए मन का शान्त, एकाग्र और अनासक्त होना आवश्यक है परन्तु जिस प्रकार शिक्षा और समाज का आपाधापी जैसा वातावरण है, उसमें इस, एकाग्रता और अनासक्ति के लिए भी स्थान नहीं है। साहित्य—संगीत—ललित कलाएँ आदि पाठ्यक्रम में तो हैं परन्तु कोई छात्र उनकी ओर जाना नहीं चाहता क्योंकि उनमें करियर के अच्छे विकल्प नहीं हैं।

शिक्षा के क्षेत्र से जुड़े हुए विद्वत जनों, नीति—निर्माताओं, भारत भाग्य—विधाताओं से लेकर शिक्षकों और अभिभावकों तक सभी का सम्पूर्ण केन्द्र बिन्दू केवल बालकों के बौद्धिक विकास को लक्ष्यित है परन्तु यहाँ भी दृष्टिकोण अत्यन्त संकीर्ण है। जहाँ ज्ञान, अवलोकन, संश्लेषण—विश्लेषण, तुलना, तर्कक्षमता और सार निकालने का विवेक अर्थात् निर्णय क्षमता के विकास को माना जाना चाहिए था, हमारी शिक्षा पद्धति ने केवल सूचना—संग्रह तथा स्मृति—संधारण क्षमता को ही बौद्धिक विकास का पर्याय मान लिया। निर्णय क्षमता और तर्कसंगत अभिव्यक्ति, यह दोनों तत्व पिछड़ गए। ‘मैं पढ़ा रहा हूँ सुन लो, पुस्तक में लिखा है पढ़ लो, जो लिखाया है याद कर लो और परीक्षा की उत्तरपुस्तिका में लिख दो, ‘पास’ या ‘फेल’ होना इसी पर निर्भर है। तथ्यों का आंकलन, स्वयं करके सीखना, सीखे हुए को जीवन में प्रयोग करने की क्षमता और कौशल्य—विकास, इन दोनों व्यावहारिक पक्षों को वर्तमान शिक्षा पद्धति में उपेक्षित कर दिया गया है। मानविकी के विषयों को छोड़ भी दें तो भी विज्ञान की तकनीक से भिन्न शाखाओं अर्थात् चतुर्थ बमदबमे में प्रवेश लेने को शिक्षार्थी तैयार नहीं क्योंकि उनसे जुड़े करियर विकल्पों में अच्छे पैकेज नहीं।

मनोविज्ञान के अनुसार सभी मनुष्यों में मूल प्रवृत्तियाँ समान होती हैं। अपने यहाँ इसीलिए ‘आहार निद्रा भय मैथुन च’ की मूल प्रवृत्तियों से मनुष्य को अलग चिह्नित करने के लिए अन्तर का आधार धर्म को माना गया दृ ‘धर्मेणहीनाः पशुभिः समानाः’। धर्म का व्यावहारिक स्वरूप संस्कृति में अमिनिहत होता है। संस्कारों के विकास के द्वारा प्रवृत्तियों का उन्नयन ही संस्कृति है, इसीलिए शिक्षा को इसका मूल साधन मानते हुए धर्माधारित तथा संस्कृतिपरक शिक्षा की बात कही गई है। आज UNESCO भी भारत के इस मुख्य विचार का अनुगमन शिक्षा के स्वरूप को Rooted in culture committed to progress कहकर करता है।

सबसे बड़े दुर्भाग्य की बात यह है कि भारत में प्रचलित वर्तमान शिक्षा व्यवस्था, उपर्युक्त वर्णित आधारभूत बातों में से किसी भी वास्तविकता की पूर्ति नहीं करती। वास्तव में, ‘भारतीय शिक्षा व्यवस्था’ में न शिक्षा के तत्व और न ही व्यवस्था या पद्धति। यह आश्चर्यमिश्रित खेद का विषय है कि भारत के स्वतंत्र होने के इतने वर्षों के बाद भी एक स्वतन्त्र राष्ट्र के लिए उस राष्ट्र के मूलभूत दर्शन पर आधारित शिक्षा की व्यवस्था नहीं है। न तो यह शिक्षा प्रणाली जीवन आदर्शों के विकास की बात करती है, न ही उसकी दृष्टि विद्यार्थी के सर्वांगीण विकास के माध्यम से उसे एक राष्ट्रभक्त, समाजोपयोगी, जीवनदृष्टि सम्पन्न तथा शारीरिक, प्राणिक, मानसिक, बौद्धिक तथा नैतिक एवं आध्यात्मिक क्षमताओं से सम्पन्न आने वाली अगली पीढ़ी का जिम्मेदार नागरिक बनाने की ओर है। यह प्रणाली धर्म—संस्कृति तथा जीवन—मूल्यों के विकास की भी कोई व्यवस्था नहीं देती, जबकि भारत के आध्यात्मिक वातावरण के लिए शिक्षा के मूलभूत लक्ष्य में जीवन का दर्शन अंगीभूत होना चाहिए।

इस सबके विपरीत, आज की शिक्षा प्रणाली विद्यार्थियों को एक अन्तहीन दौड़ में शामिल करने का मार्ग दिखाती है। करियर के नाम पर बड़े पैकेज वाली नौकरियों की तलाश ही शिक्षा का एक उद्देश्य रह गया है। विष्णु पुराण में वर्णित है 'सा विद्या या विमुक्तये'। विमुक्ति का मार्ग दिखाने वाली विद्या की आज किसी को आवश्यकता नहीं रह गई है। ज्ञान के प्रकाश में ही जीवन के बहुमुखी पक्षों का विकास आदि बातें अब कालबाह्य जैसी मानी जाने लगी हैं। सत्यान्वेषण ज्ञान प्राप्ति का उद्देश्य है, परन्तु इस 'सत्य' के साथ ही 'शिवम्' और 'सुन्दर' भी संस्कृति का अंग है। अतः संस्कृति को पूरे जीवन के परिष्कार, ज्ञान के उपार्जन तथा सत्य के अन्वेषण का सूत्र मानते हुए, उसके साधन के रूप में शिक्षा को नौकरी प्राप्ति के योग्य बनाने वाली 'शिक्षा' तक सीमित न मानकर जीवन निर्माण के व्यापक स्वरूप में स्वीकार किया जाना चाहिए। दुर्भाग्य से, इसके विपरीत वर्तमान शिक्षा पद्धति 'सा विद्या या विमुक्तये' की अल्पदृष्टि दोष से पीड़ित है।

व्यवहार में परिवर्तन (Modification of Behaviour) को शिक्षाशास्त्री शिक्षा का मुख्य उद्देश्य कहते हैं। इसे चारित्रिक विकास, जीवनदृष्टि या जीवन-मूल्यों का विकास भी कहा जा सकता है। मन-वचन-कर्म की एकरूपता ही चरित्र है। आज की शिक्षा प्रणाली व्यवहारकुशलता को वाकचातुर्य के साथ ही जोड़ती है, शिष्टाचार को सभ्यता की निशानी माना जाने लगा है। ऊपर से च्वसपौमक परन्तु अन्दर से विद्वेष पालने वालों को जेन्टलमैन माना जाता है। भारत की शिक्षा में भावना (मन), ज्ञान (वचन) तथा क्रिया (कर्म) की समानता से युक्त व्यक्ति को सुसंस्कृत व सुसभ्य माना गया। प्रियं च नो नृतं ब्रूयात् इति यह जीवन व्यवहार भारत की मूल संस्कृति है।

भौतिक शिक्षा का एक अर्थ जहाँ 'अर्थार्जन के लिए काम में आने वाली शिक्षा' है वहीं 'भौतिक सुख-सुविधाओं से पूर्ण जीवन के प्रति आसक्ति बढ़ाने वाली शिक्षा', ऐसा भी है। सामाजिक धारणा के अनुसार धन, पद, सामाजिक स्थिति, सत्ता से निकटता, रंग-रूप, साज-सज्जा आदि के आधार पर व्यक्ति के जीवन की सफलता का आकलन किया जाता है, भले ही इन सबको पाने के लिए साधन कोई भी, कैसा भी उपयोग किया गया हो। समाज सेवा, त्याग परोपकार आदि सद्गुण तो अभी भी माने जाते हैं, परन्तु पुस्तकों-प्रवचनों-भाषणों में, जीवन में उनकी स्वीकार्यता दिखाई नहीं देती। सद्गुणों के मूल्य पर भी, सदाचरण को त्याग कर भी यदि इन्द्रिय सुख के लिए साधन-सामग्री जुटाई जा सकती हो तो वह स्वीकार कर लेने की तैयारी, आज एक आलोच्य का विषय नहीं रह गई है। यही भौतिक शिक्षा है, शिक्षा में भौतिकता के वर्चस्व को प्रदर्शित करता है। ज्ञानार्जन नहीं, अर्थार्जन के लिए शिक्षा प्राप्ति, यही मानव जीवन का एक मात्र लक्ष्य है।

वर्तमान शैक्षिक मूल्यों ने एक और भावना को भड़काने का काम किया है। 'मैं', यानी व्यक्ति सृष्टि के केन्द्र में है, उसका जीवन, उसकी सुख-सुविधा, उसकी निजता, उसकी रुचि-अरुचि यह प्रधान है और उस पर आने वाले किसी भी व्यवधान को स्वीकार न करना — यही पाश्चात्य दृष्टिकोण ही प्रमुख विचार बन गया है। परिणामस्वरूप, अन्य व्यक्ति, परिवार, समाज, जीव-जन्तु, वृक्ष-वनस्पति, प्रकृति, पंचमहाभूत युक्त समस्त सृष्टि गौण है, और 'व्यक्ति' के उपयोग के लिए है। यह उपयोग दोहन और फिर शोषण तक आगे जाता है। सृष्टि के सभी संसाधनों के साथ-साथ अन्य 'व्यक्ति' का भी उपयोग अपने स्वार्थ के लिए किया जाये यह विचार इस सीमा तक बढ़ गया है कि धीरे-धीरे 'मानव' स्वयं ही 'संसाधन' बन गया है।

भौतिकता और व्यक्ति केन्द्रितता, इन दोनों के कारण समाज, प्रकृति और सम्पूर्ण सृष्टि ही आज संकटग्रस्त हैं। आज देश को ऐसी ही भारत-केन्द्रित, चरित्र एवं मानव-निर्मात्री तथा राष्ट्र के जीवन दर्शन पर आधारित शिक्षा प्रणाली की आवश्यकता है, जो अगली पीढ़ी को चरित्रवान, राष्ट्रभक्त, स्वावलम्बी, जिम्मेदार नागरिकों के रूप में विकसित करे, उन्हें आत्मकेन्द्रित के स्थान पर समाजोपयोगी- एवं राष्ट्रोपयोगी बनाये। विश्वास करें, अच्छे दिन आ रहे हैं परन्तु अच्छे दिन केवल सत्ता परिवर्तन से नहीं समाज जागरण से आयेंगे, जिसके लिए शिक्षा ही एकमात्र उपकरण है।

संदर्भ ग्रंथ

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नई शिक्षा नीति 2020 और उच्चतर शिक्षा

श्री सुरेश कुमार

सहायक आचार्य (इतिहास),
राजकीय स्नातकोत्तर महाविद्यालय, सादुलशहर

डॉ. प्रमोद कुमार

सहायक आचार्य (इतिहास) वि.सं.यो.

श्रीमती नर्बदा देवी बिहानी राजकीय स्नातकोत्तर महाविद्यालय, नोहर (हनुमानगढ़)

सारांश

उच्चतर शिक्षा मनुष्य व उसके साथ-साथ सामाजिक कल्याण के विकास में बहुत महत्वपूर्ण भूमिका अदा करती है। एक राष्ट्र के आर्थिक विकास तथा आजीविकाओं को स्थायित्व देने में भी उच्चतर शिक्षा उपयोगी है। मानव के समग्र विकास के उद्देश्य हेतु यह आवश्यक है कि उसे उच्चतर शिक्षा प्राप्त करवाई जाये। नई शिक्षा नीति 2020 का उद्देश्य उच्चतर शिक्षा संस्थानों को बड़े एवं बहु-विषयक विश्वविद्यालयों, महाविद्यालयों और एच. ई.आई. कलस्टरों या नॉलेज हबों में स्थानांतरित करके उच्चतर शिक्षा जरूरी है। यह परम आवश्यक है कि उत्कृष्ट उच्च सार्वजनिक संस्थानों के विकास के साथ-साथ उच्च निजी संस्थानों का विकास हो।¹ 2040 तक सभी वर्तमान उच्चतर शिक्षा संस्थानों का उद्देश्य अपने आपको बहु-विषयक संस्थानों के रूप में स्थापित करना होगा ताकि उच्चतर शिक्षा को बढ़ावा मिल सके।

मुख्य शब्द: उच्चतर, समग्र, सार्वजनिक, कलस्टर, विद्याध्यन।

प्रस्तावना

नई शिक्षा नीति 2020 में उच्चतर शिक्षा अपने अनुभव के द्वारा ऐसे क्षेत्रों में प्रवेश की अपार संभावनाओं के द्वार खोल सकती है जो भारत देश के नौजवान वर्ग के साथ-साथ मानव समुदायों को भी प्रतिकूल परिस्थितियों के कुचक्र से निकाल सके।² इस शिक्षा नीति में उच्चतर गुणवत्ता युक्त शिक्षा के अवसर उपलब्ध कराना हम सबकी सर्वोच्च प्राथमिकता होनी चाहिए।

अध्ययन के उद्देश्य :-

- उच्चतर शिक्षा मानव विकास के लिये आवश्यक।
- उच्चतर शिक्षा को रोजगार परक बनाने हेतु।
- नये/नवाचार पाठ्यक्रम को समावेशी बनाने के लिये
- विश्वविद्यालयों व महाविद्यालयों में होने वाले अध्यापन कार्यों में प्रोफेसर वर्ग में शोध पद्धति को जाग्रत करने हेतु।
- विद्यार्थी वर्ग में उच्चतर शिक्षा के महत्व को प्रकट करने के लिये।

