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CHALLENGES AND OPPORTUNITIES**

**( Special Issue No.130 )**

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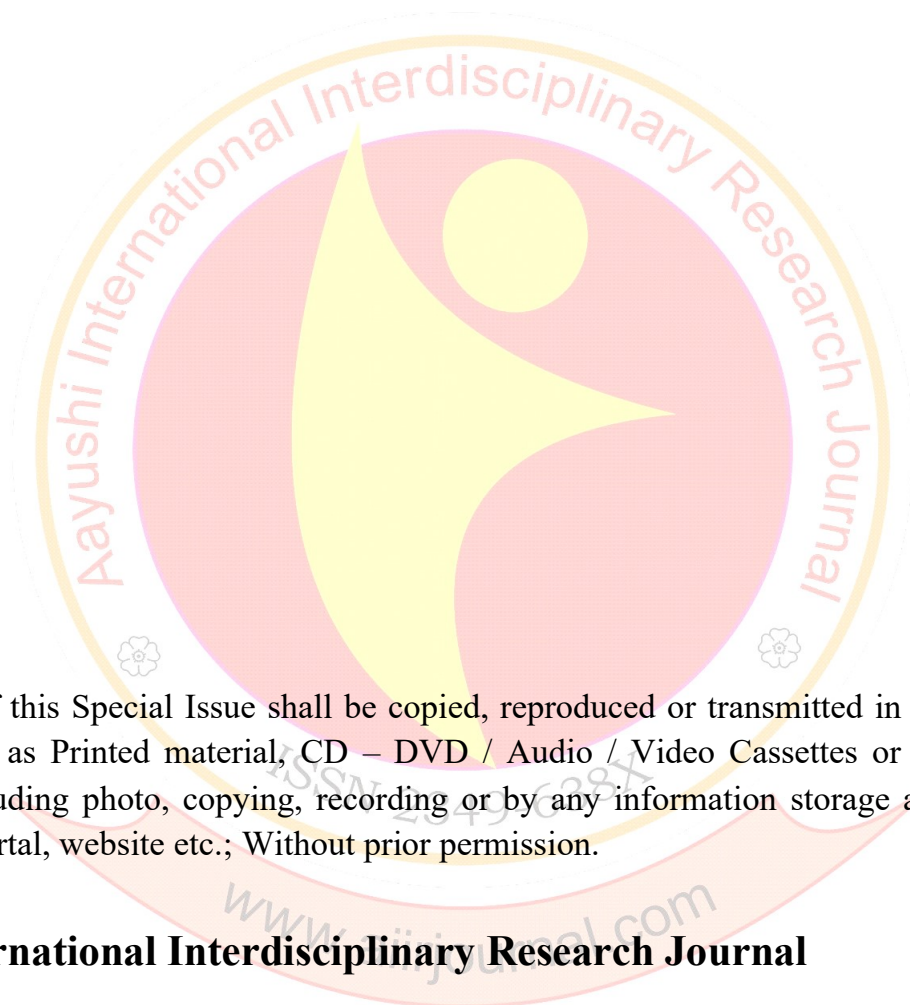
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## **Aayushi International Interdisciplinary Research Journal**

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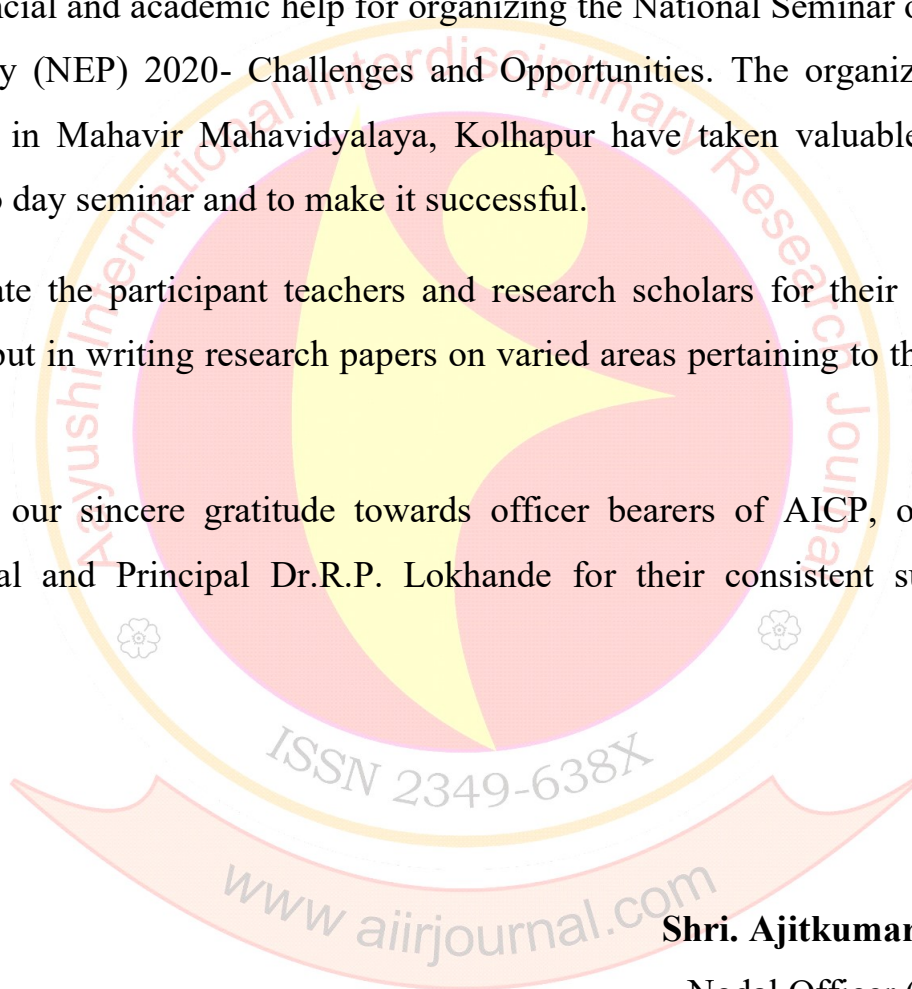
## Editors Note

At the outset,

I express our sincere gratitude towards Association of Indian College Principals (AICP) for financial and academic help for organizing the National Seminar on National Education Policy (NEP) 2020- Challenges and Opportunities. The organizers – NEP Cell and IQAC in Mahavir Mahavidyalaya, Kolhapur have taken valuable efforts to organize the two day seminar and to make it successful.

I appreciate the participant teachers and research scholars for their efforts and time they have put in writing research papers on varied areas pertaining to the theme of seminar.

I express our sincere gratitude towards officer bearers of AICP, our Sanstha A.D.S.P. Mandal and Principal Dr.R.P. Lokhande for their consistent support and guidance.



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## A Study on Equity and Inclusion in Higher Education in India

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### Abstract

*Education Marginalization Synonymous Rights Social Challenges Developing solutions using all barriers such as educational support, limited resource availability and including some access networks Consider the situation that divides them Fight Time Exercise. By fostering inclusive environments, universities can create safe spaces for communication, foster social harmony, and break down systemic barriers. It empowers students to become agents of change, actively challenging social norms and advocating for equality and justice in society. Equity in the classroom means ensuring that every student has the resources and support they need to succeed. In an equitable classroom, individual factors do not prevent students from reaching their full learning potential factors.*

**Key words:** education, equity, policy national Education policy, government, policy, student, higher education system, cultural development, economic status etc.

### Introduction:

Educational equity means that every child receives what they need to develop their full academic and social potential. Diversity, equity, and inclusion is a term used to describe policies and programs that promote the representation and participation of diverse groups of individuals. Inclusion is a sense of belonging, connection and community in the workplace. Inclusive organizations help people feel welcome, known, valued, and encouraged to bring their whole, unique selves to work. Inclusive Excellence is the recognition that the success of a community or institution depends on how well it values, engages, and includes a rich diversity of students, staff, faculty, administrators, and alumni. The word "equity" is related to fairness and justice and is distinct from equality: equality means providing the same to all, while equity means recognizing that we don't all start from the same place and that imbalances need to be accepted and adjusted. Show a genuine interest in your students and let them know that it is important to get to know each of them as individuals. Ask students for their opinions, interests, and backgrounds. Listen to what students say, such as when you are wrong. Be intentional in your efforts to learn how students approach different situations.

### Problems of the Study:

Equality focuses on what is fair within a group. Equity highlights what is fair to the individual. Both collective and individual needs are important in public education. All students should have access to a high quality education and once they receive it, they should be equally supported to succeed. Equitable and Inclusive Education. Embedding the principles of diversity, equity and inclusion in schooling systems lays the foundation for schooling for all, greater participation in the workforce and lifelong learning opportunities for all students. Equity means that all students receive the same quality of schooling in terms of resources, materials, curriculum and facilities. Equity means that schooling standards are adjusted for individual students based on their unique circumstances.

### Objectives of the Study:

The main objective of this research is to study the factors affecting the Indian education system and the equality in the education system and society and some specific objectives have been given by the researchers as follows;

1. To Study the Equity in Indian Education
2. To Study the Inclusivity in Indian Education.
3. To study the factors affecting equity and inclusiveness in Indian education.

### **Significance of the Study:**

Approach your instruction by considering the diverse needs and backgrounds of all your students. Take time to reflect on your teaching methods, how they support the diverse needs of students throughout the learning process, and adjust methods as needed. Incorporating diverse perspectives into course content by expanding reading lists beyond white male authors, offering diverse racial and ethnic perspectives in case studies, ensuring PowerPoints and lecture examples provide diverse human examples, and avoiding tokenizing specific individuals, students.

### **Scope of the Study:**

The main objectives of inclusive education are to identify children with disabilities and enroll them in regular schools and provide them with effective educational support. All children should be given equal opportunities to learn according to their abilities. Knowledge can refer to theoretical or practical understanding of a subject. It can be implicit or explicit. It can be more or less formal or systematic. Formal education takes place within a complex institutional framework. Such a framework consists of a chronological and hierarchical order. For example, the modern school education system has classes based on the age and progress of the student all the way from elementary school to university.

### **Limitation of the Study:**

One of the main challenges facing the education system in India is the inequality of education. Despite the country's rapid economic development and growing prosperity, many rural and disadvantaged communities still lack access to quality education. Finally, one of the biggest problems facing all higher education institutions around the world is declining student retention and completion rates. Students from disadvantaged groups are more likely to be affected, indicating that HEIs need to do more to support underrepresented groups during their time at college.

### **Period of the Study:**

While studying equity and inclusiveness in the education sector, the researcher has completed member research by studying reference books, research paper articles, etc. in 2022-23.

### **Research Methodology:**

While studying the equality faced by the Indian education system and its inclusiveness so far, the researcher has used various secondary researches including research papers, articles, journals, newspapers, audio videos, reference books, serial books, etc.

### **Research Method:**

While conducting this research, the researchers have used descriptive analysis method and studied the opportunities and challenges in higher education in a detailed analytical manner.

### **Results and Discussion:**

Motivational or associative factors arising from the association of a particular stimulus, response, or reinforce or any two or three of them. Lacks of variety in teaching students, poor methods, and unprepared classrooms are examples of problems faced by teachers. Difficulties caused by students are less motivated students, uncooperative students, mischievous students and noisy students. The Indian education system has its strengths and weaknesses, but the advantages outweigh the disadvantages. Emphasis on holistic development, diverse curriculum, cost-effective education, integration of technology and strong foundation are some of the major advantages of the Indian education system.

### **Equity and Education:**

Outdated Curriculum and Teaching Methods: The curriculum in most Indian schools and colleges fails to keep pace with the rapidly changing world. It is outdated and disconnected from the reality of the job market. These challenges include lack of basic facilities like electricity, water and adequate classrooms. In conclusion, lack of resources and infrastructure in schools is a significant challenge facing education in the Philippines especially in rural areas. The three most common responses to financial pressures in secondary schools are to reduce the number of teaching assistants and teachers as well as to cut spending on teaching resources.



### **National Education Policy:**

Unemployment in education, scarcity of drinking water, corruption, inflation, energy, environmental degradation etc. are facing our nation. We see that the root of all these problems is rooted somewhere in education and that is why the new National Education Policy 2020 has been laid. The first National Policy on Education in India was implemented in the year 1968. One of the primary concerns is the need for major infrastructure changes in schools across the country to comply with the policy guidelines. Adequate funds and resources also need to be made available for proper implementation. However, there are still many challenges in this field, such as shortage of qualified teachers, lack of resources and outdated curriculum. The government needs to address these challenges to improve the quality of teaching and learning in higher education.

### **Factors Affecting on NEP-2020:**

A major concern surrounding the policy is the lack of a robust implementation strategy. It proposes ambitious changes without providing a clear roadmap for implementation. This ambiguity can lead to confusion among educational institutions, teachers and students, resulting in uneven implementation across the country. About 2 crore out-of-school children are to be mainstreamed under the National Education Policy 2020. The Indian education system has its strengths and weaknesses, but the advantages outweigh the disadvantages. Emphasis on holistic development, diversified curriculum, cost-effective education, integration of technology and strong foundation are some of the major advantages of the Indian education system.

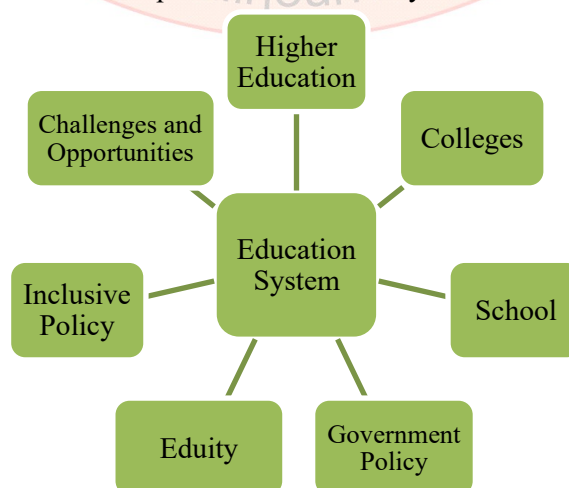
### **Education System in India:**

NEP 2020 is founded on five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to face various national and global challenges of present and future. If you wish to study in the US, your choice of destination country does not require any validation as the US is considered the best place to study abroad. The School Management Committee (SMC) shall perform the following functions, namely: Monitoring the functioning of the school. Prepare and recommend school development plan. Monitoring the utilization of grants received from the appropriate Government or local authority or any other sources.

### **Inclusive Policy and Education:**

The SMC is empowered to monitor the functioning of the school, ensure effective utilization of grants, monitor the implementation of RTE provisions, maintain accountability and transparency in school functioning, track attendance of students and teachers, ensure mid-day meals and create awareness among the community. According to the Right of Children to Free and Compulsory Education Act 2009 of the Government of India, it is mandatory to establish School Management Committees in all schools with certain roles and responsibilities. The level of education increases the social and family respect of people and helps to create a distinct identity. The period of education is socially and personally important for everyone. Education provides the ability to overcome larger family, social and national and international problems.

Graph No. 1 Education System





### **Role of Education in Indian Development:**

Education increases the tendency to get better employment opportunities. Education not only creates a smart, informed population, but also boosts economic growth and increases the country's GDP. It allows people to live a healthy and quality lifestyle with a high standard of living. Primary, secondary, college education system came into existence. Importance of Education in India. Education opens up a world of possibilities to individuals by empowering them with knowledge. It is the cultivation of learning in various ways. Attending a formal school and learning from a teacher is the most common way to get an education, but it is not the only one. Education enhances individual productivity, creativity and promotes entrepreneurship and technological advancement. It also plays an important role in improving economic and social progress as well as income distribution.

### **Need of Higher Education:**

Higher education is a rich cultural and scientific asset that enables personal development and promotes economic, technological and social change. It promotes the exchange of knowledge, research and innovation and equips students with the necessary skills to face ever-changing labor markets. Higher education in India is a booming industry and is an essential part of future development. Through the right education, students gain access to skills that positively impact their lives, communities and the economy as a whole. Higher education in India is famous for its affordability, which is an added advantage apart from its high quality. Quality scholarship courses offered by many of our partner universities make it possible to get a great education at an affordable price. The problems of Indian higher education have deep roots. In a majority of institutions in the country, academic processes are disintegrating and adversely affecting the delivery of excellent teaching and the conduct of quality research. Education helps to develop critical skills like decision making, mental agility, problem solving and logical thinking. People face problems in their professional as well as personal life.

### **Conclusion:**

Higher education is not necessary for financial success because, as we know, education is the easiest way to success but not the only way. Some businessmen are not very educated but are very successful financially. Higher education is associated with higher earnings. Studies have shown that people with higher levels of academic achievement earn more money later in life. Therefore, a child needs to do his best in school to get a good job and earn a good income when they enter the workforce. In India, the formal education system consists of five years of primary schooling, followed by three years of middle school and two years of high school. After completing high school, students can pursue higher education at a university or college. A careful analysis will reveal that the lack of high quality and competitive educational programs is one of the primary reasons for the low number of students from different nations. The quality of educational institutions in India is low compared to other countries. The Constitution of India defines education as a state subject in its original law. Under Article 42 of the Constitution, an amendment was added in 1976 and education became a subject of the Concurrent List enabling the Central Government to legislate accordingly.

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## NEP-2020 Challenges and Opportunities

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### Introduction:

The union cabinet in July 2020 approved the New Education Policy (NEP), which aims at Universalisation of Education. NEP 2020 envisaged a system where schools and higher education institutes are allowing students to pick and choose subjects based on their interests and aptitude. The objectives is to give equal emphasis on all subjects- Science, Social Sciences, Art, Languages, Sports, mathematics with integration of vocational and academic streams in school. NEP 2020 envisions an India Centric Education System that contributes direction transforming our nation sustainably in to an equitable and vibrant knowledge society by providing high quality education to all. The Government of India has unveiled the NEP 2020 with much thought, optimism and fanfare. The proposed educational delivery system is extremely broad, circumspect, and all encompassing. It begins at the elementary level and progress to the graduate and even higher levels of education. The main focus as planned is on multidisciplinary, holistic and broad based education.

### Features of NEP 2020:

The salient recommendations of NEP 2020 are

- The multidisciplinary system wherein subjects from different streams i.e., Science Humanities, Commerce can be chosen which will forester innovativeness, creativity and ingenuity students.
- The policy emphasises skill development particularly of vocational crafts and life skills training. Flexibility of choose learning trajectory Importance is given to subjects from all the streams so that students can choose subjects as per their aptitude and interest.
- Inclusive and Equitable Education system by 2030.
- Board Exams to test core concepts and application of knowledge.
- Every child will come out of school adept in at least one skill.
- Common standards of learning in public and private schools

### NEP 2020 challenges:

- The new policy promotes early technology, digital literacy and coding. The plan overlooks the digital divide between urban and Rural, the lack of sophisticated foundation and access to gadgets / web.
- The largest difficulty is probably maintaining a weekly rate of opening one university to achieve GER.
- Substantial mental shifts on the part of educations and parents are often necessary for successful implementation and new curricula.
- The NEP 2020 intends to bring 2 crore children who are currently not in schools, back in to the school system. This certainly requires a substation amount of investment in classrooms and campuses which will be extremely challenging.
- The NEP 2020 predicts an increase in education spending from 4.6% to 6% of GDP; hence funding is a big obstacle in the present era.
- In higher education NEP 2020 focus on interdisciplinary learning is a very welcoming step. Hence it requires a cultural shift in the entire higher education ecosystem over the next 15-20 years.

### **Benefits of NEP**

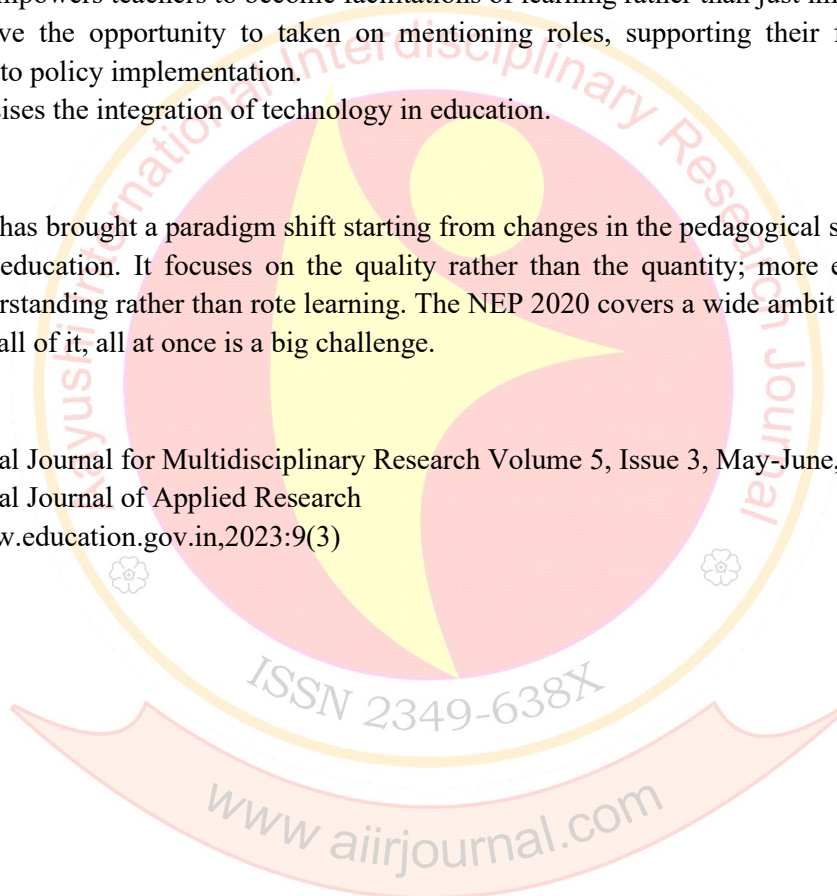
- NEP 2020 focuses on the holistic development of students, addressing their cognitive, social emotional and physical growth.
- The policy offers flexible learning path ways allowing students to choose subjects based On their interests and career options.
- NEP promotes an inclusive and supportive learning environment to inculcate empathy and understanding among students.
- NEP 2020 emphasises skill development equipping students with 21<sup>st</sup> century skills such as critical thinking communication, problem solving and digital literacy.
- NEP provides professional development opportunities for teachers by training workshops, and collaborations to enhance their teaching skills, update their knowledge and stay evolving pedagogical practices.
- The policy empowers teachers to become facilitations of learning rather than just information providers.
- Teachers have the opportunity to taken on mentioning roles, supporting their fellow educators and contributing to policy implementation.
- NEP emphasises the integration of technology in education.

### **Conclusion:**

NEP 2020 has brought a paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity; more emphasis is given on creativity and understanding rather than rote learning. The NEP 2020 covers a wide ambit of areas therefore the implementation of all of it, all at once is a big challenge.

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## Integrating Theme-Based Learning for Holistic Development Under NEP 2020

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### Abstract:

*The National Education Policy (NEP) 2020 in India introduces an innovative approach to education, highlighting holistic development as a fundamental goal. This theoretical research article delves into the concept of theme-based learning and its capacity to promote holistic development in congruence with NEP 2020. Through an extensive literature review, it scrutinizes the principles, advantages, and harmonization of theme-based learning with the objectives of NEP 2020. Additionally, this article outlines a theoretical framework for the seamless integration of theme-based learning into the educational landscape, with the intention of empowering students with a comprehensive education that equips them to confront the challenges of the 21st century. The research further explores practical strategies and potential challenges in implementing theme-based learning within the NEP 2020 framework, ultimately aiming to provide a comprehensive overview of this innovative approach to education.*

*The primary objective of this theoretical research article is to conduct an in-depth exploration of the concept of theme-based learning and its potential to facilitate holistic development within the framework of India's National Education Policy (NEP) 2020. This article intends to investigate the fundamental principles, advantages, and alignment of theme-based learning with the overarching goals of NEP 2020. It aspires to construct a comprehensive theoretical framework that delineates the effective integration of theme-based learning into higher education. Special attention will be given to how this pedagogical approach can empower students by providing them with a well-rounded education. Such an education equips students with the essential skills, knowledge, and perspectives needed to confront the multifaceted challenges of the 21st century. Additionally, this article strives to offer practical insights and recommendations tailored to educators, educational institutions, and policymakers interested in implementing theme-based learning strategies within the Indian higher education system. These strategies are intended to align with NEP 2020's vision for holistic development. In essence, the aim of this research is to contribute substantively to the ongoing discourse on innovative pedagogical practices that promote comprehensive student development and effectively address the evolving requirements of the contemporary educational landscape.*

### objectives of this article

1. To understand NEP 2020's holistic development goals in Indian education.
2. To explore theme-based learning and its alignment with NEP 2020.
3. To analyse existing theme-based learning literature and successful models.

**Key words:** Theme-Based Learning, Holistic Development, Higher Education, NEP 2020.

### Introduction

The National Education Policy (NEP) 2020 in India represents a noteworthy transformation in the nation's educational landscape, with a central focus on holistic development as a fundamental cornerstone. This progressive policy framework acknowledges the changing requirements of 21st-century learners and strives to furnish them with a comprehensive education that transcends the confines of conventional academic paradigms. Among the pioneering pedagogical strategies that harmonize effortlessly with NEP 2020's aspirations is theme-based learning.

### Background and context of NEP 2020

The National Education Policy (NEP) 2020 is a groundbreaking policy shift in India's education landscape, addressing long-standing challenges. The previous policy, dating back to 1986, was deemed outdated and failed to meet the 21st-century educational needs. NEP 2020 was prompted by concerns like rote learning, insufficient skill development, and an education system ill-prepared for globalization and technology

advancements. The new policy recognized the urgency of equipping students with contemporary skills and promoting holistic development. It also emphasized multidisciplinary education, flexible learning paths, teacher training, and language reforms. NEP 2020 aims to modernize India's education system, fostering holistic development and global awareness.

### **Significance of holistic development in education**

Holistic development in education is of paramount significance as it encompasses the comprehensive growth of learners, addressing academic, social, emotional, and ethical dimensions. This approach recognizes that education extends beyond textbooks and exams; it aims to nurture well-rounded individuals capable of critical thinking, effective communication, and ethical decision-making. Holistic development prepares students for the complexities of the modern world, fostering personal growth, empathy, and social responsibility. It ensures that education not only imparts knowledge but also equips individuals with the skills and values necessary for a fulfilling and meaningful life.

### **The theoretical foundations of theme-based learning as a holistic approach**

The theoretical foundations of theme-based learning as a holistic approach draw upon constructivist and socio-cultural theories of education. This pedagogical approach acknowledges the active role of learners in constructing knowledge by connecting new information to their existing experiences and understanding. Theme-based learning creates a contextually rich environment that encourages students to explore interdisciplinary concepts, fostering active engagement and deeper comprehension.

Additionally, this approach aligns with socio-cultural theories that underscore the significance of social interaction and cultural context in the learning process. Theme-based learning often incorporates collaborative activities and discussions, which contribute to social development and the incorporation of diverse perspectives. It recognizes that learning is embedded within a social and cultural framework, enhancing students' comprehension of real-world issues.

By amalgamating these theoretical perspectives, theme-based learning offers a comprehensive educational experience that not only enhances academic growth but also nurtures social, emotional, and ethical development, effectively aligning with the objectives of holistic education.

## **Literature Review of this article**

### **Overview of NEP 2020 goals and objectives**

The National Education Policy (NEP) 2020 in India signifies a comprehensive and forward-thinking framework for the reform of the nation's education system. Its goals and objectives are multifaceted, with a focus on addressing various challenges while simultaneously preparing students to meet the demands of the 21st century. Firstly, NEP 2020 endeavours to provide universal access to quality education for all children aged 3 to 18. It particularly stresses the significance of early childhood education and aims to reintegrate out-of-school children into the educational mainstream. Secondly, the policy places a strong emphasis on foundational literacy and numeracy, aiming to ensure that every child attains these essential skills by the third grade. This emphasis is critical for establishing a robust educational base. NEP 2020 also highlights the need for high-quality education, outlining measures to enhance teacher training, curriculum development, and assessment practices. Additionally, the policy advocates for a multidisciplinary approach to education, allowing students to choose from a diverse array of subjects and fostering cross-disciplinary learning. Finally, NEP 2020 acknowledges the importance of holistic development, stressing that education should encompass not only academic accomplishments but also cognitive, social, emotional, and ethical dimensions. In summary, NEP 2020 strives to create an inclusive, high-quality, and multidisciplinary education system that nurtures well-rounded individuals capable of addressing the challenges of the modern world.

### **Theoretical foundations of holistic development**

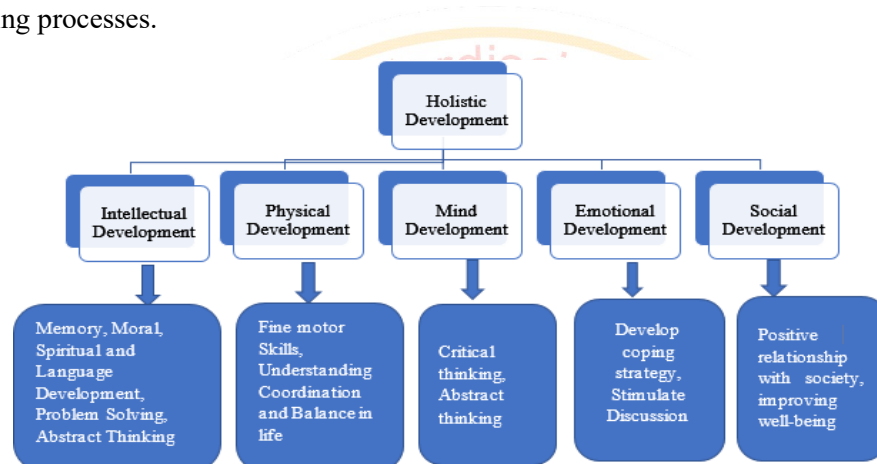
Holistic development in education is rooted in diverse educational and psychological theories. Constructivism, advocated by scholars like Jean Piaget and Lev Vygotsky, emphasizes that learners actively

build knowledge by connecting new information with their prior experiences. This theory highlights learning as a dynamic process where individuals engage with new information to form a comprehensive understanding. Socio-cultural theories, associated with Vygotsky, stress the importance of social interaction and cultural context in learning. Collaborative activities and interactions with others enrich learning experiences, offering diverse perspectives.

Howard Gardner's theory of multiple intelligences contributes by recognizing various domains of intelligence beyond academics. It includes emotional and interpersonal intelligence, emphasizing the need to nurture these aspects for holistic development.

Additionally, the concept of lifelong learning acknowledges that development extends throughout one's life, emphasizing continuous growth and skill acquisition, beyond formal education.

In summary, holistic development integrates constructivism, socio-cultural theories, multiple intelligences, and the concept of lifelong learning, emphasizing diverse dimensions of development and active, lifelong learning processes.



### **Conceptual framework for theme-based learning**

The conceptual framework for theme-based learning integrates constructivist and socio-cultural theories of learning, while also incorporating elements of interdisciplinary education and learner-centered approaches. This framework is designed to facilitate an immersive educational experience that empowers students to actively construct meaningful knowledge. It encourages collaborative and contextual learning experiences, fostering the development of a holistic perspective on complex and multifaceted topics.

### **Alignment between theme-based learning and NEP 2020 principles**

The alignment between theme-based learning and the principles outlined in the National Education Policy (NEP) 2020 is notable, as both share common objectives and philosophies. NEP 2020 underscores the importance of holistic development, flexibility, and multidisciplinary education, which are all inherent in theme-based learning.

Firstly, theme-based learning corresponds with NEP 2020's holistic development objectives by offering a comprehensive educational experience. It goes beyond academic aspects to encompass social, emotional, and ethical dimensions of learning, nurturing well-rounded individuals.

Secondly, theme-based learning facilitates educational flexibility, enabling students to explore diverse subjects and real-world contexts. This flexibility aligns with NEP 2020's emphasis on providing a wide array of choices to learners, empowering them to shape their educational journeys based on their interests and goals.

Thirdly, the multidisciplinary nature of theme-based learning aligns with NEP 2020's vision of cross-disciplinary education. It encourages students to bridge concepts from various disciplines, fostering a holistic grasp of intricate issues and equipping them to confront the complexities of the 21st century.

In essence, theme-based learning serves as a practical and effective method for realizing the principles and goals of NEP 2020, harmonizing seamlessly with the policy's vision for a contemporary, all-encompassing, and multidisciplinary education system.



### **Theme-Based Learning**

Theme-based learning is anchored in several key principles that make it a powerful educational approach. Firstly, it promotes interdisciplinarity, Secondly, contextuality is a central principle.

In conclusion, theme-based learning is characterized by these principles of interdisciplinarity, contextuality, and experiential learning, creating a dynamic and effective educational framework that aligns seamlessly with modern pedagogical goals, including holistic development and preparation for real-world challenges.

### **Theoretical models for implementing theme-based learning**

Theoretical models for implementing theme-based learning provide structured frameworks that guide educators in designing and delivering effective theme-based curricula. One such model is the "Spiral Curriculum" proposed by Jerome Bruner. This model suggests that students revisit key concepts and themes throughout their education, each time with increasing complexity and depth, facilitating a deeper understanding of topics over time.

Another valuable theoretical model is "Project-Based Learning" (PBL), which integrates themes into extended, student-driven projects. PBL is rooted in constructivist theory, emphasizing active engagement, problem-solving, and collaboration. It encourages students to explore themes through hands-on, real-world projects, fostering holistic learning.

Additionally, the "Backward Design" model, popularized by Grant Wiggins and Jay McTighe, aligns seamlessly with theme-based learning. It begins by defining desired learning outcomes and then designing curriculum and assessments to meet those goals. This approach ensures that themes and content are selected with the end learning objectives in mind, creating a purposeful and cohesive educational experience.

### **Theoretical perspectives on holistic development outcomes**

Theoretical perspectives on holistic development outcomes in education provide valuable insights into the multifaceted growth of students. These insights draw from influential theories like Maslow's Hierarchy of Needs, which emphasizes the significance of fulfilling basic physiological and psychological needs as foundational to holistic development. Erik Erikson's Stages of Psychosocial Development highlights the role of social interactions and identity formation in fostering growth and maturity. Furthermore, Howard Gardner's Theory of Multiple Intelligences underscores the importance of recognizing and nurturing various domains of intelligence to promote holistic development. These theoretical perspectives collectively emphasize the interconnection of cognitive, social, emotional, and ethical dimensions in cultivating well-rounded learners.

### **Integration Strategies within NEP 2020**

Integration Strategies within NEP 2020 involve theoretical approaches to seamlessly incorporate theme-based learning into existing curricula. Faculty development models guide educators in adopting a learner-centred approach, promoting collaboration among disciplines and providing ongoing training for effective theme-based teaching. Resource allocation and sustainability models emphasize adequate funding, continuous evaluation, and partnerships to ensure the long-term success of theme-based learning initiatives. These theoretical strategies align with NEP 2020's goals for holistic development, multidisciplinary education, and innovation in the Indian education system.

### **Theoretical Impact on Holistic Development**

**Theoretical evaluation of holistic development outcomes through theme-based learning-** The theoretical assessment of holistic development outcomes through theme-based learning entails the examination of how this educational method influences various aspects of students' growth, including cognitive, social, emotional, and ethical dimensions. This evaluation employs theoretical frameworks and assessment instruments, allowing researchers and educators to gain valuable insights into the alignment between theme-based learning and holistic development theories. This assessment aids in advancing our comprehension of how theme-based learning effectively fosters the development of well-rounded individuals.

### **Development of theoretical assessment tools and indicators**

Creating theoretical assessment tools and indicators within the context of theme-based learning is an essential component of assessing its influence on holistic development. These instruments are crafted using theoretical frameworks and principles, enabling the measurement of diverse aspects of students' progress, spanning cognitive, social, emotional, and ethical dimensions. The development of these theoretical assessment tools empowers educators and researchers to methodically appraise the harmony between theme-based learning and holistic development theories. It also aids in determining the effectiveness of theme-based learning in cultivating well-rounded individuals. In this manner, these assessment tools not only bolster the theoretical basis of theme-based learning but also furnish valuable insights into its educational outcomes.

### **Theoretical comparative analysis with traditional teaching methods**

In that involves assessing how these two approaches impact various aspects of education. Researchers and educators utilize theoretical frameworks and evaluation tools to understand the differences in their effectiveness in fostering holistic development, interdisciplinary understanding, and real-world problem-solving skills. This analysis contributes to our theoretical understanding of which educational approach aligns better with the goals of modern pedagogy, including the preparation of students for the complexities of the 21st century.

## **Discussion**

### **Findings and alignment with NEP 2020**

The research emphasizes that theme-based learning aligns with NEP 2020's core principles, including its focus on holistic development, interdisciplinarity, contextuality, and experiential learning. This alignment is evident in theme-based learning's capacity to deliver a comprehensive educational experience that cultivates well-rounded individuals, thus harmonizing with NEP 2020's emphasis on holistic development. Furthermore, the flexibility of theme-based learning and its emphasis on real-world contexts are consistent with NEP 2020's aim to diversify educational options and promote multidisciplinary education.

Moreover, theoretical models for implementing theme-based learning, such as the Spiral Curriculum, Project-Based Learning, and Backward Design, provide structured approaches that can facilitate the seamless integration of theme-based learning into existing curricula. This integration corresponds with NEP 2020's objectives of enhancing the quality of education and reforming the curriculum.

Additionally, theoretical perspectives on holistic development outcomes in education reveal that theme-based learning aligns with well-established theories like Maslow's Hierarchy of Needs, Erikson's Stages of Psychosocial Development, and Gardner's Theory of Multiple Intelligences. These theories underscore the interplay of cognitive, social, emotional, and ethical dimensions in fostering holistic development among learners, thereby aligning closely with NEP 2020's holistic development goals.

### **Implications for higher education institutions**

Implications for higher education institutions encompass the necessity to modify curricula to embrace theme-based learning, deliver comprehensive faculty training in this pedagogical approach, allocate resources strategically, and establish sustainability measures for the successful integration of theme-based learning into higher education programs. This adaptation aligns cohesively with NEP 2020's core focus on promoting multidisciplinary education, enhancing flexibility, and fostering holistic development among students, thereby equipping them to confront the multifaceted challenges of the 21st century effectively.

### **Exploration of potential challenges and theoretical solutions**

The examination of potential challenges and theoretical solutions in the implementation of theme-based learning reveals significant factors to consider. Challenges encompass potential educator resistance, the necessity for extensive curriculum revisions, and constraints related to resources. Proposed theoretical solutions encompass the establishment of faculty development programs to support the transition, the creation of comprehensive interdisciplinary curricula, and strategic allocation of resources. These theoretical remedies are designed to mitigate potential obstacles and are consistent with NEP 2020's objectives of promoting multidisciplinary education and holistic development.

## Conclusion

This article explores the integration of theme-based learning as a holistic approach under India's National Education Policy (NEP) 2020. It aligns with NEP 2020's principles, emphasizing holistic development, multidisciplinary, and flexibility. Theoretical foundations, including constructivism and socio-cultural theories, support its effectiveness. Models like the Spiral Curriculum and Project-Based Learning provide structured implementation approaches. Theme-based learning aligns with holistic development perspectives, addressing cognitive, social, emotional, and ethical dimensions.

This article underscores theme-based learning's alignment with NEP 2020 and its potential to nurture well-rounded individuals. It advocates for theoretical evaluation and assessment tools to measure its impact effectively. While challenges like resistance to change exist, theoretical solutions involving faculty development and resource allocation can overcome them. In essence, this article highlights theme-based learning as a powerful tool for holistic development within NEP 2020, contributing to a modern and multidisciplinary education system in India.

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## Unraveling Holistic and Multidisciplinary Education Strategies for Varied Career Paths: An Insight into NEP 2020

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### Abstract:

*For the purpose of student placement and orientation in line with the needs of the stakeholders, this research will examine the benefits of a Holistic Approach and Multidisciplinary education in light of its inclusion in NEP 2020. Many of the suggested implementations were in line with the execution of the major implementations, as revealed by the deliberations and questions that arose at the group discussions regarding the various Action Plans of educational heads for the introduction of Holistic and Multidisciplinary education in their institutions. Several schools have established a solid Career Counseling system to help students reach the NEP 2020 Goals, as was revealed during the focus groups. Career counseling at the institutional/university level was also recommended by the panelists to help students adjust their mental health as they moved from high school to college. The current research sheds light on the practices that have been followed and fostered in accordance with the principles of NEP 2020, and it reaches a conclusion on the feasibility and prospective of NEP 2020 in bringing out the suggestion to the level of execution. Education is made better-rounded through the introduction of value-added courses, life skills, and a robust mentor-mentee system; a variety of career paths are accommodated; and courses are developed in response to industry demand across a variety of disciplines.*

*Keywords:* Holistic, Multidisciplinary, Education Strategies, Career Paths, NEP 2020

### 1.Introduction

Education across the world is always adapting to meet the needs of a dynamic social, cultural, and technological setting. The transition to an interdisciplinary and integrative curriculum is one of the most significant changes in recent years. Because of this transformation, it is more crucial than ever to provide students with a wide range of skills and information that will allow them to think critically, solve complex problems, and adapt to a wide variety of work environments. In this light, India's National Education Policy (NEP) 2020 stands out as a landmark policy statement, shedding light on the future of a country that is set to play a significant part in the global story of the twenty- first century.

The National Education Policy 2020 (NEP 2020) is an attempt to offer a framework that places equal emphasis on academic success and a student's overall growth and development. It encourages a multidisciplinary approach to education and aims to eliminate the barriers that exist across disciplines through its open curriculum and extracurricular opportunities. This programme goal is to develop well-rounded people who can handle the complexities of today's society, not merely good students. This investigation into the many facets of NEP 2020, its potential to alter the educational landscape in India and abroad, and its effects on the next generation of students. The present paper explores the nuances of this game-changing policy with us and see how it may help students find success in a wide range of fields.