साम्राज्यवादी शक्तियों से विश्व समय-समय पर प्रभावित होता रहा है। लम्बे समय से बहुत सारे राष्ट्र साम्राज्यवादी शक्तियों के दास रहे हैं। विश्व की इन साम्राज्यवादी शक्तियों ने अपनी औपनिवेशिक अर्थनीति और शिक्षा नीति से उन दास राष्ट्रों का भयानक शोषण किया। इन शक्तिशाली राष्ट्रों द्वारा किया गया शोषण विस्तारपूर्वक था। ऐसी बात भी नहीं थी कि कमजोर राष्ट्र अपनी प्रतिभा प्रकट करने में कमजोर हो, मगर इन कमजोर राष्ट्रों को अपनी प्रतिभा प्रकट करने हेतु कोई स्थान या रंगमंच नहीं मिल पा रहा था क्योंकि साम्राज्यवादी शक्तियों की शक्ति के सामने ये राष्ट्र गौण थे। विश्व में अनेक ऐसे राष्ट्र थे जिनमें हमारा भारत भी आता था। जैसे ही साम्राज्यवादी ग्रेट ब्रिटेन का प्रभाव यहां समाप्त हुआ वैसे ही आजाद भारत की स्थितियों में परिवर्तन देखे गये इन परिवर्तनों में बड़ा एक परिवर्तन देखा गया जो शिक्षा के क्षेत्र में था। शिक्षा के क्षेत्र में

नई-नई नीतियां बनी और भारत देश में उन नीतियों को समय-समय पर लागू भी किया गया। हमारे भारत वर्ष में पहली शिक्षा नीति 1968 में बनकर तैयार हुई तथा द्वितीय नीति ठीक 1968 ई. के 18 वर्ष बाद लागू हुई यानी 1986। ये नीतियां भारत वर्ष में शिक्षा के स्वरूप को बदलने में उपयोगी रही। अगर वर्तमान भारत के ज्ञानाधारित समाज और वैश्विक चुनौतियों में 1968 व 1986 की शिक्षा नीति को देखा जाये तो वो प्रायः मृत के समान दिखाई देती है। भारत इन नीतियों से जितना सामर्थ्यवान होना चाहिये था उतना हो नहीं पाया।

आज नई शिक्षा नीति 2020 का कार्यान्वयन सही रूप से लागू हो जाये तो उच्चतर शिक्षा में सुधार देखा जा सकेगा, उच्चतर शिक्षा में गुणवत्ता का प्रतिशत बढ़ जायेगा। जिसमें शोध व शिक्षण सम्बन्धी कार्य में नवाचार देखे जायेंगे। इस शिक्षा नीति 2020 के ग्यारहवें अध्याय में समग्र और बहुविषयक शिक्षा प्रणाली की रूपरेखा प्रस्तुत की गई है। यह रूपरेखा नैतिकता, रचनात्मकता, आलोचनात्मक चिन्तन, नवाचार, समस्या-समाधान, कौशल विकास और संप्रेषण आदि को अपने में समाहित किये हुये हैं। यह शिक्षा नीति प्रत्येक विद्यार्थी को एक साथ, सामाजिक विज्ञान, विज्ञान और मानविकी इनमें से जो उसे रुचिकर लगे चयन की छूट देगी। इस शिक्षा नीति के माध्यम से उच्चतर शिक्षा अपने सत्य रूप से प्राप्त करने का लक्ष्य पूर्ण कर पायेगी जो अब तक सम्भव नहीं हो पाया था। 2020 की इन नई शिक्षा नीति में उच्चतर शिक्षा में बड़े बदलाव देखने को मिलेंगे जैसे अब डिग्री पाठ्यक्रम तीन वर्ष के, शोध सहित चार वर्ष के! स्नातकोत्तर उपाधि कार्यक्रम चार वर्षीय पाठ्यक्रम वाले विद्यार्थी के लिये मात्र एक वर्ष का होगा! और इन से भी बड़ी बात इस शिक्षा नीति में यह रखी गयी है कि यदि कोई विद्यार्थी एक वर्ष, दो वर्ष या फिर तीन वर्ष पढ़ाई करता है तो उस विद्यार्थी को अब सर्टिफिकेट या डिप्लोमा, डिग्री मिलेगी जबकि पहले ऐसा नहीं था डिग्री तो अवश्य दी जाती थी मगर लगातार तीन वर्ष पढ़ाई करने पर, अब इस शिक्षा नीति में अगर विद्यार्थी लगातार तीन वर्ष अध्ययन नहीं कर पाता है किसी कारणवश से तो उसका सारा परिश्रम अर्थहीन नहीं होगा। चार वर्ष तक अपना पाठ्यक्रम सम्पन्न करने वाला विद्यार्थी अगर शोध कार्य में रुचि रखता है या अपनी क्षमता से जिस विद्यार्थी ने शोध कार्य में अपनी प्रमाणिकता कर दी हो वह विद्यार्थी पीएच.डी. पाठ्यक्रम में प्रवेश ले सकेगा। नई शिक्षा नीति 2020 तथ्य रूप से विद्यार्थी केन्द्रिकृत है। इसमें मल्टीपल एंट्री और एक्जिट के अवसर विद्यार्थी को प्रदान किये गये हैं। उच्चतर शिक्षा को बढ़ावा देने हेतु इस शिक्षा नीति में विशेष कर अनुसंधान के क्षेत्र में राष्ट्रीय अनुसंधान फाउन्डेशन आदि की स्थापना पर बल दिया गया है। भारतीय उच्चतर शिक्षा व्यवस्था को सुन्दर तथा वैज्ञानिक स्वरूप देने हेतु नई शिक्षा नीति 2020 उत्तम है।³ भारत सरकार को उच्चतर शिक्षा प्राप्त वर्ग के लिये सरकारी नौकरी का प्रावधान करना चाहिए उच्च शिक्षा जैसे पीएच.डी., एम.फिल., डी.लिट. या नेट, सेट किये हुये उच्चतर वर्ग को एकेडमिक परफॉर्मेंस इंडिकेटर के आधार पर नौकरी प्रदान करनी चाहिए जिससे उच्चतर शिक्षा प्राप्त योग्य प्रोफेसर विश्वविद्यालयों व महाविद्यालयों को प्राप्त होंगे और उच्चतर शिक्षा को बढ़ावा मिलेगा। राजस्थान सरकार के द्वारा उच्चतर शिक्षा में नवाचार पैदा करने के लिये विद्या संबल योजना को आरंभ किया गया है जिसका परिणाम आगामी वर्षों में सराहनीय होगा।⁴ ऐसी ही कुछ योजनाएँ भारत सरकार को भी लागू करनी चाहिए जिससे की नई शिक्षा नीति 2020 उच्चतर शिक्षा के उच्च सोपान पर पहुंचे।

सन्दर्भ ग्रन्थ

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भावात्मक क्रियाओं एवं मूल्यों का वर्तमान शिक्षा पद्धति में योगदान

सुनील सिंह राठौड़

शोधार्थी (संस्कृत)

टांटिया विश्वविद्यालय, श्रीगंगानगर

वर्तमान शिक्षा में गुरु या अध्यापक श्रद्धा का पात्र न होकर वेतन भोगी नौकर बन गया। अध्यापक की भूमिका गौण हो गई तथा विद्यालय—विश्वविद्यालय के प्रबन्ध तन्त्र की भूमिका महत्वपूर्ण हो गई है।

वर्तमान शिक्षा का इतिहास अधिक प्राचीन नहीं है। प्रायः लोग इसे मैकाले की शिक्षा प्रणाली के नाम से पुकारते हैं। लार्ड मैकाले ब्रिटिश पार्लियामेंट के ऊपरी सदन (हाउस आफ लाइर्स) का सदस्य था। १८५७ की क्रान्ति के बाद जब १८६० में भारत के शासन को ईस्ट इण्डिया कम्पनी से छीनकर महारानी विक्टोरिया के अधीन किया गया तब मैकाले को भारत में अंग्रेजों के शासन को मजबूत बनाने के लिये आवश्यक नीतियां सुझाने का महत्वपूर्ण कार्य दिया गया था। उसने सारे देश का भ्रमण किया। उसे यह देखकर आश्चर्य हुआ कि यहां झाड़ू देने वाला, चमड़ा उतारने वाला, करघा चलाने वाला, कृषक, व्यापारी (वैश्य), मंत्र पढ़ने वाला आदि सभी वर्ण के लोग अपने—अपने कर्म को बड़ी श्रद्धा से हंसते—गाते कर रहे थे। सारा समाज संबंधों की डोर से बंधा हुआ था। शूद्र भी समाज में किसी का भाई, चाचा या दादा था तथा ब्राह्मण भी ऐसे ही रिश्तों से बंधा था। बेटी गांव की हुआ करती थी तथा दामाद, मामा आदि रिश्ते गांव के हुआ करते थे। इस प्रकार भारतीय समाज भिन्नता के बीच भी एकता के सूत्र में बंधा हुआ था। इस समय धार्मिक सम्प्रदायों के बीच भी सौहार्दपूर्ण संबंध था। यह एक ऐतिहासिक तथ्य है कि १८५७ की क्रान्ति में हिन्दू—मुसलमान दोनों ने मिलकर अंग्रेजों का विरोध किया था। मैकाले को लगा कि जब तक हिन्दू—मुसलमानों के बीच वैमनस्यता नहीं होगी तथा वर्ण व्यवस्था के अन्तर्गत संचालित समाज की एकता नहीं टूटेगी तब तक भारत पर अंग्रेजों का शासन मजबूत नहीं होगा।

भारतीय समाज की एकता को नष्ट भ्रष्ट करने तथा वर्णाश्रित कर्म के प्रति घृणा उत्पन्न करने के लिए मैकाले ने वर्तमान शिक्षा प्रणाली को बनाया। अंग्रेजों की इस शिक्षा नीति का लक्ष्य था संस्कृत, फारसी तथा लोक भाषाओं के वर्चस्व को तोड़कर अंग्रेजी का वर्चस्व बनाना। साथ ही सरकार चलाने के लिए देशी अंग्रेजों को तैयार करना। इस प्रणाली के जरिए वंशानुगत कर्म के प्रति घृणा पैदा करने और परस्पर विद्वेष फैलाने की भी कोशिश की गई थी। इसके अलावा पश्चिमी सभ्यता एवं जीवन पद्धति के प्रति आकर्षण पैदा करना भी मैकाले का लक्ष्य था।

इन लक्ष्यों को प्राप्त करने में ईसाई मिशनरियों ने भी महत्वपूर्ण भूमिका निभाई। ईसाई मिशनरियों ने ही सबसे पहले मैकाले की शिक्षा—नीति को लागू किया। आज स्वतन्त्रता के साठ वर्ष बाद यह स्पष्ट है कि मैकाले की शिक्षा नीति अपने लक्ष्य को प्राप्त करने में पूर्णतया सफल हो चुकी है। आईएस, आईपीएस आदि के माध्यम से आज भी देशी अंग्रेज तैयार किए जा रहे हैं। वंशानुगत कर्म के प्रति सभी वर्ण हीन भावना एवं घृणा के शिकार हो चुके हैं। पश्चिमी सभ्यता एवं जीवन पद्धति के प्रति आकर्षण अपने चरम पर है। वर्तमान शिक्षा में गुरु या अध्यापक श्रद्धा का पात्र न होकर वेतन भोगी नौकर बन गया। अध्यापक की भूमिका गौण हो गई तथा विद्यालय—विश्वविद्यालय के प्रबन्ध तन्त्र की भूमिका महत्वपूर्ण हो गई है। शिक्षा में मानव को योग्य एवं चरित्रवान बनाने का वास्तविक लक्ष्य तो पीछे छूट गया तथा डिग्री—सर्टिफिकेट का महत्व बढ़ गया। पेशेगत योग्यता की शिक्षा मंहगी हो गई। इसने एक उद्योग (व्यापार) का रूप ग्रहण कर लिया। सेवा एवं भावात्मक क्रियाओं भाव का लोप हुआ तथा व्यापारिक मनोवृत्ति हावी हो गई।

कर्म के प्रति श्रद्धा के समाप्त होने से यह मात्र अर्थ एवं उपार्जन का साधन बन गया। इससे आध्यात्मिक उन्नति का मार्ग बन्द हो गया। आहार—विहार में सन्तुलन न होने से शारीरिक—मानसिक

स्वास्थ्य में कमी आई तथा आलस्य—प्रमाद के कारण श्रम शक्ति का हास हुआ। इस प्रकार वर्तमान शिक्षा से सामाजिक दायित्व एवं राष्ट्रीय कर्तव्य का ज्ञान न मिलने से विद्यार्थी स्वयं एवं परिवार केन्द्रित होकर अधिक से अधिक अर्थोपार्जन में लगे हैं। वे अधिक से अधिक भौतिक सुख—साधनों के संग्रह—उपभोग को ही जीवन को ही जीवन का लक्ष्य समझ बैठे हैं। येन—केन प्रकारेण अर्थोपार्जन के लक्ष्य ने कर्म के अनुष्ठान में नैतिक मानदण्डों को नष्ट किया है। भौतिक सुखों को भोगने की सीमा टूटने से अनेक प्रकार की शारीरिक, मानसिक एवं बौद्धिक समस्याएं उत्पन्न हुईं। अपनी भाषा, संस्कृति तथा राष्ट्र के प्रति गौरव—स्वाभिमान की भावना नष्ट हुई तथा परकीय भाषा, संस्कृति तथा पर—देश के प्रति आदर एवं आकर्षण बढ़ा। कहना न होगा कि वर्तमान शिक्षा विद्यार्थी को शरीर, मन एवं बुद्धि से रुग्ण बनाकर कुसंस्कृत तथा पतनोन्मुख बना रही है। राजनीतिक संघर्ष से भले ही देश को शारीरिक स्वतन्त्रता मिली पर विगत साठ वर्षों में मानसिक—बौद्धिक परतन्त्रता की बेड़ियां मजबूत हुई हैं।

वर्तमान शिक्षा को अपना लोगो की मजबूरी है। विकल्प के अन्तर्गत दो प्रश्न उठते हैं। पहला यह कि वर्तमान सन्दर्भों में एक सम्यक भारतीय शिक्षा का स्वरूप क्या हो? इसके अलावा वर्तमान शिक्षा में भारतीय परिवेश के अनुसार क्या परिवर्तन हो?

आज जरूरत वर्तमान शिक्षा को स्वदेशी, सार्थक और मूल्य आधारित बनाने की है। इसके लिए भारतीय पद्धति से आधुनिक विषयों की शिक्षा दी जानी चाहिए। साथ ही गुरु एवं शिष्य के बीच भावनात्मक आत्मीय सम्बन्धों के निर्माण पर जोर दिए जाने की जरूरत है। गुरु के महत्व को बढ़ाकर प्रबन्ध तन्त्र के वर्चस्व को घटाना भी आवश्यक है। उच्च—शिक्षा को सर्व सुलभ बनाने के लिए आर्थिक दबाव को तो कम करना ही होगा। इसके अलावा चरित्र निर्माण के लिए विशेष पाठ्यक्रम एवं प्रयास की आवश्यकता है। शिक्षा के दो प्रमुख आयाम हैं: विधि और विषय। शिक्षा की गुणवत्ता को 'गुरुकुल पद्धति' के नाम से जाना जाता है। इस पद्धति में अध्यापक शिक्षा के केन्द्र में तथा विद्यार्थी परिधि पर अवस्थित रहा है। प्रत्येक विषय के अध्यापक अपने—अपने कक्ष में स्थिर रहते थे तथा हर स्तर के विद्यार्थी निर्धारित समयानुसार आकर शिक्षा ग्रहण करते थे। इस पद्धति में अध्यापक—विद्यार्थी के बीच आत्मीय एवं भावनात्मक सम्बन्ध बनता है तथा अध्यापक पर विद्यार्थी को अपने विषय की योग्यता प्रदान करने का दायित्व रहता है।

वर्तमान शिक्षा में अध्यापक विद्यार्थी को योग्य बनाने के दायित्व से रहित है। इसलिये शिक्षा के यान्त्रिक हो जाने से डॉक्टर, इंजीनियर जैसे कल—पुर्जों का निर्माण तो हो रहा है लेकिन मानव का निर्माण बाधित हो गया है। शिक्षा को स्वदेशी, भावनात्मक तथा सार्थक बनाने के लिए सबसे पहले कक्षाओं का निर्माण विषयवार हो और विषय के अनुसार कक्षाओं को सजाया जाए। प्रवेश में अध्यापक की भूमिका निर्णायक हो। प्रबन्ध तन्त्र का वर्चस्व कम हो। अध्यापकों पर विद्यार्थी को योग्य बनाने का भार हो। अध्यापकों के प्रशिक्षण एवं चयन में उनके गुण, शील, चरित्र तथा शिक्षण कार्य के प्रति उनके समर्पण भाव का आकलन हो। जल, जमीन, जंगल एवं जानवरों के महत्व का ज्ञान कराने वाले पाठ्यक्रम का निर्माण हो। मानवीय चरित्र निर्माण के लिए आवश्यक पाठ्यक्रम का विकास हो। साथ ही अपने राष्ट्र, संस्कृति, भाषा—भूषा, आहार—व्यवहार के प्रति स्वाभिमान एवं गौरव के भाव का विकास हो। इसके अलावा प्राथमिक एवं माध्यमिक स्तर पर किताबों का बोझ कम हो और डिग्री—सर्टिफिकेट से अधिक योग्यता के विकास को महत्व दिया जाए।

परीक्षाओं का संचालन एवं नियंत्रण इस प्रकार हो कि विद्यार्थी निर्भय होकर उत्साह से परीक्षा में बैठें। निजी शिक्षण संस्थाओं द्वारा किए जा रहे आर्थिक शोषण पर तो अंकुश लगना ही चाहिए। शिक्षण संस्थानों में प्रवेश एवं नियुक्तियों के संदर्भ में राजनीतिक हस्तक्षेप समाप्त होना चाहिए। महाविद्यालयों—विश्वविद्यालयों के विद्यार्थियों एवं अध्यापकों को सक्रिय राजनीति में भाग लेने पर रोक लगे। क्योंकि इससे दोनों स्तर पर एकता एवं सद्भाव का विघटन होता है तथा दोनों विभिन्न राजनीतिक गुटों में बंटकर शैक्षणिक परिसर को राजनीति का अखाड़ा बना देते हैं, जिससे विद्यार्थियों का शैक्षणिक विकास बाधित होता है। विद्यार्थी संघ का चुनाव तो हो लेकिन उसमें राजनीतिक गुटबाजी का प्रवेश निषेध हो।

विद्यार्थी संघ का मुख्य कार्य इनके समस्याओं का समाधान एवं कल्याण हो। किसी भी राजनीतिक दल या नेताओं को उच्च शिक्षण संस्थानों में अपनी विचारधारा के प्रचार की अनुमति न हो। सभी जातियों एवं सम्प्रदायों के विद्यार्थियों को सभी स्तर पर शिक्षा का समान अधिकार एवं अवसर प्राप्त हो।

वर्तमान शिक्षा में यदि ये परिवर्तन किए जा सकें तो संभव है विद्यार्थियों के भटकाव पर काफी हद तक लगाम लग जाए। ये बदलाव छात्रों में योग्यता का विकास करने में भी सहायक सिद्ध होंगे। इसके परिणामस्वरूप उत्पादक प्रतिभा एवं मानवीय चरित्र से युक्त युवा उत्तम नागरिक बनकर परिवार को सुख, समाज को समृद्धि एवं राष्ट्र को शांति प्रदान कर सकेंगे।

संदर्भ ग्रंथ

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संदीप कुमार

शोधार्थी (इतिहास)

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राज.)

सारांश

भारत की नई शिक्षा नीति (२०२०) के द्वारा भारत को एक वैश्विक ज्ञान की महाशक्ति बनाना है। शिक्षा तक सभी की पहुंच को आसान बनाना, समता के साथ—साथ गुणवत्तापूर्ण शिक्षा, जवाबदेही इत्यादि को नई शिक्षा नीति में मजबूती से शामिल किया गया है। २१ वीं शताब्दी में भारत की आवश्यकताओं के अनुकूल स्कूल और कॉलेज की शिक्षा को समग्र और लचीला बनाकर छात्र में निहित अद्वितीय क्षमताओं को सामने लाना है।

वर्तमान में वैश्वीकरण और आर्थिक—दौर में वर्तमान शिक्षा नीति (१९८६) खरी नहीं उतर पा रही है, इसलिए नई शिक्षा नीति—२०२० के द्वारा भारतीय शिक्षण व्यवस्था की वैश्विक स्तर पर पहुंच सुनिश्चित करने का प्रयास पूर्ण हो सकेगा। नई शिक्षा नीति को लागू करने के मार्ग में अनेक चुनौतियां विद्यमान हैं अर्थात् शिक्षा का मंहगा होना, दक्ष शिक्षकों का पलायन, कुशल शिक्षकों का अभाव, पर्याप्त वित्त पोषण की व्यवस्था से सम्बन्धित समस्याएं। वर्ष २०४७ तक विकसित भारत का लक्ष्य नई शिक्षा नीति के सफल एवं प्रभावी क्रियान्वयन पर बहुत अधिक निर्भर करेगा।

मुख्य शब्द: राष्ट्रीय शिक्षा नीति २०२०, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, अवसर, चुनौती।

प्रस्तावना

राष्ट्रीय शिक्षा नीति २०२०, स्कूल शिक्षा, मातृभाषा, क्रियान्वयन, अवसर, चुनौती भारत सरकार द्वारा गंभीर मंथन एवं वर्तमान में प्रचलित शिक्षा नीति की कमियों से सबक लेते हुए राष्ट्रीय शिक्षा नीति २०२० प्रस्तुत की गई है। यह प्रारूप सरकार, शिक्षाविदों तथा भारत की आम जनता से प्राप्त हुए बहुमूल्य एवं सार्थक विचारों को ध्यान में रखकर तैयार किया गया है जो कि आज हम सभी के समक्ष राष्ट्रीय शिक्षा नीति २०२० के स्थूल रूप में विद्यमान है।

इस प्रारूप को भारत सरकार के मानव संसाधन विकास मंत्रालय (वर्तमान में शिक्षा मंत्रालय) द्वारा तैयार किया गया है। वस्तुतः इस प्रारूप पर भारत सरकार द्वारा विगत ५ वर्षों से निरंतर कार्य किया जा रहा था। इस वर्ष माह मई २०१९ में इसे सार्वजनिक कर दिया गया था तत्पश्चात सम्बद्ध पक्षों सहित आम जनता से सुझाव मांगे गए थे। सरकार का यह कदम भारत के लोकतंत्रात्मक शासन में आम जनता का विश्वास बनाए रखने एवं मजबूत करने के वृहद लक्ष्य को रेखांकित करता है। नई शिक्षा नीति २०२० को भारत सरकार द्वारा २९ जुलाई २०२० को कैबिनेट की मंजूरी के पश्चात घोषित किया गया। वर्ष २०२० में इस प्रस्ताव को स्वीकार करने के कारण ही इसका नामकरण राष्ट्रीय शिक्षा नीति २०२० रखा गया। इस शोध पत्र में "स्कूलों में पाठ्यक्रम और शिक्षण शास्त्र" पर एक अध्ययन किया गया है तथा इसके माध्यम से नए डिजाइन में स्कूल पाठ्यक्रम के पुनर्गठन पर विचार प्रस्तुत किए गए हैं। इस पुनर्गठित ढांचे को ५ + ३ + ४ के रूप में पहचाना जा रहा है।

वर्तमान में स्कूल शिक्षा में भारत में १०+२ ढांचे का अनुसरण किया जा रहा है। स्कूल शिक्षा के ढांचे में प्रमुख रूप से एक यही परिवर्तन दृष्टिगोचर हो रहा है। इस परिवर्तन से विद्यार्थियों की उम्र के विभिन्न पड़ावों पर विकास की अलग—अलग अवस्थाओं के मुताबिक उनकी रुचियां और विकास की आवश्यकताओं पर समुचित ध्यान दिया जा सकेगा।

इस शोध पत्र के माध्यम से यह प्रस्तुत किया गया है कि नई डिजाइन की यह स्कूल व्यवस्था हमारे लिए सकारात्मकता के साथ—साथ कुछ चुनौतियों को भी हमारे समक्ष प्रस्तुत करती है।

साहित्यावलोकन

प्रोफेसर सतीश देशपांडे के अनुसार प्राचीन भारत में सामाजिकी सदैव सरकार/शासन द्वारा नियंत्रित रही। इस नियंत्रण के परिणाम स्वरूप अब उच्च शिक्षा के साथ भी वही हो रहा है जो ३० या ४० वर्ष पहले विद्यालय शिक्षा के साथ हुआ। अभिभावकों ने सरकारी स्कूलों में आस्था को दरकिनार कर निजी स्कूलों में नई आस्था स्थापित की। इस प्रकार अभिजात्य वर्ग सदैव अभिजात्यता के विकल्प अवश्य ढूंढता है। इन्होंने हमारी शिक्षा पद्धति केंद्रित होने की भी बात कही है।

राष्ट्रीय पाठ्यचर्चा २००५ भारत सरकार के मार्गदर्शक सिद्धांतों में ज्ञान को जीवन से जोड़ना पढ़ाई को रखने से मुक्त बनाना पाठ्यचर्चा में पाठ्यपुस्तकों के साथ कक्षा गतिविधियों को जोड़कर लचीला बनाना बर राष्ट्रीय मूल्यों के प्रति आस्थावान विद्यार्थियों को तैयार करना है। इसके अनुसार प्राथमिक स्तर पर विज्ञान का माध्यम मातृभाषा व शिक्षक को ज्ञान का मार्गदर्शक होना चाहिए। इसमें परीक्षा सुधार के लिए सामूहिक कार्य मूल्यांकन सतत मुला मूल्यांकन वह खुली पुस्तक मूल्यांकन पर जोर दिया गया इस प्रकार इस पाठ्य चर्चा का प्रमुख सूत्र बिना भार के अधिगम है।

नंदिनी के द्वारा Hindustan Times के लेख में Policy २० highlights: school and higher education to see major challenges, में स्कूल और उच्चतर शिक्षा के क्षेत्र में नई शिक्षा नीति २०२० के सामने आने वाली प्रमुख चुनौतियों को रेखांकित किया गया है।

Aithal P. S. — Aithal S.J. ने राष्ट्रीय शिक्षा नीति २०२० के महत्वपूर्ण बिंदुओं की जानकारी देने के साथ एन ई पी १९८६ के बीच तुलना की गई है। इसमें उच्चतर शिक्षा के क्षेत्र में राष्ट्रीय शिक्षा नीति के नवा चारों और उपयोगी बिंदुओं को प्रकाश में लाया गया। इसमें उच्चतर शिक्षा के क्षेत्र में कुछ सुधार भी दिए गए।

Duff (2007) engaging the YouTube Google eyed generation: strategies for using web 2-0 in teaching and learning- इसमें डिजिटल शिक्षा के क्षेत्र में यूट्यूब के उचित प्रयोग के तरीकों को खोजा गया है इसके अनुसार वीडियो को छोटे-छोटे टुकड़ों में दिखाया जाना चाहिए। छात्रों को सीखने के लिए प्रोत्साहित करने के लिए वीडियो की विषय वस्तु पर प्रश्न पूछने और टिप्पणी करने पर जोर दिया जाना चाहिए।

उपर्युक्त साहित्य अवलोकन से स्पष्ट है कि इन नीतियों के क्रियान्वयन में आने वाले विभिन्न चुनौतियों की सूक्ष्मता से नहीं देखा गया इसके लागू होने से अनेक वर्ग के लोगों के लिए उत्पन्न अवसरों का विस्तृत विश्लेषण नहीं हुआ है यह शोध पत्र विद्यालय शिक्षा के विशेष संदर्भ में राष्ट्रीय शिक्षा नीति के नए अवसरों और उसके क्रियान्वयन में उपस्थित चुनौतियों को प्रकाश में लाने का प्रयास है।