### Background on Holistic and Multidisciplinary Education

The development of the field of education has consistently brought attention to the significance of producing well-rounded individuals who are capable of analytical reasoning, adaptation, and learning throughout their whole lives. A holistic education, which encourages the growth of the full person including their intellect, body, and spirit, is a prime example of this progression and serves as a witness to it. It places an emphasis on the interconnections of knowledge, helping people realize that different fields of study do not exist in isolation but rather interact with one another in a variety of complex ways in the actual world.

An extension of holistic learning, multidisciplinary education guarantees that students are not constrained to the compartmentalized learning environments of specialist topic areas. Instead, they are urged to investigate the intersections of a variety of fields, which helps them develop the skills necessary to navigate the

ever-shifting professional landscape of the 21st century. Not only does this method extend their worldview, but it also instills adaptability, resilience, and a real passion for learning in its participants.

### **New Education Policy (NEP) 2020**

India came out with the New Education Policy (NEP) 2020 after realizing that there have been developments in the educational paradigms that are used around the world and that there is a need to refocus on its educational frameworks. This new policy, which replaces the previous one that was in place for the previous 34 years, presents itself as a revolutionary document with the goal of radically altering the educational climate across the country. It envisions an education system that is based on India and contributes directly to changing the nation into an equal and thriving knowledge society. One of its fundamental ideas is the emphasis on holistic and interdisciplinary education.

### **2.Objectives of the study**

- To research how educators and teachers organize their lessons to use a comprehensive, interactive approach for optimal learning.
- To research how schools envision setting up transdisciplinary activities to enhance student learning.
- To present and map the NEP 2020 suggestions that has already been implemented.

### **3.Research Methodology**

The Shivaji University in Maharashtra hosted online focus group discussions (FGD) with heads of prestigious schools. The heads of several educational institutions across India were selected. The suggestions of NEP 2020 have been the subject of focus group discussions. The online focus group discussion (FGD) included two moderators. The processes of the FGD included selecting the Principals, selecting the moderators, selecting the field teams, developing the method for recording replies, training the field teams, conducting the FDG, and ultimately transcribing, analyzing, and interpreting the consolidated results.

Participants in Focus Group Discussions were asked for their thoughts on holistic and transdisciplinary learning. A rich and detailed examination of the issue was provided by the FGD. Discussion and qualitative analysis of the Principals' proposed next steps followed.

### **4.Results and Discussion**

Principals' nuanced thoughts on holistic approaches and interdisciplinary training for a wide range of professions emerged in the course of the focus groups. In doing so, they disseminated the procedures now in use at their individual institutions and enumerated the benefits of these procedures. Principals were unanimous in their belief that the changes outlined in NEP 2020 will result in a more capable and industry-ready workforce. In his article "Holistic Education, Critical Thinking, and Multidisciplinary Approach," Pathak A (2020) echoes this sentiment, arguing that a comprehensive approach to education will foster critical thinking and expose students to more subjects, ultimately increasing their chances of academic success.

The founders voiced doubts about the scalability of the infrastructure to meet the needs imposed by the regulation. To this end, Yadav (2020) praised the strategy and emphasized the necessity for massive infrastructural development to implement it in his article towards a holistic and interdisciplinary approach to education. Students at Shivaji University can select classes from a wide variety of subject areas thanks to the university's choice-based credit system. The curriculum has been developed and compared to the most successful providers of similar programs and facilities. Students get access to the highest education possible thanks to a faculty that has been recruited from all throughout India.

In accordance with the proposals put out at the FGD, it is worthy of remark that Shivaji University Maharashtra provides industry specialized courses to make students industry ready. More interdisciplinary connections are made between courses in different departments at the university to better meet the interests and needs of its students. Internships and apprenticeships are made available to students through a number of different programs that work in tandem with local businesses. Counselors who have completed formal training in the field assist students in making informed decisions about their academic and career paths. Because of its

emphasis on research, Shivaji University qualifies as a research intensive institution and offers its students the chance to participate in incubator programs where they may develop their own research projects and business ideas. Curriculum maps are updated to include cutting-edge knowledge and meet the needs of both two- and four-year programs. The institution has the cutting-edge facilities necessary to provide an interdisciplinary and integrative curriculum. Courses are kept current and future-oriented thanks to constant input from many parties, including parents, teachers, students, alumni, and employers. The faculty receives ongoing opportunity and training to increase their expertise and familiarity with the latest developments in their profession. The transition from a focus on the teacher to one on the learner has resulted in pupils acquiring more relevant 21st-century abilities. Students may develop their critical thinking, pragmatic outlook, and subject-based interest through multidisciplinary learning, while the Holistic Approach aids in fostering students' psychosocial and interpersonal development. This breaks down boundaries and makes possible new avenues for professional growth.

Principals were hopeful about implementing NEP 2020's reforms because of the many resources available to help educators acquire the skills they'll need to teach effectively in their communities. Participants praised the Digital India Programme and the Skill India Mission, two of the Government of India's major initiatives, for their potential to improve people's lives and give them more agency. This would be a direct help in achieving the goals of NEP 2020. Even before the epidemic hit, Shivaji University had a fully functional digital infrastructure in place. Therefore, both students and educators have access to online or blended learning systems. In the conversations, the Principals agreed that the epidemic had prompted them to reflect on the systemic reforms they needed to implement in their respective institutions. It has also made it easier to plan for the future measures that will be required in light of the lessons learned during the epidemic.

The research also contributed to the debunking of misconceptions surrounding holistic and interdisciplinary training. Its findings are summarized in Table 1.

**Table 1: Demystifying myths of holistic approach and Multidisciplinary education**

S. No	Myth	Myth Debunked
1.	In order to implement multidisciplinary learning, however, the current curriculum must be rethought.	No, curriculum has to be re-examined and reconsider what has to be accomplished.
2.	Multidisciplinary education will give instant jobs.	There's no denying that it improves students' job prospects, but true mastery and success need genuine enthusiasm in one's chosen area.
3.	A disadvantage of a multidisciplinary approach to education is the increased workload it would place on pupils.	In fact, there would be synergy as a result of the merging of Subjects. Every person has the potential to be a genius since the brain has an almost infinite capacity for learning.
4.	Knowledge would be dispersed across fields in a "Master of all trades, Jack of none" approach to education if we adopted a multidisciplinary model.	Instead, it would allow students learn additional skills of their choosing and enter the workforce prepared for a wide range of occupations and academic pursuits.
5.	Multidisciplinary education would lead to distractions.	If there are any distractions, they can be minimized via careful planning, consistent implementation, and monitoring student progress.
6.	Opting for multidiscipline will be difficult for students than the traditional core subjects.	No, every kid has more than one type of intellect, and they may learn to use all of them to their advantage if they are exposed to a wide range of material and encouraged to pursue their interests.



7.	Multidisciplinary learning causes indecision between students.	Students instead gain skills in self-awareness, critical thinking, and problem-solving as they figure out what they desire, where they excel, and where they may use improvement. If multimodal teaching methods are used well, students will acquire more creative ways of thinking.
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Participant Perceptions on NEP 2020

The vast majority of survey takers (78%) had favorable impressions of NEP 2020 and its innovative approach to educating the whole child. Many have pointed to the movement away from memorizing and toward learning via experience. However, 15% of respondents had concerns, mostly about the policy's implementation and monitoring processes. The remaining 7% were on the fence, waiting for further data before making up their minds.

Table 2: Distribution of participant sentiments regarding NEP 2020

Sentiment	Percentage (%)
Positive	78
Negative	15
Neutral	7

Intersection of Holistic Education and Varied Career Paths

Participants had an in-depth conversation about the ways in which the National Education Policy's (NEP) emphasis on holistic education may play a transformative role in determining career paths. The policy's support of broad-based learning is considered as having the ability to provide students with a variety of abilities, making them capable of switching occupations or succeeding in roles that need knowledge from several disciplines.

Table 3: Participant responses on impact of holistic education on career choices

Impact	Frequency of Mention
Enhances adaptability to varied roles	52
Encourages entrepreneurship	48
Facilitates lateral career switches	40
No noticeable impact	10

Multidisciplinary Approaches and Their Real-world Implications

The general consensus that interdisciplinary research should be done was a crucial idea that surfaced throughout the conversations. 63% of respondents agreed that interdisciplinary methods would make students more prepared for the job market, whereas just 27% believed that it would stimulate creativity. The remaining 10% were concerned that it would be too much for pupils to handle.

**Table 4: Participant perspectives on the benefits of multidisciplinary studies**

Benefit	Percentage (%)
<b>Makes students market-ready</b>	<b>63</b>
<b>Fosters innovation</b>	<b>27</b>
<b>Might overwhelm students</b>	<b>10</b>

**NEP 2020 and Multidisciplinary Education:** A sense of hope over the NEP 2020's emphasis on interdisciplinary education was the sentiment that resonated most strongly throughout all of the online focus group conversations that took place. This correlates with the findings of Johnson et al. (2019), who stated that interdisciplinary education is essential to the development of a new generation of learners who are equipped with a diverse set of abilities and are able to respond quickly to changes in the labor market. However, several participants expressed worries over the possible watering down of specialized knowledge, which alluded to the age-old argument in the academic community over whether or not education should focus more on breadth or depth.

**Holistic Development and Career Paths:** The apparent association between a comprehensive education and a variety of professional choices was one of the noteworthy aspects that surfaced during the conversations. Many of the participants thought that the NEP 2020, with its emphasis on holistic development, would give students the ability to make educated career choices outside the usual pathways available to them. Roberts and Johnson (2017) conducted a literature review in which they validated the benefits of holistic education. They asserted that it develops flexibility, critical thinking, and a larger world perspective, all of which are needed in a dynamic professional environment. In addition, they stated that holistic education makes students more compassionate.

**Real-World Implications:** Even though the majority of people in the focus groups were positive about the improvements that the NEP 2020 would bring, there were still some concerns that were brought up. One problem that kept coming up was the difficulty of putting plans into action, particularly in areas where there are little available resources. Drawing parallels from the work of Brown and Green (2018), shifting to a multidisciplinary and comprehensive curriculum needs not just a change in policy but also major modifications in infrastructural and instructional practices as well.

**Table 5: Participant Perception on NEP 2020's Education Strategies**

Aspect	Highly Favorable (%)	Neutral (%)	Highly Unfavorable (%)
<b>Multidisciplinary Approach</b>	65	25	<b>10</b>
<b>Holistic Development Focus</b>	70	20	<b>10</b>
<b>Real-world Applicability</b>	<b>60</b>	<b>30</b>	<b>10</b>

As can be observed from the table, between a large majority (65 and 70 percent) of participants indicated a highly favorable perspective of the holistic development emphasis and interdisciplinary approach that NEP 2020 takes. The policy's application to real-world situations received a reaction that was somewhat less enthusiastic but still positive: 60% of respondents approved. It is important to note that the indifferent replies, which ranged from 20-30% across categories, suggest a section of participants who may be waiting to see the actual effects of the policy's implementation before developing a definite view. This is something that should be mentioned.

## Conclusion

Higher levels of independence are granted to pupils by the radical idea of holistic and multidisciplinary education. The success of any educational reform rests heavily on the shoulders of the educators responsible for designing and implementing the curriculum. The key proposal of NEP 2020, i.e., Multidisciplinary Education, is implemented through the adoption of varied streams to satisfy the desire of the students, allowing them opportunity to pick from a variety of courses fitting their interest. Having a wide variety of electives from which to pick allows students to grow intellectually, emotionally, physically, and socially. The pupils are better able to understand how their individuality fits into the larger environment as a result. Students at University have access to several extracurricular activities, ensuring that they will receive a well-rounded education that will provide them with the skills they'll need to succeed in the real world. It has the potential to be more adaptable and helpful to students' education than more conventional models. Teachers may become more collaborative and take learning outside the classroom with the help of technology, but only via dialogue between policymakers and educators can the policy's practical nuances be fully realized. To sum up, NEP 2020 will unquestionably close the systemic gaps in the conventional schooling model.

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## Vocational Education in India With Reference to NEP 2020

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### Overview of National Education Policy 2020 India

The NEP 2020 is the third in the series of NEPs of 1968 and 1986. The NEP 2020 focuses on equal emphasis on accessible quality education for all children of India. Preschool to upper secondary (3 years to 18 years) are the target ages for skill development within the educational system. For it is anticipated that India's journey toward digital transformation would increase its competitiveness in the global market. India now has a population of over 1.21 billion people, and by 2024, that number is expected to rise to almost 1.35 billion.

### Key Factors for NEP 2020 India

Key factors which contribute to the success of National Education Policy 2020 are:

- Minimum Standards of Performance (MSP)
- National Professional Standards for Teachers (NPST)
- Role of Teacher in NEP 2020
- Teacher in higher education
- Continuing Professional Development (CPD)
- Higher Education in NEP 2020
- University as Unit of Education
- Multiple Entry and Exit Points
- National Research Foundation (NRF)
- EdTech and online education.

### Need for National Education Policy 2020

India has a median age of 28.4 years, making it a youthful country. A productive workforce that can aid in national growth is needed by the government. Only with the aid of a strong educational system and via online learning, digital education, and digital education can this development trajectory be realized. With this objective in mind, the Indian government is implementing the National Education Policy 2020 to reform and reorganize the Indian educational system. The Indian government is taking steps to raise the population's Human Development Index (HDI) and Quality of Life (QoL). The Indian government launched the National Education Policy (NEP) 2020 as a measure to reform the nation's entire educational system. The National Education Policy 2020 is poised to transform India's future by ensuring that all children, youth, and adults in India have equal and balanced access to high-quality education. It also aims to transform India into a global knowledge superpower through digital education, digital education, and online learning. According to the NEP 2020, public spending on education will rise from the current 4.4% of GDP to 6% of GDP, while the allocation for schooling (elementary, secondary, and senior secondary) would grow from 10% to 20%.

### Objectives of Vocational Education in NEP 2020

The NEP 2020 has laid out a number of objectives for vocational education, among them are presenting chances for skill-based education, developing a trained workforce, and encouraging entrepreneurship. It goes on to say that vocational education should be customized to the requirements of various businesses and should concentrate on paving the road for employment for underprivileged groups. The NEP 2020 highlights the value of giving students the tools and assistance they need to achieve. This entails offering financial support, accessibility to top-notch training, and mentorship programs. Additionally, it highlights the necessity of modifying vocational education to match shifting market demands and provide students the abilities they'll need to flourish in the future. The NEP 2020 stresses the value of creating a strong alumni network to support students in remaining connected and gaining from the wisdom and experience of their peers. Finally, it underlines how crucial it is to foster an entrepreneurial culture so that students may acquire an entrepreneurial attitude and learn to think for themselves.

### **Challenges Faced by Vocational Education**

Numerous challenges affect vocational education, such as a lack of funding, of trained instructors, and of sufficient technological tools. Furthermore, general education is frequently prioritized over vocational education, making it challenging for students to receive the skills they require to follow their desired professional pathways. Governments must make investments in vocational education, improve access to skilled teachers, and make sure that the technology is current in order to solve these concerns. Additionally, stronger marketing efforts should be made to promote vocational education programs in order to persuade more students to enrol in them.

### **Role of NEP 2020 in Promoting Vocational Education**

The necessity for skill-based education and the significance of vocational education are both emphasized in NEP 2020. The National Council for Vocational Education and Training will be established as a result of this provision. Additionally, it allows for the creation of a national framework for occupational credentials. With the help of this framework, students will be able to evaluate their talents more accurately, and businesses will have a set of standards to use when hiring new staff members. Students will also have the chance to acquire the skills required to work in their field of interest. The national skills system will be strengthened by this framework, which will also improve vocational education and training and make it more equal. Additionally, it will aid in ensuring that the labour force is suitably equipped for the shifting demands of the labour market. Employers will have access to competent individuals through this framework, increasing their productivity and efficiency. Additionally, it will provide students the chance to build crucial skills and get experience in the real world.

### **Implementing Vocational Education as per NEP 2020**

Vocational education is given a lot of attention in the National Education Policy 2020 (NEP 2020), which recognizes its value in producing skilled workers and encouraging equitable growth. The goal of the strategy is to include vocational education into general education so that all students, regardless of background or interests, may access it. Following are some key strategies that can be adopted to implement vocational education as per NEP 2020:

- **Get started early:** By exposing kids to a variety of occupations and talents, vocational education may be offered to pupils as early as middle school. They may use this information to determine their interests and skills and to choose their future job routes with confidence.
- **Offer a wide range of options:** Vocational education should be available in a number of industries, such as manufacturing, healthcare, and information technology. This will guarantee that students have the chance to acquire the abilities necessary for success in the contemporary market.
- **Make it practical:** Students should spend time in workshops and labs as part of their vocational education, which should be practical and hands-on. They will get the abilities they need to succeed at work as a result of this.
- **Partner with industry:** Institutions offering vocational education should collaborate with businesses to make sure that their courses are relevant to the demands of the labour market. Students will be better able to acquire in-demand skills and obtain employment more quickly as a result.
- **Provide multiple pathways:** Multiple paths to success should be offered to students in vocational education. This can entail opening doors to employment, apprenticeships, or further education.

### **Here are some specific steps that can be taken to implement the above strategies:**

- Create a program that combines general education with vocational education. This might entail creating integrated programs that blend academic and vocational learning or providing vocational courses as electives in high schools.
- Establish hubs or centres for vocational education. These facilities could offer students access to specialized tools and training, as well as act as gathering spots for students, employers, and other stakeholders.
- Offer instructors and career trainers training. For high-quality vocational education to be delivered, teachers and trainers must be equipped. This can entail giving them instruction in the most recent instructional techniques and technological advancements as well as in certain professional fields.
- Increase public knowledge of and interest in vocational education. The advantages of vocational education must be made more widely known to students, parents, and employers. Public awareness campaigns, school counselling, and career advisory initiatives might accomplish this.



All stakeholders, including the government, educational institutions, industry, and civil society, must work together to execute vocational education in accordance with NEP 2020. A trained workforce is necessary for economic growth and development, and vocational education may provide students the skills they need to excel in the job and enjoy satisfying lives.

### **Key Highlights:**

1. By mainstreaming and integrating vocational education with general education, the National Education Policy (NEP) 2020 has placed a specific focus on this field of study.
2. The Vocationalization of School Education Program is being carried out by the Department of School Education and Literacy (DoSEL) as part of the Centrally Sponsored Samagra Shiksha Program.
3. The "Skill India Mission (SIM)" is a series of convergence initiatives that the Indian government has started throughout the skill ecosystem. More than 20 Central Ministries/Departments are executing Skill Development Schemes/Programs across India as part of the Mission to raise the skill levels of millions of people, including schoolchildren, and to produce a trained workforce in line with industry demands.
4. The National Education Policy (NEP) 2020 has placed a strong emphasis on vocational education through mainstreaming it into general education. This will assist students in developing a variety of skills to meet industry demands and enhance the standard of education.
5. Also, by linking it with the objectives of the Skill India Mission, the Department of School Education and Literacy (DoSEL) is putting the Vocationalization of School Education program under the Centrally Sponsored program - Samagra Shiksha into action.

### **Future of Vocational Education under NEP 2020**

Under NEP 2020, vocational education has a promising future. A crucial step in developing a more skilled and employable workforce is the policy's emphasis on integrating vocational education into general education, making it accessible to all students, and giving them numerous avenues to success.

Under NEP 2020, we may anticipate the following specific tendencies in the future of vocational education:

- **More general education integration.** In order to give pupils a more comprehensive and well-rounded education, vocational education will be more and more integrated with general education. Their ability to think critically and solve problems will also improve, which will help them become great citizens. They will get the information and skills necessary to excel in the job.
- **More emphasis on cutting-edge technology:** The most recent developments and technology in the workplace will be reflected in the updating of vocational education programs. Students will be given the tools they need to succeed in in-demand careers as a result of this.
- **More possibilities for learning at work:** Students will have better access to possibilities for work-based learning, such apprenticeships and internships, through vocational education programs. They will be able to obtain practical job experience and hone the abilities they need to succeed in their professions as a result.
- **Rise in the acceptance of vocational education:** As a crucial route to success, vocational education will be acknowledged and accepted more and more. This will inspire more students to choose vocational education and assist to lessen the stigma attached to it.

Overall, NEP 2020's vision for vocational education is quite positive. A more egalitarian and inclusive education system is being developed as a result of the policy's emphasis on integration, accessibility, and many routes to success, which is better preparing students for the workforce.

Under NEP 2020, in addition to the tendencies already indicated, we may anticipate the following developments in the field of vocational education

- **Increasing the use of technology in teaching and learning:** Technology may be utilized to improve the interactivity, personalization, and engagement of vocational education. For instance, trainees can practice skills in a secure and controlled setting using virtual reality simulations.
- **A greater emphasis on lifelong learning:** Because of the quickening speed of technological development, workers must be able to pick up new skills as they go along in their careers. Programs for

vocational education will need to be created to assist students in acquiring the skills necessary to be lifelong learners.

- **Increased industry and academic cooperation:** To make sure that vocational education programs are in line with the demands of the workforce, industry and education must collaborate. This will assist students in acquiring the skills necessary to find employment and flourish. The future of vocational education under NEP 2020 is full of potential. The policy's focus on integration, accessibility, and multiple pathways to success is creating a more equitable and inclusive education system that is better preparing students for the workplace.

### **Conclusion: Vocational Education and NEP 2020**

Vocational education is given a lot of attention in the National Education Policy 2020 (NEP 2020), which recognizes its value in producing skilled workers and encouraging equitable growth. The goal of the strategy is to include vocational education into general education so that all students, regardless of background or interests, may access it.

All stakeholders, including the government, educational institutions, industry, and civil society must work together to execute vocational education in accordance with NEP 2020. A trained workforce is necessary for economic growth and development. Vocational education may provide students the skills they need to excel in the job and enjoy satisfying lives.

Under NEP 2020, vocational education has a promising future. A more egalitarian and inclusive education system is being developed as a result of the policy's emphasis on integration, accessibility, and many routes to success, which is better preparing students for the workforce.

The following are some important findings about NEP 2020 and vocational education:

- NEP 2020 places a strong emphasis on vocational education, aiming to integrate it into mainstream education and make it accessible to all students. The implementation of vocational education as per NEP 2020 will require a concerted effort from all stakeholders. Vocational education is essential for creating a skilled workforce and promoting inclusive growth.
- Under NEP 2020, vocational education has a promising future with an emphasis on integration, accessibility, and different success routes.
- Vocational education in India has the potential to change thanks to NEP 2020, making it more applicable, approachable, and efficient. By producing a workforce that is more trained and employable, this will have a favourable effect on the economy and society as a whole.

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## Major Recommendations, Challenges, And Opportunities in Implementing NEP 2020 For Teachers' Education Programmes

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### Abstract:

*Education is fundamental for the entire development of humans, society, and nations. quality education is the key to economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The New Education Policy is a policy formulated by the Government of India to promote and regulate education in India. We have already passed through three national education policies and have arrived at the implementation stage of the 2020 policy. The National Policy on Education was developed to improve the quality of education in the country, with the goal of giving educational opportunities to all citizens. The new education strategy must aid in the recruitment of the greatest and brightest teachers at all levels. Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspective and knowledge. This paper emphasizes an exploratory and comparative review of all three national education policies with a highlighting of key features of the New Education Policy 2020. This paper also focuses on major recommendations in NEP 2020 for the teacher education program, explores the challenges faced in implementing the NEP-2020, and proposes a plan of action to overcome them.*

**Keywords:** - NEP 2020, Recommendations, Challenges, Teachers' Education.

### Introduction:

After the country's independence in 1947, the Indian government has funded a variety of programs to combat illiteracy in both rural and urban India. India's first education minister, Maulana Abul Kalam Azad, envisioned a strong central government control over education with a uniform education system. To modernize India's education system, the federal government established the University Education Commission (1948-1949), the Secondary Education Commission (1952-1953), the UGC, and the Kothari Commission (1964-66). Jawaharlal Nehru, India's first Prime Minister, adopted the Scientific Policy Resolution. The Nehru government funded the establishment of IIT. In 1961, the central government established the NCERT to advise the federal and state governments on the formulation and implementation of educational policies. The first National Education Policy was introduced by Prime Minister Indira Gandhi in 1968, with the goal of providing compulsory education up to the age of 14. Prime Minister Rajiv Gandhi delivered the second in 1986. This policy resulted in significant improvements in the field of teacher education by resulting in the design of the NCF and the implementation of the 10+2+3 education framework across the country. District Institute for Education and Training (DIET) was assigned to training schools, and CTES was assigned to training colleges. Prime Minister Narendra Modi will make his third visit in 2020. The policy prioritizes basic literacy and numeracy and transforms the current educational system into a new 5+3+3+4 structure. Along with making all courses multidisciplinary. Education plays a major role in bringing social change, and economic and political development to any society. Education demands effective teachers. Teacher education program needs comprehensive reform and the restructuring of curriculum according to the changing needs of society.

### Objectives of the Study:

1. To focus on the exploratory and comparative analysis of the three national education plans.
2. To highlight key features of the NEP 2020.
3. To consider major recommendations for the teacher education program in NEP 2020.
4. To explore the challenges faced in implementing the NEP-2020 in accordance with teacher education and to propose a plan of action to overcome them.



### Methodology:

This research is a descriptive study. The necessary secondary data has been collected from various websites including the Government of India, magazines, journals, other publications, etc. This data has been analyzed and reviewed to arrive at inferences and conclusions. To understand the status of the present scenario of education we need to look back into the history of education. A brief Exploratory and comparative review of all three national education policies is given in Table No. 1.

**Table No. 1. A Brief Exploratory and Comparative Review of All Three National Education Policies**

NEP 1968	NPE 1986	NEP 1992	NEP 2020
<p>The National Education Policy, which came out in 1968, was based on the recommendations of the Kothari Commission.</p> <p><b>Salient features:</b></p> <p><b>Free and Compulsory Education:</b> - According to Article 45 of the Constitution of India, there should be free and compulsory education till the age of 14 years.</p> <p><b>Education and Training of Teachers:</b> The teacher should be well trained. Teachers should hold appropriate qualifications at each level.</p> <p><b>Language Development:</b> - This policy emphasized the foreign languages in the country. A three-language formula was designed so that a student at the secondary level should know Hindi, English, and the regional language of his state. The Sanskrit language was included as an optional subject at secondary level.</p> <p><b>Education opportunity for all:</b> - every child in the country should get an education regardless of caste, religion, or region. It provided that special emphasis should be given to backward classes, minority boys, girls, and physically challenged children to avail the facilities of education.</p> <p>• 10+2+3 was planned from higher secondary to college level.</p> <p><b>Reasons behind the unsuccessful of the NEP1968.</b></p> <p>• A proper program of action was not introduced at that time, a lack of funds. India's economy was in shambles, The central role was</p>	<p>The 1986 policy was issued when Rajiv Gandhi was Prime Minister. It laid emphasis on eliminating inequality and equalizing educational opportunities.</p> <p>• The main objective of this policy was to provide equal educational opportunities to all, including women, Scheduled Castes, and Tribes. and to decentralize education and establish DIET.</p> <p><b>Salient features:</b></p> <p>• Decentralization of education and establishment of DIET.</p> <p>• Immediate implementation of a uniform pattern of 10+2+3 pattern of education across the country.</p> <p>• Early childhood care and Proper availability of food and a healthy environment.</p> <p>• Free and compulsory education till completion of primary education.</p> <p>• Higher education will be expanded by opening open universities and distance learning institutes with its recognition by UGC.</p> <p>Give importance to UGC, NCERT, NIEPA, ICAR, IMC</p> <p>• Chalk-board campaign</p> <p>• Sports equipment and</p>	<p>P.V. The Narasimha Rao government amended the National Education Policy of 1986 in 1992.</p> <p><b>Salient features:</b></p> <p>• Provisions were made for NGOs to step forward in this field to open new special schools and provide vocational training to students.</p> <p>• Navodaya Vidyalayas tried to set a model for all other schools by emphasizing quality enhancement.</p> <p>• Provision was made to open at least one university in each state. IGNOU had to provide technical assistance and the Distance Education Council to regulate them.</p> <p>• Adopted All India Common Entrance Examinations for admission to all professional and technical programs in the country.</p> <p>• Sports and other physical activities were emphasized.</p> <p>• Instructions were given to motivate students to participate in NCC and NSS.</p>	<p>It is the first education policy of the 21st century and will replace the 34-year-old National Policy on Education of 1986. It is built on the pillars of opportunity, equity, quality, affordability, and accountability for all. It is aligned with the 2030 Agenda for Sustainable Development.</p> <p>• The policy aims to make school and college education more holistic, and multidisciplinary, transforming India into a vibrant knowledge society.</p> <p><b>Salient features:</b></p> <p>• A new 5+3+3+4 curriculum structure has been adopted. The age group of 3-6 years is globally recognized as an important stage for the development of children's mental abilities.</p> <p>• Its emphasis is on basic literacy and numeracy. Education will be in the mother tongue / regional language till at least class 5. No language will be imposed on any student.</p> <p>• Education will start from the 6th standard with an internship. There will be no strict classification between academic stream, extra-curricular, or vocational stream in the school. It has emphasized vocational education.</p> <p>• Holistic undergraduate education with a flexible curriculum of 3 or 4-year duration and provides multiple exit options and appropriate certification.</p> <p>• A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE)</p>

not very influential.	toys • Elementary Science Set Box • National Curriculum • Navodaya Vidyalaya		2021 will be prepared by NCTE in consultation with the NCERT.
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### The Key Features of National Education Policy 2020:

- SDG -4 is the prime concern of this policy along with the Indigenisation of the entire education system.
- Structure Changes in schools (5+3+3+4) to university-level programs (multiple entry, multiple exit option: certificate, diploma, Degree, Degree with research, etc.)
- A new 5+3+3+4 Structure comprising, **A Foundational Stage** - (3 years of Anganwadi + 2 years of primary school, covering ages 3-8), **A Preparatory Stage** - (Grades 3-5 covering ages 8 - 11), **A Middle Stage** - (Grades 6-8 covering ages 11 - 14), **A Secondary Stage** - (Grades 9-12 covering ages 14 - 18).
- All schools up to Class 5 (ideally Class 8 and beyond) must use the mother tongue or a local or regional language as the medium of instruction.
- There will be no tight boundary between Arts and Sciences, curricular and extra-curricular activities, or vocational and academic streams, with an emphasis on basic literacy and numeracy.
- To allow students flexibility, the NEP 2020 proposes a four-year undergraduate programme with numerous exit choices.
- A competency-based continuous evaluation system would take the place of the choice-based credit system, ensuring that skills are evaluated alongside knowledge and experience.
- NEP 2020 gives autonomy to the higher institutions to adopt and practice innovations in designing the course, curriculum, pedagogy, and evaluation methods.
- Student selection, admission, faculty selection, and promotion process shall be based on merit rather than reservations and lobbying tactics.
- Measures have been taken to boost online learning by use of Information communication and computation technologies, internet technology, and virtual reality.
- Previously, Higher Education Institutions (HEI) were assessed and accredited by NAAC at 5-year intervals for quality monitoring, but this is being replaced by a Biennial Accreditation procedure.
- Along with classroom training and fieldwork, teaching-learning approaches should incorporate research-based projects. M.Phil (Master of Philosophy) courses are to be discontinued.
- In comparison to the previous 20:1 ratio, the expected student-faculty ratio is 30:1.
- RSA will be responsible for the application, modification, and development of all educational affairs; consequently, it will be the ultimate decision maker, and all regulatory bodies such as NCERT and NAAC will fall under this.
- Previously, there was no systemic and genuine financing agency for university and college research; with this in mind, the National Research Foundation (NRF) will be founded, and it will fund all innovative research ideas and work across all fields.
- NEP 2020 aims at setting up multidisciplinary teacher education Institutions by the year 2030.

### Major Recommendation in NEP 2020 For Teacher Education Programme:

There are 27 sections in the NEP-2020 in which sections 5, and 15 are directly and section 1 to 8 are indirectly related to teacher education and expectations. There are eleven points that have been discussed regarding teacher education in section 15 of the NEP- 2020 document. Some major recommendations are,

- To restore the teaching profession's prestige, the Regulatory System must be empowered to take stern action against inferior and dysfunctional teacher education institutes (TEIs) that fail to meet basic educational criteria.
- Only educationally sound, multidisciplinary, and integrated teacher education programs will be in place by 2030.

- All teacher education programs must be conducted within composite multidisciplinary institutions to provide multidisciplinary input to pupil-teacher.
- By 2030, all stand-alone TEIs will be expected to convert to multidisciplinary institutions in order to offer the 4-year integrated teacher training program.
- By 2030, the 4-year integrated B.Ed. will be the minimum degree qualification for school instructors.
- There are three types of B.Ed. programmes at presents:  
First- 4-year integrated B.Ed.,  
Second - 2-year B.Ed., for students with a Bachelor's degree in a specialized area.  
Third-1year B.Ed. for individuals with a four-year undergraduate degree in a specialized topic.
- Scholarships for meritorious students
- Each HEI will have a network of government and private schools to work closely.
- Admission to pre-service teachers shall be through suitable subject and aptitude tests administered by the National Testing Agency (NTA) in order to maintain uniform standards.
- Diverse faculty profile
- All new Ph.D. applicants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing linked to their chosen Ph.D. subject.
- The use of technological platforms like SWAYAM, DIKSHA for online teacher training will be encouraged.
- A National Mentoring Mission will be developed, with a huge pool of outstanding senior/retired faculty members.

**Changes in Teacher Education Program:** The changes occur in the following areas,

- In program structure
- In the admission process
- In Curriculum
- In the process of education and Training
- In regulation
- In lingual Importance

The number of challenges faced in the implementation of NEP-2020 and the various plans of action to overcome them are summarized in Table No. 2,

**Table No. 2 Challenges in implementation of NEP-2020 and plan of action to implement the recommendation**

Challenges	Description	Plan of action to overcome these challenges
<b>An apathetic and fearful mindset of most of the stakeholders towards NEP-2020</b>	Students, Teachers, Parents, Institutes administrators, and government officials are ignorant of this educational policy. They cannot fully engage in this process if they are unaware of it. As a result, changing the mindset of all stakeholders towards NEP-2020 is challenging.	Organizing seminars and training programs to make all stakeholders (Students, Teachers, Parents, institute administrators, and government officials like Gram Panchayat, and Nagar Palika. etc.
<b>Structural change (4-year, 2-year, 1 year B.Ed. Program)</b>	Implementing this structural transformation (4 years, 2 years, 1 year B.Ed. program) in a teacher education program is very challenging. Because of the financial crisis, a 4-year B.Ed. will require 25% more infrastructure, making implementation challenging.	Determination of Time frame and compulsion for structural changes in all TEIs'. A year plan is required to determine which one-year institutes should be converted into four-year institutions and where and when the new teacher education college will be established.



<b>Upgrading TEIS in a multidisciplinary form</b>	Upgrading to a multidisciplinary TEIS can be challenging for every single-disciplined TEIS. It is highly challenging to transfer because single-disciplined TEIS lacks the infrastructure, teachers, academics, experience, and schools for internships.	To provide support and guidance in a mission mode to all single disciplined TEIS to upgrade in multidisciplinary. if primary education is made free and compulsory, then TEIS institutions should be made free as well. Similarly, the government should assume the institutes' financial, physical, faculty, and intellectual responsibilities. If private institutions desire to set up this program, the teachers may be recruited by these institutions, but their salaries and facilities must meet the government's standards.
<b>The poor condition of TEIS</b>	TEIS has very low infrastructure, faculty, academics, experience, and internship schools.	Special package as financial support for all TEIS. The government is responsible for providing a specific package to increase TEIS infrastructure, facilities, and professors.
<b>Uncertainty/Unclearly about the education of Teacher Educators</b>	There is Uncertainty/Unclearly about Teacher Educator Education in NEP 2020. There is no information provided anywhere regarding how to prepare teacher educators, how to operate the M.Ed. course, where curricular changes should be made, and how to train teacher educators in accordance with the curriculum.	Restructuration of education program for pre-and in-service teacher educators. In NEP 2020, there is no discussion about pre-service Teacher Educators. We cannot improve teacher education until we focus on pre-service education.
<b>Expectation from untrained subject experts to develop a professional teacher</b>	Teacher education colleges will hire not only educators but also people with degrees or doctorates in psychology, sociology, philosophy, and craft. However, such faculty lacks knowledge of andragogy and pedagogy. If we select such persons as faculty without training, those professors will be unable to train students; hence, appointing such people and expecting them to train students is challenging.	To make compulsory teacher education certificates for all untrained subject experts professionals in TEIS. To organize andragogy and pedagogical training programs to recruit faculty members with degrees and Ph. D. in psychology, sociology, philosophy, and craft.
<b>To attract talented/gifted students in the teacher education program</b>	To attract brilliant and gifted individuals to the teacher education program, scholarships will be awarded. However, it can be challenging to keep students engaged with teacher education programs only through the scholarships.	Guarantee of Service along with the proposed scholarship only attracts talented/gifted students to the teacher education program, so ensure it. The socio-economic status of the teachers must be raised in order to attract talented people to the profession
<b>Poor service condition of teachers</b>	Teachers have poor service conditions in private, aided, government, and affiliated teacher education colleges. As a result, dealing with poor teacher service conditions is challenging.	All faculty of TEIS whether they are associated with government or private institutes, must be salaried by the government
<b>To design a new teacher education curriculum to meet the demand of NEP-2020</b>	A new teacher education curriculum must be designed quickly in order to meet NEP-2020's demands, it's very challenging.	Time frame and all-level efforts are urgent to upgrade the teacher education curriculum to meet the demand of NEP-2020. New and innovative techniques can be used for the transaction of curriculum.

<b>To establish and ensure quality in TEIS</b>	It is challenging to sustain quality in TEIS with infrastructure and faculty	Industrialists, Farmers, Skilled people, and all capable members of society must help to ensure the quality of TIES. The financial need must be satisfied by the government.
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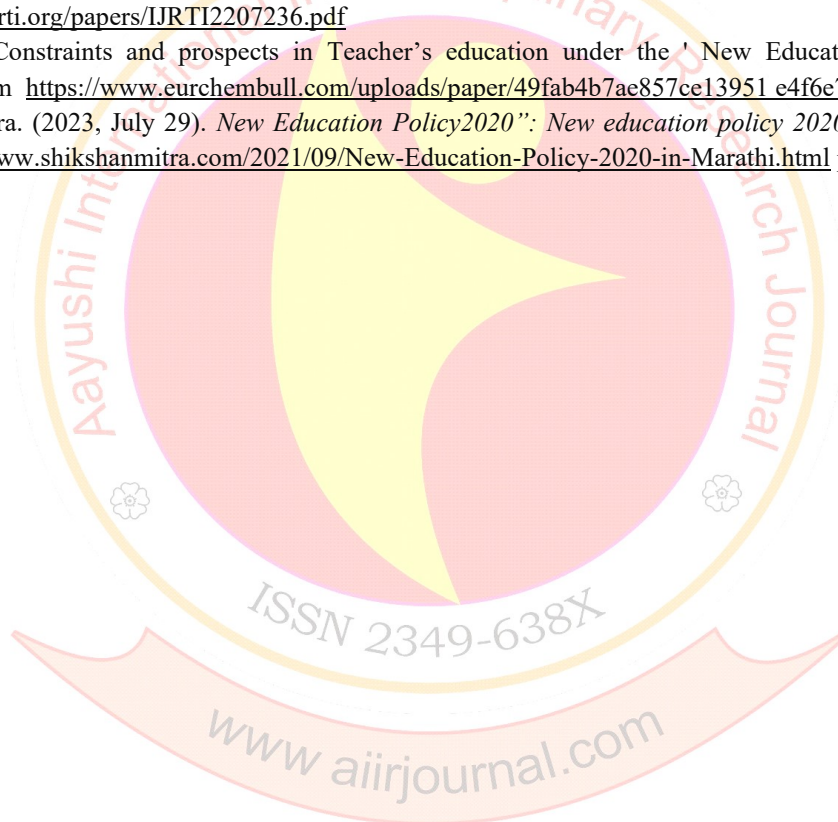
### Conclusion:

Education is a dynamic process and teacher is a nation-builder. It is the society's responsibility to create excellent teachers. It is our sacred duty to produce the best of the best teachers through the B.Ed. and M.Ed. programs. For that, the backbone of our educational system be strengthened by boosting educational quality in all areas. And this fact has been well recognized by the government and policymakers since the country's independence. so, this places strain on the policymakers to review and restructure existing educational policies connected to school, higher education, and teacher education, in order to meet the demands of future needs and achieve the set goals. The journey of developing the National Education Policy since 1968 has been extremely productive, with the country achieving its educational goals over the years. The current New Education Policy 2020 is another brave step taken to further restructure our education system by introducing significant adjustments. However, we must recognize that the National Education Policy objectives are achievable only with the collaboration of all stakeholders in this country, including students, teachers, parents, and the community. We must identify problem areas that could impede the fulfillment of the NEP 2020 objectives and endeavor to eliminate them at the grassroots level.

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## National Education Policy 2020 – Importance and Challenges

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### Abstract :

*Education is the most powerful tool for social and economic changes in the society. Improving the quality of elementary education is a critical issue. The National Education Policy (NEP) is a policy formulated by the Government of India to promote education amongst India's people. The objectives of NEP 2020 is focusing on development of 21<sup>st</sup> century skills such as critical thinking, communication, language, problem solving and digital literacy. The aim of this stage is development of basic reading, writing, language, Science and Mathematics with explorations in different subjects. Challenges are like poor infrastructure facilities, enrollment, dropout, inadequate teachers and malpractices in examination system. Thus, NEP 2020 which was launched with lot of hope is not succeeding much due to poor implementation.*

**Keywords:** NEP 2020, curriculum, pedagogical framework, skills, multi disciplinary, Quality Education, Equity, Quality, Affordability, Accountability.

### Introduction:

Education is a powerful tool can change our future of youth and make the future of children. India is one of the youngest countries in the world. More than half of its population is under the age of 25. National Education Policy 2020 has particular perspective seeking to maintain the quality education emphasis on innovation and research in higher education. Draft National Education Policy was shared by the Ministry of Human Resources Development/Education for public comments. The policy aims at making India a knowledge super power by equipping students with the necessary skills and knowledge. It also focuses on eliminating the shortage of manpower in science and technology, academics and industry. The draft policy is built on foundational pillars of Access, Equity, Quality, Affordability and Accountability.