विश्लेषण

मुख्य बिन्दु

शिक्षा एक सार्वजनिक सेवा है। शिक्षा के गुणवत्ता पूर्ण स्वरूप को पहचान कर उसे प्रत्येक बालक तक पहुंचाना ही शिक्षा देने का मुख्य उद्देश्य है। शैक्षिक प्रणाली को इस प्रकार पुनर्गठित करना होगा कि वह बालक की मौलिक आवश्यकता को पूरा करे तथा जीवन पर्यन्त उपयोगी व लाभदायक सिद्ध हो सके। इसी क्रम में हम इस शोध पत्र के प्रस्तुत विषय को गहराई से जानने हेतु इसका विश्लेषण करते हैं तो यह पाते हैं —

५+३+३+ ४ डिजाइन

१. फाउंडेशन स्तर — ५ वर्ष (३ से ८ वर्ष के बच्चों सहित)

A- आंगनबाड़ी/प्री स्कूल — ३ वर्ष

B- कक्षा १—२ प्राथमिक स्कूल — २ वर्ष

२. प्रीपेटरी स्तर ३ वर्ष (८ से ११ वर्ष के बच्चों सहित)

A- कक्षा ३ — ५

३. मिडिल स्तर — ३ वर्ष (११ से १४ वर्ष के बच्चों सहित)

A- कक्षा ६ — ८

४. सैकण्डरी स्तर — ४ वर्ष (१४ से १८ वर्ष के बच्चों सहित)

A- कक्षा ९ व १०

B- कक्षा ११ व १२

सर्वप्रथम फाउंडेशन स्तर में बालक के प्रारंभिक ५ वर्ष (३ से ८ वर्ष के बच्चों सहित) रखे गए हैं जिनमें से प्रथम ३ वर्ष आंगनबाड़ी प्री स्कूल के अंतर्गत तथा बाद के २ वर्ष में कक्षा १ व २ प्राथमिक स्कूल में विभाजित किया गया है। इस स्तर में मुख्यतः बहु स्तरीय खेल/क्रियाविधि आधारित शिक्षा पर बल दिया गया है।

इस स्तर की प्रमुख विशेषताओं को हम निम्नानुसार चिह्नित कर सकते हैं—

A- आचार — विचार (Ethics)

B- टीम— वर्क और सहयोग (Teamwork and Collaboration)

C- आत्म— पहचान (Self & Identity)

D- विकसित— जिज्ञासा (Developed Curiosity)

E- तार्किक सोच एवं समस्या समाधान की विधा (Logical Thinking and Problem Solving)

F- कला शिल्प एवं संगीत (Art] Craft and Music)

G- प्रकृति से संबंध (Relationship with Nature)

H- रंग, आकार, अक्षर व संख्या (Colours, Shapes, Alphabets & Numbers)

इन सभी को विशेष स्थान दिया गया है। पहले वाली १०+२ व्यवस्था में प्रारम्भ के आंगनबाड़ी/प्री स्कूल स्तर को भी एकेडमिक स्तर में जोड़कर इसे चार स्तरों में विभाजित किया गया है।

इस स्तर का एक अन्य महत्वपूर्ण तथ्य यह है कि इस स्तर में अर्थात् ८ वर्ष तक के बच्चों को किसी भी प्रकार की परीक्षा नहीं देनी होगी जिससे बच्चे कोई मानसिक तनाव महसूस ना करें तथा उन्हें बहुत ही नवाचार पूर्ण (Innovative) तरीके से शिक्षा प्रदान की जाएगी।

इससे आगे प्रीपेटरी स्तर (३ वर्ष) जो कि ८ से ११ वर्ष तक के बच्चों के लिए है, जिसमें कक्षा ३ से ५ तक का अध्ययन आता है। किसी भी प्रकार की परीक्षा कक्षा ३ से प्रारंभ होकर उपयुक्त प्राधिकारी द्वारा ली जाएगी। कक्षा ५ तक न्यूनतम या कक्षा ८ तक भी शिक्षा का माध्यम मातृभाषा, क्षेत्रीय या स्थानीय भाषा में ही रहेगा। किसी भी विद्यार्थी पर कोई भाषा अध्यारोपित (Imposed) नहीं की जा सकेगी।

यहाँ यह उल्लेख भी समीचीन रहेगा कि यद्यपि यह निर्णय बालक के आधारभूत ज्ञान को मजबूती प्रदान करने के लिए है तथापि कुछ शैक्षणिक विद्वानों द्वारा यह कहा गया है कि शिक्षा का माध्यम अंग्रेजी होना चाहिए क्योंकि भविष्य में अंग्रेजी ही विश्व में बच्चों के लिए शिक्षा के अवसर प्रदान करने में सहायक है।

१. मिडिल स्तर कक्षा, ६ से ८ तक (३ वर्ष, ११ से १४ वर्ष के बच्चों सहित) के स्तर पर विद्यार्थियों हेतु शिक्षा के साथ ही एक विशेष व्यवस्था लागू करने का प्रावधान किया गया है जिसमें १० दिन की बस्ता रहित अवधि (Bag less Period) रहेगी। इस अवधि में विद्यार्थी स्थानीय व्यावसायिक विशेषज्ञों (Vocational Expertise) से काष्ठ कला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि कक्षाओं के माध्यम से स्कूल में सीख सकते हैं। इन १० दिनों में बालक बिना बस्ते के स्कूल जा सकते हैं।

२. सैकण्डरी स्तर— कक्षा ९ से १२ (४ वर्ष, १४ से १८ वर्ष के बच्चों सहित) को दो भागों में विभाजित किया गया है। प्रथम स्तर पर कक्षा ९ व १० तक का है जिसमें बोर्ड परीक्षा को यथावत रखा गया है। इसमें विद्यार्थी का ध्यान समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) पर केंद्रित किया जाएगा।

३. इस स्तर में छात्र को कक्षा ९ में अपने रुचि का विषय चुनने तथा उन्हें ही पढ़ने की बात कही गई है। इसे हम बहु विषयक अध्ययन (Multi & Disciplinary study) की श्रेणी में रख सकते हैं जिसमें विद्यार्थी किसी भी धारा (Stream)— विज्ञान, कला, वाणिज्य— में से अपनी रुचि के किन्हीं भी विषयों का चयन कर सकता है। इससे विद्यार्थी का समग्र दृष्टिकोण (Holistic view) तथा आलोचनात्मक सोच एवं लचीलेपन (Critical Thinking and Flexibility) की तरफ ध्यान आकर्षित होता है।

सैकण्डरी स्तर में एक मुख्य परिवर्तन के तौर पर कक्षा ९ से १२ तक बालकों द्वारा कोई भी विदेशी भाषा जैसे जर्मन, फ्रेंच आदि के अध्ययन को भी जोड़ा गया है। विद्यार्थी कक्षा ११ व १२ तक बहु भाषाओं में भी पारंगत हो सकेगा जिससे भविष्य में उसके रोजगार और उसके अवसरों में बढ़ोत्तरी हो सकेगी।

परिणाम

नई शिक्षा नीति २०२० : एक अवसर

भारत की इस नई शिक्षा नीति का विश्लेषणात्मक अध्ययन करने के पश्चात यह बात निश्चय ही हमारे मस्तिष्क पटल पर आती है कि इस विस्तृत शिक्षा नीति को एक अवसर के रूप में लेकर भारत की शिक्षा की नींव को सुंदरता प्रदान की जा सकती है।

इस शोध पत्र के मुख्य विषय नई डिजाइन की पाठ्यक्रम व्यवस्था ५+ ३+ ३+ ४ में किस प्रकार हमें अवसर मिलेंगे, यह देखा जा सकता है।

प्रथम स्तर जिसे फाउंडेशन स्तर कहा गया है, उसके ५ साल के कालखंड को दो स्तरों — प्रथम स्तर के ३ वर्ष जिसमें बालक को आंगनबाड़ी के माध्यम से खेल—खेल में सीखना, किंडर गार्डन विधि के माध्यम से तथा द्वितीय स्तर के २ वर्ष जिसमें कक्षा १ से २ तक मातृभाषा में बिना किसी बोझ के बालक को आधारभूत वस्तुओं का ज्ञान कराना— में विभक्त किया गया है। यह एक सुनहरा अवसर हो सकता है क्योंकि जब तक बालक की नींव मजबूत नहीं होगी वह आगे जाकर किसी भी क्षेत्र में सफल नहीं हो सकता है। इस व्यवस्था को सार्थक एवं साकार रूप देने के लिए आंगनबाड़ी कार्यकर्ताओं तथा प्राथमिक शिक्षकों के प्रशिक्षण भी आवश्यक है। मनोविज्ञान के आधार पर यदि देखा जाए तो विभिन्न अध्ययनों में यही कहा गया है कि बालक के सीखने के सबसे महत्वपूर्ण वर्ष उसके प्रारम्भिक ६ वर्ष होते हैं।

इस प्रकार प्रीपेटरी स्तर (३ वर्ष), कक्षा ३ से ५ तक के बच्चों को सभी प्रकार का अध्ययन उनकी अपनी समझ के आधार पर मातृभाषा या किसी क्षेत्रीय भाषा में होने से अधिगम का प्रतिशत बढ़ सकेगा। इस स्तर पर विद्यार्थी पर किसी अन्य भाषा को अध्यारोपित नहीं किया जा सकेगा। यह भी एक सुअवसर है जिसमें विषय के मूल ज्ञान को समझने के लिए बच्चों को किसी भाषा विशेष में ही उलझ कर रहना ना पड़े।

इसी क्रम में कक्षा ६ से ८ तक के बच्चों को और अधिक आवश्यकता है कि इस समय उन्हें अपनी मातृभाषा में सभी नियम सिद्धांत सिखाया जाए।

इस नीति में एक नए अवसर के तौर पर १० दिन बस्ता रहित अवधि (Bag less Period) के रखे गए हैं जिससे बच्चे अपनी व्यक्तिगत क्षमता एवं रुचि के हिसाब से वह किसी भी व्यवसाय शिक्षा जैसे काष्ठकला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि की शिक्षा प्राप्त करें। हमारे देश में वर्तमान में मौजूद शिक्षा प्रणाली में बालक केवल किताबी ज्ञान तथा बस्ते के बोझ के मारे अपनी रुचियों को पोषित करने का अवसर ही खो देता है। यह एक अच्छी पहल है।

कक्षा ९ से १२ तक के ४ वर्ष जिसे सेकेंडरी स्तर कहा गया है, अत्यन्त महत्वपूर्ण होते हैं। इस स्तर पर बालक में समझ आ जाती है कि वह किस विषय में रुचि रखता है। कक्षा ९ में ही उसे विभिन्न क्षेत्र के विषयों काष्ठकला, बागवानी, मिट्टी कला, स्थानीय कलाकारी इत्यादि में से अपनी पसंद के विषय चुनकर पढ़ने की स्वतंत्रता होगी तथा साथ ही व्यवसाय या रुचि के आधार पर कोई अन्य भाषा को सीखने का भी अवसर मिलेगा। इस व्यवस्था में बालक की अंतर्निहित कलाओं, क्षमताओं तथा रुचि के साथ

अध्ययन का सुनहरा अवसर मिलेगा। इस प्रकार इस नई शिक्षा नीति को यदि भारत की युवा तथा आने वाली पीढ़ियों के लिए शुभ अवसर के रूप में लिया जाए तो भारत अपने प्राचीन बौद्धिक स्तर को प्राप्त कर सकता है।

निष्कर्ष

प्रस्तुत शोध पत्र “स्कूलों में पाठ्यक्रम और शिक्षण शास्त्र : राष्ट्रीय शिक्षा नीति — २०२० के संदर्भ में” पर समीक्षा करके विचार प्रस्तुत किए गए हैं। हम सभी भारतवासियों को इसके सभी सकारात्मक पक्षों के क्रियान्वयन में महत्वपूर्ण भूमिका निभानी चाहिए। आधारभूत शिक्षा से ही प्रारंभ किया जाए तो सर्वप्रथम आंगनबाड़ी केंद्रों व कार्यकर्ताओं को प्रशिक्षण प्रदान करें तथा आर्थिक सहायता तार्किक रूप से सुसंगत करते हुए उन्हें सुदृढ़ बनाया जाए। प्राथमिक शिक्षा में भी आधारभूत शिक्षा में मातृभाषा की आवश्यकता को स्वीकारने के साथ ही वैश्विक स्तर पर वर्तमान में प्रासंगिक एवं मान्य अंग्रेजी को भी पूरी तरह से उपेक्षित नहीं किया जाना चाहिए। कक्षा ९ (माध्यमिक शिक्षा) में ड्रॉप—आउट (Drop & out) बच्चों का अनुपात कम किया जाने की तरफ विचार किया जाना आवश्यक है। माध्यमिक, उच्च माध्यमिक एवं स्नातक स्तर पर जो विचारणीय बिन्दु हैं जैसे — किसी भी स्ट्रीम की बाध्यता समाप्त कर बहु विषयक (Multi & disciplinary) शिक्षा के क्रियान्वयन के लिए उन अन्य देशों में जहां यह व्यवस्था चल रही है उनका व्यापक अध्ययन एवं अनुसरण करें तथा प्राप्त सुझावों को लागू करने की मानसिकता सकारात्मक बनाने में भी पीछे नहीं हटना चाहिए।

शोध पत्र के अंत में यह कहा जा सकता है कि राष्ट्रीय शिक्षा नीति २०२० हमारे लिए एक नया अवसर तथा चुनौती दोनों ही लेकर आई है जिसे हम सभी को एकजुट होकर क्रियान्वित करके तथा चुनौतियों का निराकरण करने के लिए कार्य करने के लिए तत्पर होना होगा।

संदर्भ

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२. राष्ट्रीय पाठ्यचर्चा २००५, मानव संसाधन विकास मंत्रालय, भारत सरकार।
३. आर्थिक—समीक्षा २०१८—१९, वित्त मंत्रालय, भारत सरकार
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राष्ट्रीय शिक्षा नीति २०२० : एक उच्च शिक्षा संस्थान/विश्वविद्यालय के रूप में एक छात्र, एक अभिभावक, एक शिक्षक या हमारे लिए क्या है

रूपा

शोधार्थी

एसकेडी विश्वविद्यालय, हनुमानगढ़ (राज.)

पृथ्वीराज

शोधार्थी (हिन्दी)

जेजेटी विश्वविद्यालय, झुंझुनू (राज.)

डॉ. पारूल गुप्ता

सह-आचार्य (वाणिज्य)

राजकीय महिला महाविद्यालय, नारनौल

जिला — महेन्द्रगढ़ (हरयाणा)

परिचय

पिछले ३ वर्षों के दौरान, **COVID-19** महामारी के कारण पूरी मानवता लगभग पूर्ण परिवर्तन से गुज़री है। जैसा कि विदित है कि जीवन कमोबेश अप्रचलित हो गया है और हम एक ऐसी व्यवस्था में तब्दील हो चुके हैं, जो कोविड-१९ और उससे जुड़े सभी मुद्दों द्वारा शासित है।

अपने घर के बंद दायरे से बाहर जाने का एक साधारण कार्य चिंता का एक प्रमुख क्षेत्र बन गया है। लापरवाह व्यवहार बदल गया है। एक गंभीरता से विचार करने पर, 'क्या मैं वास्तव में बाहर जाऊं?', 'क्या मुझे वास्तव में चीजों की ज़रूरत है, मैं खरीदने के लिए बाहर जाना चाहता हूँ?' 'सार्वजनिक स्थान?' 'क्या मैंने इस तरह की 'खतरनाक यात्रा' शुरू करने से पहले पर्याप्त तैयारी की है?' और सबसे महत्वपूर्ण बात, 'मैंने अपना मास्क लगाया है या नहीं?' आगे और आगे की ओर....!

बहरहाल, जिंदगी चलती रहनी चाहिए। सभी "लॉकडाउन/कर्फ्यू" और अन्य अलग-थलग घटनाओं का सामना करने के बाद, सभी प्रतिबंधों/सीमाओं और वर्जनाओं के बावजूद, कोई भी समझ सकता है क्योंकि जीवन एक गतिशील और लगातार बदलती प्रक्रिया है और जीवित रहना केवल उन्हीं के लिए संभव है जो अनुकूलन करते हैं और सबसे योग्य बनते हैं। 'योग्यतम की उत्तरजीविता' चार्ल्स डार्विन द्वारा अपनी १८६४ की पुस्तक 'प्रिंसिपल्स ऑफ बायोलॉजी' में हर्बर्ट स्पेंसर के मूल पाठ से उधार लिया गया एक प्रसिद्ध शब्द है। खुद या नहीं, लेकिन यह बिल्कुल सच है, "सबसे मजबूत प्रजाति नहीं बचती है, न ही सबसे बुद्धिमान जो जीवित रहता है। यह वह है जो बदलने के लिए सबसे अनुकूल है।"

अल्बर्ट आइंस्टीन के प्रसिद्ध शब्दों में, "हम अपनी समस्याओं को उसी सोच के साथ हल नहीं कर सकते हैं जो हमने उन्हें बनाते समय इस्तेमाल किया था।" इससे संबंधित नीतियों को पुरानी/पूर्व नीतियों का उपयोग करके हल नहीं किया जा सकता है। बदलते भारत या उभरते "नए" भारत के साथ, शिक्षा पर नीति को फिर से बनाने और बने रहने की आवश्यकता है।

भारतीय विश्वविद्यालयों का विकास और शिक्षा नीतियां

ऐतिहासिक रूप से भारत में सदियों से ज्ञान के प्रसार और शिक्षा प्रदान करने की एक समृद्ध और सुस्थापित परंपरा रही है। रिकॉर्ड के अनुसार, प्राचीन भारत में तक्षशिला, नालंदा और मिथिला जैसे कम से कम १५ विश्वविद्यालय या उच्च शिक्षा के केंद्र अस्तित्व में थे। बर्बर आक्रमणकारियों और आक्रमणकारियों के लगातार आक्रमण के तहत वे अलग हो गए और पूरी तरह से नष्ट हो गए। हालाँकि, शिक्षाओं और परंपराओं का समृद्ध लोकाचार 'गुरुकुल' प्रणाली के तहत बना रहा।

ब्रिटिश साम्राज्य के अधीन अंग्रेजी प्रभुत्व वाले विश्वविद्यालयों की स्थापना का नया युग अस्तित्व में आया। विशेष रूप से मैकाले की टेढ़ी-मेढ़ी नीतियों और नौकरशाहों और लिपिकीय कार्यबल की पीढ़ियों को बनाने की उनकी निहित रणनीतियों के तहत, जो ब्रिटिश राज के अपने आकाओं की निःसंकोच और वफादारी से सेवा करेंगे! औसत दर्जे और दासता की एक प्रणाली बनाई गई और उसे कायम रखा

गया। विद्वता, नवीन सोच और आलोचनात्मक विश्लेषणात्मक दृष्टिकोण जैसे मूल्यों को त्याग दिया गया और क्रूरता से दबा दिया गया। बाद के प्रशासकों ने इस मानसिकता/योजना को आगे बढ़ाया और पारंपरिक, सांस्कृतिक और स्वदेशी रूप से मान्य विचारधारा को दरकिनार कर इस प्रणाली को कृत्रिम रूप से प्रत्यारोपित किया।

स्वतंत्रता के बाद १९४८ में, स्वतंत्र भारत के दूसरे राष्ट्रपति और महानतम शिक्षकों में से एक की अध्यक्षता में एक आयोग (वास्तव में, शिक्षक दिवस उनकी जयंती के अवसर पर मनाया जाता है); डॉ. एस. राधाकृष्णन आयोग ने पुरानी नीतियों को सुधारने की कोशिश की और उन्हें वर्तमान और भविष्य के लिए संशोधित करने की कोशिश की। लगभग १८ वर्षों के लंबे अंतराल के बाद १९६६ में कोठारी आयोग, १९६६ में राष्ट्रीय शिक्षा नीति और फिर १९८६ में, जिसे १९९२ (१९८६/९२) में संशोधित किया गया, यशपाल समिति १९९३, राष्ट्रीय ज्ञान आयोग २००६, टंडन समिति २००९ और २०१९ की तीसरी छम्ह, उभरती चुनौतियों के साथ सहसंबंध में नीतियों को आकार देने के लिए भारत में शैक्षिक सुधारों के विकास में प्रमुख मील के पत्थर थे।

सिद्धांत NEP २०२०

संपूर्ण शिक्षा प्रणाली के साथ-साथ इसमें शामिल व्यक्तिगत संस्थानों के लिए मूलभूत सिद्धांत इस प्रकार हैं—

- प्रत्येक छात्र की अनूठी क्षमताओं को पहचानना और बढ़ावा देना। यह शैक्षणिक और गैर-शैक्षणिक दोनों क्षेत्रों में प्रत्येक छात्र के समग्र विकास को बढ़ावा देने के लिए शिक्षकों के साथ-साथ माता-पिता को संवेदनशील बनाकर हासिल किया जाना है।
- सर्वोच्च प्राथमिकता के रूप में ग्रेड ३ द्वारा सभी छात्रों को मूलभूत साक्षरता और संख्या ज्ञान प्रदान करना।
- सीखने की प्रक्रिया में लचीलापन शामिल किया गया है ताकि शिक्षार्थियों में अपने सीखने के पथ और कार्यक्रमों को चुनने की क्षमता हो और इस तरह वे अपनी प्रतिभा और रुचि के अनुसार जीवन में अपना रास्ता चुन सकें।
- सीखने के विभिन्न क्षेत्रों के बीच हानिकारक पदानुक्रम को खत्म करने के लिए कला और विज्ञान के बीच, पाठ्यचर्या और पाठ्येतर गतिविधियों के बीच, व्यावसायिक और शैक्षणिक धाराओं आदि के बीच कोई कठिन अलगाव नहीं।
- सभी ज्ञान की एकता और अखंडता सुनिश्चित करने के लिए विज्ञान, सामाजिक विज्ञान, कला, मानविकी और खेल में बहुविषयक और समग्र शिक्षा देना।
- परीक्षाओं के लिए रटने और सीखने के बजाय वैचारिक समझ पर जोर।
- तार्किक निर्णय लेने और नवाचार को प्रोत्साहित करने के लिए रचनात्मक और महत्वपूर्ण सोच विकसित करना।
- नैतिकता और मानवीय और संवैधानिक मूल्य जैसे सहानुभूति, दूसरों के लिए सम्मान, स्वच्छता, शिष्टाचार, लोकतांत्रिक भावना, सेवा की भावना, सार्वजनिक संपत्ति के लिए सम्मान, वैज्ञानिक स्वभाव, स्वतंत्रता, जिम्मेदारी, बहुलवाद, समानता और न्याय आदि भावना का विकास करना।
- शिक्षण और सीखने में बहुभाषावाद और भाषा की शक्ति को बढ़ावा देना।
- संचार, सहयोग, टीमवर्क और लचीलापन जैसे जीवन कौशल सिखाना।
- शिक्षण और सीखने में प्रौद्योगिकी का व्यापक उपयोग, भाषा बाधाओं को दूर करना, दिव्यांग छात्रों के लिए पहुंच बढ़ाना और शैक्षिक योजना और प्रबंधन करना।

- विविधता के लिए सम्मान और सभी पाठ्यक्रम, शिक्षाशास्त्र और नीति में स्थानीय संदर्भ के लिए सम्मान, हमेशा यह ध्यान में रखते हुए कि शिक्षा एक समवर्ती विषय है।
- पूर्ण इक्विटी और सभी शैक्षिक निर्णयों की आधारशिला के रूप में समावेशन यह सुनिश्चित करने के लिए कि सभी छात्र शिक्षा प्रणाली में फलने-फूलने में सक्षम हैं।
- बचपन की देखभाल और स्कूली शिक्षा से लेकर उच्च शिक्षा तक शिक्षा के सभी स्तरों पर पाठ्यक्रम में सहक्रिया।
- सीखने की प्रक्रिया के केंद्र के रूप में शिक्षक और संकाय — उनकी भर्ती, निरंतर व्यावसायिक विकास, सकारात्मक कार्य वातावरण और सेवा शर्तें, स्वायत्तता, सुशासन और सशक्तिकरण के माध्यम से नवाचार को प्रोत्साहित करते हुए ऑडिट और सार्वजनिक प्रकटीकरण के माध्यम से शैक्षिक प्रणाली की अखंडता, पारदर्शिता और संसाधन दक्षता सुनिश्चित करने के लिए एक “हल्का लेकिन कड़ा” नियामक ढांचा होना चाहिए।
- उत्कृष्ट शिक्षा और विकास के लिए एक सह-आवश्यकता के रूप में उत्कृष्ट शोध; निरंतर अनुसंधान और शैक्षिक विशेषज्ञों द्वारा नियमित मूल्यांकन के आधार पर प्रगति की निरंतर समीक्षा हो।
- भारत और इसकी समृद्ध, विविध, प्राचीन और आधुनिक संस्कृति, ज्ञान प्रणाली और परंपराओं में एक जड़ता और गर्व का अहसास हो।
- शिक्षा एक सार्वजनिक सेवा है; गुणवत्तापूर्ण शिक्षा तक पहुंच को हर बच्चे का बुनियादी अधिकार माना जाना चाहिए।
- एक मजबूत, जीवंत सार्वजनिक शिक्षा प्रणाली में पर्याप्त निवेश, साथ ही सच्चे परोपकारी निजी और सामुदायिक भागीदारी को प्रोत्साहन देना चाहिए।

सार एवं निष्कर्ष

NEP 2020 का अनावरण भारत सरकार द्वारा बहुत विचार प्रक्रिया, आशावाद और धूमधाम के साथ किया गया है। शिक्षा का प्रस्तावित वितरण अत्यंत व्यापक आधारित, चौकस और सर्वव्यापी है। कोई विशिष्ट खंड, सीमाएँ और विभाजन नहीं हैं। अनुमानित समय अवधि काफी लंबी है, जिसमें लगभग 20+ वर्ष की परिकल्पना की गई है। यह जमीनी स्तर पर शुरू होता है; स्कूल स्तर स्नातक और यहां तक कि शिक्षा के उच्च स्तर के माध्यम से चला जाता है। जैसा कि विचार किया गया है, मुख्य जोर बहु-विषयक, समग्र और व्यापक-आधारित शिक्षा पर है। व्यावसायिक शिक्षा पर भी जोर दिया जाये जो पहले स्कूल चरण में ही शुरू हो जाना चाहिए। शिक्षार्थी के स्तर के अनुसार नीति को मुख्य रूप से वितरण के तीन भागों में विभाजित किया गया है और चौथे भाग को इसे बनाने के तरीकों के रूप में विभाजित किया गया है। स्तर स्कूल, उच्च शिक्षा और अन्य क्षेत्र हैं, विशेष रूप से व्यावसायिक शिक्षा।

स्कूल स्तर पर पुरानी 10+2 प्रणाली को नई 5+3+3+4 से बदला जाएगा। स्थानीय/भारतीय भाषाओं पर अधिक जोर, एसईडीजी और शिक्षकों को आत्म-सुधार और इस प्रकार उन्नयन में सहायता के लिए अधिक सहायता प्रदान की जाएगी।

विश्वविद्यालय/एचईआई स्तर पर, कोई एकल स्ट्रीम/विषय विश्वविद्यालय अस्तित्व में नहीं रहेगा बल्कि बहु-विषयक, समग्र वितरण प्रणाली में परिवर्तित हो जाएगा। एक एकल नामकरण, ‘विश्वविद्यालय’ प्रबल होगा। एमओयू होंगे, अनुसंधान सबसे आगे होगा। उच्च शिक्षा को संचालित करने के लिए एचईसीआई होगा। चार पहलू, अर्थात्, विनियमन — एनएचईआरसी के तहत होंगे, एनएसी द्वारा मान्यता, एचईजीसी द्वारा वित्त पोषण और एनएचईक्यूएफ की मदद से जीईसी द्वारा शिक्षा प्रदान की जाएगी।

व्यावसायिक स्तर पर, चिकित्सा की विभिन्न प्रणालियों को एकीकृत करके एक स्वास्थ्य देखभाल शिक्षा में जबरदस्त परिवर्तन होगा। चल रही महामारी और ऐसी चीजों के होने की संभावना को देखते हुए, सामग्री के वितरण के ऑनलाइन और डिजिटल तौर-तरीकों पर एक मजबूत तनाव न केवल वारंट है, बल्कि अनिवार्य है।

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राष्ट्रीय शिक्षा नीति— २०२० को क्रियान्वित करने में आने वाली चुनौतियों पर एक अध्ययन

कीर्ति बंसल

शोधार्थी (अंग्रेजी)

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राज.)