### Salient features of National Education Policy 2020 :

- 1) NEP 2020 has new Curricular and Pedagogical Structure. 5+3+3+4 design covering the children in the age group 3-18 years. Pre-primary and grades 1-2 is foundational stage. 3 to 5 years is preparatory stage, 6 to 8 years is middle stage and 9 to 12 years is secondary stage.
- 2) This drafts contains a three language formula. It proposes teaching of other classical languages and literature including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian and Prakrit in schools.
- 3) A new independent State School Regulatory Authority (SSRA) to be created.
- 4) The aims to consolidate 800 universities and 40,000 colleges into around 15,000 large, multidisciplinary institutions.
- 5) The policy proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous Degree Granting Colleges.
- 6) Higher Education Institutions to be governed by independent boards with complete academic and administrative autonomy.
- 7) National Research Foundation (NRF) is an autonomous body to be set through an act of parliament.
- 8) Effective teachers recruitment and deployment by attracting talents for teaching profession through merit base scholarships, transparent recruitment process, updating teachers through planned training.
- 9) NEP 2020 contains efficient resourcing and effective governance through School Complexes.
- 10) MHRD to be re-designated as the Ministry of Education (MoE)
- 11) Liberal Education to energise under graduate programmers to develop both creative sides and analytical side of the brain. This includes STEAM model approach and establishment and strengthening of

departments needed for multidisciplinary and cross-disciplinarily.

- 12) Increase in public investment by the Central and State Governments to 20% of overall public expenditure over a 10 year period.

### **Views in support of National Education Policy 2020 :**

- ❖ The school education will cover children of 3-18 years, instead of the present 6-14 years under the RTE Act. It covers 3 years under childhood care and education (ECCE) and four years under secondary education.
- ❖ It emphasizes on mother tongue based education and oral language development is critical.
- ❖ In this draft online learning as an alternative to regular classroom interaction between teachers and students.
- ❖ It aims to protect and promote our culture through the study of classical languages mother tongues and regional languages. The teacher education preparation through a 4 year integrated stage.
- ❖ NEP 2020 focusses about the better engagement of the private sector and provisioning for government funding for R&D work through a proposed national research fund.
- ❖ NEP 2020 talks professional education will become an integral part of the higher Education.

### **Drawbacks in National Education Policy 2020 :**

- NEP is silent on Higher Education funding agency.
- The policy does not address with sufficient clarity curricular, Pedagogical and teacher education related issues.
- The policy proposes largely oral activities for the Pre-primary grades. It contradicts evidence suggesting that young children be taught listening, speaking, reading and writing simultaneously and not sequentially.
- It lacks discussion about what it takes to prepare teachers to successfully teach foundational literacy in multilingual country. Instead, the document recommends recruiting volunteers and community members to support the acquisition of early literacy.
- There is no fundamental reform proposed for revamping the accountability structures for schools. Instead, the NEP provides school management committees (SMCs).
- The draft should have focused more on how to teach and not only on what to teach.
- The National Research Foundation (NRF) is tasked with permeating the culture of research and innovation and addressing societal challenges. But, there is no mechanism, such as innovative curricula or extension units, for tier II or tier III institutions work on local problems.
- The draft promoting the study of regional languages, the importance of English is neglected.
- The report does not emphasise the role and importance of state governments in imparting education to the masses.

### **Challenges in Implementation:**

Draft NEP recommended doubling of public funding to 6% of the GDP and increasing overall public expenditure on education to 20% from the current 10%. This is desirable but does not appear to be feasible in the near future, given that most of the additional funding has to come from the States. The report has appealed to philanthropists and companies to route their corporate social responsibility (CSR) funds to supplement government efforts, but it forgets that such funds will not be ideologically neutral. Expanding coverage under the RTE Act to include pre-school children is extremely important, but should perhaps be introduced gradually, keeping in mind the quality of infrastructure and teacher vacancies. Amendment of the Act can perhaps wait for a while. The idea of setting up the Rashtriya Shiksha Aayog is crucial in order to integrate the approaches and

programs of multiple departments. However, bringing medical or agricultural or legal education under one umbrella is likely to be met with stiff opposition.

### **Conclusion :**

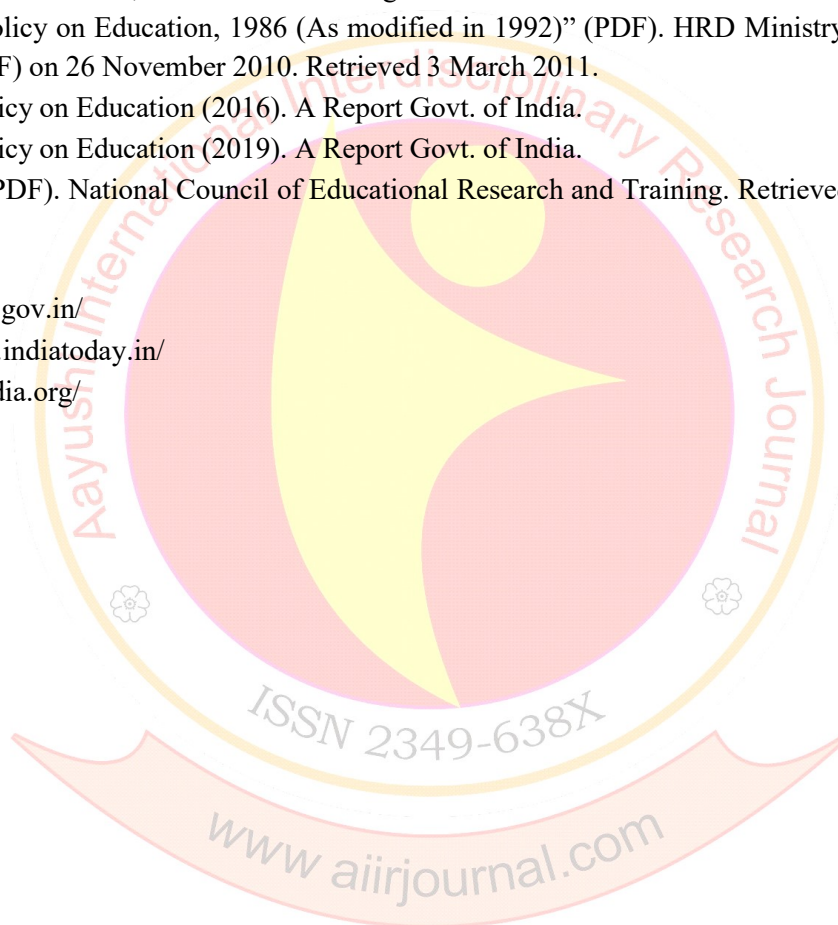
Suggestions of the Draft National Education Policy will play a critical role in the transformation of the Indian education system. It is expected to help India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.

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## A study of Academic Resilience among Senior College Students

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### Abstract

*In the past decade, the world has witnessed developments in different fields like industry, politics, information technology, media, medicine and education. As a result of these changes, every area has undergone a process of transformation. One of the areas where this massive change occurred is the Education sector. In general, Education sector is becoming progressively more dynamic in the global age. But in the current scenario, the development of children around the world is threatened by a number of factors such as poverty, lack of positive parental skills, poor emotional support, pandemics, political violence, and natural disasters that bear life-altering consequences for individuals, families, and the future of all societies.*

*In the face of threats to child development, an integrated and global science of resilience by evidence-based research is very much needed to inform government and international policy makers to mitigate risks and build resilience in children. The resilience of a child to maintain wellness in academics and academic related aspects can be termed as academic resilience.*

*The primary aim of the present research was to assess the Academic Resilience among Senior College Students. For the study Academic Resilience Scale was used to collect the data & 't' Score was used to analyze scores the Total sample of 60 Senior College students (30 Boys & 30 Girls) from Kolhapur was selected by using Random sampling method.*

*There is no significant difference between boys & girls among Academic Resilience*

Keywords: Academic Resilience, Gender, Senior College students.

### Introduction

#### Academic Resilience:

Academic resilience indicates that the students attain good academic outcomes even though they face adversity. It refers to academic achievement in spite of a challenging or difficult circumstance in the educational process (Mihir K. Mallick and Kaur 2016). In general, Resilience in an academic context is identified as a student's ability to successfully deal with impediments, pressure and challenges in the school settings. Such students show improved performance even after being confronted with stressful conditions as well as events due to which they fall under the probability of performing poorly at the school level or consequently leaving the school.(Alva, 1991).

Risk factors are those personal characteristics that increase the person's vulnerability to daily stress, whereas resilience factors protect the individual against the negative effects of daily stressors. Mainly risk factors which academically resilient academicians had experienced were poverty, and negative environmental conditions.

Another factor is protective factors which are internal and external. Internal factors include one's academic motivation, cognitive ability, social ability, non-cognitive ability, and physical ability; external factors include family, school, peer, and community environmental factors.

#### Purpose:-

A study of Academic Resilience among Senior College Students

#### Objectives:-

1. To measure Academic Resilience of male students.
2. To measure Academic Resilience of female students.
3. To study the difference of boys & girls related to their Academic Resilience

### **Hypothesis:-**

There is significant difference of boys & Girls related Academic Resilience

### **Research Methodology:-**

#### **1. Sample:-**

For this study, sample of 30 boys and 30 girls from Senior College, was taken Total sample was 60 which collected by convenience sampling method, the age range was 18 years and above

#### **2. Psychological Tools:-**

##### **Academic Resilience scale**

"Academic Resilience Scale". In this test, there are 44 statements with 5 alternatives each namely very strongly agree, agree, uncertain, disagree, strongly disagree. Each such statement has five options. In this test 9 statements are negative while 35 statements are positive. Score limit of the test is 44 to 220.

Reliability index as pertained by split half (odd-even) method was found to be 0.70 and validity is good.

##### **Use of Statistics:**

Mean, SD and 't' test were used to interpret the collected data.

##### **Variables:**

##### **Independent Variables:**

Gender of Students

##### **Dependant Variable:**

Academic Resilience Scale

#### **3. Procedure**

For this study the present researcher visited Senior College (B.A.), met students 30 boys and 30 girls, I developed rapport with them, and then gave proper instructions, & got the test solved. Scoring of this test used manual of scales and last following methods used for statistical analysis

#### **5. Results:-**

**The Table showing means, SD, and 't' value of Boys and Girls related Academic Resilience**

Sr.No	Group	N	Mean	Sd	df	t	significant
1	Boys	30	181.83	27.189	58	1.627	not Significant
2	Girls	30	194.43	32.563			

### **Discussion:-**

The result table indicates Academic Resilience the 30 boys have Mean is 181.83 and S.D. 27.189 , and the 30 girls Mean is 194.43 and S.D. is 32.563, degrees of freedom (df) 58 & t-value is 1.627 it seems not significant.

### **Conclusion:-**

There is no significant difference between boys & girl among Academic Resilience.

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## **National Credit Framework (NCrF) of National Education Policy (NEP) 2020**

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### **Abstract**

*To achieve the objectives of the New Education Policy (NEP) 2020, a high-level committee comprising representatives from UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Ministry of School Education and Learning, Ministry of Higher Education, Ministry of Education, DGT, and the Ministry of Competence Development have jointly developed the National Credit Framework (NCrF). The National Credit Framework (NCrF) integrates the crediting of learning achievements on the -axis, i.e., Academics, practical expertise, experiential learning, applicable experience and professional performance levels. It includes education and training for all levels – primary, secondary, higher, and vocational. The NCrF establishes academic equivalence between general education and vocational education, erases the distinction between the two, enables movement within and between them, and operationalizes this equivalence through the Academic Bank of Credits (ABC).*

*Keywords :National Education Policy(NEP),National Credit Framework (NCrF),Academic Bank of Credits (ABC).*

### **1. Introduction:**

Instead of being viewed as a secondary alternative, as envisaged in the National Education Policy (NEP) 2020, skill development must be viewed as a complementary and important component of general education. This National Education Policy 2020 envisages an education system rooted in the Indian ethos that will directly contribute to transforming India into a fair and prosperous knowledge society by providing quality education to everyone, thereby making India a global knowledge superpower. The policy states that the curricula and pedagogy of our institutions must foster in their students a deep respect for the values of the Constitution and fundamental duties, a sense of national pride and a sense of personal responsibility in a rapidly changing world. The aim of this policy is to instil in students a deep sense of national pride, which is manifested not only in words but also in deeds, spirit and intellect. It also aims to help students acquire the knowledge, skills, values and attitudes necessary to responsibly support human rights, sustainable living and global well-being, thereby promoting the development of truly global citizens. The best means of achieving economic and social mobility, inclusion, and equality is education that includes effective skills. In incorporating these elements, the country's local and international needs and rich diversity and culture must be respected and celebrated.

The National Education Policy aims to provide a quality education system to all students, regardless of where they live, focusing on historically underrepresented, disadvantaged and marginalized groups. India's young people need to be educated about the country's diverse social, cultural and technological needs, as well as its unique artistic, linguistic and intellectual traditions and rigorous ethical standards.

### **2. Objectives of the study:**

Study To enable vertical and horizontal mobility in education and skills, a single credit framework has been developed to integrate vocational education and training/skills into higher education in line with the National Education Policy 2020.

### **3. Method of Data Collection:**

The Study is based on secondary data. This is collected through various publications, books, the Internet, and articles.



#### **4. Scope of the Study:**

The National Education Policy 2020 strongly emphasises integrating general (academic) and vocational education while preserving student and learner mobility both vertically and horizontally between academic and vocational streams. This goal of a more holistic and effective education is emphasized in the policy. NEP seeks to transform India into a thriving knowledge society so that it can become a global knowledge superpower built on the fundamental pillars of access, equity, quality, affordability, and accountability.

#### **5. Theoretical Background**

A Draft Report of National Credit Framework (NCrF) on National Education Policy (NEP) 2020

In order to achieve the objectives of the National Education Policy 2020, which include more holistic and effective education and emphasis on the integration of general (academic), professional and experiential learning, including relevant experiences and professional levels acquired, it is imperative to define and to formally implement a national credit collection and transfer system that integrates education and training while ensuring the mobility of candidates.

The National Credit Framework (NCrF) was jointly created by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Ministry of Education, DGT and Ministry of Skill Development to achieve this goal and the objective of the NEP. The National Curriculum Framework (NCrF) integrates learning across all areas, including academics, professional skills and experiential learning, including relevant experiences and professional levels achieved. It includes education and training for all levels – primary, secondary, high, and vocational.

The National Credit Framework (NCrF) will be a wide-ranging, overarching framework that enables the seamless integration of credits earned through formal schooling, post-secondary education, and career and skills development. The National Credit Framework (NCrF), also known as the National Curricular Framework (NCF), includes the National Higher Education Qualification Framework (NHEQF), the National Skills Qualification Framework (NSQF) and the National School Education Qualification Framework (NSEQF). Recognition and integration of all learning.

The introduction of NCrF would fundamentally change the achievement of the aim and intent of NEP by eliminating differentiation, ensuring flexibility and mobility and creating academic comparability between education and training. Such integration will provide students with opportunities for further development by combining formal education, higher education and experiential learning with relevant experiences and professional levels achieved, allowing them to enter and re-enter professional careers into general education and vice versa. This means that vocational training and skills development are integrated into the mainstream.

The National Credit Framework (NCrF), which enables innovative and responsive curriculum designs and imaginative combinations of subjects and disciplines, promotes broad-based, multidisciplinary and holistic education. The Multiple Entry Multiple Exit Options (ME-ME) are available and usable in higher, secondary and vocational education as the framework has been prepared using the fundamental rules, guidelines and qualification frameworks of the UGC, AICTE, NCVET, NCERT, CBSE and NIOS.

Credits are subject to assignment, accumulation, storage, transfer and redemption in accordance with the National Credit Framework (NCrF). The NCrF enables interdisciplinary learning and allows students to choose their educational paths and courses. This allows them to select suitable careers and adapt according to their skills and interests during their studies. NCrF provides every opportunity for a student who falls behind academically or decides to stop attending classes to catch up and return to the system. In addition, NCrF fully supports the recognition of prior learning for workers with formal knowledge and skills acquired through informal family inheritance, work experience or other methods, enabling them to advance and enter the formal education ecosystem. This also applies to students with exceptional learning abilities.

For the recognition of credits for school, higher education and vocational training, it was determined that a total of 1200 Notional Learning Hours per year would be used. Students and learners then receive 40 credits for completing these courses. When determining credits according to the National Credit Framework (NCrF), 30 fictitious learning hours correspond to one credit. However, awarding credits has no connection with the educational areas, topics or teaching methods and is solely dependent on the assessment. After completing 40

credits, students or learners can register for additional courses, programs, subjects or projects to receive other credits.

To allocate credits and credit levels, NCrF does not clearly distinguish between different areas of study, such as B. the arts and sciences, professional and academic courses or curricular and extracurricular activities. This is in keeping with the true spirit of national education. According to the 2020 policy, the total learning hours can be counted subject to assessment. They can include classroom teaching and learning, laboratory work, innovation laboratories, class projects, homework and tutorials, sports, yoga, physical activities, performing arts, etc. Music, craft work, social work, NCC and bagless days. By converting face-to-face teaching to competency and learning outcomes-based education and learning, such an approach would also close the achievement gap in learning outcomes.

All knowledge can be counted towards assessment under the National Credit Framework (NCrF). The credits to be allocated under NCrF for school, higher education, vocational training and qualification are based on the total number of years of learning with assessment, regardless of the courses, subjects, etc. The course/certification must be a qualification framework aligned, approved and have via a defined NCrF level that explicitly outlines the intended competencies and learning outcomes expected to qualify for credits. After completing your studies or degree, the learning outcomes are also evaluated for credit recognition.

For this reason, you must pass the assessment to advance to the following assessment level and receive recognition for any form of learning. The assessment bands are the levels at which students or learners must formally assess their academic, vocational or qualification program progress. (For example, board exams for classes 10 and 12, DGT and CTS tests and UG/PG semester exams). The NCrF credits for the two courses, certificates or programs may be combined and accumulated in ABC, provided they are earned in the same assessment area, subject to the requirements of each regulatory authority.

The levels of NCrF credits for formal education range from Level 1 to Level 4, from Level 4.5 to Level 8 for higher education (bachelor's, master's and doctoral degrees) and from Level 1 to Level 8 for vocational education and training. The total number of credit points for the student can be calculated by dividing the credits earned at the NCrF level at which the credits were earned.

The credits can be used for access or admission to educational programs/courses at various levels that offer horizontal and vertical mobility and a variety of lateral entry alternatives, per the Academic Bank of Credit (ABC) guidelines. The Academic Bank of Credit (ABC) is expanded to include credits earned through secondary education, vocational training and skills development, apprenticeships, internships, project work and other experiences and recognition for higher education.

The academic and other credits earned by accredited institutions could be stored digitally by ABC so that they could be redeemed and the appropriate award given, taking into account the credits earned at different NCrF levels. The credits can also be linked to Digi Locker for quick verification and portability. The National Credit Framework (NCrF) also allows credit for experiential learning, including relevant experience and professional levels acquired, subject to assessment based on the weighting of these achievements. Credit allocation has been made available for online, digital and blended learning in vocational education and qualifications to expand the use of technology in knowledge and capabilities and increase opportunities for open/distance learning. This would help overcome physical infrastructure and scale limitations by improving access, equity and affordability and ensuring quality and accountability.

The blended learning option would facilitate 90% of students in non-English medium classes and diving to learn the Indian language. Through credit transfer provisions that enable a more comprehensive range of international equivalence, the National Credit Framework (NCrF) will promote exchanges with foreign universities and institutions while promoting the internationalization of education. The National Credit Framework (NCrF), the leading framework document notified for integration

Through credit transfer provisions that enable a broader range of international equivalence, the National Credit Framework (NCrF) will promote exchanges with foreign universities and institutions while promoting the internationalization of education. The National Credit Framework (NCrF), the parent framework document system intended for the integration of credit for learning achievements in various academic, competency-based



and experiential learning areas, including relevant experiences and acquired professional levels, would therefore be the only credit framework for higher education, school education and competency-based education. An annexe to the NCrf would align the qualifications frameworks for secondary, post-secondary and skills instruction. The basic principles and regulations of the National Credit Framework (NCrf) would apply to all qualification systems. The National Credit Framework (NCrf) will act as a broad, supportive framework for all regulatory organizations (UGC, AICTE,

The NCrf empowers institutions to create creative and adaptable curricula, new ways to combine disciplines, and other specialized requirements to meet their unique academic needs. As a result, there would be only one credit framework for higher education, school education and qualification education, namely the National Credit Framework (NCrf), which acts as an overarching framework document for integrating credit for learning across various academic, competency and experiential dimensions, including relevant experience and professional levels acquired, is notified. The qualifications frameworks for secondary education, higher education and skills would be included in a supplement to the NCrf. All qualification frameworks are subject to the basic principles and specifications of the National Credit Framework (NCrf), even if NHEQF and NSQF are already aligned with it.

By removing barriers, encouraging flexibility and promoting lifelong learning opportunities, the NCrf will thus be groundbreaking and set a benchmark for holistic education and learning with integration of skills. Integrating various policy initiatives in education and training will also enable the effective implementation of the National Education Policy 2020. The NCrf will transform India by making education and skills development truly ambitious while providing opportunities for quality education and valuable skills to benefit from the demographic dividend.

## **6. Conclusion**

A High Level Committee, comprised of representatives from the UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Department of School Education and Learning and Department of Higher Education, Ministry of Education, DGT, and Ministry of Skill Development, jointly developed the National Credit Framework (NCrf) to realize the intent and objectives of National Education Policy 2020. The committee was led by ShriDharmendraPradhan, the Honourable Minister of Education and Min. The NCrf is a thorough credit framework that integrates creditization of learning on the -axis i and covers preschool, elementary, secondary, higher, and vocational education & training. e. academics, vocational expertise, and experiential learning, including pertinent experience and attained professional levels. The National Education Policy 2020 to integrate vocational education, training and skills in higher education has created an integrated credit framework to enable vertical and horizontal mobility between education and skills.

Credit Accumulation and Transfer: The NCRF was designed to give students the ability to accumulate credits for courses taken and transfer those credits between different programs or institutions, making education more flexible and student-focused.

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## Integration of Technology and Online Resources, Hybrid Mode of Learning

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For the sake of development we do all the possibilities with the highest efforts. The latest example is in front of us, Our CHANDRAYAN -3 was successfully sent into the lunar orbit. Considering the above example we also need the expected changes in the field of Education. We all were eyewitness of the pandemic 'Covid-19' and even learnt a lot of life events. It taught us how to live separately with a great bondage. Why and how we need help, How can we live without much more expectations, how to work from home and the most important *"INTEGRATION OF TECHNOLOGY AND ONLINE RESOURCES, HYBRID MODE OF LEARNING"*

Let us first try to understand, what is hybrid mode of learning?

"In a hybrid learning environment, some students attend classes in person while others participate digitally from their homes. By utilizing resources like video conferencing technology and software, educators can instruct both in-person and distant students at the same time."

By this definition, it shows direct dealing with the technology and online resources of learning. So we must now talk on the use of technology in learning. The use of technology in learning is to enhance the students' learning experience. Use of technology in the classroom, including virtual classroom, creates learners more interesting learning.

When we think of schooling, we think of traditional way of learning by attending school physically and teacher's face to face teaching. But the situation has drastically changed during the lockdown. The system of learning has been changed by the situation. Everyone has gone online and the resources of learning online. The learners were asking for more and found various pre-loaded videos for learning. It makes education more accessible for all students. It directly shows that nowadays the education is no longer restricted to the physical location. Educational material reached with personal interest. Varieties of students get, variety of higher education. This is exactly that we find in NEP 2020.

### **TECHNOLOGY**

Technology, the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. ([WWW.BRITANICA.COM](http://WWW.BRITANICA.COM))

Technology is the application of knowledge for achieving practical goals in a reproducible way. The word technology can also mean the products resulting from such efforts, including both tangible tools such as utensils or machines, and intangible ones such as software. ([Wikipedia](https://en.wikipedia.org/wiki/Technology))

As we can see the definition of Technology the term is absolutely related to the machine and having the practical knowledge, but if we see the definition from [WWW.BRITANICA.COM](http://WWW.BRITANICA.COM) Technology is going to change or manipulate the human environment. So we easily say that it is good at certain points and events. Technology has changed almost everything and finally it comes to the education. As being an educator we can see the drastic change in teaching and learning process. Distance learning is being diverged from the typical classroom environment. It is being used at a global scale and many institutions have adopted this technology based education system.

Most students associate online learning with joining video conference session and settle as one of the small squares that comprise the entire class. The technology needs three more important aspects to be successful in online teaching, the very first is the tools to keep the students in check and maintain their attention. Second is the latest video conferencing software for the best performance of audio and visual communication and the third and the last is a storage system where we can keep school and student record and other important data. But as we are benefitted with the use of technology so as we find some drawbacks of the use of technology.

**Data Security:**

Earlier the school administrator was not sure about the security of the students' data. He must ensure all that the data should be kept secure and confidential.

**Online management:**

Our teachers were not much familiar in using the technology. So it was necessary to them to be updated with the latest technology in teaching learning process.

**Availability of the technology:**

It was quite necessary to make available the video conferencing set up with high speed internet.

**Internet availability:**

As it was necessary for teachers to have high speed internet so as with the students. Sometimes it was a great barrier for both of them.

Despite all now the use of technology has become much familiar to the teachers as well as the students.

**ONLINE RESOURCES**

As we have already talked about the use of technology in education now it is necessary to understand what are the various resources that we can use in the field of education. There are various important and useful online resources that we can easily introduce in the field of education. In the developed countries hybrid mode learning was already there and they were much more familiar with it. But the developing countries like India were not much familiar with this. But the pandemic COVID 19 taught us this also. So as we find the greater and better change in the field of education. We were then looking for the online resources for teaching learning process. We find some online material and various methods of teaching to the students. There are various online resources that we find to be in contact with the students and the remaining world. But as we here particularly are talking about education, let us then try to understand the integration of technology and online resources in a Hybrid mode of learning.

**INTEGRATION OF TECHNOLOGY AND ONLINE RESOURCES, HYBRID MODE OF LEARNING**

**Advantages of Hybrid mode of learning:**

**Anytime anywhere:**

Hybrid mode of learning has now become essential. The students who are lacking in understanding the concepts at single teaching they can understand it better by learning many times. The students who want to learn more about the topic can learn. The teachers who want to teach more and give the related knowledge to the students can give at any time anywhere. The teachers can record more to teach more and the students can get it at their own time. The lack of attendance in the class, with the various problems like physically attending the class at a particular time is now a days becoming crucial. The need of earning money for family expenditure has become necessary for higher class students. So they can learn at their own time.

**Flexible teaching learning process:**

It was good to teach and learn at your own time.

**Availability of distance learning:**

The one who cannot attend the class physically can go for online education or sometimes hybrid mode of learning.



**Expert's Guest lecture:**

Students can be benefited with subject expert guest lectures.

**Problems in Hybrid mode of learning:**

**Costly:**

It is costly both for the teachers and the students as well. It needs much more high speed internet and data. They need a separate video conference software.

**No internet or high speed internet:**

As India is one of developing nations we do find a serious problem of no internet or high speed internet.

**Data security:**

It was quite risky to keep the data of every student secret. The material of teaching and learning. The syllabus and the activities performed and to be held.

**Huge investment:**

As it was must to have the online teaching, it comes with the huge costly technological support. The possibilities of hybrid learning should make it an exciting, enriching learning experience for teachers and learners, with the opportunity for diverse classes, fun activities, and flexible, accessible classes. But the best practices and tools are essential.

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## **NEP 2020: Challenges and Opportunities in Higher Education**

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### **Abstract :**

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

### **Introduction :**

Education is not how well you can read and write but whether you can communicate with and understand the world around you. A good education not only teaches you skills but also helps to broaden your horizons, gain a better perspective, and teach you to think for yourself. People today are quite aware and comfortable speaking about social injustices and other pressing issues. This can be attributed to increased access to education across the world, which in turn has made society more accepting and open-minded. Therefore, Education is an element of human evolution. Education encourages thinking outside the box and experimenting with new ideas. People face problems in their professional as well as personal lives. In such situations, their ability to make rational and informal decisions comes from how educated and self-aware they are. So, Education helps you to develop critical skills like decision-making, mental ability, problem-solving, and logical thinking. Education socializes children into society by teaching cultural values and norms. It equips them with the skills needed to become productive members of society. This way, it stimulates economic growth and raises awareness of local and global problems organized. 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 continual ascent and leadership on the global stage in terms of economic growth, social justice, equality scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for development and maximizing our country's rich talents and resources for the individuals, the society the country, and the world, India will have the highest population of young people in the world over the next decade and educational opportunity to them will determine the future of our country.

The National Education Policy (NEP) 2020 heralds a significant transformation in India's education landscape. It is a comprehensive education policy adopted by the Government of India. It was officially approved on July 29, 2020, and represents a significant overhaul of the country's education system. NEP 2020 aims to transform and modernize education in India from early childhood to higher education and is designed to address several key areas and challenges within the Indian education system. It is a landmark document that aims to transform the education system in India. It reflects a significant shift in educational paradigms, emphasizing holistic development and a more inclusive approach.

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

higher education in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968 the second by Prime Minister Rajiv Gandhi in 1986 and the third by prime minister Narendra Modi in 2020. National Education Policy 2020 is the first education policy of the 21st century and aims to address many growing developmental imperatives of our country.

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

The NEP envisions an educational 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 super-power. The policy envisions that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the fundamental duties and constitutional value bonding within the country and conscious awareness of one's roles and responsibilities in a changing world, the visions of the policy are in the to instill aiming the learners a deep-rooted pride in being Indian not only in thought but also in the 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 a truly global citizen. The policy is the comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. It ensures universal access at all levels of schooling from pre-primary school to grade 12, and also ensures quality early childhood care and education for all children between 3-6 years. It establishes the National Mission on Foundational Literacy and Numeracy. Its emphasis is on promoting multilingualism and Indian Languages. The medium of instruction until at least grade 5, but preferably till grade 8 and beyond, will be home language/mother tongue / local language /regional language.

Primary education or elementary education is typically the first stage of formal education coming after preschool and before secondary school. It is designed to provide basic reading, writing, and mathematical skills and establish a solid foundation for learning. The history of education policy was first put forth by Gopal Krishna Gokhale, who introduced a Bill in March 1912 concerning the enforcement but was rejected by the Imperial Legislative Assembly. Since the country's independence in 1947, the Indian government sponsored a variety of programs to address the problem of illiteracy in both rural and urban India. Maulana Abdul Kalam Azad, India's first minister of Education Envisaged strong central government control over education throughout the country with a uniform educational system. The Union Government established the University Education Commission (1948-49), and the Secondary Education Commission (1952-53) under the chairmanship of Dr. Lakshmanaswamy Mudaliar, it was called the Mudaliar Commission. The commission recommended diversifying the curriculum, adding an intermediate level introducing three-tier undergraduate courses. There was a need to form complete secondary education. University Grants Commission and the Kothari Commission (1964-66) to develop a proposal to modernize the Indian education system. The Kothari Commission under the chairmanship of Daulat Singh Kothari, recommended revamping the education system in India. They suggested providing the provision of free and compulsory education for children aged 6-14 years of age, favorable and adequate service conditions for teachers, and providing them with the necessary freedom to conduct those findings. Based on the report and recommendation of the Kothari Commission (1964-66) the government headed by Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a radical restructuring and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development.

The National Education Policy 2020 (NEP 2020) in India presents both challenges and opportunities in the higher education sector. Here, we'll discuss some of the key challenges and opportunities associated with the implementation of NEP2020 in higher education



### **Challenges:**

- **Infrastructure and Resource Constraints:**
- Many higher education institutions in India face infrastructure challenges, including a shortage of classrooms, laboratories, and libraries. Implementing NEP 2020's recommendations, such as the introduction of multidisciplinary programs and research centers, will require significant investments in infrastructure and resources.
- **Faculty Development:**
- The policy emphasizes the need for continuous faculty development and training. However, ensuring that all faculty members receive the necessary training and updates can be a logistical and resource-intensive challenge.
- **Autonomy and Accountability:**
- NEP 2020 advocates for greater institutional autonomy. While this can encourage innovation and flexibility, it also raises concerns about accountability and quality assurance, particularly in a diverse higher education landscape.
- **Multilingual Education:**
- The promotion of the mother tongue or regional language as the medium of instruction may present challenges in terms of finding qualified teachers and resources in various languages. Standardizing content and assessment in multiple languages can also be complex.
- **Research Funding:**
- NEP 2020 emphasizes the importance of research and innovation, there may be challenges in securing adequate funding for research projects and establishing the proposed National Research Foundation (NRF).

### **Opportunities:**

- **Multidisciplinary Education :**
- NEP 2020 encourages the adoption of a multidisciplinary approach in higher education. This can provide students with a broader and more holistic understanding of various subjects and better prepare them for diverse careers.
- **Flexible Credit-Based System**
- The policy promotes a credit-based system that allows students to choose courses based on their interests and career goals. This flexibility can foster personalized learning experiences.
- **Internationalization:**
- NEP 2020 emphasizes the importance of international collaboration and encourages foreign universities to establish campuses in India. This can enhance global exposure for Indian students and researchers
- **Research and Innovation:**
- The establishment of the National Research Foundation (NRF) and the focus on research and innovation can drive scientific advancements, technological innovations, and academic excellence.
- **Equity and inclusion:**
- The policy places a strong emphasis on promoting equity and inclusion in higher education. Initiatives to support underprivileged and marginalized communities, as well as students with disabilities, can lead to a more diverse and inclusive educational ecosystem.
- **Quality Enhancement :**
- NEP 2020 seeks to improve the quality of higher education through faculty development programs, accreditation mechanisms, and performance-based funding. This focus on quality can enhance the reputation of Indian higher education institutions.
- **Digital Education:**
- The policy acknowledges the importance of digital technology in education. The integration of technology can improve access to quality education and enhance online learning resources
- **Entrepreneurship and employability:**

- NEP 2020 aims to develop students' critical thinking, problem-solving, and employability skills. This can better prepare graduates for the job market and entrepreneurship opportunities

### **Conclusion :**

In conclusion, NEP 2020 brings both challenges and opportunities to the higher education sector in India. While overcoming infrastructure and resource constraints and ensuring effective implementation will be challenging, the policy offers significant potential for transforming higher education to better meet the needs of students and the nation. Success will depend on the commitment of all stakeholders, including government bodies, institutions, faculty, and students, in working together to realize the goals of NEP 2020.

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## Process Approach: A Productive Way for Holistic and Multidisciplinary Education

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### Abstract

NEP, 2020 focuses on the holistic and multidisciplinary education. Holistic and multidisciplinary education demands the integrated and inclusive approach. Integration expected here is regarding the teaching learning format. The teaching learning format should be more comprehensive and meets the needs of 21<sup>st</sup> century students. The process approach effectively connects the pieces of knowledge and creates learner friendly environment which boost the lifelong learning and holistic education. The present paper focusses on the process approach of learning and its relationship with holistic education and multidisciplinary education.

**Keywords** Process Approach, Holistic Education, Multidisciplinary Education and Science Process Skills.

### Introduction

Holistic education refers to the education which integrates the cognitive, psychomotor and social development. Learning should not be restricted to the specific domain rather it integrates the all these domains. Any knowledge does not bound with only one specific domain. We have to integrate the knowledge with all domains. Sometimes we have to find out the hidden part of knowledge and determine its association with remaining domains. This can be achieved by adopting the process approach of learning. The traditional approach of learning was product approach; but now there is paradigm shift from product approach to process approach.

### Product approach

The science education largely related with product and process approach of learning science. This process approach emerged out from the project entitled as 'SAPA- Science as a Process Approach'. This project initiated by American Association for Advancement in Science (AAAS). Following figure rightly points out the difference between product and process approach.

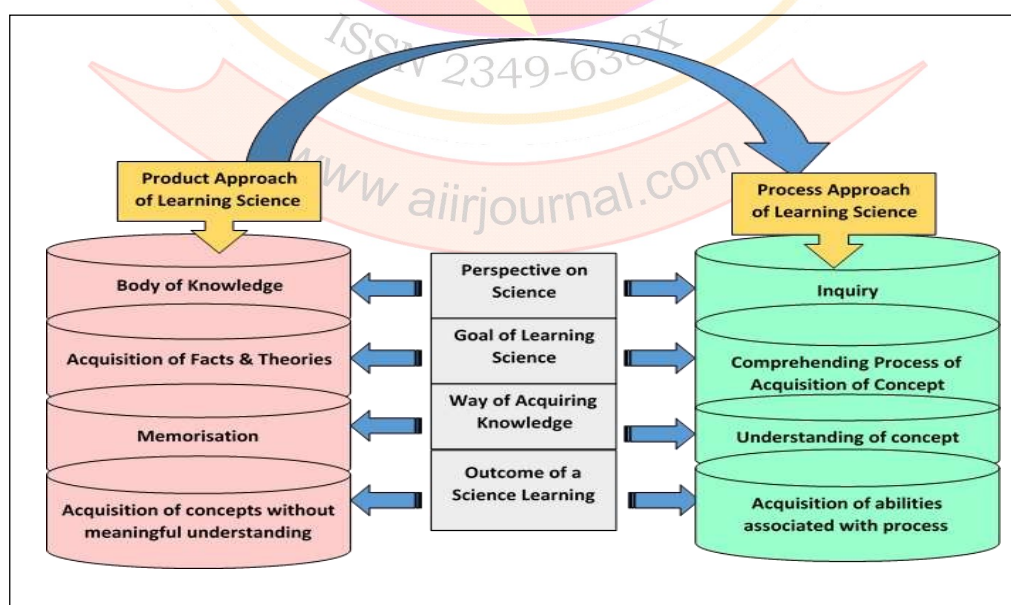


Figure No.1 Paradigm Shift from Product Approach to Process Approach of Science

The process approach of learning Science emerges the different process skills. These are mainly of two types viz. Basic Science Process Skills and Integrated Science Process Skills. Basic Science Process Skills



includes observing, classifying, using number, using space time relationship, measuring, inferring, predicting and communicating while Integrated Science Process Skills includes the identifying and controlling variables, defining variables operationally, interpreting data, formulating hypotheses and experimenting. Acquisition of these skills heavily relies on thorough understanding of content. Students are required to acquire any concept of Science by merely applying these skills. NEP 2020 also focuses on the process approach of gaining knowledge rather than the product only. It is necessary to remember that process approach is not only confined or bound to science education rather it is broadly applied to other than science education.

The science process skills mentioned earlier can be widely used for other than Science Stream. Because for acquisition of any kind of concept, one has to perform the activities related with observing, classifying, predicting, communicating, experimenting, formulating hypotheses and interpreting data.

### **Interrelation between Holistic Education and science process skills**

Holistic education deals with integration of all domains. Process skills provide a tool to connect these domains. Broadly, the process approach is more related to cognitive domain but it also shows its association with other domains. Inquiry of knowledge greatly influenced by process skills. But when used in integrated format it proves its effectiveness in the overall development of learning and also motivates them for lifelong learning. Students engaging with these process skills, are needed to perform various activities which depend on psychomotor domain. They need to observe, keep records of observations, collect the data, categorize the information, formulate some designs and perform some experimental operations. These all are related with psychomotor domain.

While performing all the actions, one has to use its emotional intelligence too. Knowledge inquiry is not an individual's work rather cooperation and collaboration plays a vital role in knowledge construction. Therefore, working in-group activity or sharing their views and opinions on the way of finding or creating knowledge is related with emotional and social domain. Holistic Education based on the platform of critical thinking and analysis based thinking. The both kinds of thinking can be developed through the process skills. Process skills are also defined by the skills which are reflective behavior of scientists. The behavior of scientists not only characterized by cognitive or intellectual ability but along with emotional ability too. Scientists worked hard no doubt but their aim or goal is only to pursue their knowledge towards the service of mankind.

### **Conclusions**

Process approach fosters the holistic education. Following are some suggestions regarding implementation of process approach for holistic education.

- 1) The teacher must be aware about the way of acquisition of knowledge.
- 2) Teachers are encouraged to use pedagogies which are useful for process approach.
- 3) Students are motivated to enquire the knowledge.
- 4) Content should be viewed in terms of process skills reflected.
- 5) Focus should be on process skills which ultimately end in the discovery of body of knowledge in the form of facts, theories, concepts, etc.
- 6) Students must be evaluated not only on the basis of their memorization ability but on the basis of the way that they have chosen for discovering the knowledge.

Process approach itself characterized by integration and inclusion of more than one process skills. Thus it helps for holistic education to integrate the body of knowledge present between different domains as well as different disciplines.