डॉ. अर्चना तंवर

सह—आचार्य (वाणिज्य एवं प्रबन्धन)

एसकेडी विश्वविद्यालय, हनुमानगढ़ (राज.)

डॉ. शीतल अग्रवाल

सहायक आचार्य (वाणिज्य एवं प्रबन्धन)

टांटिया विश्वविद्यालय, श्रीगंगानगर (राज.)

सारांश

शिक्षा एक जीवनभर चलने वाली प्रक्रिया है। विद्यालय की पढ़ाई प्रत्येक देश की शिक्षा के लिए आधारभूत ढाँचे का काम करती है। अच्छी प्रकार से बनाई गई शिक्षा नीति किसी भी देश की शिक्षा व्यवस्था को बढ़िया तरीके से चलाने के लिए बहुत आवश्यक होती है। शिक्षा पूरी तरह से मानव क्षमता को अर्जित करने, न्यायपूर्ण समाज का निर्माण करने और देश के विकास को बढ़ावा देने की एक मौलिक जरूरत है। स्वतंत्र भारत में पहली शिक्षा नीति १९६८ और दूसरी नीति १९८६ में आई। इसके बाद निःशुल्क और अनिवार्य शिक्षा अधिनियम २००९ रहा है। २१वीं सदी की पहली राष्ट्रीय शिक्षा नीति २०२० को मान्यता दी गई। जुलाई २०२० छम्च.२०२० की घोषणा अप्रत्याशित थी। एनईपी—२०२० स्कूल स्तर पर शिक्षा की सार्वभौमिक पहुँच को पक्का करता है। हालांकि शिक्षा नीति ने स्कूल और कॉलेज की शिक्षा को समान रूप से प्रभावित किया है परंतु इस पेपर मुख्य रूप से राष्ट्रीय शिक्षा नीति को क्रियान्वित करने में आने वाली चुनौतियाँ क्या हैं, उनका विश्लेषण करना है।

भूमिका—

शिक्षा मानव के जीवन का एक महत्वपूर्ण भाग है। व्यक्ति का सर्वांगीण विकास, शिक्षा के अनौपचारिक और अनौपचारिक रूप के द्वारा होता है। प्रत्येक देश के विकास के लिए गुणवत्ता वाली विद्यालयी शिक्षा की जरूरत है। भारत की लगातार प्रगति, सामाजिक न्याय, विज्ञान के क्षेत्र में प्रगति, समानता, राष्ट्रीय एकता आदि के लिए शिक्षा आवश्यक है। यह शिक्षा नीति साक्षरता जैसी बुनियादी क्षमताओं के साथ-साथ उच्च स्तरीय तार्किक और समस्या-समाधान योग्यताओं के विकास पर बल देती है। एनईपी २०२० के माध्यम से प्रत्येक व्यक्ति की रचनात्मक क्षमताओं के विकास पर जोर दिया जाएगा। भारत के द्वारा अपनाया गया विकास का एजेंडा जिसमें विश्व में शिक्षा के २०३० के एजेंडा के अनुसार, “सभी के लिए समावेशी शिक्षा और गुणवत्ता से पूर्ण शिक्षा निश्चित करने के लिए तथा जीवनभर अवसरों को बढ़ावा देने” का उद्देश्य है। २०४० तक भारत शिक्षा व्यवस्था में किसी से पीछे ना रहे क्योंकि प्राचीनकाल से भारत में तक्षशिला, नालंदा, विक्रमशिला आदि शिक्षा और शोध के केन्द्र रहे हैं। यह नीति ने १०+२ तक विद्यालय की शिक्षा को ५+३+३+४ की प्रणाली में बदल दिया है जिसमें तीन से अठारह वर्ष के बालकों को अपनाया गया है। नए शैक्षणिक ढाँचे के अनुसार तीन साल की आयु से पहले वाले बालकों को म्ब के द्वारा आँगनबाड़ी केन्द्रों, बालवाटिका और प्री विद्यालय में, अगले दो वर्ष तक कक्षा १-२, अगले तीन वर्ष कक्षा तीसरी से पाँचवी, अगले तीन साल कलासछठी से आठवीं और अन्तिम चार साल कक्षा नौवी से बाहरवीं तक पढ़ाई बच्चों को शिक्षा की मुख्यधारा में लाया जाएगा। इसका उद्देश्य बालकों का सर्वांगीण विकास करना है। बालकों को पोषण प्रदान करने व जो विद्यार्थी विद्यालयों से ड्रॉपआउट हो गए उनको वापस मुख्यधारा में लेकर आना है। यह २१वीं सदी की पहली शिक्षा नीति इस सिद्धांत पर आधारित है कि बालक का नैतिक, सामाजिक, संज्ञानात्मक, भावात्मक और क्रियात्मक सभी पक्षों का विकास होना जरूरी है। एनईपी २०२० हर एक व्यक्ति के अंदर सृजनात्मकता का विकसित करने

पर जोर देती है। अध्यापन विद्यार्थी केन्द्रित होना चाहिए जिससे जिज्ञासा, खोज, अनुभव, लचालापन, रुचिपूर्ण और बातचीत पर आधारित शिक्षण हो। इसके लिए पाठ्यक्रम में विज्ञान और गणित के अतिरिक्त कला, शिल्प, मानविकी, भाषा, खेल, मूल्य, संस्कृति आदि को शामिल किया जाए। भारत के नौजवानों को देश की संस्कृति, सामाजिक स्थिति, परंपराओं, भाषा आदि का ज्ञान करवाना ताकि उनके अंदर देश एकता, आत्म ज्ञान, सहयोग, आत्मविश्वास को बढ़ाकर देश को उँचाईयों तक पहुंचाया जा सके।

उद्देश्य

१. एनईपी २०२० को लागू करते समय आने वाली समस्याओं का पता लगाना।
२. अध्यापकों से संबंधित समस्याओं का पता लगाना।
३. विद्यालय के विभिन्न स्तरों की कठिनाईयों का पता लगाना।
४. प्रशासनिक चुनौतियों का पता करना।

शोध प्रविधि—

शोधकर्ता ने अपने शोध के अध्ययन में सैद्धान्तिक विधि का प्रयोग किया है। इसमें अनुसंधान के लिए विषयवस्तु विश्लेषण प्रविधि का प्रयोग किया गया है। इस अनुसंधान में प्रमुख रूप से एनईपी २०२० को क्रियान्वित करने में आने वाली कठिनाईयों/चुनौतियों को ढूंढना है। इसके लिए अनुसंधानकर्ता ने विभिन्न प्रकार के साधनों का सहारा लेकर सूचनाओं को एकत्रित किया। वो विभिन्न स्रोतों किताबें, पत्र-पत्रिकाएँ, पेपर, लेख, ई पेपर, ऑनलाइन, वेबसाइट, जर्नल, लिखित दस्तावेज आदि के द्वारा शोध कार्य किया है।

आँकड़ों का विश्लेषण

एनईपी २०२० के सामने आने वाली चुनौतियाँ—

राष्ट्रीय शिक्षा नीति २०२० को क्रियान्वित करने में कई कठिनाईयाँ सामने आ रही हैं, जिनका वर्णन इस प्रकार है—

- 1- **पाठ्यक्रम**—राष्ट्रीय शिक्षा नीति २०२० में शिक्षक शिक्षा में सुधार के बारे में सिफारिशों की गई हैं लेकिन उसमें नए पाठ्यक्रम को विकसित करने के बारे में नहीं बताया गया। अध्यापक के द्वारा वर्तमान पाठ्यक्रम पारंपरिक है और सैद्धान्तिक पाठ्यक्रम में व्यावहारिक संभावनाओं का कमी है।
- 2- **प्रशिक्षित अध्यापकों का अभाव**—हमारी पहली शिक्षा नीतियों में प्रशिक्षित शिक्षकों की कमी हैं। ऐसे में नई राष्ट्रीय शिक्षा नीति में व्यावसायिक विषयों को पढ़ाना एक कठिन कार्य है। इसके लिए पहले अच्छी तरह से प्रशिक्षित अध्यापकों को नियुक्त करना एक चुनौती होगी।
- 3- **सेवापूर्व शिक्षक चयन की कमी**—शिक्षा में प्रवेश के लिए यह नीति विशिष्टता प्रदान नहीं करती है छात्र चयन के लिए प्रवेश परीक्षा क्या होगी और न्यूनतम योग्यता क्या होगी, इस पर दिशा—निर्देश स्पष्ट नहीं है।
- 4- **तकनीकी इनपुट को लागू करना असंभव**—नई राष्ट्रीय शिक्षा नीति प्रौद्योगिकी पर विशेष जोर देती है लेकिन भारत में जहाँसाक्षरता दर अन्य देशों की तुलना में बहुत कम है। उस स्थिति में, तकनीकी इनपुट को लागू करना असंभव है जो कि इस नई शिक्षा नीति में सिफारिश की गई है क्योंकि भारत के पास पर्याप्त बुनियादी ढांचा नहीं है।
- 5- **बच्चों का ड्राप आउट**—देश के लगभग एक तिहाई विद्यार्थी विद्यालयों में जाना छोड़ देते हैं जिसके कारण वो अपनी शिक्षा पूरी नहीं कर पाते इसके अलावा अनुसूचित व अनुसूचित जनजाति, विकलांग, पिछड़ा वर्ग आदि भी पढ़ाई करने में असहाय हो जाते हैं।

- 6- **आधारभूत सुविधाओं की कमी**—भारत के अंदर आधारभूत ढाँचे में भी कमी पाई जाती है। विद्यालयों के अंदर स्वच्छ पानी, बिजली, शौचालय, पुस्तकालय, कम्प्यूटर आदि सुविधाओं की कमी देखने को मिलती है। विश्व बैंक की २०१८ की रिपोर्ट के अनुसार भारत की शिक्षा की हालत खराब ही है।
- 7- **सरकार के द्वारा अनदेखी**—राज्य के द्वारा किए जा रहे शिक्षा में बदलावों की असफलता का खतरा बना हुआ है क्योंकि नीति में परिवर्तन करते समय रोडमैप का पालन नहीं करना तथा सभी हितधारकों को ध्यान में नहीं रखा गया।
- 8- **जवाबदेही का अभाव**—नई शिक्षा नीति की एक चुनौती उत्तरदायित्व की कमी है। आज दुनिया के कॉलेज और विश्वविद्यालयों में अध्यापको का मूल्यांकन किया जाता है परंतु भारत में अध्यापकों की जवाबदेही और उनके प्रदर्शन निश्चित करने के लिए नियम लागू करना भी एक चुनौती है।
- 9- **अध्यापकों की कमी**—आज कई स्कूल ऐसे हैं जहाँ पर केवल एक या दो अध्यापक ही हैं। इसलिए एनईपी २०२० के सामने शिक्षकों की कमी भी एक समस्या है। यूजीसी के सर्वेक्षण के अनुसार प्रोफेसर, सहायक प्रोफेसर के पद उच्च शिक्षण संस्थाओं में खाली पड़े हैं। उन पदों को भरना एक चुनौती है।
- 10- **व्यावहारिक ज्ञान का अभाव**—अध्यापको को सैद्धान्तिक ज्ञान के साथ साथ व्यावहारिक ज्ञान का होना आवश्यक है परन्तु इसकी कमी प्रायः देखने को मिलती है। यह भी एनईपी २०२० के सामने एक चुनौती के रूप में उभरकर सामने आई है।
- 11- **मानसिकता**—नई शिक्षा नीति के साथ अध्यापको को अधिक प्रशिक्षित होने की जरूरत है शिक्षक, माता पिता, सभी पुरानी नीति से अध्ययन—अध्यापन कार्य कर रहे हैं। इनकी मानसिकता को बदलना भी एक चुनौती होगी। सरकार इसके लिए प्रयास कर रही है।
- 12- **डिजिटल संपर्क की कमी**—इस नई नीति से आधारभूत व्यवस्था में डिजिटल फैशन की आवश्यकता है जैसे कि क्लासरूम, ऑनलाइन शिक्षण आदि भी चुनौती बनी रहेंगी।
- 13- **संसाधनों का अभाव**—हमारे देश के विद्यालयों के पास संसाधनों की पहले से ही कमी देखने को मिलती है लेकिन नई शिक्षा नीति के अनुरूप उपयुक्त साधनों को अभाव पाया जाता है। संसाधनों को पूरा करना भी एक चुनौती के रूप में सामने है।
- 14- **वित्त की कमी**—कॉलेजो व विश्वविद्यालयों के पास अनुसंधान, संस्थानों को अच्छा बनाने और आगे विकास के पथ पर ले जाने के लिए वित्त की जरूरत होती है। इसकी कमी पाई जाने के कारण विद्यालयों और विश्वविद्यालयों का स्तर निम्न पाया जाता है। वित्त के वितरण में भी भेदभाव देखने को मिलता है जो कि एनईपी २०२० के सामने एक समस्या है।
- 15- **त्रि भाषा नियम**—राष्ट्रीय शिक्षा नीति २०२० में त्रि-भाषा फॉर्मूले को अपनाया गया है जिसमें मातृभाषा, अंग्रेजी तथा हिन्दी को स्थान दिया गया है। दक्षिण राज्यों का मानना है कि इससे सरकार शिक्षा का संस्कृतिकरण करने की कोशिश कर रही है।
- 16- **शिक्षा मँहगी होने की आशंका**—इस शिक्षा नीति ने विदेशों के विश्वविद्यालयों के लिए रास्ता खोल दिया है जिससे भारत की शिक्षा व्यवस्था के मँहगी होने का डर है। ऐसा हुआ तो निर्धन समूह के बालक शिक्षा से वंचित हो जाएंगे व उनके लिए शिक्षा प्राप्त करना कठिन हो जाएगा।

निष्कर्ष—

मंत्रिमंडल के द्वारा नई राष्ट्रीय शिक्षा नीति २०२० को मंजूरी देकर एक अदभुत कार्य किया गया है। इस नीति को प्रभावशाली तरीके से क्रियान्वित करने के लिए और इसके अच्छे लाभ प्राप्त करने के लिए सही तरीके से कदम उठाने की आवश्यकता है। इस नीति के सामने जो समस्याएँ या चुनौतियाँ जैसे वित्त की समस्या, पाठ्यक्रम, अध्यापको को प्रशिक्षण, शिक्षकों की कमी, प्रशासनिक कठिनाईयाँ आदि आ रही

है, सरकार को चाहिए कि इनको दूर करने का प्रयास करे जिसके लिए नियम व कमेटियों की स्थापना की जा सकती है। बालको का विकास व शिक्षा के उद्देश्यों को सफलतापूर्वक प्राप्त करने के उचित काम करने की जरूरत है तथा निर्धन व कमजोर वर्गों के लिए भी सरकार को कदम उठाने की आवश्यकता है।

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संत कबीर के विचारों की प्रासंगिकता : शिक्षा नीति २०२० के परिप्रेक्ष्य में

मनीष कुमार

सहायक आचार्य (वाणिज्य)

डीएवी कॉलेज, श्रीगंगानगर (राज.)

पूनम दत्ता

सह-आचार्य (राजनीति विज्ञान)

राजकीय कन्या महाविद्यालय, सादुलशहर

शिक्षा मनुष्य के व्यक्तित्व का विकास ही नहीं करती अपितु वह मनुष्य के संपूर्ण जीवन को उचित दिशा की तरफ ले जाकर उसका सर्वांगीण विकास करती है। बेकन ने लिखा है— "शिक्षा का उद्देश्य व्यक्ति को समाज के लिए उपयोगी बनाना है।" निःसंदेह जब मनुष्य का सर्वांगीण विकास होगा तो वह व्यक्ति समाज के लिए उपयोगी ही होगा। शिक्षा नीति २०२० का उद्देश्य भी व्यक्ति का चहुंमुखी विकास करना है। जिसे भारत सरकार द्वारा २९ जुलाई २०२० को घोषित किया गया। सन् १९८६ में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। यह नीति अंतरिक्ष वैज्ञानिक के कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।

शिक्षा नीति २०२० में हिंदी साहित्य के भक्ति काल के सर्वश्रेष्ठ कवि संत कबीर के विचारों की प्रासंगिकता स्पष्ट दिखाई देती है। कबीर ने पुस्तकीय ज्ञान की उपेक्षा करते हुए प्रेम, करुणा, दया और संवेदनशीलता जैसे मानवीय गुणों की प्रतिष्ठा की है। उनके मतानुसार कोरा पुस्तकीय ज्ञान व्यक्ति को एकांगी दृष्टिकोण से युक्त करता है जबकि जीवन के लिए सर्वाधिक महत्व उदात्त मानवीय गुणों का है। संत कबीर ने लिखा है:—

"पोथी पढ़—पढ़ जग मुआ, पंडित भया न कोय।

ढाई आखर प्रेम का, पढ़े सो पंडित होय।"

शिक्षा नीति २०२० में इन तथ्यों को विशेष ध्यान में रखते हुए प्रारंभिक शिक्षा पर पुस्तकों का बोझ नहीं डाला गया है और बच्चे को पुस्तकीय ज्ञान से पृथक् रखकर उसके संपूर्ण शारीरिक एवं मानसिक विकास को ध्यान में रखा गया है। वस्तुतः नई शिक्षा नीति के अनुसार प्रारंभिक शिक्षा में बालक पूर्णतया स्वतंत्र होकर ही ज्ञान प्राप्त करेगा जिससे उसका वास्तविक विकास संभव है।

आज की शिक्षा व्यवस्था मनुष्य को यंत्रवत जीवनशैली व मानसिकता का गुलाम बना रही है। जिसकी वजह से भावी पीढ़ी के संपूर्ण व्यक्तित्व विकास व सुदृढ़ समाज के निर्माण की प्रक्रिया बाधित हो रही है। अब प्रश्न यह उठता है कि उचित (मार्ग) कौन दिखाएँ? उत्तर है सद्गुरु। सद्गुरु ही अज्ञान रूपी अंधकार को समाप्त कर ज्ञान की ज्योति प्रज्वलित कर प्रकाश से हमारा साक्षात्कार करवाता है किंतु यह ध्यातव्य है की यदि गुरु व शिष्य दोनों ही अज्ञानी तथा मूर्ख हो तब वह लक्ष्य तक नहीं पहुंच सकते हैं। इसी संदर्भ में संत कबीर ने लिखा है—

"जाका गुरु अंधला, चेला खरा निरंध।

अंधै, अंधा ठेलिया , दोन्यूँ कूप परंत।"

वर्तमान में भी हम देखते हैं कि गुरु अथवा शिष्य दोनों अथवा दोनों में से कोई एक भी यदि अज्ञानी हो तो विकास का क्रम बाधित हो जाता है। अतः शिक्षा नीति (२०२०) में पढ़ाने के तरीके एवं गुरु शिष्य के मध्य आपसी रिश्ते को सुधारने पर ध्यान रखते हुए विशेष नियम बनाए गए हैं।

"शिक्षा" शब्द अपने में एक विशाल अर्थ को समेटे हुए है। अतः शिक्षा को केवल औपचारिक शिक्षा से जोड़कर देखना हमारी भूल ही होगी। शिक्षा से अभिप्राय जीवन के सर्वांगीण विकास से है। पुस्तकीय ज्ञान व्यक्ति को मानसिक एवं आर्थिक रूप से सुदृढ़ कर सकता है किंतु आध्यात्मिक एवं सामाजिक दृष्टि से नहीं। व्यक्ति जब तक आध्यात्मिक एवं सामाजिक दृष्टि से सुदृढ़ नहीं होगा तब तक उसका संपूर्ण विकास संभव ही नहीं अपितु असंभव है। वर्तमान में मानव भौतिक सुख सुविधाओं के विस्तार के लिए अर्थ के पीछे दौड़ रहा है जिससे वह आध्यात्मिक एवं सामाजिक आनंद से वंचित ही रह रहा है। संत कबीर ने आध्यात्मिक आनंद को जीवन के लिए महत्वपूर्ण माना है। कबीर ने परमात्मा को सर्वशक्तिमान स्वीकारा है। इसीलिए आपने कहा है—

"जे वो एक जाणियां, तो जाणया सब जाण।

जे ओ एक न जाणियाँ, तो सबहि जाण अजाण।"

अर्थात् यदि किसी ने उस एक परम ब्रह्म को जान लिया तो समझिये कि उसे संसार का समस्त ज्ञान हृदयंगम हो गया है और यदि किसी ने केवल उस ब्रह्म को ना जानकर सब कुछ जान लिया है तो

उसका समस्त संचित ज्ञान अज्ञान ही है। इस प्रकार संत कबीर के अनुसार आध्यात्मिक ज्ञान के बिना व्यक्ति के व्यक्तित्व का संपूर्ण विकास संभव नहीं है। नई शिक्षा नीति २०२० में भी व्यक्ति के आध्यात्मिक विकास को ध्यान में रखते हुए योग साधना पर बल दिया गया है तथा इससे संबंधित विषयों को जोड़ा गया है। साथ ही कला, संगीत, शिल्प, खेल और सामुदायिक सेवा जैसे सभी विषयों को भी पाठ्यक्रम में शामिल किया गया है, जिससे भावी पीढ़ी का सामाजिक व नैतिक विकास भी संभव है।

निःसंदेह नई शिक्षा नीति २०२० भक्तिकालीन हिंदी साहित्याकाश में ध्रुव तारे की तरह अटल विराजमान संत कबीर के विचारों से आप्लावित है। निश्चय ही यह शिक्षा नीति भविष्य में विश्व पटल पर भारत को एक सुदृढ़ राष्ट्र के रूप में प्रस्तुत करने में अपनी अहम् भूमिका निभाएगी और भारत एक वैश्विक ज्ञान महाशक्ति बनकर विश्व के समक्ष प्रस्तुत होगा।

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शिक्षा नीति २०२०: का पूर्ववर्ती नीतियों के साथ तुलनात्मक अध्ययन

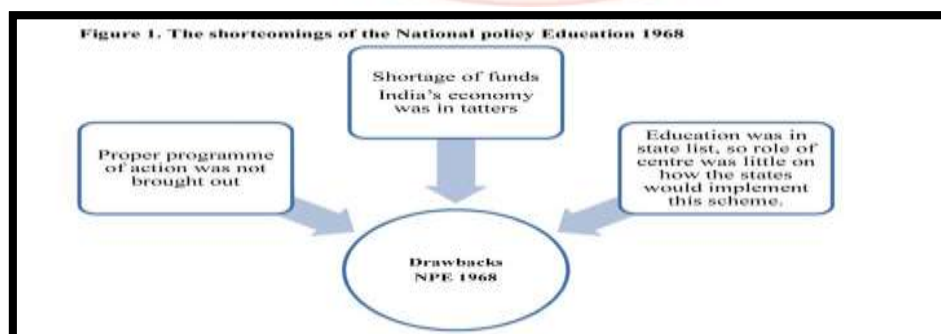
डॉ. सन्दीप कुमार

सहायक आचार्य (राजनीति विज्ञान)

राजकीय नेशनल महाविद्यालय, सिरसा, हरियाणा

इस नीति से पूर्व भारत में दो शिक्षा नीति लागू हुई, जिनसे शिक्षा व्यवस्था का संचालन हो रहा है। प्रथम शिक्षा नीति १९६८ में डी एस कोठारी की अध्यक्षता में बनी। दूसरी शिक्षा नीति १९८६ में बनी और १९९२ में उसमें आवश्यकतानुसार संशोधन भी किए गए। अब ३४ वर्षों पश्चात बहुत बड़े विमर्श के बाद २९ जुलाई, २०२० को प्रधानमंत्री श्री नरेंद्र मोदी द्वारा तीसरी राष्ट्रीय शिक्षा नीति की घोषणा की गई। इस शिक्षा नीति के विमर्श में २ वर्ष का समय एवं २ करोड़ से अधिक लोगों के सुझाव समाहित हैं। विमर्श में शिक्षक, विद्यार्थी, राजनेता, अभिभावकगण, जनप्रतिनिधि एवं समाजसेवी सभी के सुझाव समाहित किये गए हैं।^१ इसलिए यह शिक्षा नीति सर्वस्पर्शी, सर्वव्यापी, सर्वसमावेशी एवं राष्ट्रीय विचारों से ओत-प्रोत है। शिक्षा के सम्बन्ध में गांधी के विचार था कि “बालक एवं मनुष्य के शरीर आत्मा, तथा मन के सर्वांगीण विकास में शिक्षा की अहम भूमिका होती है”^२ इसी कथन को साकार करने के लिए स्वतंत्रता के बाद शिक्षा के विकास के लिए तत्कालीन सरकार ने कदम उठाते हुए भारत की पहली शिक्षा नीति १९६८ लागू की गई। ताकि शिक्षा के क्षेत्र में योजना बद्ध विकास किया जा सकें यह नीति कोठारी आयोग की सिफारिशों पर आधारित थी। इस नीति के माध्यम से संस्कृत भाषा को बढ़ावा, १४ वर्ष तक के बच्चों के लिए अनिवार्य शिक्षा, माध्यमिक स्तर पर ‘त्रिभाषा सूत्र’ लागू करने का अह्वान किया गया।

इस शिक्षा नीति ने १७ आधारभूत सिद्धान्तों को स्थापित किया तथा कहा कि भारत सरकार इन सिद्धान्तों के अनुरूप देश में शिक्षा का विकास करेगी।^३ १४ वर्ष तक के बच्चों को संविधान की धारा ४५ के अनुरूप निःशुल्क शिक्षा देना चाहिए। अध्यापकों का वेतन भत्ते एवं सेवा शर्तें, उनकी योग्यता एवं उत्तरदायित्वों को देखते हुए पर्याप्त संतोषजनक होने चाहिए। शिक्षकों को सेवारत परीक्षण देना चाहिए। शिक्षा प्राप्त करने के अवसर सभी को उपलब्ध कराना। प्रतिभा खोज करना छोटी उम्र के बच्चों में कार्य अनुभव एवं राष्ट्रीय सेवा को शिक्षा का अभिन्न अंग बनना। विज्ञान शिक्षा एवं अनुसंधान को उच्च प्राथमिकता दी जानी चाहिए। कृषि एवं उद्योगों की शिक्षा पर विशेष बल देना चाहिए। पुस्तकों की गुणवत्ता में सुधार करना चाहिए एवं उनका मूल्य कम रखना चाहिए। परीक्षा प्रणाली को वैद्य एवं विश्वसनीय बनाना। आध्यमिक शिक्षा का तेजी से विकास करना जिससे वह वंचित वर्ग तक पहुँच सके। विश्वविद्यालय शिक्षा विश्वविद्यालय में छात्रों की संख्या विश्वविद्यालय में उपलब्ध सुविधाओं के अनुपात में होनी चाहिए। शैक्षिक ढाँचा १+२+३ को सम्पूर्ण राष्ट्र में लागू करना आदि। यह नितिन अपने आधारभूत सिद्धान्तों पर २० वर्षों तक खरी उतरती रही एवं एक आधुनिक भारत के निर्माण में मील का पत्थर साबित हुई भारत का साक्षरता प्रतिशत जो की स्वतंत्रता के समय इकाई अंक में था वह बढ़कर १९८५ तक ४३.५७ प्रतिशत लाने में अहम भूमिका शिक्षा नीति १९६७ में बखूबी निभाई।^४