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## NEP 2020: Fostering Historical Thinking Skills

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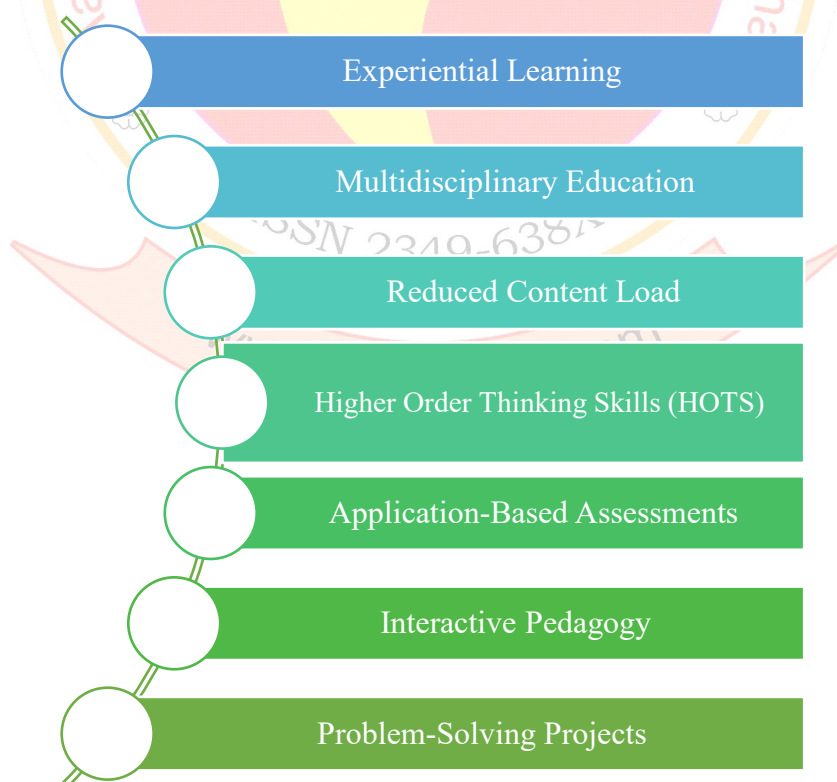
### Abstract-

India's National Education Policy 2020 has been a milestone in the country's educational landscape and its significant aspect is its commitment to foster thinking skills among students. Historical thinking skill is one of the skills which is very important for improving critical thinking. Critical thinking skills are the characteristics of global citizens, multicultural and democratic societies that will equip students to be prepared and be aware of future academic, civil, and social challenges. Through the development of historical thinking skills, it is expected that students will develop the skill to review their environment more critically to determine and influence the decisions related to their destiny.

**Keywords-** NEP 2020, Critical Thinking Skills, Historical Thinking Skills.

### Introduction:

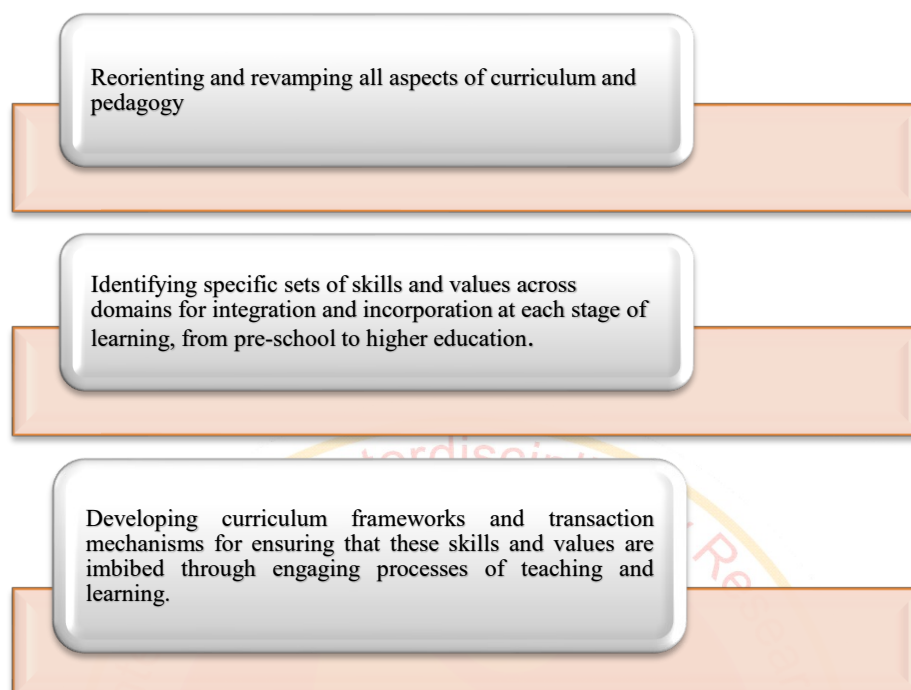
In today's rapid evolving world, the ability to think critically and creatively is invaluable and NEP 2020 recognizes this importance. The National Education Policy 2020 introduces several initiatives aiming at fostering as well as enhancing critical thinking skills among students of India and these initiatives have been taken to shift the focus from practices of mere rote learning to a more holistic and inquiry-based approach. These are some of the key initiatives of NEP 2020 which promote critical thinking skills:



NEP 2020 places a strong emphasis on critical thinking as this policy aims to encourage students to question, analyze, and evaluate information rather than simply memorizing facts and to create a generation of learners who can think deeply and independently.



NEP 2020 suggests to aim of Holistic Development of Learners which may be achieved through the following three strategies-



It is necessary to follow these strategies to develop critical thinking skills among students. History is one of the basic fields at every level in the curriculum. ***"History learning is a field that includes many different acquisitions such as vocabulary learning, reference, memorization, comprehension, analysis, synthesis, reasoning, evaluation, and communication skills"***.(Coltham & Fines, 1971).The NEP 2020 document states, "history education should enable students to develop critical thinking skills, including the ability to analyze evidence, construct historical arguments, and understand the complexity of the past."

### **Historical Thinking Skill:**

Historical thinking is a set of critical skills for evaluating and analyzing primary source documents to construct a meaningful account of the past. Historical Thinking Skills is also called as historical reasoning skills. Historical thinking skills are frequently described in contrast to historical content such as names, dates, and places.

Historical thinking is defined as ***"the process of using historical information, including context, perspective, and perceived facts to understand the past"*** (Chowen, 2006, p. 11).

Historical thinking encourages students to think critically wherethey learn to question sources of information, assess biases, and evaluate the reliability of historical accounts.

### **Historical thinking skills play a significant role in enhancing students' critical thinking abilities in several ways:**

- ✚ **Source Evaluation:** Historical thinking requires students to assess the credibility, bias, and reliability of historical sources. This skill translates into the ability to critically evaluate information sources in any context, promoting skepticism and discernment.
- ✚ **Perspective Analysis:** Studying history exposes students to diverse viewpoints and interpretations of events. Analysis of these perspectives fosters empathy and the capacity to understand multiple sides of complex issues, a key aspect of critical thinking.
- ✚ **Cause and Effect Analysis:** Historical thinking involves examining the causes and consequences of historical events where students learn to identify patterns, connections, and the long-term impacts of decisions, fostering analytical and causal reasoning skills.

- ✚ **Contextualization:** To understand history, students must consider the social, cultural, economic and political context of the time. This skill of contextualization promotes holistic thinking and encourages students to consider broader contexts while analyzing contemporary issues.
- ✚ **Chronological Reasoning:** Understanding historical timelines and sequencing events is fundamental to historical thinking, which encourages students to think chronologically. It is essential for identifying patterns, organizing information and making sense of complex data i.e., crucial aspects of critical thinking.
- ✚ **Evidence-Based Argumentation:** Historical thinking involves constructing arguments based on historical evidence and this skill translates into the ability to construct well-reasoned arguments in various contexts, enhancing critical writing and debating skills.
- ✚ **Complex Problem-Solving:** Historical narratives often involve complex, multifaceted issues where students must synthesize information, analyze intricate scenarios, and draw nuanced conclusions, promoting high-level critical thinking.
- ✚ **Debate and Discussion:** The study of history encourages debate and discussion about interpretations of events. This not only enhances critical thinking but also communication skills as students articulate and defend their viewpoints.
- ✚ **Decision-Making Skills:** By examining historical decisions and their consequences, students develop the ability to make informed decisions based on a thorough analysis of available information.
- ✚ **Historical Empathy:** Understanding historical contexts and the perspectives of people from the past enhances empathy and the ability to see issues from multiple angles is an essential skill for critical thinking in a diverse and interconnected world.

### **Conclusion-**

The core principles and objectives of the National Education Policy 2020 include transformative changes in education, promoting holistic development, fostering critical thinking, skill enhancement, and creating an inclusive and flexible learning environment. Historical thinking skill is a powerful tool for enhancing critical thinking among students as they teach students to question, analyze, evaluate, and synthesize information, skills that are transferable to various aspects of life and other academic disciplines. Historical thinking equips students with the capacity to think critically, make informed judgments, and navigate the complexities of the modern world.

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## New Education Policy: 2020 and Its Impact on Higher Education

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### Abstract:

*The present research paper intends to focus on "New Education Policy: 2020 and Its Impact on Higher Education". It has huge significance in the present scenario. The Indian Government has declared 'New Education Policy' in 2020 (NEP-2020). It was really a convivial transform as well as innovative information amidst all the negativities surrounding the planet due to the disputes posed by Covid-19 epidemic period. It was totally surprising idea. Mostly, the innovative ideas which NEP-2020 has suggested which have impressive that many educationists never saw upcoming changes. However, the new education policy has impacted school as well as college education similarly. The present research article too delineates the most important characteristics of NEP-2020. It also examines how they influence the obtainable teaching and learning structure.*

**Keywords:** Higher Education, New Education Policy-2020, Covid-19

### Introduction:

The National Policy on Education is a policy formulated by the Government of India to encourage education amongst India's people. The policy covers basic schooling to colleges in both rural as well as metropolitan India. The first NPE was propagating 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 New Education Policy-2020, which was sanctioned by the Union Cabinet of India on 29 July 2020. It delineates the apparition of India's new education system. The innovative policy replaces the prior National Policy on Education, 1986. The plan is an all-inclusive framework for straightforward education to higher education as well as vocational training in both rural as well as metropolitan India. It aims to transform India's education system by 2021. The language policy in NEP is a broad principle as well as advice-giving 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.

### Aims and Objective of the Study:

The present research paper deals with the following aims and objectives:

1. To learn the impact of New Education Policy 2020 on higher education.
2. To sketch out the main features of NEP-2020
3. To study how NEP-2020 influence the existing education scheme.

### Research Methodology:

For the research paper, the researcher has used essential secondary data which is collected from various websites. He is also using magazines, journals, other publications, etc. This data is analyzed as well as reviewed to disembark at the conclusions.

### Main Features of the NEP-2020:

The present research paper emphasizes on the main features of the NEP-2020; it can be stated as follows:

1. **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 as well as medical education.
2. **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.



3. **New ITC technology:** 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.
4. **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.
5. **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 article, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."
6. **Common entrance exam for all colleges:** The common Entrance exam for all higher education institutes to be held by National Testing Agency. The exam will be optional.

### **Impact on Higher Education:**

An important reform in NEP 2020 is the suggestion 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 All India Council for Technical Education (AICTE) HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the division. According to the new Bill, HECI will not have any financial powers. The backing processes which were handled by the University Grants Commission will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development. On the other hand, this alter is expected to clear the regulatory mess in India's Higher Education system. HECI is predictable to have four independent verticals - National Higher Education Regulatory Council for regulation, General Education Council for standard-setting, Higher Education Grants Council for funding, and National Accreditation Council 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. On the other hand, to ensure superiority of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements as well as academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

The ministry is also trying to boost India's image as an education center; this is 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, ethnically sensitive, along with competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with worldwide pedagogy and offer a diverse portfolio of subjects as well as specialization to students.

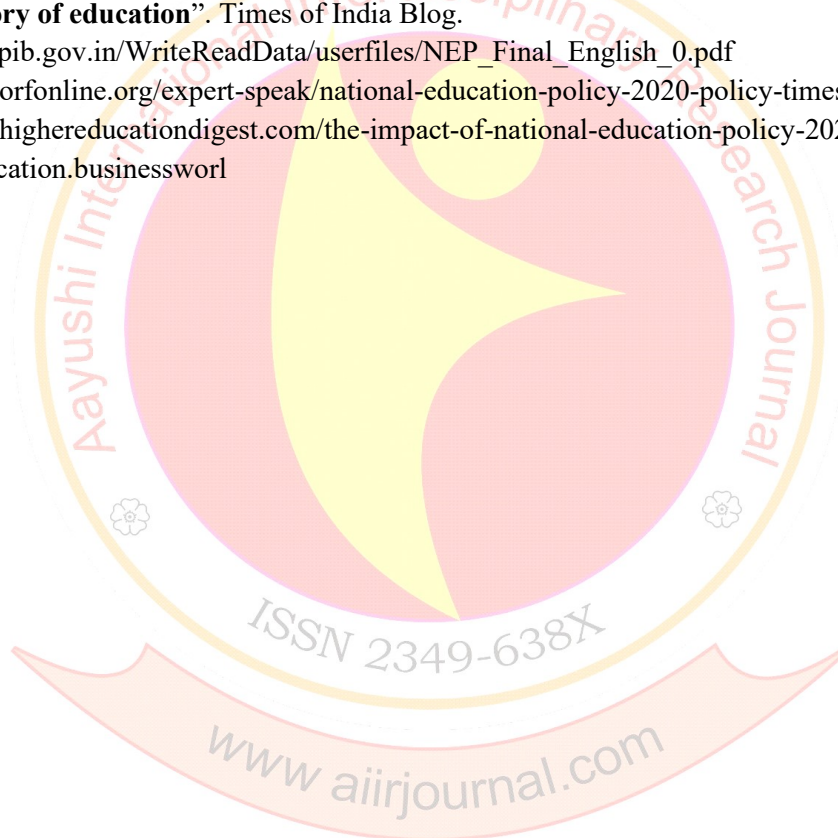
### **Concluding Remark:**

As a result, the New Education Policy (NEP)-2020 introduces an entire range of changes as well as reads mainly as an extremely progressive document, with a rigid grip on the present socio-economic scenery and the view of outlook insecurity. Education for a new generation of learners has to essentially engage with the increasing dematerialization and digitalization of economies, which requires an entirely innovative set of capabilities in order to be able to keep up. It seems to be an even more imperative gratuity, at the present, with the leaning towards digitalization as well as unruly computerization being got faster by the epidemic.

In general, the NEP-2020 addresses to require increasing professionals in a range of fields ranging from cultivation to synthetic aptitude. Our nation also desires to be prepared for the upcoming. Along with, the NEP-2020 covers the way in front for a lot of youthful aspirant learners to be prepared with the precise ability set.

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## Role of 21<sup>st</sup> century skills in NEP 2020

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### Abstract:

*The NEP 2020 is the first education policy in the 21<sup>st</sup> century and aims to address the aspect of holistic development of students at all grade level. The policy includes change in educational structure, rules and regulations, governance, to create a new education system for 21<sup>st</sup> century education. NEP emphasizes on development of each individual student for coping 21<sup>st</sup> century skills. The main principle is that not to develop cognitive capacities but also foundational capacities of literacy and numeracy, higher order cognitive capacities such as critical thinking, problem solving, social, ethical and emotional capacities and dispositions. In this research paper role of 21<sup>st</sup> century skills in NEP2020 are included. Research Paper includes in Role of 21<sup>st</sup> century skills in NEP 2020, Problems to face implementation 21<sup>st</sup> century skills mentioned in research paper.*

**Keywords:** 21<sup>st</sup> Century Skills, National Education Policy 2020, Science, Technology, Engineering and Mathematics Education, Ministry of Education, Ministry of Skill Development, Partnership for 21<sup>st</sup> Century Skills, Organization for Economic Co-operation and Development, National Council For Teacher Education, Central Board of Secondary Education, All India Council for Technical Education, National Initiative for School Head's and Teacher's Holistic Advancement. Social Emotional Learning.

### Introduction:

National Education Policy 2020 is the first education policy in 21<sup>st</sup> century. To improve the education sector government of India declared NEP2020. Last education policy was formulated in 1986. Till date 34 years were completed for that policy. In between 1986 to 2023 world was rapidly changed. Knowledge is flexible, accessible and changeable. Any one can access any type of information easily. In 21<sup>st</sup> century Science, technology, ICT, STEM education, online education impacts on education system. So for 21<sup>st</sup> century skills we need will also changed. With a vision to make India the skill capital of the world, the ministry of Education (MOE) and Ministry of skill development (MSDE) are working closely to ensure smooth integration of vocational education in schools and Higher Education Institutes.

Experts like Narayana Murthy, President, Infosys Science Foundation also commended on that, "NEP 2020 will bring proactive thinking and problem solving culture in the country." This research paper includes the Role of 21<sup>st</sup> Century Skills in NEP2020.

21<sup>st</sup> century skills –

21<sup>st</sup> century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21<sup>st</sup> century society and workplaces by educators, business leaders, academics and governmental agencies.

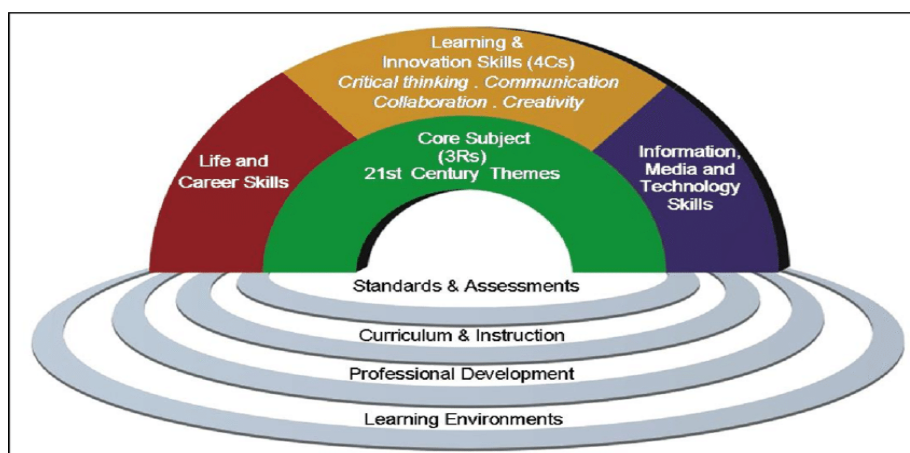
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P21, OECD, NCTE, CBSE, AICTE these institutes, each one listed different type of 21<sup>st</sup> century skills. Mainly divided into 3 types

1. Learning and innovation skill
2. Information, media and technological skill
3. Life and career skill

P21 was diagrammatically include 21<sup>st</sup> century skills as follows –





Source : (<https://files.eric.ed.gov/fulltext/ED519462.pdf>)

21<sup>st</sup> century skills, abilities, and learning dispositions that have been identified as being required for 21<sup>st</sup> century society and workspaces by educators, business leaders, academics and government agencies. This is part of a growing international movements focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Many of these skills are also associated with deeper learning ,which is based on mastering skills such as analytic reasoning complex problem solving and teamwork .These skills differ from traditional academics skills in that they are not premilary content knowledge –based .It’s important for effective learning ,deeper learning. In order to prepare the students for their futures, we must teach 21<sup>st</sup> century skills is valuable because they live in an ever changing world .For instance, teaching students not only how to be creative ,but how to develop in students appropriately should be a focus in classrooms.21<sup>st</sup> century skills are also important because it align with the common core because they both focus on science and technology.

NCTE introducing a 4 year ingrate Teacher Education program ( TEP) in a multidisciplinary environment .This programme aims at preparing teacher for foundational ,preparatory middle and secondary stages as per new school structure of 2020 .It will ensure that outstanding students enter the teaching profession .A student undergoing this cause will be grounded in Indian values ,languages ,knowledge ,ethos ,tribal tradition and also well versed in latest advances in education and pedagogy .This course also caters to the need of 21<sup>st</sup> century skills.

#### **National Education Policy 2020 -**

The NEP 2020 is the first education policy of 21<sup>st</sup> century and aims to address the aspect of development of our country .The policy includes change in educational structure ,rules and regulations ,governance ,to create a new education system for 21<sup>st</sup> century education.NEP emphasizes on development of each individual student for coping 21<sup>st</sup> century skills. The main principle is that not only develop cognitive capacities but also foundational capacities of literacy and numeracy ,higher order cognitive capacities such as critical thinking ,problem solving ,social ,ethical and emotional capacities and dispositions .

#### **Research Methodology:**

The researcher has made the use of secondary data like reference books ,booklets ,journals ,websites to collect the relevant data and information for study .Future Research on this subject will be “Development of supportive program to enhance 21<sup>st</sup> century skills among B.Ed student teachers “.

#### **21<sup>st</sup> century skills include in NEP 2020 Framework –**

Our Hon’ble Prime Minister of India says ,NEP 2020 focuses on the education and skills needed for the youth of 21<sup>st</sup> century India .We have to equip our students with the skills of the 21<sup>st</sup> century. What will these 21<sup>st</sup> century skills be? These will be critical thinking – creativity- collaboration –curiosity- and communication. The main vision of this policy is making job creators rather than job seekers .NEP 2020 encourages employment generation through vocational education to aliened Industry 4.0 .NEP 2020 more emphasizes on following 21<sup>st</sup>

century skills such as Communication ,ICT skill ,Problem solving ,Decision making ,Critical thinking ,Creativity and innovations ,Cooperation ,Social skills ,Leadership ,Health management skill.

#### **NEP 2020 projects to building 21<sup>st</sup> century skills in students.**

1. Creation of Network of Institutes offering skill courses through Hub and spoke model 2000 institutes in Higher education to start as Hub out of which ,1500 have been registered on common portal of Skill Ministry.
2. Art Integrated Education implemented in CBSE schools.
3. Mapping of skills and concepts with variety of toys completed and disseminated during toy fair and toy cathon
4. Teacher training on toy- based pedagogy launched
5. Story telling methodology
6. NISHTAA Training on ICT based pedagogy.
7. Shool preparatory Module – ‘ Vidya Pravesh’ launched on 29th July 2021 to identify children’s pre – numeracy ,pre- literacy ,cognitive and social skills.

#### **Problems in implementation 21<sup>st</sup> century skills in NEP 2020**

1. The lack of teacher training influence on quality of education.
2. Not all students have equal access to digital services, internet connectivity ,resources required for online learning .students who are economically backward ,cannot afford these.
3. NEP 2020 will implemented over all the country in India .India has diversity in cultural and regional .Each has unique needs and aspiration.
4. Lack of robust implementation strategy. It is necessary to give roadmap.
5. Problematic teacher student ratio
6. Teachers also need to train 21<sup>st</sup> century skills .So various ideas, activities and worksheets can be implemented for building adult SEL.
7. Creative and free environment in classrooms.
8. Teacher preparation programme, more than any other aspects, teaching skill enhancement should be given the highest priority which has not been.

#### **Conclusions:**

NEP 2020 is a good policy as it seems to make the education system more holistic, flexible, multidiplinary, alined to needs of the 21<sup>st</sup> century and 2030 sustainable development goals. But the key of success of NEP 2020 depends on implementation program. For that purpose some suggestions are as follows

1. It is necessary to focus on implementation of skills ,understanding and new learning methods in every child.
2. More focus on practical and vocational learning rather theoretical learning.
3. Different learning techniques and experiments will use by teachers.
4. The main focus on pre –service training program and post –service teachers program because teacher is the last and best part who implement curriculum in schools.

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## Integration of Technology And Online Resources,Hybrid Mode of Learning

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### Technology Integration :-

Technology integrations models are theoretical models that are designed to help teachers, researchers, and others in the education field to think about technology integration in meaningful ways.

Technology integration in education refers to the meaningful use of technology to achieve learning goals. Technology enhance the student learning experience. Utilizing different types of technology in the classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives.

### Online learning resources :-

Any resource available on the internet in an online educational environment. It might be audio or video lessons, interactive exercises or exams, or documents providing links to other web sites.

### Hybrid Mode of learning :-

Hybrid learning is an educational model that combines traditional in-person instruction with online learning.

It combines best of both worlds, offering students the flexibility of online learning while still providing the structure and interaction of traditional classroom learning.

In the simplest terms, hybrid learning can be defined as teachers taking both online and offline classes simultaneously for the students.

Some students attend the class in person while some attend virtually. It mostly depends upon the students to choose the way they wish to attend the classes.

### How to integrate technology in the classroom :-

#### Power point and games :-

Power Point presentations can be used to introduce a classroom concept while providing the opportunity for engagement. We can use graphics, bulleted information, links to videos. The ideas presented in the power point can be embedded within the slides.

By gaming in class, every student can participate in every activity.

#### Internet Homework Assignments :-

Posting homework assignments online is one way many teachers can begin to integrate technology in the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organised.

#### Online grading system :-

Communication is a key element in education that help teachers, parents and students to recognize student's strength.

#### Class-room Tablets :-

It is fortunate enough to have tablets for students, technology can allow teachers to implement differentiation throughout instruction. Students can work at their own pace during assignment and teachers can give instructions to every student.

#### Benefits of integrating technology into learning :-

1. Provides move engaged learning environment.
2. Prepares students for the future.

3. Connects letter with students.
4. Boosts collaboration.
5. Supports learning.
6. Offer a variety of teaching.

### Hybrid Learning Examples :-

- Collaborative brainstorming with a digital white board.
- Questions up votes to be see that your learners want you to discuss first.
- Short-pre recorded presentations by the instructors and learners.
- Multimedia worksheets for individuals or groups.

### Benefits of hybrid learning for teachers :-

#### Professional Development :-

The chance to work with virtual technology is excellent for instructors professional experience and sense of motivation.

#### Edtech tools and features :-

Trainers can get really creative with Edtech, using it to be more responsive to learner needs and track progress.

#### Health and Safety :-

Learners who come down with a dry cough don't have to be in physical attendance to still benefit from your expertise and carefully planned resources - which is great for them.

#### Benefits for learners :-

#### Accessibility :-

With hybrid learning, students have fewer barriers to enjoying education and professional development, no matter their physical location or ability.

**Flexibility :-** Learners can choose where they want to be for a hybrid class.

#### Better Engagement :-

Online learning features like polls, quizzes, digital white boards and reaction enosis can help make classes more engaging.

### Conclusion :-

In conclusion, using technology in the classroom can be a powerful tool for enhancing student engagement and fastering a more interactive any dynamic learning environment. Teachers can engage their students through white board tablets or online learning platform.

In conclusion of hybrid learning is a game changes for education as it blends the benefits of both in person and online learning.

However, it is important to remember that technology is just one tool among many that teachers can use to engage their students. It's important to find the right balance between using technology and other teaching strategies, and to consider the needs and preferences of individual students. My following best practices and staying up to date with the latest development in educational technology. Finally, it is the key to using technology effectively in the classroom is to have a clear understanding of teaching and achieving goals.

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## राष्ट्रीय शैक्षणिक धोरण २०२० नुसार शालेय शिक्षणात होणाऱ्या अपेक्षित बदलांचा अभ्यास

डॉ. शशिकांत श्रीधर अन्नदाते

सहायक प्राध्यापक

महावीर महाविद्यालय, कोल्हापूर

श्री. अजितकुमार चौगुले

सहायक प्राध्यापक

महावीर महाविद्यालय, कोल्हापूर

### प्रास्ताविक

नवीन शैक्षणिक धोरणाचा मसुदा तयार करण्यासाठी केंद्र सरकारच्या मनुष्यबळ विकास मंत्रालयाने २४ जून, २०१७ रोजी प्रसिद्ध अणुशास्त्रज्ञ डॉ. कस्तुरीरंगन यांच्या अध्यक्षतेखाली १२ सदस्यांची समिती नेमली होती. समितीने वेगवेगळ्या घटकाकडून आलेल्या सूचना विचारात घेऊन १५ डिसेंबर, २०१८ रोजी आपला अहवाल मनुष्यबळ विकास मंत्रालयास सादर केला. या अहवालावर २०१९ मध्ये प्रसिद्ध करून त्यावर जनतेच्या सूचनाही मागविण्यात आल्या होत्या. ऑक्टोबर, २०१९ मध्ये सदर धोरणाचा ५५ पानांचा अंतिम मसुदा प्रसिद्ध करण्यात आला आहे. या अंतिम मसुद्यास केंद्रीय मंत्रीमंडळाने २९ जुलै २०२० रोजी मंजुरी दिली आहे. या राष्ट्रीय शैक्षणिक धोरण, २०२० मध्ये पूर्व प्राथमिक ते उच्च शिक्षण अशा सर्व शिक्षणाबाबतची धोरणे त्यात अंतर्भूत आहेत.

सदर लेखात राष्ट्रीय शैक्षणिक धोरणानुसार अपेक्षित शालेय शिक्षणावर चर्चा करण्यात आली आहे. राष्ट्रीय शैक्षणिक धोरण, २०२० भारताला केंद्रस्थानी मानून अशा शिक्षण प्रणालीची कल्पना करते जी सर्वाना उच्च दर्जाचे शिक्षण प्रदान करून आपल्या राष्ट्राला सातत्याने न्याय्य व चैतन्यमय ज्ञानी समाजामध्ये परिवर्तित करण्यात थेट योगदान देते.

### राष्ट्रीय शैक्षणिक धोरण २०२० नुसार शालेय शिक्षणातील अपेक्षित बदल

#### १. प्रारंभिक बाल्यावस्था निगा व शिक्षण यांचे सबलीकरण

या शिक्षणाचा उद्देश हा सन २०२५ पर्यंत ३-६ वयोगटातील प्रत्येक मुलाला मोफत, सुरक्षित, उच्च दर्जायुक्त, विकासात्मकदृष्ट्या योग्य निगा व शिक्षण प्रदान करणे हा आहे. सदर धोरण मुलांच्या जीवनातील प्रारंभिक बाल्यावस्थेतील शिक्षणाच्या महत्त्वावर आणि या शिक्षणामुळे व्यक्तीला संपूर्ण आयुष्यभर होणाऱ्या चिरंतन फायद्यांवर भर देते. स्थानिक गरजा, भौगोलिकता व विद्यमान पायाभूत सुविधा यांबाबत बहुआयामी दृष्टिकोन ठेवल्यास प्रारंभिक बाल्यावस्थेतील शिक्षणासाठी उपलब्ध असलेल्या सुविधांचा महत्त्वपूर्ण विस्तार आणि सबलीकरण होईल. विशेषतः सामाजिक-आर्थिकदृष्ट्या वंचित असलेले जिल्हे यांच्याकडे विशेष लक्ष पुरविले जाईल आणि त्यांना प्राधान्य दिले जाईल. दर्जा व निष्पत्ती यांची योग्य देखरेख करण्यासाठी प्रक्रिया अस्तित्वात आणण्यात येतील. शिक्षक व पालक या दोघांच्याही दृष्टीने विचार करून प्रारंभिक बाल्यावस्थेतील शिक्षणासाठी अभ्यासक्रम व अध्यापनशास्त्र यांचा आराखडा विकसित करण्यात येईल. या आराखड्यामध्ये ०-३ वयोगटातील मुलांना योग्य आकलनात्मक उत्तेजना देण्यासाठी पूरक मार्गदर्शक सूचना व ३-८ वयोगटातील मुलांसाठी पूरक शैक्षणिक मार्गदर्शक सूचना यांचा समावेश असेल.

त्याचप्रमाणे सध्याच्या 'मनुष्यबळ विकास मंत्रालय' चे नाव बदलून 'शिक्षण मंत्रालय' करण्यात आले आहे. आणि प्रारंभिक बाल्यावस्थेतील शिक्षणाचे सर्व पैलू व घटक शिक्षण मंत्रालयाच्या कार्यक्षेत्रात येतील. परिणामतः प्रारंभिक बाल्यावस्थेतील शिक्षण उर्वरित शालेय शिक्षणाशी जोडण्यात येईल. शालेय शिक्षणाशी संबंधित नियमांचे अनुपालन होत असल्याची हमी मिळण्यासाठी सर्व शालेयपूर्व शिक्षण प्रदान करणाऱ्या (खाजगी, शासकीय व धर्मादायी) संस्थांकरिता प्रभावी दर्जेदार विनियमन किंवा प्रमाणन (एँक्रेडीटेशन) प्रणाली निर्माण करण्यात येईल. त्याचप्रमाणे ३-६ वयोगटातील सर्व मुलांसाठी मोफत व सक्तीचे दर्जेदार शिक्षण उपलब्ध होत असल्याची दक्षता घेण्यासाठी 'शिक्षणाचा अधिकार अधिनियम, २००९' (दी राईट टू एज्युकेशन ॲक्ट, २००९) चा विस्तार करण्यात येईल.

#### २. सर्व मुलांना पायाभूत साक्षरता व अंकज्ञान आत्मसात होत असल्याची दक्षता

या धोरणाचा उद्देश हा शालेय पातळीवर सन २०२५ पर्यंत इयत्ता पाचवी व त्यापुढील इयत्तेतील प्रत्येक विद्यार्थ्यास पायाभूत साक्षरता व अंकज्ञान आत्मसात होणे हा आहे. हे धोरण प्रारंभिक भाषा व गणित यांच्याशी निगडित गंभीर अध्ययन समस्या जाणते आणि त्यांच्या निवारणास सर्वोच्च प्राधान्य प्रदान करते.



पोषण व अध्ययन एकमेकांशी घनिष्टपणे संबंधित आहेत. त्यामुळे मध्यान्ह भोजन कार्यक्रमाचा विस्तार करण्यात येईल. इयत्ता पहिली ते पाचवीमध्ये प्रारंभिक भाषा व गणित यांच्याकडे विशेष लक्ष पुरविले जाईल. इयत्ता पहिली ते पाचवीमधील विद्यार्थ्यांना पायाभूत साक्षरता व अंकज्ञान आत्मसात व्हावे यासाठी व त्याचबरोबर मूल्यमापन व दर्जेदार साहित्य उपलब्ध करून देण्यासाठी सशक्त प्रणाली उभी करण्या- वर वाढीव लक्ष केंद्रित करण्यात येईल. राष्ट्रीय शिक्षक पोर्टलवर भाषा व गणित साहित्य यांचा राष्ट्रीय स्तरावरील संग्रह (रिपॉझिटरी) उपलब्ध असेल. तसेच इयत्ता पहिलीमधील सर्व विद्यार्थ्यांसाठी तीन महिन्यांचा कालावधी असलेला 'शालेय पूर्वतयारी अभ्यास' आयोजित करण्यात येईल. पायाभूत साक्षरता व अंकज्ञान यावर नव्याने भर देण्याच्या उद्देशाने सध्याच्या 'शिक्षक शिक्षणाची पुनर्रचना' करण्यात येईल. या धोरणात प्रत्येक शालेय स्तरावर विद्यार्थी-शिक्षक यांचे गुणोत्तर ३०:१ असे राहील, याची खात्री देण्यात येईल असे नमूद करण्यात आले आहे. या धोरणातील नाविन्यपूर्ण बाब म्हणजे समाजसेवक व समुपदेशक सर्व मुलांचे मानसिक आरोग्य अबाधित राखणे, मुले शाळा सोडून न जाणे, पालकांचा सहभाग व स्थानिक समुदायांची जमवाजमव करण्याची खात्री देतील. तसेच पायाभूत साक्षरता व अंकज्ञान संबंधित धोरणाची उद्दिष्टे पार पाडण्यासाठी स्वयंसेवकांचा उपयोग करण्यात येईल.

### **३. सर्व स्तरावरील शिक्षणामध्ये सर्वांना वैश्विक प्रवेश व त्यांना शिक्षणप्रवाहात टिकवून ठेवणे**

या धोरणाचा असाही उद्देश आहे कि, सन २०३० पर्यंत ३-१८ वयोगटातील सर्व मुलांना मोफत व सक्तीच्या दर्जेदार शालेय शिक्षणास प्रवेश मिळून शिक्षणामध्ये त्यांचा सहभाग होणे या दृष्टीने प्रयत्न केले जाणार आहेत. मुलांचा शाळेमध्ये होणारा प्रवेश वाढत असला तरी मुलांची शाळेतून होणारी गळती आपल्याला थांबविता येत नसल्याबाबत हे धोरण चिंता व्यक्त करते. सन २०३० पर्यंत विविध उपाययोजनांच्या माध्यमा- तून शालेयपूर्व काळापासून ते माध्यमिक शिक्षणापर्यंत १००% ग्रॉस एनरोलमेंट रेशो साध्य करावयाचा आहे. शाळेत प्रवेश घेतलेल्या मुलांच्या दैनंदिन उपस्थितीचा व अध्ययनाच्या निष्पत्तीचा आढावा घेणे, तसेच शिक्षक, समाजसेवक व स्वयंसेवक यांच्यामार्फत शाळेतून गळती होणाऱ्या व शाळेत न येणाऱ्या मुलांच्या संख्येवर पाळत ठेवणे आणि शाळेबाहेरील पौगंडावस्थेतील मुलांसाठी कार्यक्रम राबवून मुलांचा शालेय शिक्षणातील सहभाग व अध्ययन वाढविले जाईल.

औपचारिक व अनौपचारिक शैक्षणिक माध्यमांमधून अध्ययनाचे वेगवेगळे मार्ग उपलब्ध करून दिले जातील आणि सोबतच खुले शालेय शिक्षण (ओपन स्कूलिंग) व दूरवरून शालेय शिक्षण (डिस्टन्स स्कूलिंग) व तंत्रज्ञान मंच वापरण्याची साधने यांचे सबलीकरण करण्यात येईल. जर आरोग्यविषयक कारणास्तव विद्यार्थी शाळेत उपस्थित राहू शकत नसतील तर त्यांनी त्वरित शाळेत होण्यास आवश्यक असलेल्या उपाययोजना करण्यात येतील. त्यामध्ये शाळेत आरोग्यसेवकांची नेमणूक करणे, तसेच याविषयी विद्यार्थी, पालक व व्यापक प्रमाणावर समाजामध्ये जनजागृती करणे आणि त्यांना योग्य आरोग्य सेवांशी संपर्क करून देणे या बाबींचा समावेश होतो. शिक्षणाचा अधिकार अधिनियमाच्या अनुपालनाच्या आवश्यक बाबी व अटी शिथिल करण्यात येतील आणि त्याच- सोबत (शारीरिक व मानसिक) सुरक्षा, प्रवेश व समावेश, नफा- विरहित तत्त्वावर शाळांचे प्रचालन आणि अध्ययनाच्या निष्पत्तीची किमान मानके याबाबत खातरजमा करण्यात येईल. यामुळे स्थानिक पातळीवर गरजेनुसार बदल करून व पर्यायी विकल्प उपलब्ध करून शासकीय व गैरशासकीय संस्थांसाठी शाळा सुरू करणे सुलभ केले जाईल. शिक्षणाचा अधिकार अधिनियमाचा विस्तार करून शालेयपूर्व शिक्षणापासून इयत्ता बारावीपर्यंत मोफत व सक्तीचे शिक्षण उपलब्ध करून देण्यात येईल.

### **४. शालेय शिक्षणासाठी अभिनव अभ्यासक्रम व अध्यापनशास्त्र रचना**

या धोरणानुसार घोकंपट्टीद्वारे करण्यात येणारे अध्ययन कमी करून त्याऐवजी सर्वांगीण विकास आणि शोधक विचारक्षमता, सर्जनशीलता, शास्त्रीय मनन, सुसंवाद, परस्परसहकार्य, बहु- भाषिकता, समस्या निवारण, नीतितत्त्वे, सामाजिक बांधिलकी व अंकीय साक्षरता अशा २१ व्या शतकातील अभिनव कौशल्यांवर आधारित अध्ययनाला चालना देण्यासाठी सन २०२२ पर्यंत अभ्यासक्रम व अध्यापनशास्त्र यांमध्ये आमूलाग्र बदल करण्यात येणार आहेत. त्यादृष्टीने सध्याच्या शालेय शिक्षणाच्या अभ्यासक्रम व अध्यापनशास्त्र अध्ययनार्थीच्या विकसनाच्या विविध टप्प्यांवर त्यांच्या गरजा व कल यांच्याशी सुसंगत होण्यासाठी अभ्यासक्रमाची व अध्यापनशास्त्राची पुनर्रचना करण्यात येईल. सध्याच्या शालेय शिक्षणाचा अभ्यासक्रम व अध्यापनशास्त्र यांची रचना व शालेय शिक्षणाच्या अभ्यास- क्रमाचा आराखडा ५+३+३+४ मांडणीनुसार बनविला जाईल.

- पायाभूत स्तर (वय ३-८ वर्षे) : शीघ्र बौद्धिक खेळ व शोधनावर आधारित अध्ययन.
- तयारीचा स्तर (वय ८-११ वर्षे) : खेळ व शोधन यांच्यावर आधारित बांधणी; रचनात्मक अध्ययनाकडे संक्रमणाची सुरुवात.
- मधला स्तर (११-१४ वर्षे) : विषयांमधील संकल्पना शिकणे; पौगंडावस्थेतील वाटचालीस सुरुवात.
- दुसरा स्तर (वय १४-१८ वर्षे) : उदरनिर्वाह व उच्च शिक्षण यासाठी तयारी; युवा प्रौढत्वाकडे संक्रमण.

दुसऱ्या स्तरामध्ये चार वर्षांचा बहुशाखीय अभ्यासक्रम असेल आणि त्यामध्ये विषयातील खोली, शोधक विचारक्षमता, पर जीवनातील महत्त्वाकांक्षांकडे लक्ष देण्याची क्षमता विकसित केली जाईल आणि त्यामध्ये विद्यार्थ्यांना विषय निवडीस वाव असेल. सर्वांगीण अध्ययनार्थी विकसित करण्याच्या दृष्टीने शालेय शिक्षणाचे साहित्य व प्रक्रिया यांची पुनर्रचना करण्यात येईल. अभ्यास अधिक खोलवर व्हावा व प्रायोगिक अध्ययन अधिक प्रमाणात व्हावे यासाठी अभ्यासक्रमाचा भार थोडासा कमी करून तो महत्त्वाच्या संकल्पना व आवश्यक कल्पना यांच्यापुरताच मर्यादित ठेवण्यात येईल. भाषा, शास्त्रीय मनन, सौंदर्यशास्त्र व कला यांची जाण, सुसंवाद, नैतिक कारणमीमांसा, अंकीय साक्षरता, भारताविषयी ज्ञान, स्थानिक समुदाय, देश व जगाला भेडसावत असलेल्या गंभीर व महत्त्वाच्या समस्यांचे ज्ञान यांमध्ये प्रभुत्व प्राप्त करण्यासाठी सर्व विद्यार्थ्यांना प्रोत्साहन दिले जाईल. अभ्यासक्रम लवचीक असेल ज्यामध्ये अभ्यास क्रमांतर्गत, सहअभ्यासक्रम किंवा अभ्यासक्रमबाह्य असा किंवा कला व विज्ञान असा किंवा 'व्यावसायिक' व 'शैक्षणिक' असा स्पष्ट भेद नसेल. त्यामुळे विद्यार्थ्यांना दुसऱ्या शालेय स्तरादरम्यान विषय बदलण्याची संधी व पर्याय उपलब्ध असतील. किमान इयत्ता पाचवीपर्यंत किंवा शक्यतो इयत्ता आठवीपर्यंत शिक्षण स्थानिक भाषेत/मातृभाषेत असेल आणि गरजेनुसार लवचीक भाषा (द्विभाषा) दृष्टिकोन अमलात आणण्यात येईल. गरजेनुसार व शक्य असेल तिथे उच्च दर्जाची पाठ्य- पुस्तके स्थानिक भाषेत उपलब्ध करून देण्यात येतील आणि दिव्यांग विद्यार्थ्यांसाठी आवश्यक शैक्षणिक साहित्य विकसित करण्यात येईल. संपूर्ण देशभरातून त्रिभाषीय सूत्र हिरिरीने राबविण्यात येईल. भाषा शिक्षक विकसित करून त्यांची नेमणूक करण्यासाठी विशेष उपाययोजना करण्यात येतील. इयत्ता ६ वी ते ८ वी दरम्यान सर्व विद्यार्थ्यांना व्यावसायिक कौशल्ये व कलाकुसर यांविषयी संपूर्ण एका वर्षाचा सर्वेक्षण (सर्व्हे) कोर्स करावा लागेल. यामुळे शालेय शिक्षणा- दरम्यानच मुलांना व्यावसायिक क्षेत्राचा अनुभव मिळण्यास सुरुवात होईल. इयत्ता ९ वी ते १२ वी मधील मुलांना पारंपरिक शैक्षणिक विषयांसोबतच व्यावसायिक विषयांची निवड करण्याची संधी असेल. त्याबाबत मुलांना दोन्ही प्रकारचे अभ्यासक्रम मिश्र पद्धतीने निवडण्याची मुभा असेल.

त्याचप्रमाणे विद्यार्थ्यांच्या विकासासाठी साहाय्य होईल अशा प्रकारे मूल्यमापनामध्ये आमूलाग्र बदल करण्यात येतील. (बोर्डाच्या परीक्षांसह) सर्व परीक्षा मुलांच्या मूळ संकल्पना व कौशल्ये आणि त्यासोबत उच्चस्तरीय क्षमता तपासतील. सन २०२५ पर्यंत मध्यस्तरीय व त्यावरील सर्व शालेय शिक्षणाचे मूल्यमापन अनुकूल संगणकीय चाचणी (एँडाप्टिव्ह कम्प्युटराईझ्ड टेस्टिंग) पद्धतीने करण्यात येईल. सन २०२०-२१ पासून पुढे वर्षभरात शाळांमधून विविध बुद्धिमापन चाचण्या व निरनिराळ्या विषयांच्या चाचण्या घेण्यात येतील आणि स्वायत्त राष्ट्रीय चाचणी संस्थे- कडून या चाचण्यांचे प्रशासन करण्यात येणार आहे. अशा रीतीने राष्ट्रीय शैक्षणिक धोरण २०२० उच्च दर्जाच्या शालेय शिक्षणाची हमी देणे. सदर धोरणानुसार होणारे बदल विद्यार्थ्यांच्या सर्वांगीण विकासासाठी पूरक ठरतील यात शंकाच नाही.

### संदर्भ ग्रंथ

१. विभूते, भालबा (२०२२), राष्ट्रीय शैक्षणिक धोरण २०२० चिकित्सा, पुणे, मेहता पब्लिशिंग हाउस
२. देशमुख लक्ष्मीकांत (२०२०). नवे राष्ट्रीय शैक्षणिक धोरण २०२० : एक चिकित्सक अभ्यास, पुणे, आंतरभारती प्रकाशन
३. राष्ट्रीय शैक्षणिक धोरण २०२० संक्षिप्त अहवाल
४. डॉ. ह.ना. जगताप यांचे विविध भाषणे व प्रसारमाध्यमात प्रकाशित राष्ट्रीय शैक्षणिक धोरण २०२० वरील लेख

## राष्ट्रीय शैक्षणिक धोरण (२०२०) मधून संशोधन विकासाची NRF व्दारे नवी दिशा

प्राचार्य डॉ. पांढरे विद्युलता ज्ञानेश्वर

उमा शिक्षणशास्त्र महाविद्यालय, पंढरपूर.

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### प्रस्तावना :-

राष्ट्रीय शैक्षणिक धोरणाची निर्मिती के कस्तुरीरंगन यांच्या अध्यक्षतेखाली झाली. हया शैक्षणिक धोरणाव्दारे प्राथमिक शिक्षणापासून उच्च शिक्षणापर्यंतच्या सर्व घटकांची सखोल मांडणी केलेली आहे. हयामध्ये अभ्यासक्रमांची पूर्णरचना करून कालानुरूप शिक्षण देण्याचा आणि विद्यार्थी घडविण्याचा प्रयत्न केला आहे. टाज उच्च शिक्षण हया बाबीचा विचार केल्यास प्रामुख्याने गुणवत्तेचा, अभाव विद्यार्थी गळती आणि संशोधनाचे प्रमाण अल्प इ. बाबी आपणास विचार करण्यात भाग पाडतात. त्या विषयी अत्यंत सुक्ष्मविचार राष्ट्रीय शैक्षणिक धोरणात केलेला आपणास दिसून येतो.

**उच्च शिक्षण आणि संशोधन याबाबतची सद्यःस्थिती :-** उच्च गुणवत्तेचे उच्च शिक्षण उच्च दर्जाचा ज्ञाननिर्मिती साठी हातात हात घालून कार्य करणे गरजेचे आहे. त्याच बरोबर ज्ञाननिर्मितीच्या प्रक्रियेत सहभागी होणे महत्वाचे आहे. म्हणूनच भारताच्या उच्च शिक्षण व्यवस्थेच्या यशासाठी आणि जीवतपणासाठी उच्च शिक्षण प्रणालीमध्ये संशोधन विकसित करणे महत्वाचे आहे.

तथापी भारतातील अंदाजे ४०००० उच्च शिक्षण संस्थांपैकी १% पेक्षा कमी संस्था संशोधनामध्ये गुंतलेल्या आहेत. वरील महत्त्वपूर्ण बाबीचा विचार करून आज राष्ट्रीय शैक्षणिक धोरणाव्दारे लक्ष केंद्रित करते. शिक्षण प्राप्त करणे आणि शिक्षणाव्दारे संशोधनास चालना देणे हे महत्वाचे मानले आहे. संशोधन आज काळाची गरज लक्षात घेवून सातत्याने नवीनतेचा ध्यास मनुष्य विकासासाठी आवश्यक बाब बनली आहे. या साठीच राष्ट्रीय शैक्षणिक धोरणामध्ये National Research Foundation राष्ट्रीय संशोधन संस्थेची स्थापना करण्याचे निर्देशित केले आहे. संशोधन विकासासंबंधीचा उद्देश्य, भारतीय संशोधनाची सद्यस्थिती त्याव्दारेचा आज राष्ट्रीय संशोधन संस्थेची गरज, उद्दिष्ट्ये आणि कार्य याबाबीचा सखोल विचार प्रस्तुत चिंतनपर संशोधन पेपरमध्ये करण्याचा प्रयत्न केला आहे.

### राष्ट्रीय शैक्षणिक धोरण आणि उच्च शिक्षणातील संशोधन विकासासंबंधीचा उद्देश्य :-

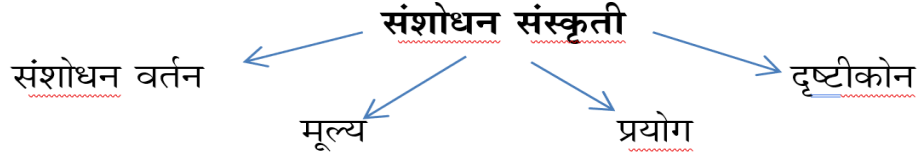
भारताचा आजपर्यंतचा संशोधन प्रवास फारसा विकासात्मक तसेच उत्साहवर्धक राहिलेला नाही हे स्पष्ट दिसून येते. भारताचा GDP चा विचार करता तो इतर देशाच्या तुलनेने अत्यंत कमी आहे. ०.६९% इतकाच असून तो अत्यंत कमी आहे तोच GDP इतर देशाचा ३% आहे. त्यामुळे भारताचा संशोधनाचा दर्जा अत्यंत खालावलेला दिसून येतो.

आज आपल्याकडे मोठ्या प्रमाणावर संभाव्य परिस्थिती असली तरी त्यामधील संशोधनाचा दर्जा खराब होत आहे. कारण खराब पायाभूत सुविधा मर्यादीत निधी, स्वस्त कर्मचारी, अयोग्य संशोधन मार्गदर्शन, तोंडी शिकविण्याऐवजी व्यावहारिक आणि अनुभवात्मक शिकविण्यावर भर पीएच. डी. चे कठोर नियम प्रवेश आणि पुर्तता, साहित्यिक चोरी बनावट संशोधन मासिक प्रकाशने इ. विविध कारणांमुळे संशोधनाची गुणवत्ता, विकास, दर्जा हा अत्यंत कमी झालेला दिसून येतो.

वरील सर्व परिस्थितीचा विचार करता संशोधन संस्कृती निर्माण होण्याची गरज लक्षात घेवून NEP व्दारे याचे बाबीचा विचार केला आहे.

**संशोधन संस्कृती (Research Culture) :-** हयामध्ये प्रमुख चार घटकांचा विचार केला आहे.





हया सर्व घटकांचा समावेश आणि संप्रेषण ज्या व्यक्ती, वातावरणात समाजात हाईल, तेथे संशोधन संस्कृती निर्माण हाईल.

वरील सर्व बाबींचा विचार NEP ने National Research Foundation मध्ये करण्याचा प्रयत्न करण्याचे ठरविले आणि NRF ची स्थापना करण्याचे निर्देशित केले.

#### राष्ट्रीय संशोधन संस्थेची संकल्पना :- (Concept of National Research Foundation)

संसद ने अलीकडेच अनुसंधान नॅशनल रिसर्च फाऊन्डेशन (ANRE 2023) पास केले. संशोधन नवकल्पना आणि उदयोजकतेसाठी उच्च स्तरीय धोरणात्मक दिशा प्रदान करणे आणि भारताची राष्ट्रीय संशोधन पायाभूत सुविधा, ज्ञानाचा विषय आणि नाविण्यपूर्ण क्षमता, वैज्ञानिकतेसाठी वाढविणे हा प्रमुख उद्देश्य समोर ठेवला आहे.

#### राष्ट्रीय संशोधन संस्थेची गरज :-

नॅशनल रिसर्च संस्थांची कल्पना या दृढ विश्वासावर आधारित आहे की नवीन वैज्ञानिक आणि सामाजिक ज्ञानाची निर्मिती, सत्यच्या कल्पनेच्या पद्धतशीर मूल्यांकनावर आधारित मानवी कल्याण आणि प्रगतीचा पाया आहे.

भारतातील बहुसंख्य विद्यापीठे आणि उच्च शिक्षण आणि संशोधन संस्थामध्ये विनामूल्य शोध संस्कृती सहाय्य, मार्गदर्शन नव संनीवनी निर्माण करण्याची संबंधित मोठ्या लोकसंख्येच्या दृष्टिने हया बाबीवर कार्य करण्यासाठी राष्ट्रीय शैक्षणिक संशोधन संस्था वाढविण्याची गरज निर्माण झाली आहे.

#### राष्ट्रीय शैक्षणिक संशोधन संस्थेची उद्दिष्ट्ये :-

१. संशोधनासंबंधी पायाभूत सुविधासंबंधी निधी सामायिक संस्थाना पुरविणे
२. विद्यापीठ आणि महाविद्यालयंमध्ये संशोधनाची सोय करणे तसेच त्यामध्ये संशोधन रुजविणे आणि वाढविण्याचे कार्य करणे.
३. आंतरराष्ट्रीय संयोग वाढविणे आणि मोठ्या प्रमाणात मेगा प्रोजेक्ट्स मध्ये भारताची भुमीका वाढवणे.
४. शिक्षणातील नाविण्यपूर्ण उपक्रमाद्वारे संशोधकाच्या पुढील पिढीच्या तयारीला पाठींबा देणे.
५. देशातील संशोधनाच्या नियोजनासाठी विचारपूर्वक दिशा म्हणून काम करणे आणि सरकारला महत्वाच्या धोरणात्मक उपक्रमांची शिफारस करणे.
६. संशोधनासंबंधी सरकारी संस्था आणि उद्योग यांच्यामध्ये संपर्क म्हणून कार्य करणे
७. NRF मार्गदर्शनव्दारा प्राप्त केलेल्या उत्कृष्ट संशोधन आणि प्रगतीचा अभ्यास करणे.
८. संशोधनात महिला आणि इतर अप्रस्तुत गटांचा सहभाग वाढविण्यासाठी पुढाकारांना समर्थन देणे.

अशी विविध उद्दिष्ट्ये समोर ठेवून राष्ट्रीय संशोधन संस्था कार्य करणे अपेक्षित असून उद्दिष्टानुरूप कार्याव्दारे संशोधनाला चालना आणि विकास करण्याचा प्रयत्न केला जाईल.

### NRF चे स्वरूप :- १

NRF ची प्रक्रिया सुलभ करण्यासाठी प्रमुख १० संचनालये स्थापन करण्याचा प्रस्ताव दिला आहे.

- संचनालये :- १) नैसर्गिक विज्ञान २) गणित विज्ञान  
३) अभियांत्रिकी ४) पर्यावरण विज्ञान  
५) सामाजिक विज्ञान ६) कला  
७) डिझाईन आणि मानविकी ८) भारतीय भाषा आणि ज्ञानप्रणाली  
९) आरोग्य १०) नवोपक्रम आणि उद्योजकता

### समारोप :-

NRF द्वारे संशोधनाचे एक महत्त्वाकांशी उद्दिष्टे पुढे आणते. जे संख्यात्मकने बरोबरच संशोधनात गुणात्मक विकास करणारे असून त्याद्वारे देशाचा विकास घडण्यास मदत हाईल. NRF द्वारे मूलभूत संशोधन आणि उपयोजित संशोधनात अमूलाग्र विकास झालेला दिसून येईल. हा महत्त्वपूर्ण दृष्टीकोन राष्ट्रीय शैक्षणिक धोरणाने पुढे ठेवला आहे.

### संदर्भ ग्रंथ सूची –

1. NEP-2020



## सर्वांगीण आणि बहु विद्याशाखीय उच्च शिक्षण राष्ट्रीय शैक्षणिक धोरण २०२०

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### सारांश (Abstract)

कोणत्याही राष्ट्राची प्रगती भविष्यकालीन वाटचाल, बदलत्या आव्हानांना सक्षमपणे सामोरे जाण्याची क्षमता त्या देशाच्या शिक्षणपद्धतीवर, शिक्षणपद्धतीमधील प्रवाहानुसार बदलणाऱ्या दर्जावर, स्पर्धात्मक वातावरणाला सामोरे जाण्याच्या क्षमतेवर अवलंबून असते. त्या देशाची सामाजिक, सांस्कृतिक, आर्थिक, विकासाची प्रक्रियाच मूलतः त्या देशातल्या शिक्षणपद्धतीचे प्रतिबिंब असते आणि म्हणूनच नवीन शैक्षणिक धोरणाचा विचार, आखणी आणि त्याचा अवलंब करताना भविष्यवेधी वाटचाल आणि दूरदृष्टी ठेवून विचार करावा लागतो. १९८६ च्या शैक्षणिक धोरणानंतर भारत सरकारने २१ व्या शतकातील पहिले शैक्षणिक धोरण जाहीर केले. शिक्षण हेच देशाच्या प्रगतीचे महत्वाचे साधन आहे हे लक्षात आल्याने या शैक्षणिक धोरणाबाबत सर्वच जनमानसातून कमालीची जागृती असल्याचे दिसून येते.

भारतीय ज्ञानपरंपरा पुरातन, नित्यनूतन तसेच शाश्वत आहे. प्राचीन काळातील शिक्षणप्रणाली, ज्ञान, परंपरा, यांनी नेहमीच मानवतावादी विचार आणि भारतीय संस्कृतीला चिरंतन ठेवण्याचा प्रयत्न केला आहे. भारतातील तक्षशिला, नालंदा, विक्रमशीला, वल्लभी, उज्जैनी, काशी ही जगप्रसिद्ध शिक्षण आणि संशोधनाची प्रमुख केंद्रे होती. मैत्रेयी, गार्गी, बोधायन, आर्यभट्ट, चरक, कणाद, वराहमिहीर, शंकराचार्य, स्वामी विवेकानंद यांच्यासारख्या अनेक महापुरुषांनी आपल्या जिज्ञासू आणि अभ्यासू कार्यप्रणालीतून भारतीय ज्ञानपरंपरेला समृद्धीचा वारसा दिला.

### राष्ट्रीय शैक्षणिक धोरण 2020

जागतिक स्तर, ज्ञानाच्या रूढावणाऱ्या कक्षा, भविष्यकालीन संधी, बळकट आणि शाश्वत अर्थव्यवस्था बनविण्यासाठी देशाची शिक्षणप्रणाली बळकट असणे गरजेचे असते. याच भारतीय ज्ञान आणि विचारांच्या समृद्ध पार्श्वभूमीवर राष्ट्रीय शैक्षणिक धोरण 2020 ची आखणी करण्यात आली आहे.

राष्ट्रीय शैक्षणिक धोरण, 2020 हे जेष्ठ वैज्ञानिक डी. के. कस्तुरीरंगन यांच्या अध्यक्षतेखाली तयार करण्यात आले. या शैक्षणिक धोरणात सर्वाना समान शिक्षण, समानता, गुणवत्ता, परवडणारे शिक्षण आणि उत्तरदायित्व या पाच स्तंभांचा विचार करण्यात आला असून आनंददायी शिक्षणाची वाट साकारताना जीवनाभिमुख आणि रोजगाराच्या संधी निर्माण करणारी शिक्षणपद्धती उभारण्यावर भर देण्यात आला आहे.

या शैक्षणिक धोरणाने आकृतीबंधात बदल सूचित केला आहे. आकृतीबंधात बालकाच्या वयाच्या तीन वर्षांपासूनचा समावेश केला आहे. विद्यार्थ्यांच्या आयुष्यातील पहिली आठ वर्षे अधिक महत्त्वाची आहेत. या वयात आपण काय पेरणी करतो हे महत्त्वाचे असते. जगातील विविध संशोधनातून हे वय महत्त्वाचे असल्याचे समोर आले आहे. या वयात सुमारे 80- 85 टक्के मेंदूचा विकास होत असतो. त्यामुळे या वयात मुलांच्या शिक्षणाचा विचार महत्त्वाचा आहे. पूर्व्याच्या '10 + 2 + 3' च्या आकृतीबंधाऐवजी '5 + 3 + 3 + 4' असा आकृतीबंध स्वीकारण्यात आला आहे. या आकृतीबंधानुसार, पहिली तीन वर्षे अंगणवाडी आणि पहिली, दुसरीचे वर्ग यांचा एकत्रित करून पायाभूत टप्पा म्हणून स्वीकारण्यात आला आहे. येथील अभ्यासक्रमाची तत्व आणि आराखडादेखील केंद्राने निश्चित केला आहे. पुढे तिसरी ते पाचवी, सहावी ते आठवी आणि नंतर नववी ते बारावी असे टप्पे निर्धारित करण्यात आले आहेत.



भारताची सांस्कृतिक परंपरा, सांस्कृतिक मूल्ये आणि एकूणच मानवतावादी दृष्टिकोन समोर ठेवून या शैक्षणिक धोरणाची आखणी झाल्याचे दिसून येते. देशाच्या विकासाच्या आवश्यक गरजांची पूर्तता करून जागतिक स्तरावर भारताचे स्थान उंचावण्यासाठी आवश्यक असणारा शैक्षणिक दर्जा वाढविण्याचा प्रयत्न नवीन शैक्षणिक धोरणात केला आहे.

दया आणि सहानुभूती, धैर्य आणि लवचिकता, वैज्ञानिक स्वभाव आणि सर्जनशीलता, कल्पनाशक्ती, नैतिक मूल्ये असणारे मनुष्य निर्माण करणे आणि भारतीय संविधानाने परिकल्पित केलेल्या सर्वसमावेशक समाजाच्या निर्मितीसाठी योगदान देणे हा या शैक्षणिक धोरणाचा उद्देश आहे.

राष्ट्रीय शैक्षणिक धोरणाचे उद्दिष्ट ज्ञानकेंद्रित भारतीय मूल्यांसह प्रत्येक विद्यार्थ्याला दर्जेदार उच्च शिक्षण प्रदान करणे आहे. हे धोरण भारताला एक जागतिक ज्ञानमहासत्ता बनवून एक चैत्यन्यशील आणि न्याय संकल्प परिवर्तनशील समाजाच्या निर्मितीस सहाय्यभूत ठरेल.

विश्वगुरु म्हणून संपूर्ण जगतात नावलौकिक वाढविण्यासाठी आणि मार्ग आखण्यासाठी हे शैक्षणिक धोरण महत्वाची भूमिका बजावेल. भारताची परिस्थिती आणि जागतिक आव्हाने याचा सुवर्णमध्य साधण्याचे काम या शैक्षणिक धोरणामुळे होईल. शिक्षणातून केवळ उदरनिर्वाहाच्या व्यवस्था करण्यापलीकडे जाऊन सुखद आणि संपन्न मानवी जीवनाच्या घडवणूकीसाठी चारित्र्यसंपन्न आणि सर्वांगीणविकास युक्त पिढीच्या निर्मितीसाठी दर्जेदार शिक्षणाची नितांत आवश्यकता आहे. मौखिक परंपरेतील ज्ञानाबरोबरच टीकात्मक विवेचन, कार्यानुभव, कथाकथन, प्रश्नोत्तरे, आत्मपरीक्षण यासारख्या पद्धतीचा अवलंब करून ज्ञानाच्या कक्षा रुंदावणे ही आव्हाने पेलणाऱ्या शैक्षणिक पद्धती गरज आहे. या दृष्टिकोनातून नवीन शैक्षणिक धोरणाची गरज वृद्धिंगत होते.

#### राष्ट्रीय शैक्षणिक धोरणानुसार सर्वांगीण आणि बहुविद्याशाखीय उच्च शिक्षण -

संपूर्ण मानवी क्षमतेचा विकास करण्यासाठी आणि संपूर्ण मानवी क्षमता साध्य करण्यासाठी तसेच न्याय व समानतेने सर्वांगीण विकास करण्याच्या दृष्टिने शिक्षण महत्त्वपूर्ण आहे.

"शिक्षणाचे उद्दिष्ट मानवाच्या सर्व क्षमता बौद्धिक सौंदर्याचा सामाजिक, शारीरिक, मानसिक आणि नैतिक एकात्मिक पद्धतीने विकसित करणे."

एकूणच 'व्यक्तिचा सर्वांगीण विकास साधणे' हा नवीन शैक्षणिक धोरणाचा उद्देश असल्याचे आपल्याला पहायला मिळते. सर्वांगीण शिक्षण आणि बहुविद्याशाखीय शिक्षण हे एक अविभाज्य शिक्षण मॉडेल आहे जे विद्यार्थ्यांना विज्ञान, मानव्यविद्याशाखा, गणित, भाषा, सामाजिक विज्ञान, व्यावसायिक कौशल्ये, सॉफ्टस्कील्स, नैतिकता, मानवी ज्ञान शिकण्यासाठी प्रवृत्त करते.

#### सर्वांगीण विकास, शिक्षण आणि शैक्षणिक धोरण

शिक्षण राष्ट्रनिर्मितीचे व विकासाचे प्रमुख साधन मानले जाते. त्यादृष्टीने शिक्षणाकडे आणि संबंधित धोरणाकडे जास्त डोळसपणे, जागरूकपणे पाहून अपेक्षित बदल समजून घेणे आवश्यक आहे. ज्ञानाधिष्ठित समाजाची निर्मिती करावयाची असेल तर विद्यार्थी हे परीक्षार्थी न राहता ज्ञानार्थी होणे गरजेचे आहे. त्यासाठी पुस्तकातून मिळालेल्या ज्ञानाचे प्रत्यक्ष व्यवहारातील उपयोजन, कौशल्ये निर्मिती आणि अनुभवातून शिकण्याच्या संधी यांची आवश्यकता आहे. शालेय शिक्षणात विद्यार्थी, शिक्षक, पालक, शाळा या चार प्रमुख घटकांना समोर ठेवून शिक्षणाच्या प्रत्येक पायरीचे नियोजन होणे गरजेचे आहे.

उत्तम दर्जाचे शिक्षण, सर्वासाठी शिक्षण, कौशल्याधारित शिक्षण, आनंददायी शिक्षण अशा विविध पैलूतून विद्यार्थ्यांच्या सर्वांगीण विकासाचे ध्येय गाठणे हा आव्हानात्मक हेतू नवीन शैक्षणिक धोरणातून सध्या करण्याचा प्रयत्न केला गेला आहे.

संपूर्ण व्यक्तिमत्त्वाचा विकास हे शिक्षणाचे उद्दिष्ट मानल्यास विद्यार्थ्यांच्या संपूर्ण व्यक्तिमत्त्वाचे मूल्यमापन त्याच्या क्षमता, त्याची बुद्धिमत्ता, छंद, सवयी, दृष्टीकोन, जीवनाविषयक मूल्ये आणि क्षमता, शारीरिक, मानसिक आयामांचा विचार या मुल्यामापनात होणे म्हणजेच सर्वांगीण विकासाचा प्रयत्न होय.

शैक्षणिक, नैतिकता, बुद्धी, शरीर, सामाजिक कौशल्य, सौंदर्यशास्त्र या क्षेत्रांमध्ये सर्वसमावेशक आणि संतुलित विकास म्हणजे सर्वांगीण विकास होय. एखाद्या व्यक्तीचे मूल्यमापन करताना त्याचे कौशल्य, योग्यता, ज्ञान आणि आकलन या सर्व गोष्टींचा एकत्रित विचार होणे गरजेचे आहे.

"मुलांच्या शैक्षणिक प्रगती बरोबरच त्यांच्या सामाजिक, भावनिक, शारीरिक, मानसिक, बौद्धिक वाढीच्या सर्व पैलूंवर लक्ष केंद्रित करणे म्हणजे सर्वांगीण शिक्षण होय."

### सर्वांगीण विकासाचे तत्त्व -

मुलांच्या शिक्षण आणि विकासाच्या विविध पैलूंकडे संज्ञानात्मक, सामाजिक, भावनिक, शारीरिक, सांस्कृतिक, आध्यात्मिक - एकात्मिक आणि परस्पर संबंधातून संपूर्णपणे पाहणे होय.

### शिक्षणातील बहुविद्याशाखीय दृष्टीकोन

बहुविद्याशाखीय ही एक संकल्पना आहे जी भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण (NEP) 2020 द्वारे स्वीकारली आहे.

बहुविद्याशाखीय अभ्यासक्रम म्हणजे एकाच विषयाचा एकापेक्षा जास्त विषयांच्या दृष्टिकोणातून अभ्यास करणे. यास क्रॉस डिसिप्लिनरी देखील म्हणतात. जे परिघाबाहेरील ज्ञानाच्या पूर्ततेसाठी प्रयत्न करते. बहुविद्याशाखीय दृष्टिकोन ही अभ्यासक्रमाच्या एकत्रीकरणाची एक पद्धत आहे जी विषय किंवा एखादी समस्या स्पष्ट करण्यासाठी विविध विषय आणि दृष्टिकोणावर प्रकाश टाकते. एकाच विषयाचा अभ्यास करण्यासाठी अनेक विषयांचा वापर केला जातो. ज्यामुळे विद्यार्थ्यांना वेगवेगळ्या विषयांच्या ज्ञानप्राप्तीसाठी मदत केली जाते. आजच्या या स्पर्धात्मक जगात हे अमर्याद शिक्षण मुलांना त्यांच्या आवडीच्या क्षेत्रात जाण्यास मदत करते. बहुविद्याशाखीय शिक्षणामुळे विद्यार्थ्यांना त्यांचा आवडता विषय शिकण्याचा, निवडण्याचा अधिकार मिळतो.

### बहुविद्याशाखीय अभ्यासक्रमाचे फायदे

- विद्यार्थी विषय निवडीची लवचिकता
- सहयोगी शिक्षक-विद्यार्थी संबंध विकसित करण्यास मदत करते.
- विद्यार्थ्यांना मुख्य प्रवाहातील शिक्षणासह त्यांची आवड जोपासण्यासाठी मदत करते.
- विद्यार्थ्यांचा व्यावहारिक दृष्टीकोन विकसित करण्यास मदत करते.

बहुविद्याशाखीय दृष्टीकोन एखाद्या विषयाची सर्वसमावेशक समज निर्माण करण्यासाठी, विविध विषय एकमेकांशी कसे संवाद साधू शकतात यावर प्रकाश टाकतात. शिक्षणातील बहुविद्याशाखीय दृष्टीकोन हा गुंतागुंतीच्या समस्या सोडवण्याचा आदर्श मार्ग म्हणून पाहिला जातो.

### बहुविद्याशाखीय अभ्यासक्रम रचनेच्या परिणामकारक अंमलबजावणीसाठी घ्यावयाची काळजी

- अनुभवी कर्मचाऱ्यांसह सुसज्ज शाळा.
- आवश्यक तंत्रज्ञान संसाधनांची उपलब्धता.
- विविध विभाग आणि संस्थांमध्ये सहकार्य.

योग्य पाठबळ आणि संसाधनांसह बहुविद्याशाखीय शिक्षण भारतीय शिक्षणप्रणालीमध्ये क्रांती घडवून आणू शकते आणि आधुनिक युगाची आव्हाने पेलणारी सक्षम पिढी निर्माण करू शकते.

### राष्ट्रीय शैक्षणिक धोरणानुसार सर्वांगीण आणि बहुविद्याशाखीय उच्च शिक्षणातील ठळक वैशिष्ट्ये -

- व्यक्तीचा शारीरिक, भावनिक सामाजिक, नैतिक विकास करण्यासाठी बहुविद्याशाखीय शिक्षण मार्गदर्शक ठरेल.
- अभ्यासक्रमातील सर्वसमावेशक दृष्टिकोन, अभ्यासक्रम आणि शैक्षणिक संधींमध्ये लवचिकता आणेल जेणेकरून एकापेक्षा अधिक विद्याशाखा निवडीची संधी प्राप्त होवू शकेल.

- पदव्युत्तर व्यावसायिक किंवा तांत्रिक यासह सर्व शाखांमध्ये सर्वसमावेशक शिक्षणपद्धतीचा अनुभव येईल.
- कला, विज्ञान तसेच इतर मानवतेच्या शिक्षणामधील सिमारेषा निघून गेल्यामुळे शिक्षणाच्या विस्तृत आणि विशाल संधी उपलब्ध होतील.
- भाषा साहित्य, संगीत, तत्त्वज्ञान, इंडोलॉजी, कला, नृत्य, रंगमंच, शिक्षण, गणित, सांख्यिकी, विज्ञान, समाजशास्त्र, अर्थशास्त्र, क्रीडा, अनुवाद अशा विविध विषयांच्या अध्ययनाच्या वाटा निर्माण होतील.
- विद्यार्थी स्वतः पदवी निर्माता असतील, ज्यामध्ये एक वर्ष पूर्ण केल्यानंतर प्रमाणपत्र, दोन वर्षांनी डिप्लोमा, आणि तीन वर्षांनी पदवी दिली जाईल. चार वर्षांचा पदवीपूर्व अभ्यासक्रम पूर्ण केल्यानंतर एक वर्षानंतर पदव्युत्तर पदवी दिली जाईल.
- उच्च शिक्षणात तीन प्रकारच्या संस्था असतील, संशोधन विद्यापीठ, अध्यापन विद्यापीठ आणि स्वायत्त पदवी प्रदान करणारे महाविद्यालय.
- विद्यार्थ्यांचा अनुभव वाढण्यासाठी अभ्यासक्रम नॅशनल रिसर्च फाउंडेशनची स्थापना, शैक्षणिक आणि प्रशासकीय स्वायत्ततेसह उच्च शिक्षणाच्या सर्व एकल नियामकाद्वारे लवचिक परंतु स्थिर नियमन करणे इत्यादी पदवी कार्यक्रमा मध्ये महत्वपूर्ण बदल केले जातील.
- शैक्षणिक बँक ऑफ क्रेडीट (ABC) च्या पुढाकाराने विविध कार्यक्रम किंवा संस्थांमधून त्यांच्या कामावलेल्या क्रेडीटचे डिजिटल खाते तयार करण्यासाठी विद्यार्थी क्रेडिटधारक देखील असतील ज्यांना पदवी प्रदान केली जाईल.
- सर्वांगीण आणि बहुविद्याशाखीय शिक्षणासाठी जागतिक मानांकनाच्या बरोबरीने सर्वोत्कृष्ट दर्जाचे शिक्षण देण्याच्या उद्देशाने बहुविद्याशाखीय शिक्षण आणि संशोधन विद्यापीठे (MERU) स्थापन केले जातील.
- मानवता आणि सामाजिक विज्ञान संशोधनासह आंतरविद्याशाखीय संशोधन, संस्कृती वाढविण्यासाठी उच्च शिक्षण संस्थांमध्ये अधिक उष्मायन केंद्रे स्थापना केली जातील. ज्यामुळे नवकल्पना आणि तंत्रज्ञानाच्या प्रगतीसाठी हातभार लागेल.

थोडक्यात सर्वांगीण आणि बहुविद्याशाखीय शिक्षणात अत्यावश्यक विषय, कौशल्ये आणि क्षमता यांचे अभ्यासक्रमात एकत्रीकरण झाले आहे. आजच्या बदलणाऱ्या जगाच्या गरजा विचारात घेऊन पुढील विषयांच्या अंमलबजावणीसाठी (NEP) प्रयत्नशील राहिल.

- कृत्रिम बुद्धिमत्ता
- डिझायनर विचार
- समग्र आरोग्य
- सेंद्रिय राहणीमान
- पर्यावरण शिक्षण
- ग्लोबल सिटीझनशीप एज्युकेशन
- संगणकीय विचारावर भर
- कला, संस्कृती, नैतिकतेवर भर

या विषयांच्या एकत्रीकरणामुळे २१ व्या शतकातील कौशल्य विकसित युवापिढी निर्माण करण्याच्या आव्हानाला या शैक्षणिक धोरणातून न्याय दिल्याचे दिसून येईल.

विद्यार्थ्यांमध्ये शिकण्यातील सहजता यावी, चौकटीबाहेर विचार करण्याची सवय लागावी, प्रभावी संवाद, तांत्रिक कौशल्याबरोबरच जीवन कौशल्याचा विकास व्हावा यासाठी नवीन शैक्षणिक धोरणाची आखणी करण्यात आली आहे.

वाढत्या स्पर्धात्मक आणि जागतिकीकरणाच्या जगात कौशल्याधारित शिक्षणाला अनन्य साधारण महत्त्व आहे. त्या अनुषंगाने तरुणपिढीने शैक्षणिक प्रवासात सर्वांगीण विकासाची उद्दीष्टे पूर्ण करणे गरजेचे आहे.



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## राष्ट्रीय शैक्षणिक धोरण 2020 : समता आणि सर्वसमावेशकतेसाठी शिक्षण

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### प्रस्तावना

सामाजिक न्याय आणि समानता साध्य करण्यासाठीचे एकमेव सर्वोत्तम साधन म्हणजे शिक्षण होय, ज्यात प्रत्येक नागरिकाला स्वप्ने पाहण्याची, प्रगती करण्याची आणि राष्ट्राच्या प्रगतीत हातभार लावण्याची संधी मिळणे अपेक्षित आहे. जन्म किंवा परिस्थितीमुळे शिकण्याची आणि चमक दाखविण्याची संधी कोणालाही गमवावी लागणार नाही, याच अनुषंगाने राष्ट्रीय शैक्षणिक धोरण २०२० व शाश्वत विकासाचा २०३० चा कृती कार्यक्रम' यातील उद्दिष्ट ४ (SDG ४) मध्ये समान, सर्वसमावेशक आणि गुणवत्तेचे शिक्षण सुनिश्चित करण्याचे मान्य करण्यात आले आहे.

**कळीचे मुद्दे — NEP २०२० - समता, सर्वसमावेशक शिक्षण, SEDG गट**

### राष्ट्रीय शैक्षणिक धोरण २०२० नुसार सर्वसमावेशक शिक्षणाची व्याप्ती

'नवीन राष्ट्रीय शैक्षणिक धोरण २०२०' नुसार, सर्वसमावेशक शिक्षण म्हणजे 'सामाजिक-आर्थिकदृष्ट्या वंचित गटांचे शिक्षण'(SEDG) होय. यामध्ये लैंगिक ओळखीनुसार (विशेषतः महिला आणि ट्रान्सजेंडर विद्यार्थी), सामाजिक-सांस्कृतिक ओळखीनुसार (उदा, अनुसूचित जाती, अनुसूचित जमाती, ओबीसी आणि अल्पसंख्याक विद्यार्थी), भौगोलिक ओळखीनुसार (उदा. खेडी, छोटी शहरे आणि आकांक्षी जिल्ह्यातील विद्यार्थी), दिव्यांगत्वानुसार (अध्ययन अक्षमतेसह) आणि सामाजिक-आर्थिक परिस्थितीनुसार (उदा. स्थलांतरीत समुदाय, कमी उत्पन्न असणारी घरे, असुरक्षित परिस्थितीतील मुले, तस्करीला बळी पडलेली किंवा पडलेल्यांची मुले, शहरी भागातील भिकारी मुलांसह अनाथ मुले आणि शहरी गरीब) असे ढोबळमानाने वर्गीकरण केलेले आहे. सर्वसामान्य विद्यार्थ्यांसोबत विशेष गरजा असणारे दिव्यांग विद्यार्थ्यांचाही यात विशेषत्वाने विचार केला गेला आहे. 'The Rights of Persons with Disabilities Act, २०१६' या कायदानुसार सर्वसर्वसमावेशक शिक्षणात समाविष्ट केल्या गेलेल्या २१ प्रकारच्या दिव्यांग विद्यार्थ्यांचाही यात समावेश केलेला आहे.

### राष्ट्रीय शैक्षणिक धोरण २०२० : समता आणि सर्वसमावेशक शिक्षणासाठी पुढाकार

शिक्षण व्यवस्थेतून सामाजिक आर्थिकदृष्ट्या वंचित गट (SEDG) वगळले जाण्याची अनेक कारणे शालेय आणि उच्च शिक्षण क्षेत्रात समान आहेत. त्यामुळे विद्यार्थ्यांबाबतचा समानतेचा दृष्टिकोन शाळा आणि उच्च शिक्षण क्षेत्रात सारखाच असला पाहिजे; त्याशिवाय शाश्वत सुधारणा करण्यासाठी विविध स्तरामध्ये सातत्य राहणार नाही. त्यामुळे उच्च शिक्षणात समानता आणि समावेशकतेची उद्दिष्टे साध्य करण्यासाठी आवश्यक असलेली धोरणे शालेय शिक्षणासाठी सुद्धा वापरली पाहिजेत, असे यात नमूद केले आहे.

अ.नं.	घटक	उपघटक
१	शाळा संकुलांद्वारे कार्यक्षम संसाधन आणि प्रभावी प्रशासन	दिव्यांग आणि SEDG मधील मुलांना शाळा संकुलाच्या माध्यमातून संसाधनांचे वाटप आणि मदत केली जाईल. शाळा/शालेय संकुलांना दिव्यांग मुलांचे एकात्मिकरण, विशेष शिक्षकांची नियुक्ती आणि संसाधन केंद्रांची स्थापना करणेसाठी स्रोतांची उपलब्धता केली जाईल. शाळा/शालेय संकुलांना दिव्यांग मुलांची निवास व्यवस्था आणि सहाय्यक यंत्रणा पुरवण्यासाठी मदत केली जाईल.