इसके लगभग २० वर्ष बाद इसे अधिक सार्थक बनाने के लिए नयी शिक्षा नीति की आवश्यकता महसूस की गई। जिसके लिए राष्ट्रीय नीति (NPE) को मई १९८६ में संसद द्वारा अपनाया गया था। बाद में १९८९ में, सरकार ने राष्ट्रीय शिक्षा नीति १९८६ की प्रभावशीलता की समीक्षा करने के लिए आचार्य राममूर्ति की अध्यक्षता में एक समिति का गठन किया।

आचार्य राममूर्ति समिति ने “एक प्रबुद्ध और मानवीय समाज की ओर” नामक एक रिपोर्ट प्रस्तुत की। राममूर्ति समिति के सुझावों पर विचार करने से पहले, सरकार ने एक और समिति नियुक्त की, जिसका गठन जुलाई १९९१ में किया गया और छह १९८६ में कुछ संशोधनों के साथ राममूर्ति समिति की सिफारिशों को ध्यान में रखा गया। इस समिति के अध्यक्ष श्री जनार्दन रेड्डी थे और उन्होंने जनवरी १९९२ में अपनी रिपोर्ट प्रस्तुत की। इस दस्तावेज को ‘क्रियान्वन कार्यक्रम १९९२’ के रूप में जाना जाता है। इस कार्यक्रम में मुख्य बल सामाजिक, आर्थिक, क्षेत्रीय और लैंगिक असमानताओं को दूर करके शिक्षा में गुणवत्ता सुनिश्चित करने पर था। इसका उद्देश्य राष्ट्रीय एकता को बढ़ावा देना, समान नागरिकता और संस्कृति की भावना, युवा मन में मूल्यों का समावेश और सभी स्तरों पर शिक्षा की गुणवत्ता में सुधार करना है।

१९८६ की नीति के अनुसार शिक्षा का लक्ष्य अंतरराष्ट्रीय सहयोग, शांतिपूर्ण सह अस्तित्व, समाजवाद का विकास, धर्मनिरपेक्षता और लोकतंत्र की समझ के साथ मानव संसाधन का समग्र विकास करना है। वहीं नई नीति नागरिकों के ज्ञान, कौशल एवं वैयक्तिक विकास के साथ राष्ट्रीय विकास पर अधिक ध्यान केंद्रित करती है। नई शिक्षा नीति १९८६ का गठन शिक्षा की चुनौतियों के रूप में किया गया था। अतः इसका भारत की शिक्षा व्यवस्था पर पर्याप्त स्थायी एवं व्यापक प्रभाव पड़ा है।^५

१. १०+२+३ शिक्षा संरचना (१०+२+३ Structure of Education) राष्ट्रीय शिक्षा नीति का यह परम कर्तव्य है कि वह पूरे देश में एक जैसा शिक्षा का ढांचा विकसित करें अतः सरकार इस बात पर विशेष ध्यान देगी कि पूरे देश में एक शिक्षा प्रणाली का विकास किया जाए जिसका कारण संभवतः उसके द्वारा उठाये गये कुछ महत्वपूर्ण शैक्षिक कदम है।
२. नवोदय विद्यालय (Navodaya Vidyalaya) देश के पिछड़े वर्गों के प्रतिभावान छात्रों के लिए संपूर्ण देश में कुछ चुनिंदा स्थानों पर नवोदय विद्यालयों की स्थापना की जाएगी नवोदय विद्यालय की स्थापना की जाएगी यह विद्यालय पूर्ण रूप से आवासीय विद्यालय होंगे ताकि विद्यार्थियों का सर्वांगीण विकास किया जा सके।
३. शैक्षिक अवसरों की समानता (Equalization of Educational Opportunities) नई शिक्षा नीति असमानता को मिटाने के लिए विशेष बलदेगी और अब तक वंचित रहे वर्गों की विशेष आवश्यकताओं को ध्यान में रखकर शिक्षा की व्यवस्था करेंगी।^६
४. ऑपरेशन ब्लैक बोर्ड (Operation Black Board)
५. दूरस्थ शिक्षा व मुक्त विश्वविद्यालय (Distance Education and Open University) शिक्षा तक सभी की पहुंच बनाने तथा जीवन पर्यंत शिक्षण का उद्देश्य प्राप्त करने के लिए इस शिक्षा नीति में इंदिरा गांधी मुक्त विश्वविद्यालय को और सशक्त बनाने पर कार्य किया गया
६. शैक्षिक प्रशिक्षण (Teacher Training), अध्यापकों की शिक्षा एक सतत प्रक्रिया है और इससे सेवा पूर्ण और सेवाकालीन भागों में विभक्त नहीं किया जाना चाहिए पहले कदम में अध्यापकों की शिक्षा प्रणाली को सुधारा जाएगा जिसके लिए जिला शिक्षक संस्थान जिला शिक्षण संस्थान की स्थापना की जाएगी।
७. संसाधन तथा समीक्षा— शिक्षा आयोग शिक्षा नीति और शिक्षा से जुड़े अन्य संस्थानों ने यह माना है कि हमारे समतावादी उद्देश्यों व्यावहारिक तथा विकास उन्मुख लक्ष्यों को तभी प्राप्त किया जा सकता है जब इस कार्य के स्वरूप एवं उद्देश्य के अनुसार इसमें पूंजी का निवेश किया जाए।^७

वर्तमान समय की आवश्यकता को देखते हुए सरकार ने नयी शिक्षा नीति २०२० को लागू किया जा रहा है। शिक्षा पूर्ण मानव क्षमता को प्राप्त करने, एक न्यायसंगत और न्यायपूर्ण समाज के विकास और

राष्ट्रीय विकास को बढ़ावा देने के लिए आवश्यक है। गुर्वत्तापूर्ण शिक्षा तक सार्वभौमिक पहुँच प्रदान करना वैश्विक मंच पर सामाजिक न्याय और समानता, वैज्ञानिक उन्नति, राष्ट्रीय एकीकरण और सांस्कृतिक संरक्षण के संदर्भ में भारत की सतत प्रगति और आर्थिक विकास की कुंजी है। सार्वभौमिक उच्चतर स्तरीय शिक्षा वह उचित माध्यम है, जिससे भारत की समृद्ध प्रतिभा और संसाधनों का सर्वोत्तम विकास और संवर्द्धन व्यक्ति, समाज, राष्ट्र और विश्व की भलाई के लिए किया जा सकता है। आगे आने वाले दिनों में भारत दुनिया का सबसे युवा जनसंख्या वाला देश होगा और इन युवाओं को उच्चतर गुणवत्तापूर्ण शैक्षिक अवसर उपलब्ध कराने पर ही भारत का भविष्य निर्भर करेगा।⁴⁹

शिक्षा नीति २०२० के मूलभूत सिद्धांत जो बड़े स्तर पर शिक्षा और साथ ही व्यक्तिगत संस्थानों दोनों का मार्गदर्शन करेंगे, ये हैं:

१. हर बच्चे की विशिष्ट क्षमताओं की स्वीकृति के लिए पहचान और उनके विकास हेतु प्रयास करना ।
२. शिक्षकों और अभिभावकों को इन क्षमताओं के प्रति संवेदनशील बनाना जिससे वे बच्चे की अकादमिक और अन्य क्षमताओं में उसके सर्वांगीण विकास पर भी पूरा ध्यान दें।
३. बुनियादी साक्षरता और संख्याज्ञान पर सर्वाधिक प्राथमिकता देना जिससे सभी बच्चे कक्षा ३ तक साक्षरता और संख्याज्ञान जैसे सीखने के मूलभूत सिद्धांतों को हासिल कर सकें।
४. लचीलापन, ताकि शिक्षार्थियों में उनके सीखने के तौर-तरीके और कार्यक्रमों को चुनने की क्षमता हो, और इस तरह वे अपनी प्रतिभा और रुचियों के अनुसार जीवन में अपना रास्ता चुन सकें।
५. कला और विज्ञान के बीच, पाठ्यक्रमतर एवं पाठ्यतर गतिविधियों के बीच, व्यावसायिक और शैक्षणिक धाराओं, आदि के बीच कई स्पष्ट अलगाव न हो जिससे ज्ञान क्षेत्रों के बीच हानिकारक ऊँच-नीच और परस्पर दूरी एवं असंबद्धता को दूर किया जा सकें।
६. सभी ज्ञान की एकता और अखंडता को सनिश्चित करने के लिए एक बहुविषयक दुनिया के लिए विज्ञान, सामाजिक विज्ञान, कला, मानविकी और खेल के बीच एक बहु-विषयक अवधारणात्मक समझ पर जोर, न कि रटत पद्धति और केवल परीक्षा के लिए पढ़ाई।
७. रचनात्मकता और तार्किक सोच तार्किक निर्णयों और नवाचार को प्रोत्साहित करने के लिए नैतिकता, मानवीय और संवैधानिक मूल्य जैसे, सहानुभूति, दूसरों के लिए सम्मान, स्वच्छता, शिष्टाचार, लोकतांत्रिक भावना, सेवा की भावना, सार्वजनिक संपत्ति के लिए सम्मान वैज्ञानिक चिंतन, स्वतंत्रता, जिम्मेदारी, बहुलतावाद, समानता और न्याय।
८. बहु-भाषिकता और अध्ययन-अध्यापन के कार्य में भाषा की शक्ति को प्रोत्साहन।
९. जीवन कौशल जैसे, आपसी संवाद, सहयोग, सामूहिक कार्य, और लचिलापन सीखने के लिए सतत मूल्यांकन पर जोर, इसके बजाय कि साल के अंत में होने वाली परीक्षा को केंद्र में रखकर शिक्षण हो जिससे कि आज की 'कोचिंग संस्कृति' को ही बढ़ावा न मिलता हो।
१०. तकनीकी के यथासंभव उपयोग पर जोर —अध्ययन, अध्यापन कार्य में, भाषा संबंधी बाधाओं को दूर करने में, दिव्यांग बच्चों के लिए शिक्षा को सुलभ बनाने में और शैक्षणिक नियोजन और प्रबंधन में।
११. सभी पाठ्यक्रम, शिक्षण षास्त्र और नीति में स्थानीय संदर्भ की विविधता और स्थानीय परिवेश के लिए एक सम्मान, हमेशा ध्यान में रखते हुए कि शिक्षा एक समवर्ती विषय है।
१२. सभी शैक्षिक निर्णयों की आधारशिला के रूप में पूर्व समायोजन और समानता, साथ ही शिक्षा को लोगों की पहुँच और सामर्थ्य के दायरे में रखना — यह सुनिश्चित करने के लिए कि सभी छात्र शिक्षा प्रणाली में सफलता हासिल कर सकें।
१३. स्कूली शिक्षा से उच्चतर शिक्षा तक सभी स्तरों के शिक्षा पाठ्यक्रम में तलमेल प्रारंभिक बाल्यवस्था देख-भाल।

१४. एक मजबूत जीवित सार्वजनिक शिक्षा प्रणाली में पर्याप्त निवेश — साथ ही सच्चे परोपकारी निजी और सामुदायिक भागीदारी को प्रोत्साहन और सुविधा।”

हमारे इस लेख का मुख्य उद्देश्य वर्तमान नीति का पूर्ववर्ती नीतियों के साथ तुलनात्मक अध्ययन करना है। शिक्षा नीति २०२० में पुरानी नीतियों से काफी बदलाव किया गया है जैसे ५३३४ डिजाइन वाली पाठ्यक्रम की योजना प्रस्तुत की गई है। कक्षा १२ के बाद बहुस्तरीय प्रवेश व विकासी प्रणाली विकसित की गई है। मल्टिपल एंट्री और एग्जिट सिस्टम में पहले साल के बाद सर्टिफिकेट, दूसरे साल के बाद डिप्लोमा और तीन-चार साल बाद डिग्री दी जाएगी। नए सिस्टम में ये रहेगा कि एक साल के बाद सर्टिफिकेट, दो साल के बाद डिप्लोमा, तीन या चार साल के बाद डिग्री मिल सकेगी। ४ साल का डिग्री प्रोग्राम फिर एम. ए. और उसके बाद बिना एम. फिल के सीधे पी. एच. डी. कर सकते हैं। नई शिक्षा नीति बच्चों में जीवन जीने के जरूरी कौशल और जरूरी क्षमताओं को विकसित किए जाने पर जोर देती है।

किसी भी नीति की प्रभाविकता उसके कार्यान्वयन पर निर्भर करती है। ऐसे क्रियान्वयन के लिए, कई निकायों द्वारा समन्वित एवं व्यवस्थित तरीके से बहुत सी पहल करनी होंगी और कई कदम उठाने की जरूरत होगी। इसलिए इस नीति के क्रियान्वयन को कई निकायों, जिनमें एमएचआरडी, , केंद्र एवं राज्य सरकारें, शिक्षा सम्बन्धी राज्यों के शिक्षा विभाग, बोर्ड्स, एनटीए, स्कूल एवं उच्चतर शिक्षा के नियामक निकाय, एनसीईआरटी, एससीईआरटी, स्कूल एवं उच्चतर शिक्षण संस्थान शामिल हैं, द्वारा शिक्षा शामिल सभी निकायों में योजना को लेकर आपसी समन्वयन व तालमेल के माध्यम से इसके भाव एवम प्रयोजन अनुसार सुनिश्चित करने के लिए नेतृत्व प्रदान किया जायेगा।

कुल मिलाकर १९८६ की नीति ने शिक्षित एवं प्रशिक्षित मानव संसाधनों का ऐसा वर्ग तैयार किया जिन्होंने वैल्यू चेन में योगदान दिया, लेकिन २०२० की नीति ऐसे मानव संसाधन के निर्माण का स्वप्न रखती है जो खुद वैल्यू चेन के नए आयाम का सृजन करें, फिर भी रणनीतिक पहलुओं को छोड़ दिया जाए तो १९८६ और २०२० की शिक्षा नीतियों में कई बातें एकसमान भी हैं। नई शिक्षा नीति के लागू होने से भारतीय शिक्षा तंत्र अंतरराष्ट्रीय मानकों के करीब पहुंचेगा।

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