२	<b>ग्रंथालय सक्षमीकरण आणि संवेदनशील भागधारक</b>	<p>पुरेसे वाचन साहित्य उदा. पुस्तके, जर्नल्स इत्यादी आणि इतर अध्ययन-अध्यापन साहित्याची उपलब्धता करून दिले जाईल.</p> <p>भारतीय सांकेतिक भाषा शिकवण्यासाठी उच्च दर्जाचे मॉड्यूल आणि इतर पायाभूत विषयांबाबतच्या साहित्याचे भारतीय सांकेतिक भाषा वापरून विकसन केले जाईल.</p> <p>शालेय शिक्षण व्यवस्थेतील सर्व भागधारक — शिक्षक, प्राचार्य, प्रशासक, समुपदेशक आणि विद्यार्थी यांचे संवेदनशीलता निर्माण केली जाईल.</p> <p>पालकांमध्ये अध्ययन साहित्याच्या प्रसार उद्बोधनासाठी तंत्रज्ञान-आधारित उपायांचा वापर केला जाईल.</p>
३	<b>पर्यायी शाळा विकासाचे प्रारूप व पारंपारिक अध्यापन शास्त्राचे जतन</b>	<p>राष्ट्रीय अभ्यासक्रम आराखडा शालेय शिक्षण (NCFSE) द्वारे अभ्यासक्रमात विहित केलेले विषय आणि अध्ययन क्षेत्रे यांच्या एकात्मिकरणासाठी मदत केली जाईल.</p> <p>उच्च शिक्षणातील विद्यार्थ्यांचे अत्यल्प प्रतिनिधीत्व कमी करत शेवटी ते दूर करणे.</p> <p>अभ्यासक्रमात विज्ञान, गणित, सामाजिक अभ्यास, हिंदी, इंग्रजी, राज्य भाषा किंवा इतर संबंधित विषयांचा समावेश करण्यासाठी आर्थिक सहाय्य देणे.</p>
४	<b>उत्तम शैक्षणिक परिणामांसाठी शिक्षक- शिक्षणाचे उच्चीकरण</b>	<p>बी.एड. अभ्यासक्रमामध्ये पायाभूत साक्षरता आणि संख्याज्ञान (FLN), दिव्यांग विद्यार्थ्यांना अध्यापन इत्यादी संदर्भात अद्ययावत अध्यापनशास्त्र तंत्राचा प्रशिक्षणात समावेश करणे.</p> <p>बहुविद्याशाखीय महाविद्यालये आणि विद्यापीठांमध्ये छोट्या स्वरूपाचे बी.एड. प्रमाणपत्र अभ्यासक्रम विकसित केले जातील.</p> <p>सेवापूर्व शिक्षक शिक्षण कार्यक्रमात लिंगभेद आणि वंचित गट याबाबत संवेदनशीलता निर्माण होण्यासाठी कशा पद्धतीने अध्यापन करायचे याचे ज्ञान समाविष्ट केले जाईल.</p> <p>विज्ञान, गणित, इ. विषयांच्या पर्यायी शिक्षकांच्या क्षमता संवर्धनासाठी नाविन्यपूर्ण अध्यापनशास्त्रीय ज्ञानाचा समावेश केला जाईल.</p>
५	<b>RPWD कायदा, 2016 मधील तरतुदी: अडथळा विरहीत शिक्षण</b>	<p>दिव्यांग मुलांसाठी अडथळारहित शिक्षणाची खात्री देणे.</p> <p>अध्ययनास आवश्यक सहाय्यक उपकरणे, योग्य तंत्रज्ञानाधारीत साधने, पुरेशा प्रमाणात भाषेनुरूप अध्ययन—अध्यापन साहित्याचे विकसन करणे.</p> <p>दिव्यांग मुले नियमित किंवा विशेष शालेय शिक्षण त्याचबरोबर गृह आधारीत शिक्षण यापैकी पर्याय निवडू शकतात. गृह आधारीत शिक्षणाचे मूल्यांकन सुरू केले जाईल आणि यासाठी मार्गदर्शक तत्वांचे विकसन केले जाईल.</p> <p>तीव्र किंवा बहुविकलांग अध्ययनार्थ्यांच्या पुनर्वसन आणि शैक्षणिक गरजा पूर्ण करण्यासाठी संसाधन केंद्रे आणि विशेष शिक्षक यांची उपलब्धता.</p>
६	<b>गरजू मुलांसाठी अधिक निधी व</b>	<p>स्त्रिया आणि ट्रान्सजेंडर मुलांना शिक्षणातील प्रवेश सुलभ होण्यासाठी लिंग समावेशन निधीची उपलब्धता केली जाईल.</p>



	<b>पायाभूत सुविधा</b>	<p>इतर SEDGS गटातील प्रवेश समस्यांचे निराकरण करण्यासाठी समावेशन निधी योजनांचे विकसन.</p> <p>विशेषतः SEDG पार्श्वभूमीतील विद्यार्थ्यांसाठी शाळांमध्ये मोफत निवास व्यवस्था सुविधांची निर्मिती.</p> <p>कस्तुरबा गांधी बालिका विद्यालयांचे बळकटीकरण आणि दर्जेदार शाळांमध्ये मुलींचा सहभाग वाढविणे. (इयत्ता १२ वी पर्यंत)</p> <p>विशेषतः आकांक्षी जिल्हे, SEDG आणि इतर वंचित गट यासाठी जवाहर नेहरू विद्यालय (JNV) आणि केंद्रीय विद्यालयांची (KVS) ची निर्मिती.</p> <p>सर्व SEDG मधील गुणवंत विद्यार्थ्यांना उच्च शिक्षणात प्रवेश मिळवून देण्यासाठी आर्थिक सहाय्य देणे.</p> <p>पालकांना त्यांच्या मुलांना शाळेत पाठवण्यासाठी प्रोत्साहनपर सशर्त रोख हस्तांतरण, लक्षित शिष्यवृत्ती यासारखी धोरणे आणि योजनांना पाठबळ.</p> <p>SEDGS साठी शिष्यवृत्ती, इतर संधी आणि विविध योजना यांच्यासाठी एक खिडकी प्रणालीचे विकसन.</p>
७	<b>विशेष शैक्षणिक क्षेत्र - सर्वसमावेशक शिक्षणाचा समग्र दृष्टीकोन</b>	<p>शैक्षणिकदृष्ट्या वंचित लोकसंख्या असलेल्या प्रदेशांना विशेष शैक्षणिक क्षेत्र (SEZ) म्हणून घोषित केले जाईल .</p> <p>सर्व योजना आणि धोरणांची अंमलबजावणी ही प्राधान्याने शैक्षणिक परिदृश्य बदलविण्यासाठी केली जाईल.</p> <p>SEDG विद्यार्थ्यांसाठी विशेषतः मुलींना शिक्षणाच्या प्रवेशातील असमानता दूर करण्यासाठी लक्षित धोरणे आणि योजनांचा विचार केला जाईल.</p>
८	<b>अल्पसंख्याक आणि वंचित समुदायातील सर्व मुलांसाठी शिक्षण</b>	<p>अनुसूचित जातीतील मुलांचा प्रवेश, सहभाग आणि शिकण्याच्या परिणामांमधील तफावत भरून काढणे, तसेच इतर मागासवर्गीयांवर (ओबीसी) विशेष लक्ष केंद्रिकरण.</p> <p>आदिवासी समाजातील मुलांना शिक्षणाचे सर्व लाभ मिळावे, यासाठी विशेष यंत्रणा सुरू करणार.</p> <p>शैक्षणिकदृष्ट्या कमी प्रतिनिधित्व असलेल्या समुदायातील मुलांसाठी शिक्षणाचा प्रसार.</p> <p>दिव्यांग मुलांना सर्वसाधारण मुलांप्रमाणे दर्जेदार शिक्षण मिळण्याच्या समान संधी उपलब्ध करून देण्यासाठी सक्षम यंत्रणांची निर्मिती.</p>
९	<b>सर्वसमावेशक शिक्षणाची मूलभूत तत्त्वे</b>	<p>प्रत्येक विद्यार्थ्याच्या अद्वितीय क्षमता ओळखणे, शोधणे आणि वाढविणे यासाठी शिक्षक आणि पालकांना संवेदनशील बनविणे.</p> <p>सर्व अभ्यासक्रम, अध्यापनशास्त्र आणि धोरणे यांच्यातील विविधता व स्थानिक संदर्भाचा आदर आणि शिक्षण हा महत्वपूर्ण विषय असल्याची जाणीव.</p> <p>शिक्षण व्यवस्थेमधील सर्व विद्यार्थ्यांची भरभराट व्हावी, यासाठी गुणवत्तापूर्ण आणि सर्वसमावेशक शिक्षणाची खात्री देणे.</p>
१०	<b>उच्च शिक्षणातील</b>	<p>राष्ट्रीय शैक्षणिक धोरणात उच्च शिक्षणामध्ये शालेय स्तराप्रमाणेच समता आणि सर्वसमावेशकता आणण्याचे प्रमुख उद्दिष्टाची निश्चिती.</p>

<b>समता आणि समावेशकता</b>	शासन व उच्च शिक्षण संस्था स्तरावर विविध उपाय योजनांचा विचार SEDG गटासाठी करण्यात आला आहे. यामध्ये सरकारी निधीची स्थापना, GER वाढ, लिंगाधारीत संतुलन, आकांक्षी जिल्ह्यात उच्च शिक्षण संस्थांची स्थापना, आर्थिक मदत, शिष्यवृत्ती, शिक्षणातील संधी, तंत्रज्ञानाची मदत, सर्वसमावेशक प्रवेश प्रक्रिया, अभ्यासक्रम व भौतिक सोयी सुविधा, रोजगार क्षमता व संस्थात्मक विकास इ. बाबींचा विचार केला जाईल.
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### निष्कर्ष

नवीन शैक्षणिक धोरण २०२० दिव्यांग व SEDG गटासाठी समानता आणि सर्वसमावेशक शिक्षणाच्या दृष्टीकोनातून पाहिल्यास समाजातील अशा मुलांचा दर्जा सुधारू शकतो. सर्व शिफारशींसह, नवीन एनईपीकडे दिव्यांग व SEDG गटासाठी शिक्षणाची विद्यमान संकल्पना सुधारण्यासाठी एक अभिनव प्रयत्न म्हणून पाहिले जाऊ शकते. ज्याचे यश समाजाच्या प्रत्येक क्षेत्रातील सर्व नागरिकांवर अवलंबून असेल, इतर सर्व पूर्वीची धोरणे आणि चौकटीशी सुसंगत नसल्यास, ते केवळ कागदावरचे धोरण राहिल. NEP-२०२० मध्ये समता आणि सर्वसमावेशकतेबद्दल नमूद केलेल्या सर्व शिफारसी संशोधन आणि चर्चा करण्यासारख्या आहेत. तथापि, वेळेच्या मर्यादेमुळे या पेपरमध्ये फक्त काही वेगळ्या शिफारसी समाविष्ट केल्या आहेत, त्यावर पुढील संशोधन आणि चर्चा करण्यास वाव आहे.

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## राष्ट्रीय शैक्षणिक धोरण २०२० आणि गणितातील मुलभूत संकल्पना प्राप्तीसाठी व्यक्तिगत प्रणाली

संशोधक विद्यार्थी :

राणीताई स. पाटील

अधिव्याख्याता,

जिल्हा शिक्षण व प्रशिक्षण(डाएट), कोल्हापूर.

संशोधक मार्गदर्शक :

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### सारांश

प्रत्येक व्यक्तीला समाजात वावरत असताना इतरांशी संवाद करावा लागतो तसेच व्यवहारही करावे लागतात. पावलो - पावली भाषेबरोबर गणिताचाही वापर करावा लागतो. जर व्यक्तीला गणितातील मूलभूत संकल्पना माहिती नसतील तर त्याची फसवणूक होऊ शकते. व्यवसाय, उच्च शिक्षण, नोकरी किंवा अन्य क्षेत्रामध्ये त्याला अनेक अडचणी येऊ शकतात. यामुळे प्रत्येक बालकास यशस्वी जीवन जगण्यासाठी त्याच्या शालेय जीवनापासूनच गणितीय कौशल्यांचा विकास होणे आवश्यक आहे. यासाठी राष्ट्रीय शैक्षणिक धोरण २०२० विद्यार्थ्याला जीवनातील अनेक आव्हानांना सामोरे जाण्याची क्षमता कौशल्ये विकसित करण्याची गरज स्पष्ट करते. शाळा, शिक्षक, विद्यार्थी, समाज आणि तंत्रज्ञान, अध्ययन अध्यापन पद्धती यामध्ये बदल सुचवते तसेच आनंददायी पद्धतीने गणित शिकणे व गणिताचा पाया पक्का करणे यावर भर देते. सदर संशोधन पेपरमध्ये धोरणाने सुचवलेले गणित विषयक बदल आणि सूचना यांचे थोडक्यात विवेचन केलेले आहे.

### प्रस्तावना

वर्गा-वर्गात गणित विषयाच्या तासिकांचे निरीक्षण केले तर, 'सब घोडे बारा टक्के' याप्रमाणे अध्यापन सुरू असल्याचे दिसून येते. सर्व विद्यार्थ्यांची बौद्धिक कुवत सारखीच असल्याचे मानून एकाच पद्धतीने अध्यापन केले जाते. तदनंतर सर्व विद्यार्थ्यांचे एकाच साच्याद्वारे मूल्यमापन केले जाते. सर्वच विद्यार्थी गणित विषयात समान प्रगती करत असतीलच असे नाही. जर विद्यार्थ्यांना गणित विषयात रुची नसेल किंवा त्यांना गणितातील संकल्पनांचे आकलन झाले नसल्यास त्यांना पुढील इयत्तांमधील गणितीय संकल्पनांचे आकलन व त्यांचे दैनंदिन व्यवहारात उपयोजन करणे कठीण जाते. असे विद्यार्थी गणित विषय संपादनकालातच मागे पडतात. हे थांबवण्यासाठी त्यांच्या गणितीय संकल्पनांची धारणा पक्की करणे, त्यांना गणित विषयाची आवड निर्माण करणे आवश्यक आहे. यासाठी प्रत्येक विद्यार्थ्याची अध्ययनाची गती, आवड, त्यांचा अध्ययन स्तर, विद्यार्थ्यांच्या गरजा यांचा विचार करून गणित शिक्षकांनी वर्गातील अंतरक्रियांचे नियोजन व अध्ययन अध्यापन योजना करणे आवश्यक आहे. म्हणजेच व्यक्तिगत शिक्षण प्रणालीचा अवलंब करणे होय.

व्यक्तिगत अनुदेशन प्रणाली मध्ये विद्यार्थी हा केंद्रस्थानी ठेवून शैक्षणिक स्रोत, शैक्षणिक साहित्य, विविध साधने, अध्ययन-अध्यापन आणि मूल्यमापन पद्धती या संदर्भातील कार्यनिर्तीचे नियोजन केले जाते.

इग्नाशिया एस्ट्राडा असे म्हणतात की,

"if a child can't learn the way we teach, maybe we should teach the way they learn."

या विचाराप्रमाणे विद्यार्थ्यांच्या अध्ययन शैलीनुसार अध्यापन नियोजन करणे महत्त्वपूर्ण ठरते.

### राष्ट्रीय शैक्षणिक धोरण 2020 व मुलभूत गणित शिक्षण

स्वातंत्र्यपूर्व व स्वातंत्र्योत्तर शैक्षणिक धोरणे व आयोग हे शिक्षणाचे सार्वत्रिकीकरण व समानता यावर भर देताना दिसून येतात. पण राष्ट्रीय शैक्षणिक धोरण २०२० हे 21 व्या शतकातील पहिले धोरण आहे जे गुणवत्तापूर्ण शिक्षणाला महत्त्व देते. कोणत्याही देशाची प्रगती ही तेथील शिक्षण व्यवस्थेवर अवलंबून आहे. म्हणूनच देशाच्या एकूणच जगाच्या प्रगतीसाठी गणिताची भूमिका महत्त्वपूर्ण ठरते. गणित शिकण्यासाठी गणितीय विचार करणे आवश्यक आहे. गणितीय विचारामध्ये महत्त्वाचे पाच घटक येतात.



गणितीय संवाद

समस्या निराकरण

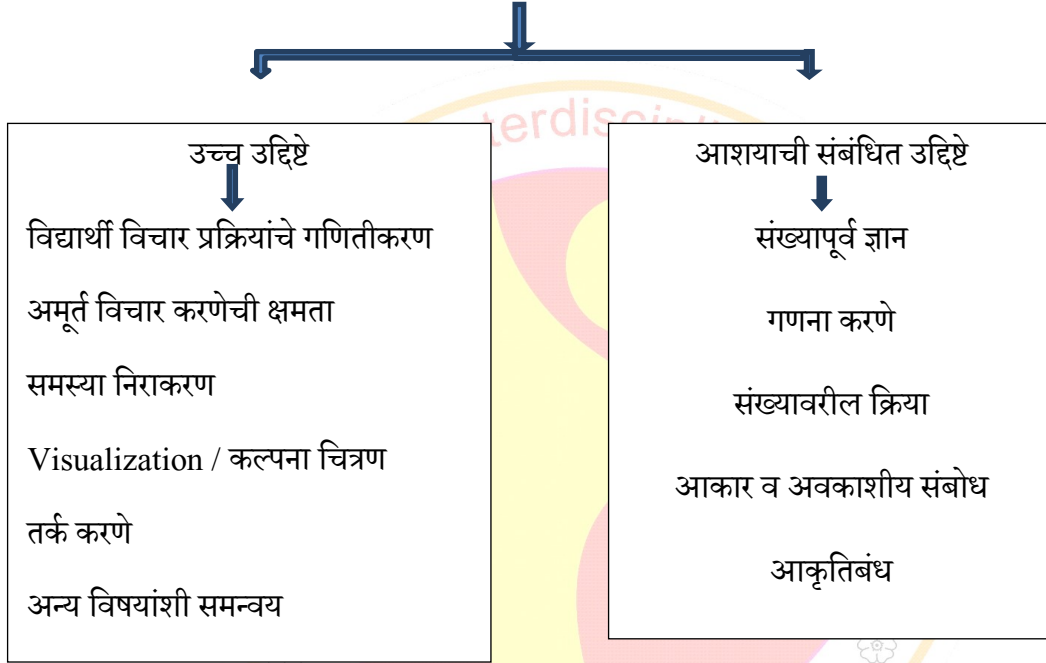
तार्किक विचार

आकलन

ओघवतेपणा

धोरणामध्ये असे म्हटले आहे की, भविष्यातील विविध क्षेत्रांमध्ये, व्यवसायांमध्ये कृत्रिम बुद्धिमत्ता, मशीन लर्निंग, डेटा सायन्स इत्यादींचा समावेश असेल. जिथे गणित आणि गणितीय विचार महत्त्वाचे असतील. जर विद्यार्थ्यांचे गणितीय विचार विकसित करायचे असतील तर शिक्षक व विद्यार्थी यांचे नाते घट्ट व सकारात्मक हवे. जे विद्यार्थ्यांच्या व्यक्तिगत अध्ययनासाठी सहाय्यभूत ठरतात. यासाठी गणित अध्ययनाची धोरणाने वर्गीकृत केलेली उच्च उद्दिष्टे व आशयासंदर्भातील उद्दिष्टे विद्यार्थ्यांना प्राप्त होणे आवश्यक असते. राष्ट्रीय शैक्षणिक धोरणाने मांडलेली ही उद्दिष्टे पुढीलप्रमाणे आहेत.

### गणिताची उद्दिष्टे



सदर उद्दिष्टे साध्य करण्यासाठी शिक्षकाची भूमिका तसेच अनुदेशनाच्या पद्धती धोरणाने अधोरेखित केल्या आहेत. गणितातील मूलभूत संकल्पना प्राप्त करण्यासाठी शिक्षकांनी सोप्याकडून उच्च कौशल्याकडे नेणाऱ्या अध्यापन शास्त्राचा अवलंब करणेवर धोरण भर देते. गणिताच्या उच्च उद्दिष्टापर्यंत पोहोचण्यासाठी धोरण अनुदेशन पद्धतीमध्ये पुढील सुधारणा सुचवते.

### राष्ट्रीय शैक्षणिक धोरण 2020 नुसार अनुदेशनाच्या कार्यनीती

पायाभूत स्तर ते उच्च शिक्षण स्तरापर्यंत सर्व मुलांना समान व दर्जेदार शिक्षण मिळण्यासाठी धोरण आश्वस्त करते. विद्यार्थ्यांना घोकंपट्टी न करता गणितीय कौशल्य कशाप्रकारे आत्मसात करता येतील, त्यांना गणिताची भीती न वाटता आवड निर्माण होईल; जेणेकरून एकविसाव्या शतकासाठीची कौशल्यपूर्ण आणि आत्मनिर्भर व्यक्ती बनण्यास मदत होईल, यासंदर्भात धोरणाने पुढील बाबी सुचवल्या आहेत.

#### १. विद्यार्थी केंद्रित अनुदेशन

विद्यार्थ्यांची अध्ययन गती, अभिरुची, त्याच्या गरजा, त्याचे पूर्वज्ञान, अध्ययनाचा स्तर इत्यादी बाबींचा विचार करून अध्यापन कार्यनीतींचे आयोजन करण्यात येईल. ज्यामध्ये विद्यार्थी स्वतः अध्ययनात सक्रियपणे सहभागी होतील. शिक्षक फक्त मार्गदर्शक न राहता विद्यार्थ्यांना प्रत्यक्ष कृतीमध्ये सहभागी करून घेतील. भविष्यामध्ये या बाबींचा विचार करून अभ्यासक्रमामध्ये बदल करणे आवश्यक आहे.

#### २. विद्यार्थ्यांमध्ये गणित विषयाची आवड निर्माण करणे:

उच्चशिक्षणासाठी गणित विषयाची निवड विद्यार्थ्यांकडून केली गेली पाहिजे. यासाठी पूर्व प्राथमिक किंवा पायाभूत टप्प्यापासून गणित विषयाची आवड विद्यार्थ्यांना होणे आवश्यक आहे. बऱ्याच वेळा गणिताचे प्रकल्प, गणित मंडळे, गणितीय

कृती, मेळावे यामध्ये वर्गातील 'हुशार' मुलांचीच निवड केली जाते. यामुळे या निवडक विद्यार्थ्यांचीच समस्या निराकरण पर्यंत पोहोचण्याची कौशल्य विकसित होतात. याऐवजी ग्रामीण, शहरी, जात, लिंग, आणि स्तर यांचा विचार न करता वर्गातील विद्यार्थ्यांना संधी देणे आवश्यक आहे. त्यामुळे सर्व विद्यार्थी स्वतः अध्ययन कृतीमध्ये सहभागी होतील आणि त्यांची तार्किक क्षमता, गणिताची आवड विकसित होण्यास मदत होईल.

### ३. शिक्षकांचे सेवांतर्गत प्रशिक्षण :

सेवांतर्गत प्रशिक्षणामुळे शिक्षकांच्या ज्ञानात कौशल्यात भर पडते. धोरणाने शिक्षकांसाठी विविध अल्पमुदतीचे प्रशिक्षणे घेणेबाबत सुचवले आहे. जेणेकरून नवनवीन तंत्रज्ञान कौशल्य आत्मसात करून अध्ययन-अध्यापन प्रक्रियेमध्ये त्यांचा वापर करता येईल.

### ४. गणितीय कृतीमध्ये सहभागासाठीचे प्रोत्साहन देणे :

गणिताशी संबंधित विविध कोडी, खेळांचे आयोजन वर्गामध्ये करणेबाबत धोरण सुचवते. जेणेकरून विद्यार्थ्यांना स्वतःच्या मनाचा वापर करून समस्या सोडवाव्या लागतील. यातून विश्लेषणात्मक, चिकित्सक विचार विकसित होतील. विद्यार्थ्यांचा सक्रिय व १००% सहभाग व्हावा यासाठी त्यांना प्रोत्साहन, शाबासकी, खेळातील विजेत्यांना पारितोषिके दिली गेली पाहिजेत.

### ५. पूर्व प्राथमिक ते प्राथमिक स्तरावर प्ले-वे पद्धतीचा अवलंब करणे :

खेळाच्या माध्यमातून शिकलेली कोणतीही गोष्ट विसरली जात नाही. विद्यार्थी खेळामध्ये स्वतःहून सक्रियपणे सहभाग घेत असतात, त्यामुळे खेळाच्या माध्यमातून शिकलेल्या संकल्पनांचे दृढीकरण होण्यास मदत होते. गणित विषयातील विविध घटक जसे गणिताच्या मूलभूत क्रिया (बेरीज, वजाबाकी, गुणाकार व भागाकार), नफा-तोटा, सरळव्याज, शेकडेवारी, अपूर्णांक, सूट कमिशन यांसारखे अनेक घटक विविध खेळातून विद्यार्थ्यांपर्यंत पोहोचण्यासाठी नियोजन केले पाहिजे. यासाठी 'भाजी -मंडई', 'सेल... सेल...', 'आमची बँक', 'व्यापार' यासारख्या अनेक खेळ पद्धतींमधून विद्यार्थी वैयक्तिकरित्या अनुभवातून शिकतील.

### ६. मातृभाषेतून शिक्षण :

राष्ट्रीय शैक्षणिक धोरण इयत्ता पाचवी पर्यंत अनुदेशनाची भाषा ही मातृभाषा किंवा स्थानिक भाषा किंवा प्रादेशिक भाषा असणेबाबत तसेच त्रिभाषा सूत्राचा अवलंब करण्यावर भर देते. विज्ञानासोबत उच्च शिक्षणाची पुस्तके देखील मातृभाषेतून उपलब्ध करून देण्यात येणार असल्याने विद्यार्थ्यांच्या अध्ययनावर निश्चितच सकारात्मक फरक पडणार आहे.

### ७. खानाखुणांच्या भारतीय भाषांचे ( ISL)प्रमाणीकरण :

मूकबधिर विद्यार्थ्यांच्या खानाखुणांच्या भाषांचे प्रमाणीकरण व या भाषांमध्ये साहित्य निर्मिती केल्यास देशातील विद्यार्थ्यांच्या भाषेत एकसूत्रीपणा येण्यासाठी मदत होईल. त्यामुळे या विद्यार्थ्यांना अधिक संधी व अध्ययन समृद्ध वातावरण मिळण्यास मदत होईल.

### ८. प्रज्ञावान मुलांसाठी विशेष प्रयत्न :

असामान्य व कुशाग्र बुद्धिमत्तेच्या विद्यार्थ्यांसाठी ऑलिंपियाड व अन्य तत्सम परीक्षांचे आयोजन करण्यात येईल तसेच त्यांचे मार्गदर्शक तत्वे देखील निश्चित करण्यात येतील. यामुळे गणित विषयात विशेष प्राविण्य मिळवणाऱ्या विद्यार्थ्यांच्या बुद्धिमत्तेस अधिक वाव मिळेल.

### ९. शाळा संकुल :

खाजगी आणि सरकारी शाळांमधील बौद्धिक भौतिक घटकांच्या आदान प्रदान व परस्पर सहकार्यातून विद्यार्थ्यांना संदर्भ साहित्य, शिक्षकांचे अनुभव कौशल्य यांचा लाभ मिळेल. एखाद्या शाळेतील उत्कृष्ट गणित शिक्षकांच्या अनुभवाचा फायदा अन्य शाळेतील विद्यार्थ्यांना देखील मिळेल.

राष्ट्रीय शैक्षणिक धोरण गणित अध्ययनासंदर्भात खालील बाबींसाठी देखील महत्त्वपूर्ण ठरते.

१. घोकंपट्टी ऐवजी सर्वांगीण व बहुविद्याशाखीय शिक्षण देण्यावर भर - विद्यार्थ्यांच्या गणित विषयक संकल्पना प्राप्त होऊन शिकण्यासाठी चे अध्ययन झाल्यामुळे त्यांच्या सर्वांगीण विकासासाठी मदत होईल.

२. **मूल्यमापनासाठी 'परख' प्लॅटफॉर्म:** फरक या मूल्यमापन प्लॅटफॉर्म मुळे विद्यार्थ्यांच्या क्षमता, सामर्थ्य, अध्ययनातील त्रुटी, विद्यार्थी नेमका कुठे चुकतो या सर्व बाबींचे विश्लेषण करण्यास मदत होईल. त्यानुसार अध्ययन प्रक्रिया सुधारून अधिक प्रभावी करण्यास मदत होईल.

राष्ट्रीय शैक्षणिक धोरण 2020 विद्यार्थ्यांच्या तारखी व गणितीय विचारांचा विकास करण्यासाठी व्यासपीठ प्रदान करते. यामुळे निश्चितच एकविसाव्या शतकातील विद्यार्थी घडविण्यासाठी गणितीय कौशल्य व विद्यार्थी केंद्रित अनुदेशनाचा स्वीकार करते.

#### निष्कर्ष :

गणित हा चढत्या मांडणीचा विषय असल्याने विद्यार्थ्यांचा मूलभूत संकल्पनात्मक पाया भक्कम करणे आवश्यक आहे. विद्यार्थ्यांची अध्ययन गती, शिकण्याची पद्धती, त्यांचे पूर्वज्ञान, त्यांच्या गरजा यानुसार प्रत्येक विद्यार्थ्याचा विचार करून व्यक्तिगत अनुदेशनाचे नियोजन केल्यास विद्यार्थ्यांना गणितीय धारणा पक्क्या होण्यास मदत होईल. राष्ट्रीय शैक्षणिक धोरण आणि सुचवल्याप्रमाणे विद्यार्थ्यांचे शिकणे अर्थपूर्ण होण्यासाठी चिकित्सक विचार, पुच्छा, व्यक्तिगत अध्ययन, खेळाधारित शिक्षण, शोधन पद्धती, कृत्ययुक्त शिक्षण यांच्या माध्यमातून विद्यार्थ्यांच्या शिकण्यावर लक्ष केंद्रित केले पाहिजे.

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## राष्ट्रीय शैक्षणिक धोरण 2020 प्रक्रिया आणि अंमलबजावणी : शालेय शिक्षण

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### अॅबस्ट्रॅक्ट

प्रस्तुत संशोधन लेखामध्ये लेखकाने राष्ट्रीय शैक्षणिक धोरणाची तत्त्वे, शालेय शिक्षण, संगोपन आणि शिक्षण शाळांमधील अभ्यासक्रम आणि अध्यापन शास्त्र यांची अंमलबजावणी करून अनुभवात्मक शिक्षण कसे देता येईल याची चर्चा केली आहे. शालेय शिक्षणात स्व: क्षमतांचा विकास करण्यावर भर दिला असून शालेय विद्यार्थ्यांना केंद्रबिंदू मानून त्याच्या 'स्व'ची जाणीव ते शिक्षण ही सार्वजनिक सेवेपर्यंत त्याच्या विकासाच्या विविध पैलूंचा विचार केलेला आहे. प्रारंभिक बाल संगोपनावरोबर त्याला आवश्यक असणाऱ्या कविता, कला, खेळ अशा बऱ्याच गोष्टींचा समावेश केला असल्याने विद्यार्थ्यांच्या आकलनात्मक, भावनात्मक आणि मानसशास्त्रीय क्षमतांचा विकास करण्यावर या राष्ट्रीय शैक्षणिक धोरणाने स्वीकार केलेला आहे. त्यामुळे शालेय शिक्षणात बहुशाखीय दृष्टीकोन स्वीकारल्यामुळे आणि शालेय शिक्षणात लवचिकता आणि तंत्रज्ञानाचा वापर केल्यास शालेय शिक्षण निश्चितच मुलांना आनंदीमय होईल. तसेच नवीन राष्ट्रीय शिक्षण धोरणात पायाभूत ज्ञान, क्षमता, साक्षरता स्वीकार केल्यामुळे विद्यार्थ्यांचा भाषिक समताचा विकास होण्यास मदत करणारे हे राष्ट्रीय शैक्षणिक धोरण आहे.

**Keywords :** राष्ट्रीय शैक्षणिक धोरणाची तत्त्वे, शालेय शिक्षण, अनुभवात्मक शिक्षण.

### राष्ट्रीय शैक्षणिक धोरणाची तत्त्वे

शिक्षणाच्या जुन्या धोरणांचा विचार केला तर शिक्षणाचा मुख्य गाभा हा प्रवेश आणि समानतेवर प्रवेश आणि समानतेवर दिला गेलेला आहे. शिक्षणाचे शालेय स्तरावर निशुल्क आणि अनिवार्य शिक्षण आणि अधिनियम 2009 नुसार होते याद्वारे शालेय शिक्षणाचे सार्वत्रिकीकरणास कायदेशीर मदत मिळाली.

### राष्ट्रीय शैक्षणिक धोरण 2020 तत्त्वे

शालेय स्तरावर विद्यार्थ्यांमध्ये तारखी व्यवहार आणि कृत्ययुक्त काया करीत असताना विद्यार्थ्यांमध्ये करूणा, सहानुभूती, धैर्य आणि चिकाटी या मूल्यांची जोपासना करण्यासंदर्भात चांगले व्यक्ती विकसित करणे हा आहे. शालेय स्तरावर विद्यार्थ्यांमध्ये विज्ञानधिष्ठित कल्पनाशक्ती नैतिकता, बांधिलकी आणि मूल्य यांची रुजवणूक करून सर्वसमावेशक बहुलतावादी समाजाच्या निर्मितीत सहभाग घेण्यासाठी कार्यक्षम नागरिक तयार करण्यासाठी मदत करणे. शालेय परिसरात प्रत्येक विद्यार्थ्याला शाळा ही आपली वाटली पाहिजे, शाळेत सुरक्षित आणि प्रेरणादायी शैक्षणिक वातावरण निर्माण करण्यास आणि समन्वय राखण्याची जबाबदारी प्रत्येक शिक्षण संस्थेचे ध्येय असले पाहिजे, राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये वरील धोरणासंदर्भात काही मूलभूत सिद्धांतावर आधारित आहेत.

- 1) स्व क्षमता शोधणे आणि विकसित करणे
- 2) लवचिकता
- 3) बहुशाखीय दृष्टिकोन
- 4) शिक्षण ही एक सार्वजनिक सेवा आहे.
- 5) शिक्षणाच्या अभ्यासक्रमात सुसूत्रता
- 6) तंत्रज्ञानाचा पुरेपूर वापर.

- 7) सातत्यपूर्ण मूल्यांकनावर भर.
- 8) जीवन मूल्य.
- 9) कल्पकता आणि तार्किक विचार.
- 10) पूर्ण समानता आणि सर्वसमावेशकता या पायाभूत गोष्टींचा स्वीकार करणे.

राष्ट्रीय शैक्षणिक धोरण 2020 या तत्त्वांचा शालेय शिक्षणासंदर्भात विचार केल्यास पुढील गोष्टींना प्राधान्य दिले गेले आहे.

- 1) मूलभूत साक्षरता आणि संख्या ज्ञान - शालेय स्तरावर पूर्व प्राथमिक शाळांमध्ये प्रत्येक विद्यार्थ्यासाठी मूलभूत साक्षरता आणि संख्याज्ञान या गोष्टींना इयत्ता तिसरीपर्यंत सर्वोच्च प्राधान्य दिले गेले जेणेकरून त्यांच्यात संख्याज्ञानाचा विकास होण्यास मदत होईल.
- 2) लवचिकता-शालेय स्तरावर सर्व विद्यार्थ्यांना त्यांच्या कुवतीनुसार अध्ययन करण्यास आणि अध्ययना संदर्भात स्वतंत्रपणे कार्य करण्यास त्यांना मुभा असेल.
- 3) शालेय स्तरावर विद्यार्थ्यांना कला आणि विज्ञान अभ्यास आणि अभ्यासाचे उपक्रम यांच्यात स्वतंत्र असे विभाजन नसले पाहिजे.
- 4) विद्यार्थ्यांना समग्रपणे सर्व विषयांचा अभ्यास एकत्रितपणे करता येईल व एकत्रितपणे सर्व विषयांचे ज्ञान त्यांच्या क्षमतेनुसार होऊन त्यांच्या ज्ञान क्षेत्रामध्ये उच्च निश्चितता पडलेले अंतर दूर होईल.
- 5) बहुशाखीय-शालेय स्तरावर सगळ्या ज्ञानाची एकता आणि अखंडता निर्माण करण्यासाठी शालेय विषयाबरोबर बहुआयामी जग निर्माण करण्यासाठी विज्ञान, समाजशास्त्र, कला आणि खेळ यांच्यामध्ये बहुशाखीय (multi-Disciplinary) आणि समग्र शिक्षणाचा विकास हा शालेय शिक्षणातून केला पाहिजे.
- 6) शिक्षण ही सार्वजनिक सेवा आहे. शालेय स्तरावर प्रत्येक विद्यार्थ्यास गुणवत्तापूर्वक शिक्षण उपलब्ध असणे हा प्रत्येक बालकाचा मूलभूत हक्क समजला पाहिजे त्यामुळे शालेय स्तरावर कोणत्याही विद्यार्थ्यामध्ये भेदभाव न करता सर्वांना या सेवेचा लाभ मिळाला पाहिजे.
- 7) शिक्षणाच्या अभ्यासक्रमात सुसूत्रता-प्रारंभिक बाल्यावस्थेतील संगोपन आणि शिक्षणापासून ते शालेय शिक्षणापर्यंत शिक्षणाच्या अभ्यासक्रमात सुसूत्रता असावी. शालेय शिक्षण हा उच्च शिक्षणाचा पाया असतो त्यामुळे प्राथमिक शिक्षण ते उच्च शिक्षणापर्यंत सर्व पातळ्यांवरील शिक्षणाच्या अभ्यासक्रमात सुसूत्रता असावी.
- 8) तंत्रज्ञानाचा पुरेपूर वापर- शालेय शिक्षणात तंत्रज्ञानाचा पुरेपूर वापर केला पाहिजे eBook econtent, आभासी वर्ग या तंत्रज्ञान विषयक गोष्टी शिक्षकाने आत्मसात केल्या पाहिजेत.  
तंत्रज्ञानाचा वापर करताना खालील गोष्टी कराव्यात.
  - 1) अध्ययनात आणि अध्यापनात तंत्रज्ञानाचा पुरेपूर वापर.
  - 2) भाषेचे अडथळे काढून टाकणे.
  - 3) दिव्यांग विद्यार्थ्यांसाठी शिक्षण सुलभ बनवण्यासाठी शालेय स्तरावर शैक्षणिक नियोजन आणि व्यवस्थापन करावे.
- 9) सातत्यपूर्ण मूल्यांकनावर भर - शालेय स्तरावर शिक्षण तज्ञांद्वारे सातत्यपूर्ण संशोधन आणि नियमित मूल्यांकनाद्वारे प्रगतीचा सातत्यपूर्ण आढावा घेण्यात यावा.
- 10) कल्पकता आणि तार्किक विचार-प्राथमिक शाळेतील विद्यार्थ्यांना तर्कशुद्ध निर्णय घेण्यासाठी आणि नाविन्यपूर्ण प्रोत्साहन देण्यासाठी शिक्षकांनी स्वतः कल्पकता आणि तार्किक विचार यांचा स्वीकार करावा.
- 11) पूर्ण समानता आणि समावेशकता या दोन गोष्टींचा स्वीकार करणे - शालेय स्तरावर कार्य करणारे शिक्षक, पालक, मुख्याध्यापक व शालेय शिक्षणासंदर्भात विविध संस्था आणि पदाधिकारी यांनी पूर्ण समानता आणि सवासमावेशकता ही संकल्पना स्वीकारून तिची आपल्या कार्यक्षेत्रात उपयोग करणे आवश्यक आहे.

## शालेय शिक्षण

राष्ट्रीय शैक्षणिक धोरण 2020 विचार करता शालेय शिक्षणाचा आकृतीबंध 5+3+3+4 अ अशी नवीन अध्यापन शास्त्रीय आणि अभ्यासक्रमाची पुनर्रचना केली गेली आहे.

1) पायाभूत स्तर

अ) 3 वर्षे (अंगणवाडी / पूर्व प्राथमिक शाळा ) वय ३-६

ब) 2 वर्षे (इयत्ता 1 व 2) वय 6-8

2) पूर्व अध्ययन (प्रीपरेटरी स्तर)

3) वर्ष (इयत्ता 3 ते 5) वय 8-11

4) पूर्व माध्यमिक स्तर

3 वर्षे (इयत्ता 6 ते 8) वय 11-14

5) माध्यमिक स्तर

4 वर्षे (इयत्ता 9 ते 12) वय 14-28

1) पायाभूत स्तर-

राष्ट्रीय शैक्षणिक धोरण 2020 नुसार पायाभूत स्तरावर प्रत्येक बालकाचे प्रारंभिक बाल्यावस्था संगोपन शिक्षण याचा विचार केला आहे. या स्तरावर अध्ययनचा पाया हा बाल्यावस्था संगोपनातून केलेला आहे. पायाभूत स्तरात ECCE (early childhood care and education) प्राधान्य देऊन या पायाभूत स्तरावरील शिक्षणात लवचिकता बहुपयलू बहुस्तरीय खेळावर आधारित कृती आधारित आणि जिज्ञासा आधारित शिक्षणाचा समावेश केलेला आहे. NCERT ने 8 वर्षांपर्यंतच्या मुलांना प्रारंभिक बाल्यावस्था संगोपन व शिक्षणाची राष्ट्रीय शैक्षणिक आराखडा (NCPFECCE) कविता, कला, कथा, खेळ, गाणी व इतर बऱ्याच गोष्टींचा समावेश असेल.

2) पूर्वअध्ययन (प्रीपरेटरी स्तर) / बालवाडी -

1) शिक्षक-ECCE अर्हता पात्र

2) अध्यापन-खेळावर आधारित

3) आकलनात्मक, भावनात्मक आणि मानसशास्त्रीय क्षमता आणि पूर्व साक्षरता आणि संख्याज्ञान विकसित करणे यावर आधारित असेल.

3) पूर्व प्राथमिक स्तर -

मूलभूत साक्षरता आणि संख्यादानातील उच्च गुणवत्तेच्या संसाधनाचे एक राष्ट्रीय भांडार डिजिटल इन्फ्रास्ट्रक्चर फॉर नॉलेज शेअरिंग (DIKSHA) वर उपलब्ध केले जाईल. शिक्षकांच्या मदतीसाठी आणि शिक्षक व विद्यार्थ्यांमधील कोणतेही भाषिक अडथळे दूर करण्यात मदत करण्यासाठी तांत्रिक सहाय्य पतदशी पातळीवर सुरू करून त्याची अंमलबजावणी केली जाईल.

4) माध्यमिक स्तर-

NSSO ने 2017 18 मध्ये केलेल्या 75 व्या फेरीतील घरगुती सर्वेक्षणानुसार सात ते सतरा वर्षे वयोगटातील शाळाबाह्य मुलांची संख्या 3.22 कोटी आहे. या मुलांना लवकरात लवकर शिक्षण प्रवाहात परत आणणे आणि 2030 पर्यंत शाळा पूर्व ते माध्यमिक स्तरापर्यंत 100% एकूण शाळा नोंदणी गुणोत्तराचे (ग्रॉस एनरोलमेंट रेशो) उद्दिष्ट ठेवून आणखीन मुलांची शाळा गळती थांबवणे यांना सवोच्च प्राधान्य असेल. देशातील सर्व मुलांना शाला पूर्व ते इयत्ता बारावी पर्यंतच्या, व्यावसायिक शिक्षणासह गुणवत्तापूर्ण सर्वांगीण शिक्षणाची सार्वत्रिक उपलब्धता सुनिश्चित करण्यासाठी आणि तशी संधी देण्यासाठी सर्वसमावेशक देशव्यापी प्रयत्न केले जातील.



### अनुभवात्मक शिक्षण

- 1) शालेय स्तरावर अनुभवात्मक शिक्षणाचा अवलंब केला जाईल. शालेय स्तरावर प्रत्येक विषयामध्ये मालक अध्ययन म्हणून प्रात्यक्षिक शिक्षण, कला आणि खेळ यांचा समावेश असेल. विविध विषयांमधील संबंध शोधण्याचा समावेश असेल. प्रात्यक्षिक अनुभवाचा विचार केला जाईल. कार्यक्षमतेवर आधारित अध्ययन वर्गातील विविध होणारे व्यवहार प्रत्येक विषयासाठी शिक्षणासंदर्भातील निकाल इत्यादी गोष्टींचा समावेश असेल.
- 2) कला एकात्मिकरण हा बहु अभ्यासक्रमीय अध्ययन दृष्टिकोन स्वीकारला जाईल. शालेय स्तरावर स्थानिक खेळांसह विविध शारीरिक उपक्रमात वापर करून शिक्षकांनी अध्यापन पद्धतीमध्ये सहकार्य स्वयंपूर्ण पुढाकार स्वतःची दिशा, स्वयंशिक्षित, सांघिक कार्य, जबाबदारी, नागरिकत्त्व इत्यादी कौशल्य विकसित करण्यास विद्यार्थ्यांना मदत करणे गरजेचे आहे.

### सारांश

सारांश रुपाने शालेय शिक्षणात राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी शिक्षणाच्या विविध स्तरावर शिक्षकांनी राबविल्यास व त्यास अनुभवात्मक शिक्षण दिल्यास विद्यार्थ्यांची शैक्षणिक प्रगती होण्यास मदत होईल. शालेय शिक्षणात राष्ट्रीय शैक्षणिक धोरणाची अंमलबजावणी शिक्षणाच्या विविध स्तरावर शिक्षकांनी राबविल्यास व त्यास अनुभवात्मक शिक्षण दिल्यास विद्यार्थ्यांची शैक्षणिक प्रगती होण्यास मदत होईल. पायाभूत स्तरावर शिक्षण 3 वर्षे हे 3-6 या वयोगटातील मुलांना उपलब्ध झाल्यामुळे अंगणवाडी सेविका / शिक्षक यांच्याकडून बाल्यावस्थेतील बालकांचे संगोपन हे अधिक चांगल्या पद्धतीने शिक्षणाच्या माध्यमातून केले जाईल. त्यामुळे शिक्षणास लवचिकता येऊन बहुपैलू व बहुस्तरीय होईल. लहान मुलांना खेळ आवडत असल्यामुळे खेळावर आधारित व कृती आधारित शिक्षणाचा समावेश केला असल्यामुळे मुलांच्या शिक्षणात सक्रिय सहभाग राहील. बालसंगोपन शिक्षणाच्या माध्यमातून बालकांच्यात आकलनात्मक, भावनात्मक आणि मानसशास्त्रीय क्षमतांचा विकास करण्यास मदत होईल. येथे बालवाडी सेविका/शिक्षकांची भूमिका व जबाबदारी महत्त्वाची आहे. पूर्व प्राथमिक स्तरावर शिक्षकांनी पारंपारिक शिक्षण पद्धतीबरोबरच आधुनिक काळातील Online शिक्षणाचा स्वीकार करून पूर्व प्राथमिक स्तरावर त्याची अंमलबजावणी केली पाहिजे.

राष्ट्रीय शैक्षणिक धोरणानुसार पूर्व प्राथमिक स्तरावर शिक्षक तंत्रज्ञेही सहाय्यक व पथदर्शी म्हणून त्याने भूमिका स्वीकारली पाहिजे.

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## राष्ट्रीय शिक्षण धोरण (NEP-2020) : उद्देश

संशोधक

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### गोषवारा :

संपूर्ण मानवी क्षमतेचा विकास करण्यासाठी आणि संपूर्ण मानवी क्षमता साध्य करण्यासाठी तसेच न्याय व समानतेने सर्वांगीण विकास करण्याचा दृष्टीने शिक्षण हे अत्यंत महत्त्वाचे आहे. राष्ट्रीय विकासाचा चालना तसेच सामाजिक विकासाचा चालना देण्यासाठी सार्वत्रिक, दर्जेदार शिक्षण देण्यासाठी राष्ट्रीय शैक्षणिक धोरणाच्या उद्देशाचा विचार होणे आवश्यक आहे. प्रवेश, समानता, गुणवत्ता, परवडणारी क्षमता आणि उत्तरदायित्व या मूलभूत स्तंभावर आधारित हे 2020 चे शैक्षणिक धोरण आहे. हे धोरण शाश्वत विकासासाठी 2030 च्या अर्जेंडाशी संरेखित आहे. यातील उद्देश प्रारंभिक बाल संगोपन आणि शिक्षण व नवीन अभ्यासक्रम आणि अध्यापनशास्त्रीय संरचना, शालेय अभ्यासक्रम आणि अध्यापनशास्त्रातील सुधारणा, बहुभाषिकता आणि भाषेची शक्ती, राष्ट्रीय शैक्षणिक धोरणांतर्गत नियमन पद्धत, शिक्षकांचे शिक्षण, ऑनलाईन शिक्षण आणि डिजिटल शिक्षण, शिक्षणात तंत्रज्ञान वित्तपुरवठा आणि शिक्षणक्षेत्र इत्यादी या उद्देशाची चर्चा पुढील प्रमाणे केली आहे. ही उद्दिष्टे भारताच्या आर्थिक प्रगतीसाठी आणि जागतिक नेतृत्वाच्या दृष्टीने सामाजिक न्याय आणि समानता, वैज्ञानिक प्रगती, राष्ट्रीय एकात्मता आणि सांस्कृतिक संरक्षण, सार्वत्रिक उच्च-गुणवत्तेचे शिक्षण हा विकास समोर ठेवून राष्ट्रीय शैक्षणिक धोरण उद्देश पाहता येते.

### प्रस्तावना :

राष्ट्रीय शैक्षणिक धोरण 1986 मध्ये तयार करण्यात आले आणि 1992 मध्ये सुधारित करण्यात आले. तेव्हापासून अनेक बदल झाले आहेत, त्या धोरणात सुधारणा करण्याची आवश्यकता असते. NEP 2020 हे 21 व्या शतकातील पहिले शैक्षणिक धोरण आहे आणि ते चौतीस वर्ष जुन्या शिक्षणावरील, राष्ट्रीय धोरण NEP 1986 ची जागा घेते. प्रवेश, समानता, गुणावता, परवडणारी क्षमता आणि उत्तरदायित्व या मूलभूत स्तंभावर आधारित हे धोरण आहे. हे धोरण शाश्वत विकासासाठी 2030 च्या अर्जेंडाशी संरेखित आहे आणि शालेय आणि महाविद्यालयीन शिक्षण अधिक समग्र, लवचिक, बहुविद्याशाखीय, 21 व्या शतकातील गरजांसाठी उपयुक्त आणि प्रत्येक विद्यार्थ्याच्या अद्वितीय क्षमता विकसित करण्याच्या उद्देशाने राष्ट्रीय शैक्षणिक धोरणातील शाळा-महाविद्यालयांमधील शिक्षणाचे धोरण तयार केले जाते. 2020 मधील शैक्षणिक धोरणाचा शिक्षणाचे सार्वत्रीकरण करणे आणि भारताला जागतिक ज्ञान महासत्ता बनवणे हा या धोरणाचा मुख्य उद्देश आहे. तसेच आणखीन उद्देश पुढीलप्रमाणे.

**राष्ट्रीय शैक्षणिक धोरण : प्रारंभिक बाल संगोपन आणि शिक्षण व नवीन अभ्यासक्रम आणि अध्यापनशास्त्रीय संरचना :**

प्रारंभिक बाल संगोपन आणि शिक्षणावर भर देऊन, शालेय अभ्यासक्रमाची 10 +2 रचना अनुक्रमे 3-8, 8-11, 11-14 आणि 14-18 वर्ष वयोगटातील 5+3+3+4 अभ्यासक्रमाच्या रचनेचे बदलली जाणार आहे. त्यामुळे आतापर्यंत वगळण्यात आलेले 3-6 वर्ष वयोगट शालेय अभ्यासक्रमांतर्गत आणले जाईल, त्याला जागतिक स्तरावर मुलांच्या मानसिक क्षमतांच्या विकासातील महत्त्वाचा टप्पा म्हणून ओळखले जाते. नवीन प्रणालीमध्ये 12 वर्षांचे शालेय शिक्षण आणि तीन वर्षांचे अंगणवाडी/प्री-स्कूल असेल.

**अंतर्गत मूलभूत साक्षरता आणि संख्याशास्त्र आत्मसात करणे :**

मुलभूत साक्षरता आणि संख्याशास्त्र शिकवण्यासाठी तातडीची आणि आवश्यक पूर्वतयारी म्हणून, NEP 2023 मध्ये MHRD द्वारे मूलभूत साक्षरता आणि संख्याशास्त्रावर राष्ट्रीय मिशनची स्थापना करण्याचे आवाहन करण्यात आले आहे. 2025

पर्यंत सर्व प्राथमिक शाळांमधील संपूर्ण विद्यार्थ्यांसाठी सार्वत्रिक मूलभूत साक्षरता आणि संख्यात्मकता प्राप्त करण्यासाठी राज्ये एक अंमलबजावणी योजना तयार करतील. यासाठी राष्ट्रीय प्रोत्साहन धोरण तयार केले जाणार आहे.

#### शालेय अभ्यासक्रम आणि अध्यापनशास्त्रातील सुधारणा :

विद्यार्थ्यांचा सर्वांगीण विकास साधण्याचे उद्दिष्ट असेल त्यामुळे विद्यार्थ्यांची लवचिकता आणि विषयाची निवड वाढेल. कला आणि विज्ञान, अभ्यासक्रम आणि अतिरिक्त अभ्यासक्रम आणि व्यावसायिक आणि शैक्षणिक प्रवाहामध्ये कोणतेही कठोर पृथक्करण केले जाणार नाही. शाळांमध्ये 6 वी पासून व्यावसायिक शिक्षण सुरु होईल आणि त्यात इंटरशिपचा समावेश असेल. शिक्षणासाठी एक नवीन आणि व्यापक राष्ट्रीय अभ्यासक्रम फ्रेमवर्क NCERT द्वारे विकसित केले जाईल.

#### बहुभाषिकता आणि भाषेची शक्ती :

या धोरणात किमान इयत्ता पाचवी पर्यंत शिक्षणाचे माध्यम म्हणून मातृभाषा/स्थानिक भाषा यावर जोर देण्यात आला आहे. परंतु प्राधान्याने इयत्ता 8 वी पर्यंत आणि त्यापुढील त्रिभाषा सुत्रासह शालेय आणि उच्च शिक्षणाच्या सर्व स्तरावरील विद्यार्थ्यांसाठी संस्कृतचा वापर केला जाईल. भारतातील इतर अभिजात भाषा आणि साहित्य देखील पर्याय म्हणून उपलब्ध असतील. भारतीय सांकेतिक भाषा (ISL) देशभरात प्रमाणित केल्या जाईल.

#### मजबूत शिक्षक भरती आणि करिअर मार्ग :

एक मजबूत, पारदर्शक प्रकियेद्वारे शिक्षकाची भरती केली जाईल. पदोन्नती गुणवत्तेवर आधारित असतील, ज्यामध्ये बहु-स्रोत नियकालिक कार्यप्रदर्शन मूल्यमापन आणि शैक्षणिक प्रशासक किंवा शिक्षक आणि तज्ज्ञ संस्था यांच्याशी सल्लामसलत करून 2022 पर्यंत शिक्षकासाठी एक समान राष्ट्रीय व्यावसायिक मानक (NPST) विकसित केले जाईल.

#### राष्ट्रीय शैक्षणिक धोरणअंतर्गत नियमन पद्धत :

भारतीय उच्च शिक्षण आयोग (HECI) ही वैद्यकीय आणि कायदेशीर शिक्षण वगळता सर्व उच्च शिक्षणासाठी एकच व्यापक संस्था म्हणून स्थापन केली जाईल. HECI कडे चार स्वतंत्र अनुलंब असतील —नियमनासाठी राष्ट्रीय उच्च शिक्षण नियामक परिषद (NHERC), मानक सेंटिंगसाठी सामान्य शिक्षण परिषद (GEC), निधीसाठी उच्च शिक्षण अनुदान परिषद (HEGC) आणि मान्यतासाठी राष्ट्रीय मान्यता परिषद (NAC), HECI तंत्रज्ञानद्वारे चेहराविरीहीत हस्तक्षेपाद्वारे कार्य करेल, आणि जे HECI नियम आणि मानकांचे पालन करणार नाहीत त्यांना दड करण्याचे अधिकार असतील. सार्वजनिक आणि खाजगी उच्च शिक्षण संस्था नियमन, मान्यता आणि शैक्षणिक मानकांसाठी सामान्य मानकांनुसार नियंत्रित केल्या जातील.

#### तर्कसंगत संस्थात्मक आर्किटेक्चर :

उच्च शिक्षणाच्या संस्थांचे रूपांतर मोठ्या, सुसंस्करीत, प्रसिद्ध बहुविद्याशाखीय संस्थामध्ये केले जाईल जे उच्च दर्जाचे शिक्षण, संशोधन आणि समुदाय सहभाग प्रदान करतील, विद्यापीठाची व्याख्या संशोधन देणारं विद्यापीठांपासून ते अध्यापन-केद्रित विद्यापीठे आणि स्वायत्त पदवी-अनुदान महाविद्यालयांपर्यंतच्या संस्थांच्या स्पेक्ट्रमला अनुमती देईल. 15 वर्षांमध्ये महाविद्यालयांची संलग्नता टप्प्याटप्प्याने बंद केली जाईल आणि महाविद्यालयांना स्वायत्ततेची पदवी देण्यासाठी टप्प्याटप्प्याने यंत्रणा उभारली जाईल. कालांतराने, प्रत्येक महाविद्यालय एकतर स्वायत्त पदवी देणारे महाविद्यालय किंवा विद्यापीठाचे घटक महाविद्यालय म्हणून विकसित होण्याची संकल्पना केली जाते.

#### शिक्षकांचे शिक्षण :

शिक्षक शिक्षणासाठी एक नवीन आणि सर्वसमावेशक राष्ट्रीय अभ्यासक्रम आराखडा, NCFTE 2021, NCTE द्वारे NCERT सोबत सल्लामसलत करून तयार केला जाईल. 2030 पर्यंत, अध्यापनासाठी किमान पदवी पात्रता 4 वर्षांची एकात्मिक बीएड असेल. कमी दर्जाच्या शिक्षक शिक्षण संस्थावर (TEI) कडक कारवाई केली जाईल.

#### ऑनलाईन शिक्षण आणि डिजिटल शिक्षण :

ज्यावेळी आणि जेथे-जेथे पारंपारिक आणि वैयक्तिक शिक्षण पद्धती शक्य नसेल, तिथे गुणवत्तापूर्ण शिक्षणाच्या पर्यायी पद्धतीसह सज्जता सुनिश्चित करण्यासाठी महामारी आणि साथीच्या रोगांच्या अलीकडील वाढीमुळे ऑनलाईन शिक्षणास प्रोत्साहन देण्यासाठी सर्वसमावेशक शिफारसींचा समावेश करण्यात आला आहे. शालेय आणि उच्च शिक्षण या दोन्हीच्या ई-



शिक्षणाच्या गरजा पूर्ण करण्यासाठी MHRD मध्ये डिजिटल पायाभूत सुविधा, डिजिटल सामग्री आणि क्षमता वाढवण्याचा उद्देशाने एक समर्पित युनिट तयार केले जाईल.

#### NEP 2023 : शिक्षणात तंत्रज्ञान :

एक स्वायत्त संस्था, नॅशनल एज्युकेशनल टेक्नॉलॉजी फोरम (NETF) शिक्षण, मूल्यांकन, नियोजन, प्रशासन वाढविण्यासाठी तंत्रज्ञानाच्या वापरावर विचारांच्या मुक्त देवाणघेवाणीसाठी एक व्यासपीठ प्रदान करण्यासाठी, तयार केले जाईल . वर्गातील प्रकिया सुधारण्यासाठी, शिक्षकांच्या व्यावसायिक विकासाला मदत करण्यासाठी ,वंचित गटांसाठी शैक्षणिक प्रवेश वाढवण्यासाठी आणि शैक्षणिक नियोजन, प्रशासन आणि व्यवस्थापन शिक्षणाच्या सर्व स्तरांमध्ये योग्य एकीकरण केले जाईल.

#### व्यावसायिक शिक्षण :

व्यावसायिक शिक्षण हे उच्च शिक्षण प्रणालीचा अविभाज्य भाग असेल. व्यावसायिक तयारी मध्ये नैतिकतेचे शिक्षण आणि लोकांचे महत्त्व सामाविष्ट करणे आवश्यक आहे. यामध्ये उद्देशासाठी शिक्षण, शिस्त आणि सरावासाठी शिक्षण, त्यातील मध्यवर्ती आशय महत्त्वाचा असणे आवश्यक आहे. अंतःविचार, चर्चा, वादविवाद, संशोधन आणि नवकल्पना हे साध्य करण्यासाठी, व्यावसायिक शिक्षण हे एखाद्या विशिष्टाला धरून असावे.

#### मूल्यांकन सुधारणा :

NEP 2023 सममितीय मूल्यांकनातून नित्य आणि फॉर्मेटिव्ह असेसमेंटकडे वळवण्यात येईल, जे अधिक सक्षमतेवर आधारित आहे, शिक्षण आणि विकासाला चालना देणे आणि विश्लेषण, गंभीर विचार आणि संकल्पनात्मक स्पष्टता यासारख्या उच्च-क्रम कौशल्यांची चाचणी करणे. सर्व विद्यार्थी इयत्ता 3, 5 आणि 8 मधील शालेय परीक्षांना बसतील ज्या योग्य प्राधिकरणाद्वारे घेतल्या जातील, इयत्ता 10 आणि 12 च्या बोर्ड परीक्षा सुरु राहतील परंतु उद्दिष्ट म्हणून सर्वांगीण विकासासह पुनर्रचना केली जाईल. एक नवीन राष्ट्रीय मूल्यमापन केंद्र, PARKH (सार्वभौमिक विकासासाठी कार्यप्रदर्शन मूल्यांकन, पुनरावलोकन आणि विश्लेषण) एक मानक-सेटिंग संस्था म्हणून स्थापित केले जाईल.

#### वित्तपुरवठा आणि शिक्षणक्षेत्र :

शिक्षण क्षेत्रातील सार्वजनिक गुंतवणूक वाढवून जीडीपीच्या 6% पर्यंत लवकरात लवकर पोहोचवण्यासाठी केंद्र आणि राज्ये एकत्र काम करतील. हे धोरण शैक्षणिक गुंतवणूकीत लक्षणीय वाढ करण्यासाठी वचनबद्ध आहे. कारण तरुणांच्या उच्च दर्जाच्या शिक्षणापेक्षा समाजाच्या भविष्यासाठी गुंतवणूक महत्त्वाची आहे. दुर्दैवाने, भारतातील शिक्षणावरील खर्च शिफारस केलेल्या पातळीच्या जवळ आलेला नाही. 1968च्या धोरणानुसार जीडीपीच्या 6%, 1986 च्या धोरणात पुनरावृत्ती केली गेली आणि जी होती, 1992 च्या धोरणाच्या पुनरावलोकनात आणखी पुष्टी केली. ; वर्तमान जनता (सरकार-केंद्र व राज्य) भारतातील शिक्षणावरील खर्च GDP च्या जवळपास 4.43% आहे.

या उद्देशा व्यतिरिक्त राष्ट्रीय शैक्षणिक धोरण 2023 मूल्यांकन सुधारणा, न्याय आणि सर्वसमावेशक शिक्षण, मजबूत शिक्षक भारती आणि करियर मार्ग, शाळा प्रशासन, धोरणाअंतर्गत बहुविद्याशाखीय शिक्षण, प्रेरित, उत्साही आणि सक्षम शिक्षक, मार्गदर्शन मिशन, विद्यार्थ्यांना आर्थिक सहाय्य, मुक्त व दूर शिक्षण, भारतीय भाषेचे संवर्धन, पौढ शिक्षण इत्यादी. राष्ट्रीय शैक्षणिक धोरणाची उद्दिष्ट आहेत.

#### समारोप :

राष्ट्रीय शैक्षणिक धोरण 2023 मध्ये विविध संकल्पनांचा विचार लक्षात घेऊन या धोरणाची निर्मिती केली आहे. या सर्व उद्देशाची चर्चा वरीलप्रमाणे थोडक्यात केली आहे.

#### संदर्भ ग्रंथ :

1. [www.mahayojanaa.in/2022](http://www.mahayojanaa.in/2022)
2. <https://www.bbb.com>

## नवीन शैक्षणिक धोरण २०२० : शिक्षणातील तंत्रज्ञान वापराच्या संभाव्य दिशा आणि धोक्यांचा उहापोह

डॉ. अंकुश रामचंद्र बनसोडे

सहाय्यक प्राध्यापक, महावीर महाविद्यालय कोल्हापूर

### सारांश

शालेय आणि महाविद्यालयीन विद्यार्थ्यांना करायला लावला जाणारा किंवा त्यांच्याकडून होणारा तथाकथित स्मार्टफोनचा अतिवापर हा भारतातल्या एका मोठ्या समाजघटकासाठी नवीन नाही. अंतरजाल तंत्रज्ञानाच्या सातत्याच्या वापराने बौद्धिक मतिमंदत्व, नैराश्य, आळस, एकाग्रतेचा न्हास, स्वभावातली चिडचिड, हिंसक वृत्तीची वाढ आदी धोक्यांमुळे जवळपास २५ टक्के देशांनी शाळांमध्ये इंटरनेटची जोडणी असलेल्या साधनांच्या वापरावर कायद्याने किंवा धोरणात्मक बंदी घातल्याचं 'युनेस्को'ने नुकत्याच प्रकाशित केलेल्या अहवालात म्हटले आहे.

तंत्रज्ञान हे शिक्षणासाठी निर्मित नसून, तंत्रज्ञानात शिक्षण 'बसवण्या'चा प्रयत्न केला जातो आहे. म्हणूनच या तंत्रज्ञानातील धोक्याच्या व मोक्याच्या जागा दाखवत, भविष्यकालीन वापरासाठी मोलाच्या सूचना करणाऱ्या या युनेस्कोच्या अहवालाचा संदर्भ गांधीयाने लक्षात घ्यावा असाच आहे. प्रस्तुत लेखात शिक्षणातील तंत्रज्ञान वापराच्या संभाव्य दिशा आणि धोक्यांचे विमर्षी आणि चिंतनात्मक लेखन केलेले आहे.

### प्रस्तावना

"शाळा आणि महाविद्यालयातील स्मार्टफोनच्या वापरावर बंदी आणावी" अशी स्पष्ट शिफारस टाकलेली असतानादेखील जगभरातल्या अनेक माध्यमांनी या अहवालाचा अर्थ कसाही लावून आपापले मथळे आणि अग्रलेख सजवले, हा 'युनेस्को'चा बहुचर्चित शिक्षणातील तंत्रज्ञानविषयक अहवाल २६ जुलै २०२३ रोजी प्रकाशित झाला. Technology in Education: a tool on Whoes Terms? या शीर्षकाचं हे आंतरराष्ट्रीय संशोधन तंत्रज्ञान वापराच्या २०० शालेय शिक्षण व्यवस्थांमधील अनुभवांचा उहापोह करते, त्यातील धोक्याच्या व मोक्याच्या जागा दाखवते, भविष्यकालीन वापरासाठी मोलाच्या सूचना देते.

शालेय आणि उच्च शिक्षणात विद्यार्थ्यांना करायला लावला जाणारा किंवा त्यांच्याकडून होणारा तथाकथित स्मार्टफोनचा अतिवापर हा भारतातल्या एका मोठ्या समाजघटकासाठी नवीन नाही. आजच्या वेगवान आणि स्पर्धात्मक जगात कालसुसंगत शिक्षण व्यवहारासाठी स्मार्टफोन वा तत्सम साधनांचा वापर निकडीचा आणि अटळ असल्याची भावना शिक्षण क्षेत्रात फोफावतेय. करोनाकाळातल्या शाळाबंदीदरम्यान तर दूरस्थ पद्धतीने शिक्षणाची शक्यता केवळ इंटरनेटची जोडणी असणाऱ्या फोन, टॅब, लॅपटॉप वा संगणकामुळेच शक्य झाल्याचा अनुभव देशातल्या एका वर्गासाठी ताजा आहे. अशा वेळी 'युनेस्को'ने शाळा महाविद्यालयातील स्मार्टफोनच्या वापरावर बंदी आणण्याचा उद्घोष केल्याची बातमी धडकली. साहजिकच 'शिक्षणातील आधुनिक तंत्रज्ञाना'च्या वापराविषयी नव्याने चर्चा सुरु झालेल्या आहेत.

### प्रस्तुत शोधलेखाची उद्दिष्टे

१. नवीन शैक्षणिक धोरण २०२० च्या अनुषंगाने शिक्षणातील तंत्रज्ञान वापराच्या संभाव्य दिशांचा उहापोह करणे.
२. नवीन शैक्षणिक धोरण २०२० च्या अनुषंगाने शिक्षणातील तंत्रज्ञानाच्या वापराचे औपचारिक शिक्षणातील धोक्यांचा अभ्यास करणे.

### प्रस्तुत शोधलेखानची अभ्यासपद्धती

प्रस्तुत लेखात शिक्षणातील तंत्रज्ञान संदर्भातील साहित्य, संदर्भ ग्रंथ, सामाजमाध्यामे आणि वर्तमानपत्रातील लेख यांनाचा संदर्भ अभ्यास करून नवीन शैक्षणिक धोरण २०२० च्या अनुषंगाने शिक्षणातील तंत्रज्ञान वापराच्या संभाव्य दिशा आणि धोक्यांच्या अभ्यासाचा उहापोह आणि विमर्षी चिंतनात्मक लेखन केलेले आहे.

## शिक्षणातील तंत्रज्ञान वापराच्या संभाव्य दिशा

### सार्वजनिक ठिकाणांचा विसर

उद्याने, मैदाने, महाविद्यालये, रेल्वे, बसेस किंवा अशा कोणत्याही सार्वजनिक ठिकाणी आपापल्या फोनमध्ये गुंगून जाऊन भोवतालचे भान सुटलेले बालकांपासून ज्येष्ठांपर्यंतचे जथे दिसण्यात आता नावीन्य उरलं नाहीय. लग्न असो वा अंत्ययात्रा, बारसं असो वा बाळंतपण, वाढदिवस असो वा हॉटेलमधलं जेवण, एखादी कृती सुरू असतानाच समाजमाध्यमांमधून ती संबंध जगासाठी स्वेच्छेने काहीनाकाही 'शेअर' करण्याच्या आजाराने जग ग्रस्त झालेलं दिसतं. म्हणून कोणताही खासगी व्यवहार आता खासगी उरल्याचं दिसत नाही.

### समाज माध्यमांच्या आधारावर बौद्धिक दिवाळखोरी

समाजमाध्यमांचा बोलबाला तर इतका की अनेक वेळा ट्विटर, फेसबुक, इन्स्टाग्राम, व्हॉट्सअॅप हाच मुद्रित आणि इलेक्ट्रॉनिक माध्यमांच्या बातम्यांचा आधार बनलाय. 'असेल माझा हरी तर देईल समाजमाध्यमावरी' या वृत्तीने माध्यमांपासून विद्यापीठीय ज्ञानजगताला बौद्धिक आणि व्यावहारिक आळसाने ग्रासलंय. अशा वेळी 'स्मार्टफोनचा अतिवापर मुलांच्या अध्ययन निष्पत्तीवर नकारात्मक परिणाम करतो' हा 'युनेस्को'चा सप्रमाण इशारा किती गांभीर्याने घेतला जाईल? असा प्रश्न उपस्थित करतो.

### तंत्रज्ञानाच्या झळाळीवर काजळी

शिक्षणातला तंत्रांचा व तंत्रज्ञानाचा वापर हा औपचारिक शिक्षणाइतकाच जुना अनुभव आहे. काळाच्या प्रत्येक टप्प्यावर नवनवीन तंत्र किंवा तंत्रज्ञानाने आशेचा एक नवा किरण दाखवला आणि नंतर त्या किरणाची लकाकी मंदावत गेल्याचं शिक्षणाचा इतिहास सांगतो. अगदी पेन्सिलसारखं तंत्र आलं तेव्हा औपचारिक शिक्षणाच्या प्रवाहात असणाऱ्याची संख्या वाढायला मदत झाली. (टाक-दौत असताना लागणारी प्रतिविद्यार्थी जागा पेन्सिलीमुळे कमी झाली, वर्गखोल्या जास्तीचे विद्यार्थी समावून घेऊ शकल्या). विजेवर चालणारं शैक्षणिक तंत्रज्ञान गतशतकाच्या सुरुवातीपासून अमेरिकादी पाश्चिमात्य देशांतल्या शाळांमध्ये पोहोचलं होतं. रेडिओ असो वा चित्रपट वा दूरचित्रवाणी, प्रत्येक वेळी तंत्रज्ञानामुळे शिक्षणात आमूलाग्र बदल होणार, शिक्षकांची, पाठ्यपुस्तकांची गरज कमी कमी होत जाणार, असे मनोरे बांधले गेले.

### तंत्रज्ञानाचा वापर चिंताजनक होण्याचा इतिहास

प्रसिद्ध संशोधक-उद्योजक थॉमस एडिसन यांनी तर 'चल-चित्रपट शैक्षणिक जगात आमूलाग्र क्रांती घडवतील, ते पाठ्यपुस्तकांना बहुतांशी हद्दपार करतील', असा विश्वास व्यक्त करत 'पाठ्यपुस्तकांमुळे शिक्षणाची कार्यक्षमता केवळ दोन टक्के आहे, चल-चित्रपट तिला १०० टक्क्यांवर पोहोचवतील,' असं भाकीत १९२२ मध्ये वर्तवलं होतं. प्रत्यक्षात काय घडलं, तो इतिहास सर्वज्ञात आहे. या सान्या तंत्रज्ञानांच्या तुलनेत स्मार्टफोन वा तत्सम तंत्रज्ञान अनेक अर्थानी वेगळं आहे, म्हणूनच त्यांचा वापर चिंताजनक ठरू शकतो.

### साहित्यकृतीचं रसग्रहण न करता फुटकळ तपशिलांवर भर

'तुलनात्मक स्पर्थेतून खासगी नफ्याची वृद्धी' हे मुक्त बाजाराचं प्रमुख सूत्र केंद्रस्थानी ठेवून जगात डिजिटल तंत्रज्ञानाचा पसारा अफाट वेगाने वाढतोय. मात्र हे तंत्रज्ञान शिक्षणासाठी निर्मित नसून, आहे त्यात शिक्षण 'बसवण्या'चा प्रयत्न आणि विचार इथं कार्यरत आहे. साहजिकच उपलब्ध तंत्रज्ञान शिक्षण विचारांवर मर्यादा आणतं आणि शिक्षण व्यवहारांची दिशा बदलतं, उदाहरणार्थ, 'प्री लोडेड कंटेंट' असलेले अनेक 'स्मार्ट बोर्ड' शालेय आणि उच्च शिक्षणाचा आशय तो कंटेंट निर्माण करणाऱ्या वा करणारीच्या विचारांइतका मर्यादित करतात. संगणकीय पद्धतीने तपासायला सोपे, म्हणून अमेरिकी सैन्यात सुरुवात होऊन जगभरात फोफावलेल्या बहुपर्यायी प्रश्नांच्या परीक्षा, हे तंत्रज्ञानामुळे शिक्षणाची वैचारिक दिशा बदलण्याचं ठळक उदाहरण आहे. मूल्यमापनासाठी 'बहुपर्यायी प्रश्न हा एकच पर्याय' असेल तर वर्गातील अध्ययन-अध्यापन, सराव आणि शिकवलेल्या संबोधनांचा विद्यार्थ्यांकडून होणारा विचार हे सारं एकेका वाक्यात, एकेका शब्दात घुटमळत राहतं. अगदी पदव्युत्तर अभ्यासातही एखाद्या साहित्यकृतीचं रसग्रहण न करता फुटकळ तपशिलांवर भर दिला जातो. उदाहरणार्थ, तीन वर्षांपूर्वी देशातल्या एका अतिशय जुन्या विद्यापीठाने मराठीतील 'उपयोजित समीक्षा' या विषयासाठी इयत्ता 'एम. ए. भाग २' साठी दिलेल्या प्रश्नपत्रिकेत



‘राम राजा व मेहेर जान यांची पहिली भेट हरिभाऊ आपटे कितव्या प्रकरणात सांगतात?’ असा प्रश्न विचारून पर्यायादाखल आपटे यांच्या कादंबरीतील चार प्रकरणांचे क्रमांक दिलेले होते. या व अशा बथंड प्रश्नांनी सजलेल्या मूल्यमापनातून मराठीमध्ये पदव्युत्तर पदवी घेणारे विद्यार्थी नेमकं काय शिकत असतील? मग ‘हल्ली पदव्या घेतलेल्या अनेकांना एखाद्या गंभीर विषयावर सलग पाच वाक्यंदेखील स्वविचाराने लिहिता येत नाहीत,’ अशा तक्रारीचे काय आश्चर्य वाटणार?

या अवनतीची सुरुवात ‘सार्वत्रिक परीक्षांमधील संख्येचा विचार करता संगणकीय मूल्यमापनाला पर्याय नाही’ या विचारात अनुस्यूत आहे आणि संगणक/तंत्रज्ञान जी सुविधा देऊ शकेल (इथं केवळ योग्य पर्याय तपासण्याचं तंत्र, विस्तृत लेखन तपासण्याचं नाही) तीत शिक्षण ‘बसवून’ गाडा पुढे ढकलत राहायचा. म्हणूनच ‘युनेस्को’च्या अहवालाने धोरणकर्त्यांना केलेलं, आपापली सद्यःस्थिती पाहून आपापल्या संदर्भात व अध्ययन गरजा लक्षात घेऊन सुयोग्य तंत्रज्ञान वापरण्याचं आवाहन महत्त्वाचं आहे.

## २५ टक्के देशातील शाळा महाविद्यालयामध्ये इंटरनेटची जोडणी असलेल्या डिव्हाईसेस वा साधनांच्या वापरावर कायद्याने किंवा धोरणात्मक बंदी

स्मार्टफोन वा इंटरनेटची जोडणी असलेल्या इतर तंत्रज्ञानाच्या सातत्याच्या वापरात सामावलेल्या अनेक धोक्यांपैकी बौद्धिक मंदत्व, नैराश्य, आळस, एकाग्रतेचा न्हास, स्वभावातली चिडचिड, हिंसक वृत्तीची वाढ आदी धोक्यांची आपल्याकडे सातत्याने चर्चा होत राहते. अशा अनेक कारणांमुळे जवळपास २५ टक्के देशांनी शाळा महाविद्यालयामध्ये इंटरनेटची जोडणी असलेल्या डिव्हाईसेस वा साधनांच्या वापरावर कायद्याने किंवा धोरणात्मक बंदी घातल्याचं ‘युनेस्को’चा अहवाल सांगतो. यात शैक्षणिकदृष्ट्या अगदी प्रगत मानल्या जाणाऱ्या उत्तर युरोपीय देशांपासून आग्नेय आशियाई देशांचा समावेश आहे. आपल्याकडे असं काही धोरण वा कायदा नाही. मुलांचा ‘स्क्रीन टाइम’ कसा कमी करायचा, याची चर्चा पालक स्वतःचा ‘स्क्रीन टाइम’ वाढवत एकमेकांसोबत करत राहतात तेव्हादेखील उपरोक्त धोके चर्चिते जातात. मात्र फारसे चर्चिते न जाणारे अनेक धोके स्मार्टफोन वा तत्सम तंत्रज्ञानाने आपल्यावर लादले आहेत.

## तंत्रज्ञानाचा चांगले-वाईटपणा वापरकर्त्यावर अवलंबून

विजेवर चालणारं इतर शैक्षणिक तंत्रज्ञान आणि स्मार्टफोनमधला एक मूलभूत फरक म्हणजे निवडीवरचं नियंत्रण. उदाहरणार्थ, ‘यूट्यूब’वर एखादा व्हिडिओ पाहिला की तसे अनेक व्हिडिओ त्यांच्याकडूनच ‘सुचवले’ जातात. पाहणारी व्यक्ती आणखीन एक, आणखीन एक असं करत गुंतत राहाते. ‘यूट्यूब’वरचा ७० टक्के वापर सुचवलेल्या व्हिडिओमुळे चालतो. ‘गूगल’सारख्या सर्च इंजिनवर काही माहिती शोधतानादेखील प्रत्येक शोधकर्त्याला तीच माहिती त्याच क्रमाने दाखवली जात नाही. शोधकर्त्याच्या आधीच्या ‘सर्च हिस्ट्री’ मधून शोधकर्त्याचं एक ‘प्रोफाइल’ तयार असतं ज्यामुळे त्याला/तिच्या काय आवडेल (किंवा जाहिरातदाराच्या गरजेनुसार आवडावं) याचा संख्याशास्त्रीय अंदाज बांधणारे प्रोग्रॅम्स माहिती आणि जाहिरातीचा पुरवठा करत राहतात. ‘तंत्रज्ञान चांगलं किंवा वाईट नसतं, त्याचा चांगले-वाईटपणा वापरकर्त्यावर अवलंबून असतो’ हा विचार स्मार्टफोनसंदर्भात भोळसट ठरतो. याची रचनाच अधिकाधिक ध्यानाकर्षक करणं, वापरकर्त्याला सतत गुंतवून ठेवणं आणि ऑनलाइन वर्तनातून वापरकर्त्याच्या स्वभावाला आकार देत त्यातून नफा कमावत राहणं, या स्वरूपाची आहे. मानवी मनोव्यवहाराच्या सूक्ष्म आकलनातून निर्मित हे तंत्रज्ञान खासगी नफ्याला प्राधान्य देणारं असल्याने वापरकर्त्याला सातत्याने खिळवून ठेवणं हा त्याच्या रचनेचा गाभा आहे. म्हणूनच नवीन शैक्षणिक धोरण २०२० नुसार शिक्षणात त्याचा वापर एका बाजूला वैचारिक नियंत्रण करणारा तर दुसरीकडे मुलांमध्ये त्याच्या वापराचं तीव्र आकर्षण निर्माण करून त्याविना बेचैनी निर्माण करणारा ठरू शकतो.

## शिक्षकांवर कमालीचा ताण आणि विद्यार्थ्यांच्या गोपनीयतेचा भंग

व्यवस्थेसाठी सुलभ या कारणास्तव आपण आपल्या मुलांना सातत्याने स्मार्टफोनकडे ढकलतोय. ‘अमुक तमुक कार्यक्रम करा, त्याचा व्हिडिओ/फोटो अमुक ठिकाणी अपलोड करा’ अशा आदेशांमधून व्यवस्थेतील उच्चपदस्थांची ‘एका क्लिकवर सारं काही’ अशी सोय होत असली तरी शिक्षकांवर कमालीचा ताण आणि विद्यार्थ्यांच्या गोपनीयतेचा भंग होत राहतो. डेटा संरक्षण व गोपनीयतेविषयी फारसं धोरण नसलेल्या आपल्या देशात मुलांची गोपनीयता आपल्या खिजगणतीतही नाही, मात्र

याच कारणास्तव जर्मनीने 'मायक्रोसोफ्ट'च्या तर डेन्मार्कने 'गूगल'च्या काही उत्पादनांवर बंदी घातल्याचं 'युनेस्को'चा अहवाल सांगतो.

### तंत्रज्ञानाचं 'व्यसन' लावण्यात विद्यापीठांचा हातभार

पुण्यातल्या एका सरकारी विद्यापीठाने अलीकडे 'नवीन राष्ट्रीय शिक्षण धोरण २०२०'ची तीन वर्षे साजरी करण्यासाठी काढलेल्या आदेशात विद्यार्थ्यांना 'रील्स' बनवण्यासाठी प्रोत्साहित केलं. शैक्षणिक कामासाठी रील्समध्ये गुंतलेलं चालेल, बाकी वेळी मात्र रील्स घातक असतात, असं विद्यापीठ प्रौढ विद्यार्थ्यांना कसं सांगणार? ज्या तंत्रज्ञानाच्या रचनेचा गाभाच मुळी चित्ताकर्षणातून गुंतवून ठेवण्याचा आहे, त्या तंत्रज्ञानाचं 'व्यसन' लावण्यात विद्यापीठाने हातभार का लावावा? आणि जर ही अत्यंत शैक्षणिक निकड असेल तर ज्या विद्यार्थ्याकडे अशी साधनं नाहीत त्यांना यापासून वंचित ठेवून विद्यापीठ आपलं समन्यायी शिक्षणाचं उद्दिष्ट कसं साध्य करणार?

### शिक्षण प्रक्रियेचं वैयक्तिकीकरण

स्मार्टफोनच्या शैक्षणिक वापरातून 'शिक्षण प्रक्रियेचं वैयक्तिकीकरण' होण्याचा एक दुर्लक्षित धोका 'युनेस्को'चा अहवाल अधोरेखित करतो. तथाकथित 'कृत्रिम प्रज्ञा' याच्या साहाय्याने प्रत्येक विद्यार्थ्याला काय आवडतं, येतं, यावं यांचा सातत्याने मागोवा घेत त्यानुसार अभ्यासाचा क्रम, अध्ययनानुभव आणि गती ठरवणारं तंत्र शिक्षणाच्या सामाजिक स्वरूपाचा नाश करतं. शिक्षण म्हणजे 'सामाजिक संचिताचा धांडोळा घेत प्रौढांच्या व सहअध्यार्थ्यांच्या सहकार्याने मुलांनी करायची सर्जनशील ज्ञाननिर्मितीची सांस्कृतिक व सामाजिक प्रक्रिया' असेल तर उपरोक्त तंत्रज्ञान यात मोठा अडसर आहे. यातून शिकण्याचं वैयक्तिकीकरण होत एकत्रित शिकण्याच्या आनंदाला तर मुलं मुकतातच, पण शिक्षण घेण्याची जबाबदारी विद्यार्थ्यांवर ढकलली जाते व राज्यसंस्था त्यातून विनासायास बाहेर पडू शकते. शिवाय शिकणाऱ्याचा डेटा संबंधित कंपन्या सतत गोळा करत राहत असल्याने नफाधारित 'पाळतशाही'ला विनामोबदला कच्चा माल मिळत राहतो. यातून मुलांची गोपनीयता धोक्यात येते.

### अंगभूत गुणधर्म व्यवस्थात्मक विचारावर वरचढ ठरून शिक्षणाचा गाभा बदल

प्रसिद्ध माध्यमतज्ज्ञ मार्शल मॅक्लुहान यांनी १९६० च्या दशकात 'माध्यम हाच आशय' हा एक मूलभूत सिद्धान्त मांडला. माध्यमाच्या आशयामुळे (content) आपण माध्यमाच्या स्वभावाविषयी (character) अनभिज्ञ राहतो, असं ते म्हणतात. स्मार्टफोनादी तंत्रज्ञानाचा विचार केला तर शिक्षणातील प्रत्येक बाबतीतली घाई, हा मोठा धोका या अनभिज्ञतेमुळे निर्माण होतोय. शिक्षण ही निगुतीने घडवण्याची, अनुभवण्याची प्रक्रिया आहे, याचा विसर आपल्याला पडत चाललाय. नवीन तंत्रज्ञानामुळे एका क्लिकवर माहिती मिळते, डेटा मिळतो तसं एका अपमधून ४५ दिवसांत मुलं शिकती होतील, दुसऱ्यातून ३० दिवसांत निष्णात होतील, असा आत्मविश्वास व्यवस्थेत बोकाळत चाललाय. 'घाई' व 'तातडीने फलप्राप्तीची शक्यता' हे स्मार्टफोन या माध्यमाचे अंगभूत गुणधर्म व्यवस्थात्मक विचारावर वरचढ ठरून शिक्षणाचा गाभा बदलू शकतात, याची जाणीव नवीन शैक्षणिक धोरण २०२० राबवताना बाळगायला हवी.

### नफाधारित पाळतशाहीचा उदय आणि शिक्षणाचा आभास

पाळतशाहीतील नफाधारित कंपन्यांची उत्पादने म्हणजे शैक्षणिक साधने नव्हेत. आपल्याकडे केरळमध्ये गेली वीस वर्षे सुरू असलेला Free and Open Source प्रकारच्या तंत्रज्ञानाचा वापर हे 'गरजेनुसार योग्य तंत्रज्ञानाच्या वापरा'चं अनुकरणीय उदाहरण आहे. 'युनेस्को'चा अहवाल म्हणतो तसं, 'शिक्षणाला साहाय्य करेल तेच तंत्रज्ञान' आपल्या शैक्षणिक गरजांच्या वापरलं, तर ती कृती खऱ्या अर्थाने शैक्षणिक ठरेल. अन्यथा आपण मुलांच्या गोपनीयतेच्या हक्काचा बळी देत 'मार्केट'ला ग्राहक पुरवून शिक्षणाचा आभास निर्माण करत राहू. अशी भीती निर्माण होण्यास वेळ लागणार नाही.

*"Keep the needs of the learner first and support teachers. Online connections are no substitute for human interaction." — Audrey Azoulay, UNESCO Director-General*

### नवीन शैक्षणिक धोरण २०२० अनुषंगाने उच्च शिक्षणातील तंत्रज्ञान वापराचे धोके

युनेस्कोच्या बहुचर्चित अहवालाचा विमर्षी चिंतनात्मक अभ्यास केला असता, 'युनेस्को'च्या या ताज्या अहवालात इंटरनेटची जोडणी असलेल्या तंत्रज्ञानाच्या औपचारिक शिक्षणातील वापरातले अनेक धोके अधोरेखित केल्याचं दिसतं. यातील काही धोके आपल्याला घरातल्या, परिसरातल्या, आसमंतातल्या मुलांच्या, महाविद्यालयीन तरुणांच्या आणि प्रौढांच्या बदलत्या सवयींमध्ये सहज दिसतात, ते पुढीलप्रमाणे –

१. कोणतंही काम सुरू असताना त्यातून वारंवार लक्ष विचलित होणे.
२. मन एकाग्र न होणे.
३. वाचन- लेखन- चिंतन- मनन कलाविष्कार यात सहभागी न होणे.
४. सर्जनात्मक निर्मिती- विचारांचं परिशीलन अशा कोणत्याही कामात मन न लागणे.
५. वारंवार स्मार्ट फोनमध्ये पाहणे.
६. भावभावाना बोथट किंवा नष्ट होणे.
७. संकेतस्थळावरील माहिती पडताळा न करता अंतिम सत्य मानणे.
८. वेगवेगळे ऑलाईन खेळ खेळणे.
९. समाजविघातक आणि विक्षिप्त वर्तन करणे.
१०. अध्ययन निष्पत्तीवर नकारात्मक परिणाम होणे.
११. खाजगी गोष्टी/ बाबी सार्वजनिक करणे.
१२. स्थळ- काळाचे भान नसणे.
१३. बौद्धिक आणि व्यावहारिक आळसाने ग्रासाने.
१४. कोणतीही बाब 'शेअर' करण्याच्या आजाराने ग्रस्त होणे.
१५. तंत्रज्ञान शिक्षण विचारांवर मर्यादा आणते आणि असे तंत्रशिक्षण व्यवहारांची दिशा बदलते.
१६. उपयोजित समीक्षा, मीमांसा, तार्किक आणि विवेकी विचार करण्याची क्षमता नष्ट होणे.
१७. उद्याने, मैदाने, महाविद्यालये, रेल्वे, बसेस किंवा अशा कोणत्याही सार्वजनिक ठिकाणी आपापल्या फोनमध्ये गुंगून जाऊन भोवतालचं भान नसणे.
१८. स्थल-काल परतवे संवाद हरवलेला दिसतो.
१८. बौद्धिक मंदत्व, नैराश्य, आळस, एकाग्रतेचा न्हास, स्वभावातली चिडचिड, हिंसक वृत्तीची वाढ होणे.
१९. "ऑनस्क्रीन टाइम" वाढणे.
२०. स्मार्टस्क्रीनचे तीव्र आकर्षण निर्माण होणे.
२१. तंत्रज्ञान जुन्या पिढीच्या अद्यापाकावर कमालीचा ताण आणताते.
२२. मानवी साधनसंपत्तीच्या गोपनीयतेच्या हक्काचा बळी ठरणे.
२३. 'घाई' व 'तातडीने फलप्राप्ती'ची सवय घटक ठरणे.
२४. उत्पादकता आणि कार्यक्षमता कमी होणे.
२५. सामाजीकरण न होता एकलकोंडेपणा वाढणे.
२६. आर्थिक किंवा आरोग्य नोंदी यासारख्या संवेदनशील किंवा खाजगी माहितीची चोरी किंवा फेरफार होणे.
२७. डिजिटल फूटप्रिंटचा मागोवा सरकार आणि कॉर्पोरेशनद्वारे घेतली जाऊ शकते.
२८. सरकारी अथवा खाजगी कंपन्यांकडून इतर, परदेशी कंपन्यांना वैयक्तिक माहिती सामायिक करणे किंवा विकली जाणे. ओळख चोरी ही देखील एक महत्वाची गोपनीयता भंग करणारी समस्या आहे.
२९. डिजिटल आयस्ट्रेनच्या लक्षणांमध्ये अंधुक दृष्टी आणि कोरडे डोळे यांचा समावेश असू शकतो. डोळे, मान किंवा खांदे यासारख्या शरीराच्या इतर भागातही आयस्ट्रेनमुळे वेदना होऊ शकतात.

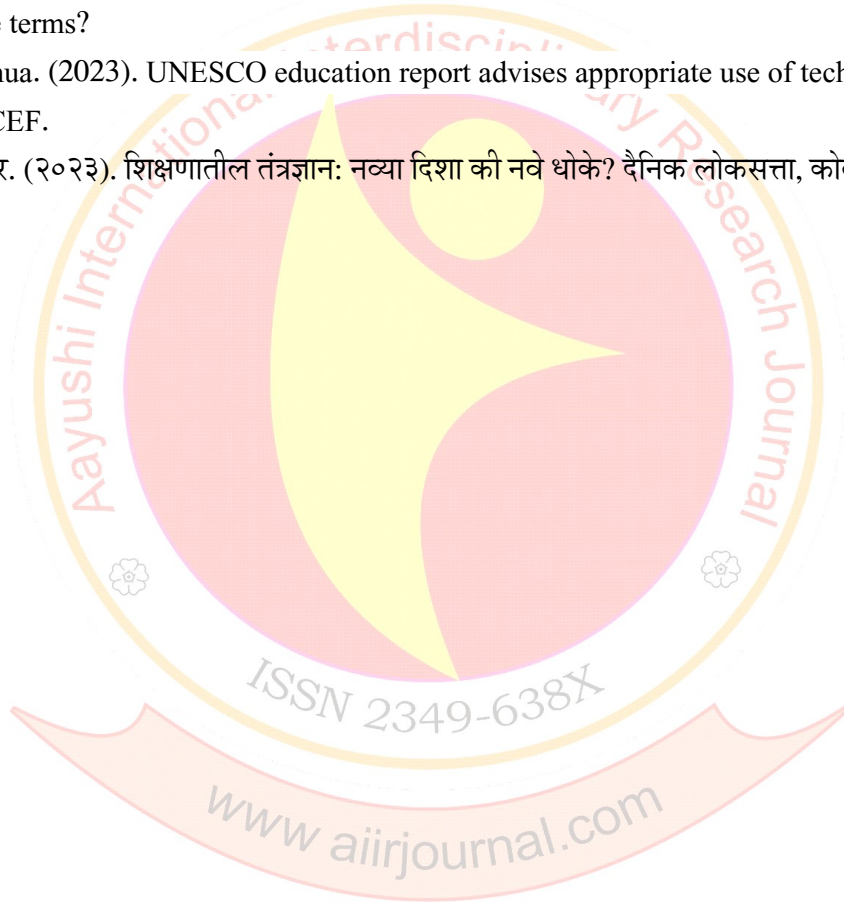


३०. क्रियाकलाप कमी होण्यामुळे लड्डपणा येणे, कृतीशून्य होणे, परिणामी हृदय आणि राक्त वाहिनी बाबत आजार होणे.  
३१. तणाव किंवा थकवा येणे.

अशा अनेक समस्यांनी उच्चशिक्षण क्षेत्राचे आणि आपले जग ग्रासलेलं आहे. ही समस्या इतकी व्यापक आहे की, 'सगळ्यांचं असंच असतं' हा विचार आता सहज सार्वत्रिक होऊ पाहतो आहे. एकूणच, तंत्रज्ञान आपले जीवन सुधारते, ते सोपे करते. तथापि, हे आमच्या सोयीसाठी आहे, आणि ॲप्स, ऑनलाइन साधने, स्मार्ट उपकरणे इत्यादींच्या वापरामध्ये अतिप्रसन्नतेमुळे कधीकधी दुःखद परिणाम होऊ शकतात. तरीही, तंत्रज्ञानातील नवकल्पनांचा सुज्ञपणे वापर केल्यास, ते आपल्या समाजासाठीही चांगले बदल घडवेल अशी आशा करूया.

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**सारांश :**

शिक्षण म्हणजे एक सार्थ अनुभव असतो. याच अनुभवातून विद्यार्थी अध्ययनार्थी बनत असतो. प्राथमिक शिक्षण स्तर हा अनेक अनुभव स्रोतांचा वलय असलेली व्यवस्था आहे. याच प्राथमिक शिक्षण स्तरावर विद्यार्थ्यांची जडण-घडण होत असते. अर्थातच याच कालावधीमध्ये विद्यार्थ्यांची साक्षरता स्थिर होत असते, परंतु साक्षरता ही जरी अनुभवजन्य ज्ञानातून घडत असली तरी तिला एका विशिष्ट आधाराची गरज असते. आणि तो आधार म्हणजे शिक्षणाचे माध्यम व त्याची साक्षरता होय. अर्थातच प्राथमिक शिक्षण हे विद्यार्थ्यांच्या मातृभाषेमध्ये घडत असते. प्राथमिक स्तरावरील शिक्षणाचे माध्यम कोणतीही भाषा असली तरी त्या भाषा माध्यमाची साक्षरता व त्याचा विकास हा प्राथमिकच्या पहिल्या टप्प्यावर घडणे गरजेचे असते. प्राथमिक स्तरावरील विद्यार्थ्यांचे शिक्षण कुटुंब, शाळा व समाज या तीन टप्प्यावर औपचारिक तर अनौपचारिक या माध्यमातून घडत असते. प्राथमिक शिक्षण व त्याचा पाया स्थिर होणे हे पुढील शिक्षण व्यवस्थेसाठी अतिशय गरजेचे असते. प्राथमिक स्तर शिक्षण व त्यातील अपेक्षित क्षमता ह्या भाषा माध्यम व त्याच्या साक्षरतेवर आधारलेल्या असतात. अर्थातच प्राथमिक स्तरावर भाषा माध्यम साक्षरता व तिच्याशी संबंधित घटक हे विद्यार्थ्याला शिक्षण टप्प्यासाठी प्रेरक ठरत असतात. म्हणूनच प्राथमिक शिक्षणातील माध्यम साक्षरता ही विद्यार्थ्यांच्या पुढील शिक्षणासाठीचा एक आधार असतो. अर्थातच प्राथमिक स्तरावरील शिक्षणामध्ये भाषा साक्षरतेचे घटक विकसित होणे व त्या अनुषंगाने त्याची पाया भरणी होणे गरजेचे असते. अर्थातच या भाषा माध्यम साक्षरतेवर विद्यार्थ्यांचा इतर विषयाशी समन्वय घडत असतो व त्यामधून विद्यार्थी व त्याच्या अध्ययन श्रृंखला तयार करीत असतो. प्राथमिक स्तरावर भाषा माध्यम साक्षरता व त्याच्या क्षमता विकसित झालेले विद्यार्थी पुढे माध्यमिक आणि उच्च शिक्षणामध्ये अशा पुढील प्रत्येक टप्प्यावर यशस्वी वाटचाल करीत असतात. यासाठी प्राथमिक शिक्षण स्तर व त्याची भाषा माध्यम साक्षरता या बाबींना अनन्य साधारण महत्त्व आहे.

**प्रास्ताविक :**

शिक्षण हे अनुभवजन्य गोष्टींवर आधारलेले पहावयास मिळते. अर्थातच शिक्षण आणि अनुभव या दोन गोष्टींचा समन्वय या व्यवस्थेमध्ये नेहमी अनुभवायला मिळत असतो. शिक्षण हे अनुभवावर आधारलेले जरी असले तरी ते आणखी एका गोष्टीवर स्थिरावलेले असते. ती गोष्ट म्हणजे विद्यार्थ्यांची भाषा माध्यम साक्षरता व तिचा विकास होय. अर्थातच हीच भाषा माध्यम साक्षरता प्राथमिक स्तरावर प्रभावित होणे गरजेचे असते. त्यासाठीच प्राथमिक शिक्षण व त्याच्या व्यवस्थेला शिक्षणाचा पाया असे संबोधले जाते. प्राथमिक स्तरावरील शिक्षणामध्ये विद्यार्थ्याला औपचारिक व अनौपचारिक माध्यमातून कुटुंब, शाळा आणि समाज या घटकातून अनेक अनुभव मिळत असतात हे अनुभव विद्यार्थ्यांच्या मातृभाषेतून ज्यावेळी मिळतात; त्यावेळी असे विद्यार्थी प्रभावाने अनुभव संपन्न होत जातात.

विद्यार्थ्याला शिक्षणाचे भाषा माध्यम कोणते ही जरी असले तरी त्याची भाषा माध्यम साक्षरता अतिशय महत्त्वाची असते. शिक्षणाचे माध्यम व त्याची साक्षरता या बाबींची जडण-घडण ही विद्यार्थ्याला शालेय वयात अर्थात प्राथमिक स्तरावर होणे गरजेचे असते. प्राथमिक स्तरावरील साक्षरता ही मुळातच भाषा माध्यम साक्षरतेवर आधारलेली असते. या शिक्षण स्तरावरील विद्यार्थी पुढील माध्यमिक, उच्च माध्यमिक आणि उच्च शिक्षण पातळीवर एका विशिष्ट टप्प्यांपर्यंत पोहोचलेले आढळतात. या उलट प्राथमिक शिक्षण व त्यातील भाषा माध्यम साक्षरता यामध्ये मागे पडलेले विद्यार्थी पुढील शिक्षणाच्या प्रत्येक टप्प्यावर सरासरी

मागे पडलेले पहायला मिळतात. प्राथमिक शिक्षण स्तरावरील विद्यार्थ्यांची भाषा माध्यम साक्षरता व त्याचा विहीत टप्प्यांपर्यंतचा विकास हा उच्च शिक्षणातील अध्ययन प्रभावाशी निगडित असलेला पहायला मिळतो. अर्थातच प्राथमिक शिक्षण व त्यातील भाषा माध्यम साक्षरता ही उच्च शिक्षणातील अध्ययन प्रभावासाठी प्रेरक ठरत असते. या दोन्ही बाबींचा अनेक ठिकाणी समन्वय पहायला मिळतो.

#### **संशोधनाचे महत्त्व व गरज :**

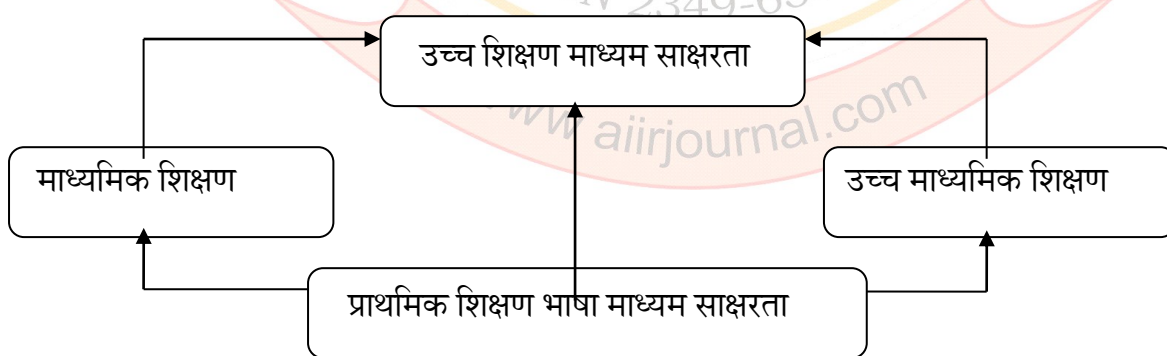
प्राथमिक शिक्षण हे पायाभूत शिक्षण असून प्राथमिक शिक्षणातून विद्यार्थ्यांच्या पुढील शिक्षणाची पायाभरणी होत असते. प्राथमिक शिक्षण स्तरावरील क्षमता व कौशल्ये यांचा विकास अध्ययन अनुभवावर आधारलेला असतो. या शिक्षण स्तरावरील अध्ययन अनुभव शिक्षणाच्या माध्यम साक्षरतेवर अर्थातच भाषा माध्यम साक्षरतेवर आधारलेले असतात. प्राथमिक स्तरावरील शिक्षण हे शाळा, कुटुंब आणि समाज अशा तीन टप्प्यांवर विस्तारलेले दिसून येते. अर्थातच या टप्प्यांवरील शिक्षण हे औपचारिक व अनौपचारिक संदर्भाने दिले जाते. या मधील एक महत्त्वाची गोष्ट म्हणजे भाषा माध्यम साक्षरता होय. या भाषा माध्यम साक्षरतेवर शिक्षण व त्याची व्यवस्था स्थिरावलेली दिसताना आढळून येते. अर्थातच भाषा व माध्यम या दोन्ही गोष्टींना खूप महत्त्व आहे. शिक्षणासाठी जी भाषा वापरली जाते तिच्या आधारानेच या व्यवस्थेमधील क्षमता संपादित केल्या जातात. एवढे महत्त्व या भाषा माध्यम साक्षरतेला असलेले दिसून येते.

प्राथमिक शिक्षण व त्यातील प्रत्येक संबोध हा या भाषा माध्यम साक्षरतेच्या साहाय्याने स्थिरावलेला दिसून येतो. प्राथमिक स्तर शिक्षण व्यवस्थेमध्ये दिले जाणारे अध्ययन अनुभव हे त्या शिक्षण व्यवस्थेच्या भाषा माध्यमाच्या साक्षरतेमधून दिले जातात. आणि दृढ केले जातात. म्हणूनच शिक्षण व्यवस्थेमध्ये भाषा माध्यम साक्षरतेला अनन्य साधारण महत्त्व आहे. प्राथमिक शिक्षण स्तरावरील भाषा माध्यम साक्षरता ही हया व्यवस्थेमधील अध्ययन प्रभाव वाढीसाठी खूपच प्रेरक असलेली दिसून येते. प्राथमिक शिक्षण स्तरावर ही भाषा माध्यम साक्षरता विद्यार्थ्यांने एका विशिष्ट टप्प्यांपर्यंत संपादित केली तर असा विद्यार्थी शिक्षणाच्या पुढील प्रत्येक टप्प्यावर अध्ययन प्रवीण झालेला दिसून येतो. म्हणूनच उच्च शिक्षणातील अध्ययन प्रभावासाठी प्राथमिक स्तरावरील भाषा माध्यम साक्षरता व तिचा विकास दृढ होणे गरजेचे असते.

#### **संशोधनाची उद्दिष्टे :-**

1. उच्च शिक्षणातील गुणवत्ता व प्राथमिक स्तरावरील भाषा माध्यम साक्षरता विकास यांच्या सहसंबंधांचा अभ्यास करणे.
2. उच्च शिक्षणातील भाषा माध्यम साक्षरतेचे महत्त्व समजून घेणे.

#### **भाषा माध्यम साक्षरता संकल्पना**



#### **आकृती क्र. 1**

#### **संशोधनाची गृहीतके :-**

1. प्राथमिक शिक्षण स्तरावर भाषा माध्यम साक्षरता विकसित केली जाते.
2. भाषा माध्यम साक्षरतेसाठी प्राथमिक स्तरावर कुटुंब, शाळा आणि समाज या घटकांमधून विद्यार्थ्यांला औपचारिक, अनौपचारिक शिक्षण मिळते.



3. प्राथमिक शिक्षणस्तरापासून पुढील माध्यमिक, उच्चमाध्यमिक आणि उच्च शिक्षणामध्ये भाषा माध्यम साक्षरतेचा सर्व विषयामध्ये समन्वय घडत असतो.
4. प्राथमिक आणि माध्यमिक शिक्षणस्तरावर भाषा माध्यम साक्षरतेसाठी उपक्रम राबविले जातात.
5. प्राथमिक स्तरावरील भाषा माध्यम साक्षरता विकासासाठी उच्च शिक्षणात अध्ययन प्रभाव वाढताना दिसून येतात.

#### संशोधन परिकल्पना :-

प्राथमिक शिक्षण स्तरावरील भाषा माध्यम साक्षरतेचा विकास हा उच्च शिक्षणातील अध्ययन संपादणुकीमध्ये लक्षणीय फरकाने दिसून येतो.

#### संशोधनाची व्याप्ती व मर्यादा :-

1. सदरचे संशोधन हे सांगली जिल्ह्यातील शिराळा तालुक्यातील विश्वासराव नाईक कला व वाणिज्य महाविद्यालयातील सन-2023-24 च्या बी. ए. भाग - 2 च्या वर्गातील विद्यार्थ्यांपुरते मर्यादीत होते.
2. संबंधित विद्यार्थ्यांच्या 17 प्राथमिक शाळांमधील भाषा साक्षरता विकासाचा आढावा घेतला गेला.
3. सदरच्या संशोधनामध्ये 30 विद्यार्थ्यांचा समावेश केला गेला.
4. सदरच्या संशोधनामध्ये संबंधित विद्यार्थ्यांची बी.ए. प्रथम वर्षातील गुणांचा अभ्यास व त्यांच्या प्राथमिक स्तरावरील भाषा साक्षरता विकासाच्या सहसंबंधांचा अभ्यास केला गेला.

#### संशोधन पद्धती : सर्वेक्षण पद्धती

#### नमुना निवड पद्धत:

सदरच्या संशोधनामध्ये सुगम, यादृच्छिक नमुना निवड पद्धतीने संबंधित महाविद्यालयातील 15 विद्यार्थी 15 विद्यार्थ्यांनी अशा 30 विद्यार्थ्यांची निवड केली गेली.

#### शिफारस :

या संशोधन अभ्यासाच्या अनुषंगाने असे संबोधित करता येईल की, प्राथमिक शिक्षण स्तरावरील भाषा माध्यम साक्षरता हा शिक्षण व्यवस्थेमध्ये पाया असतो. भाषा माध्यम साक्षरता आणि पायाभूत साक्षरता या दोन्ही बाबी समान तत्त्वाने दिसत असल्या तरी विद्यार्थ्यांची भाषा साक्षरता हीच सर्व अध्ययन विषयांचा पाया असते. अध्ययनाच्या कोणत्याही विषयासाठी भाषा साक्षरता व तिचा विकास यामधूनच विद्यार्थ्यांना पुढे न्यावे लागते. प्राथमिक स्तरावरील अनेक उपक्रम, प्रकल्प यांच्या दृढीकरणार्थ राबविले जातात; त्याद्वारे विद्यार्थी उच्च माध्यमिक शिक्षण स्तर यशस्वी पूर्ण करून उच्च शिक्षणासाठी परिपूर्ण होत जातात.

उच्च शिक्षणातील माध्यम व त्याची भाषा यातील विद्यार्थ्यांचा पाया हा प्राथमिक व उच्च माध्यमिक स्तरावर दृढ झालेला असेल तर असे विद्यार्थी उच्च शिक्षणाच्या कोणत्याही पातळीवर अध्ययन प्रभाव दाखवताना दिसून येतात. याउलट प्राथमिक शिक्षण स्तरावर भाषा माध्यम साक्षरतेमध्ये मागे पडलेले विद्यार्थी उच्च शिक्षण स्तरावर मागे पडताना दिसून येतात. अर्थातच प्राथमिक स्तरावरील भाषा माध्यम साक्षरतेचे महत्त्व अनन्यसाधारण असून त्याचा उच्च शिक्षणातील अध्ययन प्रभावामध्ये सहसंबंध दिसून येतो.

#### निष्कर्ष:

1. प्राथमिक शिक्षण स्तरावरील व भाषा माध्यम साक्षरता ही विद्यार्थ्यांच्या साक्षरता विकासाचा पाया असते.
2. भाषा माध्यम साक्षरता आणि इतर अध्ययन विषयांची साक्षरता यांचा सहसंबंध असल्याचे जाणवले.
3. उच्च शिक्षणामध्ये भाषा माध्यम साक्षरता महत्त्वाची आहे हे दिसून आले.

4. ज्या विद्यार्थ्यांची प्राथमिक स्तरावरील भाषा माध्यम साक्षरता संपादणुक चांगली असते अशा विद्यार्थ्यांचे उच्च शिक्षणातील अध्ययन प्रभाव वाढलेले दिसून येतात.

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## संकरित शिक्षणाच्या अंमलबजावणीतील आव्हाने आणि धोरणे: एक व्यापक पुनरावलोकन

वर्षा बब्रूवाहन पाटील

सहाय्यक प्राध्यपक

शिक्षणशास्त्र विभाग

महावीर महाविद्यालय, कोल्हापूर

### गोषवारा

संकरित शिक्षण, जे वैयक्तिक आणि ऑनलाइन शिकवण्याच्या पद्धती एकत्र करते, समकालीन शिक्षण प्रणालींमध्ये संकरित शिक्षणाला लक्षणीय महत्त्व प्राप्त झाले आहे. हा संशोधन लेख संकरित शिक्षणाची अंमलबजावणी करताना येणाऱ्या आव्हानांचे समीक्षेने परीक्षण करतो आणि या आव्हानांना तोंड देण्यासाठी मौल्यवान सूचना देतो. या अभ्यासाच्या उद्दिष्टांमध्ये संकरित शिक्षणाची प्रमुख आव्हाने ओळखणे, शैक्षणिक परिणामांवर होणारे परिणाम विश्लेषित करणे आणि संकरित शिक्षण वातावरणाची परिणामकारकता वाढविण्यासाठी प्रभावी धोरणे प्रस्तावित करणे समाविष्ट आहे. विस्तृत साहित्य पुनरावलोकन आणि तज्ञांच्या अंतर्दृष्टीद्वारे, हा संशोधन लेख संकरित शिक्षणाशी संबंधित आव्हानांचे सर्वसमावेशक विहंगावलोकन देतो आणि संकरित शिक्षण अनुभव अनुकूल करण्यासाठी शिक्षक आणि संस्थांसाठी व्यावहारिक शिफारसी प्रदान करतो.

### १. परिचय :

संकरित शिक्षण, ज्याला मिश्रित शिक्षण म्हणूनही ओळखले जाते, हे एक प्रमुख शैक्षणिक प्रतिमान म्हणून उदयास आले आहे जे वैयक्तिक आणि ऑनलाइन शिक्षण पद्धती दोन्ही एकत्र करते. हा दृष्टीकोन अधिक लवचिक आणि प्रभावी शिक्षण अनुभव तयार करण्यासाठी पारंपारिक प्रत्यक्ष शिक्षण आणि डिजिटल तंत्रज्ञानाच्या फायद्यांचा उपयोग करण्याचा प्रयत्न करतो. तथापि, संकरित शिक्षणाचा अवलंब केल्याने विविध आव्हाने तयार होतात ज्यांचे यश सुनिश्चित करण्यासाठी शिक्षक आणि संस्थांनी आव्हानांना सामोरे गेले पाहिजे. या संशोधन लेखाचा उद्देश संकरित शिक्षण समोरील आव्हाने, त्यांचे परिणाम आणि त्यावर मात करण्यासाठी रणनीती प्रस्तावित करणे हे आहे. एक युग जेथे अनुकूलता आणि नाविन्य हे महत्त्वाचे आहे, संकरित शिक्षणाच्या आव्हानांची गुंतागुंत समजून घेणे आणि त्यावर मात करण्यासाठीची धोरणे हे आधुनिक शिक्षण प्रणालींचे निरंतर यश आणि सुधारणा सुनिश्चित करण्यासाठी सर्वोपरि आहे. या तपासणीद्वारे, संकरित शिक्षणावर चालू असलेल्या ऊहापोहात योगदान देण्याचे उद्दिष्ट आहे, ज्यामुळे शिक्षणाचे भविष्य घडवताना शिक्षक, प्रशासक आणि धोरणकर्त्यांना फायदा होऊ शकेल अशी अंतर्दृष्टी प्रदान करणे. संकरित शिक्षण हे ऑनलाइन शिक्षणासह पारंपारिक प्रत्यक्ष शिक्षण मिश्रण करणारा शैक्षणिक दृष्टीकोन आहे, अलिकडच्या काळात शिक्षणाचे परिदृश्य बदलले आहे. हे नाविन्यपूर्ण प्रतिमान विद्यार्थ्यांना लवचिक, वैयक्तिकृत शिक्षण अनुभव प्रदान करण्याच्या क्षमतेसाठी जगभरातील संस्थांनी स्वीकारले आहे. जे भौतिक आणि डिजिटल दोन्ही शैक्षणिक वातावरणाच्या फायद्यांचा उपयोग करते. तथापि, संकरित शिक्षणामुळे कर्षण प्राप्त होत असल्याने, ते आव्हानांचा एक संच घेऊन येते ज्यांचे गंभीरपणे परीक्षण आणि निराकरण करणे आवश्यक आहे.

### २. संकरित शिक्षणाची आव्हाने

#### २.१. तांत्रिक पायाभूत सुविधा

संकरित शिक्षणाच्या प्राथमिक आव्हानांपैकी एक म्हणजे तांत्रिक पायाभूत सुविधांची पर्याप्तता. शिक्षक आणि विद्यार्थी दोघांनाही विश्वसनीय इंटरनेट कनेक्टिव्हिटी, उपकरणे आणि सॉफ्टवेअर टूल्स मिळणे आवश्यक आहे. अपुऱ्या पायाभूत सुविधांमुळे तांत्रिक अडचणी, विस्कळीत वर्ग आणि शिकण्याच्या संसाधनांमध्ये असमान अडथळा निर्माण होऊ शकतो, ज्यामुळे विद्यार्थ्यांमध्ये डिजिटल डिवाईड निर्माण होते.



## २.२. विद्यार्थी व्यस्तता

संकरित शिक्षण वातावरणात विद्यार्थना गुंतवून ठेवणे आव्हानात्मक आहे. शारीरिक उपस्थिती आणि समोरासमोर संवाद नसल्यामुळे प्रेरणा आणि सहभाग कमी होऊ शकतो. विद्यार्थी वर्गात शारीरिकरित्या उपस्थित नसतात तेव्हा निष्क्रिय शिकण्याची वर्तणूक, जसे की मल्टीटास्किंग किंवा विचलित होणे, सामान्य असते.

## २.३. अभ्यासक्रम रचना आणि सामग्री अनुकूलन

संकरित शिक्षणाच्या यशासाठी प्रभावी अभ्यासक्रमाची रचना महत्त्वाची आहे. शिक्षकांनी त्यांचे शिक्षण साहित्य आणि अध्यापनशास्त्रीय दृष्टीकोन वैयक्तिक आणि ऑनलाइन दोन्ही सेटिंग्जसाठी अनुकूल केले पाहिजेत. यासाठी अतिरिक्त वेळ आणि मेहनत आवश्यक आहे, विशेषतः अशा जे या संकल्पनेपासून अनभिज्ञ आहेत त्यांच्यासाठी हा एक महत्त्वपूर्ण अडथळा असू शकतो.

## २.४. मूल्यांकन आणि मूल्यमापन

संकरित शिक्षणामध्ये न्याय्य आणि विश्वासार्ह मूल्यांकन पद्धती विकसित करणे आव्हानात्मक आहे. शैक्षणिक सचोटी राखून शिक्षकांनी असे मूल्यमापन डिझाइन केले पाहिजे जे वैयक्तिकरित्या आणि ऑनलाइन दोन्ही प्रशासित केले जाऊ शकतात. ऑनलाइन मूल्यांकन करताना विद्यार्थी शैक्षणिक अप्रामाणिकपणाचा अवलंब करणार नाहीत याची खात्री करणे ही एक मोठी चिंतेची बाब आहे.

## २.५. तांत्रिक सहाय्य आणि प्रशिक्षण

संकरित शिक्षणाचे ऑनलाइन घटक समजून घेण्यासाठी शिक्षक आणि विद्यार्थी दोघांनाही तांत्रिक समर्थन आणि प्रशिक्षण आवश्यक आहे. पुरेशा प्रशिक्षणाच्या अभावामुळे निराशा येते त्यामुळे अध्यापन आणि अध्ययनाची परिणामकारकता कमी होते. संस्थांनी त्यांच्या प्राध्यापक आणि विद्यार्थ्यांसाठी सर्वसमावेशक प्रशिक्षण कार्यक्रमांचे आयोजन केली पाहिजे.

## २.६. वेळेचे व्यवस्थापन

संकरित शिक्षणासाठी अनेकदा शिक्षक आणि विद्यार्थी या दोघांकडून जास्त वेळ आणि मेहनत घ्यावी लागते. वेळापत्रक व्यवस्थापित करणे, ऑनलाइन आणि वैयक्तिक क्रियाकलापांमध्ये समन्वय साधणे आणि विद्यार्थ्यांना आवश्यक साहित्य उपलब्ध आहे याची खात्री करणे हे वेळखाऊ आणि आव्हानात्मक असू शकते.

## ३. संकरित शिक्षणाच्या आव्हानांचे परिणाम

### ३.१. अध्ययनातील असमानता

विद्यार्थ्यांमध्ये तांत्रिक विभागणी आणि डिजिटल साक्षरतेचे वेगवेगळे स्तर यामुळे शिकण्यात असमानता निर्माण होऊ शकते. संसाधनांपर्यंत मर्यादित प्रवेश किंवा खराब इंटरनेट कनेक्टिव्हिटी असणाऱ्यांना त्यांच्या समवयस्कांसोबत टिकून राहण्यासाठी, संघर्ष करावा लागतो त्यामुळे अध्ययनात असमानता प्रस्तापित होते

### ३.२. घटते अध्ययनाचे परिणाम

विद्यार्थ्यांच्या गुंतवणुकीशी संबंधित अडथळे आणि अभ्यासक्रम रचनेतील त्रुटी यामुळे संकरित शिक्षण वातावरणात अध्ययनातील परिणाम घटतात. तसेच निष्क्रिय शिक्षण वर्तन आणि कमी परस्परसंवादामुळे अभ्यासक्रम सामग्रीची उथळ समज होऊ शकते.

### ३.३. शिक्षकांवरील अतिरिक्त ताण

पुरेशा पाठिंब्याशिवाय आणि प्रशिक्षणाशिवाय संकरित अध्यापनाच्या मागणीचा सामना करणाऱ्या शिक्षकांना अतिरिक्त ताणाला सामोरे जावे लागते. अभ्यासक्रमाशी जुळवून घेणे, तांत्रिक समस्या आणि वेळ व्यवस्थापनाशी संबंधित अतिरिक्त कामाचा ताण शिक्षकांच्या कल्याणावर परिणाम करू शकतो

#### ४. आढ्यानांना सामोरे जाण्याची धोरणे

##### ४.१. तांत्रिक पायाभूत सुविधा वाढवणे

तांत्रिक आढ्यांनावर मात करण्यासाठी संस्थांनी मजबूत पायाभूत सुविधांमध्ये गुंतवणूक केली पाहिजे. यामध्ये हाय-स्पीड इंटरनेटचा समावेश सुनिश्चित करणे आणि त्यांची कमतरता असलेल्या विद्यार्थ्यांना आवश्यक उपकरणे प्रदान करणे समाविष्ट आहे. शिवाय, तांत्रिक व्यत्यय टाळण्यासाठी नियमित देखभाल आणि सुधारणा आवश्यक आहेत.

##### ४.२. कृतियुक्त अध्ययनाचा वापर

कमी झालेल्या विद्यार्थ्यांच्या व्यस्ततेचा सामना करण्यासाठी, शिक्षकांनी वैयक्तिक आणि ऑनलाइन दोन्ही घटकांमध्ये कृतियुक्त अध्ययनाचा वापर करणे आवश्यक आहे. यामध्ये परस्पर चर्चा, सहयोगी प्रकल्प आणि ऑनलाइन सामग्री आकर्षक करण्यासाठी मल्टीमीडियाचा वापर यांचा समावेश करावा.

##### ४.३. व्यावसायिक विकास

प्रभावी संकरित शिक्षणासाठी आवश्यक कौशल्ये आणि ज्ञानाने शिक्षकांना सुसज्ज करण्यासाठी संस्थांनी सर्वसमावेशक व्यावसायिक विकास कार्यक्रम आयोजित केले पाहिजेत. प्रशिक्षणामध्ये तंत्रज्ञानाचा वापर, ऑनलाइन अध्यापनशास्त्र आणि अभ्यासक्रम रचना यांचा समावेश असावा.

##### ४.४. लवचिक मूल्यांकन पद्धती

मूल्यांकन आढ्यानांना सामोरे जाण्यासाठी, शिक्षक आकारिक आणि साकारिक मूल्यांकनास मूल्यांकन प्रकारांचे संयोजन वापरू शकतात. याव्यतिरिक्त, साहित्यिक चोरी-शोधन संगणक प्रणाली आणि प्रॉक्ट्रिंग टूल्सचा लाभ ऑनलाइन मूल्यांकनादरम्यान शैक्षणिक अखंडता राखण्यास मदत करू शकतात.

##### ४.५. विद्यार्थी सहाय्य सेवा

विद्यार्थ्यांना संकरित शिक्षण समजून घेण्यासाठी तांत्रिक सहाय्य, समुपदेशन आणि शैक्षणिक सल्ला व मार्गदर्शन या सेवा शैक्षणिक संस्थांनी पुरविल्या पाहिजेत. या सेवा विद्यार्थ्यांना आढ्यांनावर मात करण्यास आणि शैक्षणिक मार्गावर राहण्यास मदत करू शकतात.

##### ४.६. संप्रेषण

संकरित शिक्षण वातावरणात प्रभावी संवाद महत्त्वाचा आहे. शिक्षकांनी विद्यार्थ्यांना स्पष्ट सूचना, अपेक्षा आणि वेळापत्रक दिले पाहिजे. नियमित संप्रेषण माध्यम जसे की ईमेल किंवा चर्चा मंच, विद्यार्थ्यांच्या प्रश्नांचे त्वरित निराकरण करण्यासाठी स्थापित केले पाहिजे.

#### ५. निष्कर्ष

आधुनिक शिक्षणामध्ये संकरित अध्ययन हे खूप महत्त्वाचे आहे, संकरित अध्ययनामुळे लवचिकता आणि पारंपारिक वर्गांमध्ये तंत्रज्ञानाचे एकीकरण होते. तथापि त्याच्या अंमलबजावणीशी संबंधित आव्हाने ओळखणे आणि त्यांचे निराकरण करणे आवश्यक आहे. तांत्रिक पायाभूत सुविधा, विद्यार्थी सहभाग, अभ्यासक्रम रचना मूल्यांकन, तांत्रिक सहाय्य आणि वेळ व्यवस्थापन या मुद्द्यांसाठी विचारपूर्वक रणनीती राबविणे आवश्यक आहे. संस्था आणि शिक्षकांनी डिजिटल विभाजन कमी करण्यासाठी, कृतियुक्त शिक्षणास प्रोत्साहन देले पाहिजे, त्यासाठी पुरेसे प्रशिक्षण प्रदान करणे आवश्यक आहे आणि योग्य मूल्यांकन पद्धती विकसित करण्यासाठी सहकार्याने कार्य केले पाहिजे. असे केल्याने, संकरित शिक्षणाचे जास्तीत जास्त फायदे मिळू शकतात आणि त्यातील आव्हाने कमी करू शकतात, शेवटी सर्व विद्यार्थ्यांना उच्च-गुणवत्तेचा शैक्षणिक अनुभव प्रदान केला जाऊ शकतो.

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